

Cheylin Building Needs Assessment

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. Projected Student Headcount for 2026-2027 School Year

Preschool	5	
Kindergarten	16	
1st Grade	12	
2nd Grade	13	
3rd Grade	14	
4th Grade	11	
5th Grade	11	
6th Grade	11	
Elem Subtotal Students	93	
7th Grade	14	
8th Grade	10	
9th Grade	9	Class of 2030
10th Grade	5	Class of 2029
11th Grade	12	Class of 2028
12th Grade	14	Class of 2027
HS Subtotal	64	
Total Students	157	

What does this mean?

Anticipate flat enrollment for next year as a larger than normal preschool enters kindergarten vs. a smaller senior class going out.

The FTE from 2026-2027 can be used for 2027-2028. However, FTE has a high likelihood to decrease in 2028-2029.

The next break will be when next year's 10th grade (5 students) graduates. But there may not be an FTE increase if preschool numbers do not rebound.

b. Student percentage with an disability related IEP (Not counting preschool for 2026-2027)

1. Elem:	10%	
2. JH/HS:	9%	Statewide avg -17%
3. JH/HS Gifted IEP:	3%	

What does this mean?

Cheylin's student population with learning disabilities is slightly below the state average.

A third, part time para was added during the 2025-2026 school year. Her hours will decrease for the 2026-2027 school year due to employee's desire.

Cheylin's gifted population is higher than neighboring districts. Facilitator works with students twice/month and one full day event/semester in Oakley.

A staff member transports and supervises the students when they attend events at Oakley.

c. Current English Language Learners

1. Elem	19	
2. JH/HS		8

What does this mean?

Cheylin Public Schools has a significant English Learner population. This is a positive because it allows the community to have a school district located within the community. The challenge is implementing a system that is in the best interest of the students.

The district currently employs paraeducators to provide in class support for at-risk and English Learner students.

Question is whether it would be better to provide separate, modified curriculum that focuses on basic English skills instead of placing students with little or no English skills in a classroom. I understand there are opportunities for fewer credit requirements and specialized instruction can count as credits in some cases such as ELA. The superintendent considers this issue and the work it requires to be one of the major challenges of Cheylin Public Schools due to time required to research and an absence of response from KSDE staff.

d. Free Lunch

1. Elem:	44%	
2. JH/HS:		37.2%
State Average	42%	

What does this mean?

Cheylin does not have a high percentage of students who qualify for free lunches when compared to other public schools.

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e. Pupil-Teacher Ratio Avg

- | | |
|----------------|-----|
| 1. Elem 9:1 | 9:1 |
| 2. JH/HS 6.6:1 | 9:1 |

U.S. Avg. 15.4:1

What does this mean?

Student to teacher ratio is one of the strongest indicators of student in any success in a classroom. Struggling students receive more attention, students are more likely to speak up, share opinions, and engage in classroom discussion. In addition, students are less likely to act out. Student achievement is higher in classrooms with fewer students. What is the perfect ratio?

f. Tiered system of support for reading growth?

1. Elem: Gen classroom, small group, paraeducators (SPED, at-risk & English Learners), Title services, afterschool program, summer school*
2. JH/HS: Gen classroom, small group, interventions, paraeducators (SPED at-risk & English Learners), afterschool program, summer school

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, recreation
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

What does this mean?

One has to be careful to wrongly interpret statistics. Students may not give maximum effort. Scores may decrease for reasons that are uncontrollable. Move ins, move outs, staff turnover. limited candates. You can't isolate the variables.

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

	<u>2024-25</u>
Cheylin	95.2%
State Avg	92.8%

m. Chronic Absenteeism

Cheylin	5.20%
State Avg.	19.60%

n. ACT Performance (2025)

Cheylin	18.2
Statewide Avg	19

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.
- d. How are you ensuring students are civically engaged?
 1. 10 hours of community service hours per year during high school

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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.
 3. K-5 math materials under consideration.
- c. Is current technology appropriate?
 1. Technology is pretty good here, no thanks to me.
 2. Students utilize Chromebooks in the elementary and JH/HS.
 3. Classrooms have interactive Prometheon style boards, television sets, and projectors.
 4. There is a variety of software; IXL, 95 Percent, miscellaneous applications, Power School
 5. Teacher (agriculture) availability is an issue.

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:
- 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.
- c. Are additional school busses needed? A bus needs to be replaced within 1-2 years.
- d. Aging facilities.

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
 4. Translation Services

SECTION 8: School Data

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- 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 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, administrators, and other staff address facility issues.
- c. Hiring practices need to be conducted in order to benefit the academic and extracurricular programs.
- d. Salaries and benefits are competitive with area districts. Health insurance cost is high when compared to area districts due to the district assuming more responsibility if desired (employee & dependants).
- 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.
- h. The district is leveraging the capital outlay fund to pay qualifying expenses.**
In the past several years, special fund balances have decreased considerably. While Cheylin is making some progress in that respect, Cheylin's BOE has to be careful not to overuse the capital outlay fund and expose the district to excess financial risk in case of fire or storm damage.

This needs assessment fulfills the district's requirement to conduct a needs assessment for the next academic year.