

2023-2024 School Year Building Needs Assessment for 2024-2025 Budget Considerations

District: 350 St John-Hudson	Bldg #	Grades Served:
School: St John Elem	4180	K-6,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

Please consider the following questions as you complete the needs assessment for your building.

SECTION 1: Student Needs	Notes
a. Student Headcount	221
b. Percentage of students with an active IEP	23.10%
c. Percentage of students enrolled in English Language Learner (ELL) services	8.10%
d. Percentage of students identified as At-Risk (Free lunch)?	33.00%
e. Pupil-Teacher Ratio Average	16.3 This number isn't a great representation of our class sizes overall since we transition from two down to one homeroom at grade 3. K-2 average 11, 4-6 average 23.
f. Pupil-Teacher Ratio Median	14.0
g. Are the needs of Foster Care Students being met? If no, what	Yes
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes Difference is most significant for level 3+ for Hispanic students in ELA
i. Is there a tiered system of support to target reading growth?	Yes 30 minute needs based intervention groups for ALL students daily
j. Is there a tiered system of support to target math growth?	No We gather benchmark data but don't yet have a system for strategic intervention.
k. Are there local assessments to measure reading growth?	Yes AimsWeb
l. Are there local assessments to measure math growth?	Yes AimsWeb
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes LIFE Afterschool Program

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Please consider the following questions as you complete the needs assessment for your building.

n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?		Yes	Our targets are for professional development in the area of ELA since this is our lowest area compared to state averages. Staff is analyzing instructional practices, curricular standards, and resources to determine reasons for the achievement gaps. All teachers will be utilizing the interim assessments.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?		Yes	The goal is to see movement of all students up by one of the 8 categories.

SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star

			Notes
a. How is social/emotional growth being measured?	SRSS-IE Screener and ABC's early warning indicators		Teacher perception survey is completed three times per year.
b. What are the targets/goals related to social/emotional growth?	Transition students from high risk, to some risk and low risk categories and meet the needs of all students so they can learn.		Our school counselor supports all students with whole group lessons. She also support students in higher risk categories with one-on-one or small group interventions.
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	Phelps and ASQ screeners		ASQ data is not very useful
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Ensure all students are ready to learn when they start Kindergarten.		Our Bridges to Learning (3 and 4 year old preschool) program helps us to be aware of the strengths and needs of the majority of our students before the enter kindergarten.
e. How are successes of Individual Plans of Study being measured?	N/A		

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Please consider the following questions as you complete the needs assessment for your building.

f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	N/A	
g How are you ensuring students are civically engaged?	Revelvant curriculum and inquiry based instruction.	Community Service Day participation by elementary students is a great example of civic engagement .

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Please consider the following questions as you complete the needs assessment for your building.

SECTION 3: Curriculum Needs	Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	LIFE After-School Program 20-25 students weekly
b. Are there appropriate and adequate instructional materials?	Yes EnVision Math, Wonders, Pathways to Reading, Mystery Science, HMH Social Studies.
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes We need to work on iPad management so that they work consistently for all students. We will work to slowly transition all teachers to a consistent display system (TVs rather than smart boards).

SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)	Notes
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)	
c. Is every child in your school provided at least the following	
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 understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes

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Please consider the following questions as you complete the needs assessment for your building.

4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	
6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	Yes	
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.	Yes	

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Please consider the following questions as you complete the needs assessment for your building.

SECTION 5: Staff Needs		Notes
a. Is there adequate personnel/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 in said classroom, and meet the goals of the school?	No	Special education staff are not available and we constantly work with vacant positions
b. How many classified support staff are currently employed?	5	
c. How many classified support staff are needed?	6	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Time for staff members to align teaching materials to state standards, time to assess student master using standards based grade cards, additional applicaiton time for being trauma reponsive while also holding students to high academic standards. ELA work as noted above.	
SECTION 6: Facility Needs		Notes

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Please consider the following questions as you complete the needs assessment for your building.

a. Is there adequate space for student learning?	No	Space is "workable" but not adequate. Classrooms are small and every available nook and cranny of the building is used to work with students.
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	We seem to be constantly behind with deferred maintenance. The building needs a lot of work.
c. Are additional School Buses needed or any additional Routes needed?	Yes	Special education routes

SECTION 7: Family Needs/Community Relations	Notes	
a. Do you have regular events to engage parents with teachers?	Yes	
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?	None	This is a possible need. We do have parents that could use support at home.
c. Do you have an active Site Council?	Yes	
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	
e. What types of communication exists with families? Is it adequate?	Print, Digital (Seesaw & School Messenger), Social Media	Communication can always improve.
f. What types of communication/social media exists with your community? Is it adequate?	Facebook, Instagram, Print Media	Again, this can always get better.

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Please consider the following questions as you complete the needs assessment for your building.

SECTION 8: School Data	Notes
a. Building Attendance Rate	94.3%
b. Building Chronic Absenteeism Rate	13.4%
c. District Chronic Absenteeism Rate	21.5%
d. District Graduation Rate	100.0%
e. District Dropout Rate	0.7%

SECTION 8A: High School Needs (buildings with grades 10 through 12 only)	Notes
a. What is our building graduation rate	
b. What is our building dropout rate?	
c. What is our average comprehensive ACT score?	

SECTION 9: Other Data	Notes
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Trauma, Poverty, Home Language Barriers, Attendance
1. Can these be achieved with additional resources?	Some yes, some no.
2. Why or why not?	We are working to develop staff capacity in responding to trauma and poverty, improving communication with all families, especially those with a language barrier, and addressing chronic absences more aggressively.
b. Additional building unique items:	

2023-2024 School Year Building Needs Assessment for 2024-2025 Budget Considerations

District: 350 St John-Hudson	Bldg #	Grades Served:
School: St John High	4182	7-12,NG

Please consider the following questions as you complete the needs assessment for your building.

SECTION 1: Student Needs	Notes
a. Student Headcount	135
b. Percentage of students with an active IEP	19.30%
c. Percentage of students enrolled in English Language Learner (ELL) services	5.90%
d. Percentage of students identified as At-Risk (Free lunch)?	44.40%
e. Pupil-Teacher Ratio Average	10.7
f. Pupil-Teacher Ratio Median	11.0
g. Are the needs of Foster Care Students being met? If no,	Yes
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes
i. Is there a tiered system of support to target reading	Yes
j. Is there a tiered system of support to target math growth?	Yes
k. Are there local assessments to measure reading growth?	Yes
l. Are there local assessments to measure math growth?	Yes
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes

Difference is most significant for level 3+ for Hispanic students in ELA

Our targets are for professional development in the area of ELA since this is our lowest area compared to state averages. Staff is analyzing instructional practices, curricular standards, and resources to determine reasons for the achievement gaps. All teachers will be utilizing the interim assessments.

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District: 350 St John-Hudson	Bldg #	Grades Served:
School: St John High	4182	7-12,NG

Please consider the following questions as you complete the needs assessment for your building.

o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?		Yes The goal is to see movement of all students up by one of the 8 categories.
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star		Notes
a. How is social/emotional growth being measured?	SRSS Screener and ABC's early warning indicators	
b. What are the targets/goals related to social/emotional growth?	Every student has an adult they trust in the school. Transition students from high risk, to some risk and low risk categories and meet the needs of all students so they can learn.	
c. How do you determine students are ready for Kindergarten?	N/A	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)		
e. How are successes of Individual Plans of Study being	Post Secondary Success Rates/Exit Surveys	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	We want each of our students to attend and graduate on time.	
g. How are you ensuring students are civically engaged?	Community Service, Senior Projects, Voter Registration incentive for Seniors.	

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School: St John High	4182	7-12,NG

Please consider the following questions as you complete the needs assessment for your building.

SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Afterschool tutoring	
b. Are there appropriate and adequate instructional materials?	Yes	
c. Is current technology appropriate? If no, what technology is	Yes	1:1 Chromebook
SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of	Yes	
c. Is every child in your school provided at least the following		
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly	Yes	
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed	Yes	
3. Sufficient understanding of governmental processes to enable the student to understand the issues that	Yes	
4. Sufficient self-knowledge and knowledge of his or her	Yes	
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical	Yes	
6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to	Yes	
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their	Yes	

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School: St John High	4182	7-12,NG

Please consider the following questions as you complete the needs assessment for your building.

SECTION 5: Staff Needs		Notes
a. Is there adequate personnel/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 in said classroom, and meet the goals of the school?	No	Special education staff are not available and we constantly work with vacant positions
b. How many classified support staff are currently employed?	5	
c. How many classified support staff are needed?	7	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	
e. Are principals & other key staff trained to provide instructional leadership and professional development to	yes	
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Time for staff members to align teaching materials to state standards, time to assess student master using standards based grade cards, additional applicaiton time for being trauma reponsive while also holding students to high academic standards. ELA work as noted above.	
SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	We seem to be constantly behind with deferred maintenance. The building needs a lot of work.

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District: 350 St John-Hudson	Bldg #	Grades Served:
School: St John High	4182	7-12,NG

Please consider the following questions as you complete the needs assessment for your building.

c. Are additional School Buses needed or any additional Routes needed?	Yes	Special education routes
SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with	Yes	
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use		
c. Do you have an active Site Council?	Yes	
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	
e. What types of communication exists with families? Is it adequate?	Phone, Email, Social Media, Monthly Newsletter, Messaging system	It is adequate. We are always looking to improve
f. What types of communication/social media exists with your community? Is it adequate?	Facebook, Instagram, Print Media	

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District: 350 St John-Hudson	Bldg #	Grades Served:
School: St John High	4182	7-12,NG

Please consider the following questions as you complete the needs assessment for your building.

		Notes
SECTION 8: School Data		
a. Building Attendance Rate	91.6%	
b. Building Chronic Absenteeism Rate	32.1%	
c. District Chronic Absenteeism Rate	21.5%	
d. District Graduation Rate	100.0%	
e. District Dropout Rate	0.7%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		
a. What is our building graduation rate	100.0%	
b. What is our building dropout rate?	0.7%	
c. What is our average comprehensive ACT score?	17.6	
SECTION 9: Other Data		
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Family engagement, truancy, substance use/abuse, legislative sabatage, political manipulation	
1. Can these be achieved with additional resources?	No	
2. Why or why not?		
b. Additional building unique items:		

350 St. John-Hudson State Assessment Review for Budget Considerations

350 St. John-Hudson District Summary

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact our School District include, but are not limited to:

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- High percentage/number of free and reduced students and increased poverty rate
- Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind
- High or increased levels of homeless students and families and foster care families
- Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire
- High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study)
- Lack of or limited access to community health services and mental health services
- Special Education funding shortfall has limited supports of our highest need students
- High numbers or increasing numbers of single parent families
- High levels or an increase in absenteeism among our student population
- An increasing level of social emotional challenges and needs of students
- It is difficult to encourage a student's highest performance on an assessment that does not impact their future.
- We do not receive disaggregated and approved state assessment scores until October of a school year, which limits the amount of time we have to make adjustments based on that data
- We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

(B) Identify the budget actions that should be taken to address and remove those barriers.

Our School District faces a number of budget challenges when determining how to allocate funds to best meet the needs of our students. Given our population, the following budget considerations could have the biggest impact on student achievement:

- Increased salary to recruit and retain high quality certified and classified staff

- Additional staff members hired to meet the individual learning and SEL needs of all students
- Increased funding and time for staff development
- Additional substitute teachers for teacher release time
- Maintain low teacher/pupil ratio for greater individualized instruction
- Increase funding for Pre-K programs
- Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues

(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

There is no way to accurately predict how children will respond to our interventions because we cannot fix the daily challenges they face. Many factors impact students' academic achievement, such as:

- Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency.
- While assessment scores are one measure, our district does not believe that student assessment scores should be the sole measure of student proficiency
- Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency
- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

St. John Elementary Building State Assessment Review

District: 350 St. John-Hudson

School: St. John Elementary

Building Number: 4180

Grades Served: PK-6

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact this school include, but are not limited to:

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- High percentage/number of free and reduced students and increased poverty rate
- Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind
- High or increased levels of homeless students and families and foster care families
- Declining enrollment that reduces funding and access to additional services and supports for students
- Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire
- High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study)
- Lack of or limited access to community health services and mental health services
- High numbers or increasing numbers of single parent families
- High levels or an increase in absenteeism among our student population
- An increasing level of social emotional challenges and needs of students
- Lack of, limited, or difficulties in engaging parents in the educational process
- We do not receive disaggregated and approved state assessment scores until October of a school year, which limits the amount of time we have to make adjustments based on that data
- We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

(B) Identify the budget actions that should be taken to address and remove those barriers.

This school faces a number of budget challenges when determining how to allocate funds to best meet the needs of our students. Given our population, the following budget considerations could have the biggest impact on student achievement.

- Increased salary to recruit and retain high quality certified and classified staff
- Additional staff members hired to meet the individual learning and SEL needs of all students
- Increased funding and time for staff development
- Additional substitute teachers for teacher release time
- Increase paraeducator support in special education classrooms
- Maintain low teacher/pupil ratio for greater individualized instruction
- Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues

(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

There is no way to accurately predict how children will respond to our interventions because we cannot fix the daily challenges they face. Many factors impact students' academic achievement, such as:

- Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency.
- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency
- Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency
- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

St. John Jr/Sr High School Building State Assessment Review

District: 350 St. John-Hudson

School: St. John Jr/Sr High School

Building Number: 4182

Grades Served: 9-12

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact this school include, but are not limited to:

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- High percentage/number of free and reduced students and increased poverty rate
- Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind
- Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire
- High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study)
- High levels or an increase in absenteeism among our student population
- An increasing level of social emotional challenges and needs of students
- We do not receive disaggregated and approved state assessment scores until October of a school year, which limits the amount of time we have to make adjustments based on that data
- We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

(B) Identify the budget actions that should be taken to address and remove those barriers.

This school faces a number of budget challenges when determining how to allocate funds to best meet the needs of our students. Given our population, the following budget considerations could have the biggest impact on student achievement.

- Increased salary to recruit and retain high quality certified and classified staff
- Increased funding and time for staff development
- Additional substitute teachers for teacher release time

- Increase paraeducator support in special education classrooms
- Maintain low teacher/pupil ratio for greater individualized instruction
- Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues

(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

There is no way to accurately predict how children will respond to our interventions because we cannot fix the daily challenges they face. Many factors impact students' academic achievement, such as:

- Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency.
- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency
- Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency
- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.