



Elizabethtown Area School District

2021 Annual Impact Report

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The board members listed above reflect the sitting board for the 2020-2021 school year. James C. Emery, Danielle D. Lindemuth, and Stephen T. Lindemuth took the oath of office for the school board in December 2021 and were seated on the board at publishing.

School Board Meeting Information

The Elizabethtown Area School District Board of School Directors convenes school board meetings two times a month (typically the second and fourth Tuesday of each month at 6 p.m.), except for July. Community members are welcome to attend the meetings in-person or virtually and are encouraged to provide citizen comments. The Board welcomes this opportunity to hear from community members about important issues, as it fosters better decision-making and improved learning experiences for all students. However, the Board does not debate issues or enter into a question-and-answer session with the citizen speakers. Interested stakeholders can find meeting agendas on the Elizabethtown Area School District website at www.etownschools.org. Please contact the school board secretary, Becky Maxwell (becky_maxwell@etownschools.org or 717-367-1521), with any questions regarding addressing the Board, finding meeting agendas and minutes, school board policies, or the meeting schedule.

Message from the District

On behalf of the Elizabethtown Area School District, we are pleased to share the Elizabethtown Area School District's **2021 Annual Impact Report**. In this publication, you will find information on our students' achievements; our safe and caring schools; and the stewardship of our finances for the 2020-2021 school year. You will also get a chance to read several personal stories written by our students and staff that convert the facts and figures into actual testimony on the positive impact our school system has on our students. We hope this annual impact report provides our community insight into the outstanding work throughout the District over the last year.

The 2020-2021 school year was another challenging year, given the ongoing COVID-19 pandemic looming all around us. Yet, despite the many obstacles that stood in our way, we are proud to say that we remained committed to providing the very best education possible to all our students. The achievement measures and examples of student learning in this report reflect the commitment, dedication, resilience, and perseverance of our students, faculty, staff, administration, school directors, and families. For that, we are very thankful.

While reflecting on the past year is essential, this information is just one snapshot in time of a multi-year educational journey for our students. We can learn from the past and refine processes and systems based on the measured performance. However, we must never lose focus on the future, for it is there that our students' hopes and aspirations lie. As such, we must connect these results with a present and future educational program that leverages each of our student's unique interests, skills, and future ambitions to help them achieve their desired outcome.

We are proud of all that we accomplished last year. More importantly, we remain committed to a forward-thinking approach and will never stop asking the question... *What is the benefit we provide our students for their future?* In doing so, we will be best positioned to meet all of our students' diverse and unique needs. We hope you enjoy reading the **2021 Impact Report** and know that your support has contributed to the successes detailed within.

Sincerely,



Terry L. Seiders
Board President

Sincerely,



Michele M. Balliet, Ed.D.
Superintendent of Schools

About the Annual Impact Report

The information in this annual report looks back at the 2020-2021 school year to see how well we did with key achievement and growth indicators of student success. While these indicators reflect on the previous year's learning, they are helpful to review as they lay a foundation for our forward-looking goal of supporting our students with becoming **LIFE READY**.

We define **LIFE READY** as helping our students achieve their dreams and aspirations for their future. Therefore, our entire K-12 system must work together to achieve this goal by offering age-appropriate, meaningful academic and career-ready experiences responsive to the ever-changing modern economy. However, we recognize that our students come with different motivations for their learning experience related to their level of engagement, behavior, and academic performance. As such, the challenge is that **LIFE READY** looks different to each of our students at their graduation. For some, it could be positioning themselves to be successful at the post-secondary level. For others, it is having the ability to enter the workforce and earn a livable wage. Yet, for others, their desire may be to enter a branch of our armed services upon graduation.

The District has divided the data contained within this report into five sections, each a broad indicator of foundational success in supporting our goal of **LIFE READY**. While **LIFE READY** emphasizes success after graduation, to ensure that success, we must have an integrated curriculum and active educational experiences K-12 where skills build on previously learned skills during the school year and across grade levels and subject areas. Therefore, the different sections of our annual report look at success levels across all our grade bands.

Annual Report Sections:

1. Academic Readiness
2. Career and Workforce Readiness
3. Post-Secondary Readiness
4. Enhancing Life Readiness
5. By the Numbers

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Academic Readiness

At Elizabethtown, we embrace our responsibility as learning facilitators. We recognize our critical role in supporting our community's youth with mastering the concepts taught across all subject areas, kindergarten through twelfth grade. By combining dynamic learning environments with a personalized, team approach, we can support our students to attain the still relevant high school diploma. The benefits of a high school diploma are proven. They include having better opportunities for post-secondary education or employment with higher wages and an overall improved sense of pride and accomplishment. The ACADEMIC READINESS section focuses on student learning.

KEY INDICATORS OF SUCCESS:

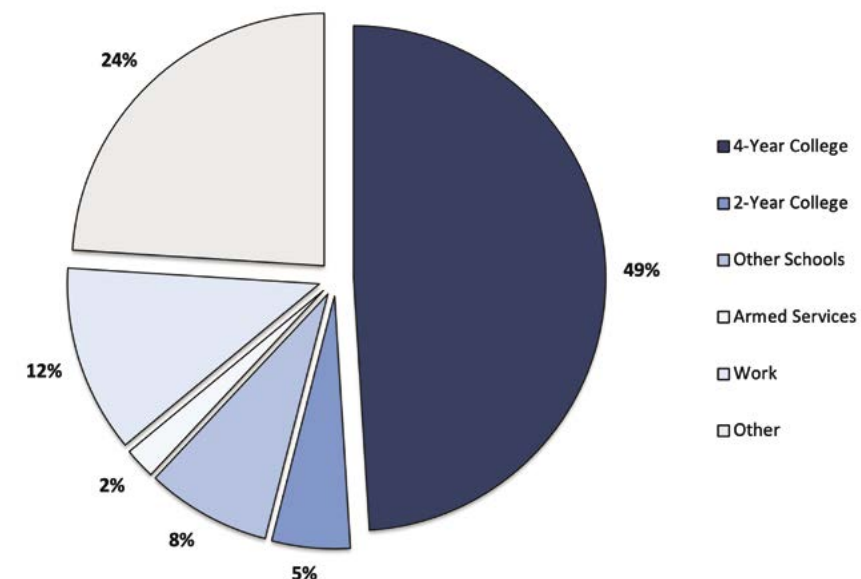
- 40% of students make at least one honor roll per year.
- 95% of students successfully transition to the next grade level.
- Progress toward meeting the state-established Keystone Exam goals.
- 95% of graduating seniors prepared for some form of post-secondary education or career choice such as the armed services or workforce.
- 80% of graduating seniors with at least a "B" or better GPA.
- 90% or better graduation rate.
- 95% of all high school students staying enrolled in the EASD.

Life Ready Model

The Elizabethtown Area School District's **LIFE READY MODEL** focuses on our students and their hopes and dreams. It is about providing them with the environment, experiences, and opportunities they need for success in their futures. Our role then is to help each student attain the knowledge, skills, social and emotional resiliency, and civic awareness necessary to be in a position to successfully pursue at least one of the following paths after graduating from our high school:

- Obtain a career that pays a livable wage
- Attend a postsecondary institution to further their education
- Seek an opportunity in our nation's armed forces

Class of 2021 Post Graduation Plans



Gateway to Future Financial Success

The Elizabethtown Area School District strongly believes a high school diploma is more than a piece of paper filed away in a drawer. We recognize the significant impact a high school diploma has on students' lives. Adults with a high school diploma reap many benefits, including greater access to higher-paying job opportunities and the ability to pursue post-secondary education. In fact, high school graduation is so essential to the District that we have written it directly into our mission statement, which reads: *Every student graduates ready to live, learn, and thrive in a global community.*

Class of 2021 Graduation Rate

96%
EASD

91%
PA Average

90%
Nat'l Average

Class of 2021 Senior Snapshot

300

Number of graduates.

16%

Percent of seniors with 100% GPA or better.

35%

Percent of seniors with at least an "A" or better GPA across all subject areas.

66%

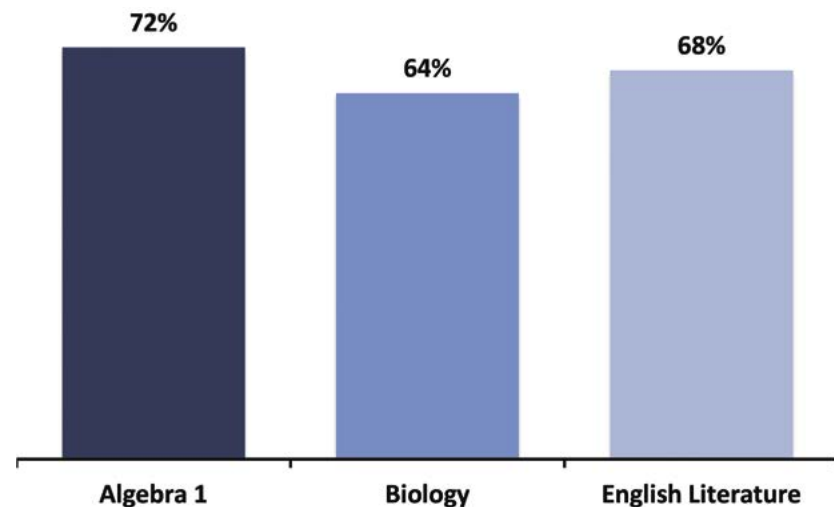
Percent of seniors with at least a "B" or better GPA across all subject areas.

Keystone Exam Performance

Pennsylvania's Keystone Exams assess student proficiency in three subject areas: Algebra 1, Biology, and English Literature. The Keystone Exams are one component of Pennsylvania's statewide high school graduation requirements. Per the PA Department of Education, all school districts in the Commonwealth must meet these state-established goals by the year 2030:

- **71.8%** of students proficient or advanced in Algebra 1.
- **83%** of students proficient or advanced in Biology.
- **81.1%** of students proficient or advanced in English Literature.

EAHS Class of 2021 - Proficient or Advanced Scores

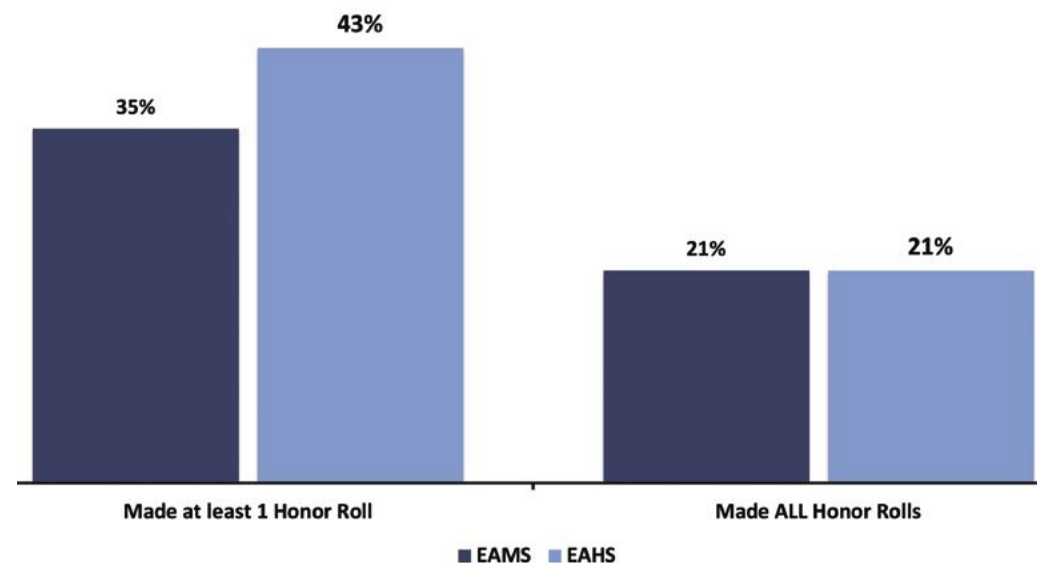


Honor Roll

For a student at the middle school to obtain Honor Roll status, they must earn a grade point average of 92% with no grade lower than 83%.

For a student at the high school to obtain Honor Roll status, they must earn a non-weighted grade point average of 94% with no grade lower than 85%.

2020-2021 Honor Roll Analysis



The Elizabethtown Area School District strives to excite students about their school experience by fostering an environment at the elementary and secondary levels where students are engaged, take ownership of their academic program, and challenge themselves to be the best classmates they can be. As such, we offer a comprehensive curriculum and continuum of personalized learning experiences based on our students' unique interests, skills, and future ambitions. In doing so, our goal is to keep students engaged in their education and excited about their future.

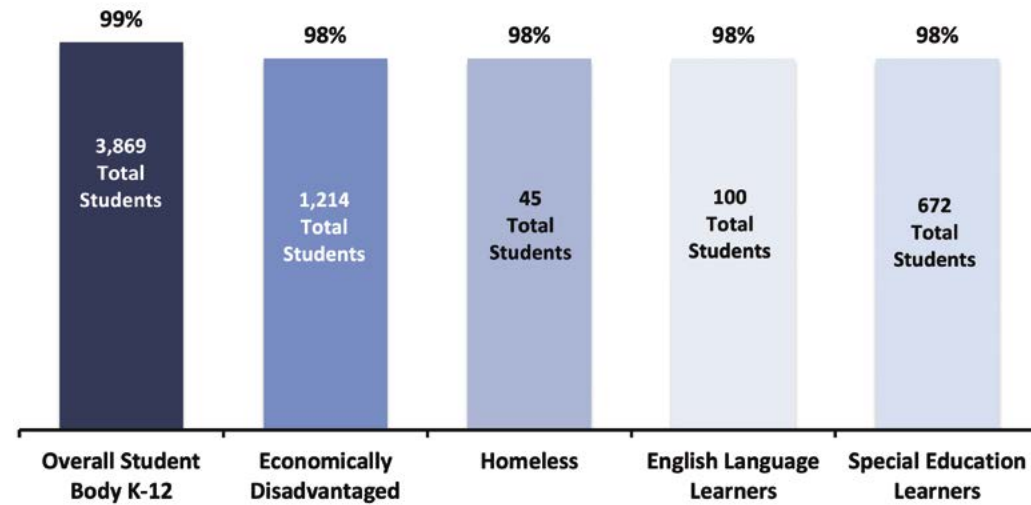
99%

Students STAYING enrolled in high school

Grade Level Transitions

For ALL students to grow and learn with at least a year's worth of growth in a year's worth of time, the District recognizes the critical role school culture, student-teacher relationships, curriculum, and teaching practices play in supporting successful grade-level transitions. Tracking grade level transitions help us gauge whether our schools are conducive to learning and how well we connect with ALL students to bring out the best in them.

2020-2021 Successful Transitions by Sub-Groups



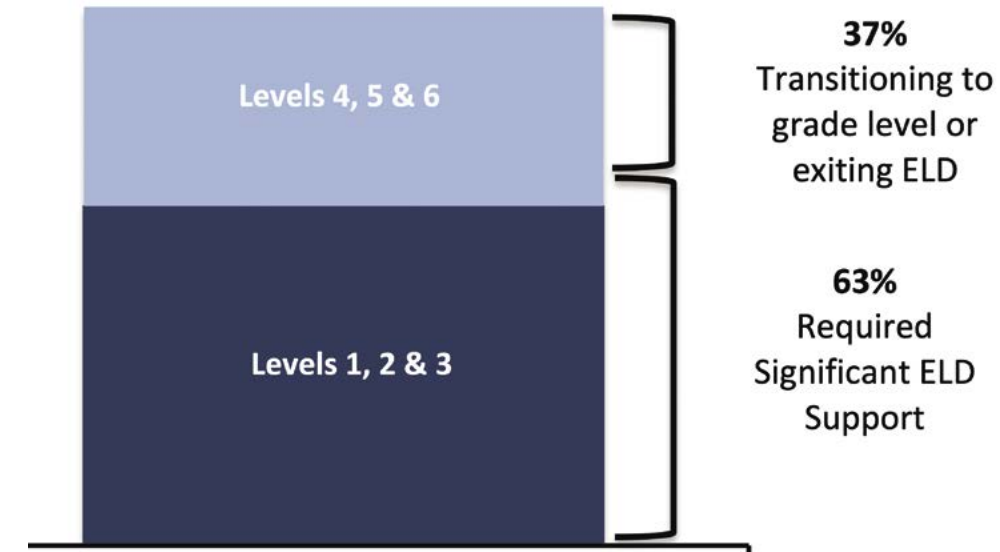
Enrollment figures reflect total number of students enrolled in EASD at any time during the 2020-2021 school year.

English Language Development Program (ELD)

Students whose primary language spoken at home is not English, and they are not at grade level proficiency in English.

2020-2021 Level of Support

101 students received ELD services



2020-2021 ELD Fast Facts

63%

The percentage of ELD students requiring at least significant support.

14

The number of different primary languages spoken by students receiving ELD services (Q'eqchi, Spanish, Creole, Bengali, Nepali, Arabic, Karen, Chinese, French, Amharic, Hindi, Vietnamese, Fulani, and Swahili).

14

The number of ELD students who were seniors over the last four years who graduated from EASD (out of 17).

8%

The percent change in the number of students receiving ELD services over the last year.

2020-2021 Special Education Per Student Costs

The dollar amount spent on each of the 648 total students receiving special education services for the year distributed by cost range:

618 Students
\$0 - \$26,717.95 per student

15 Students
\$26,717.96 - \$53,435.90 per student

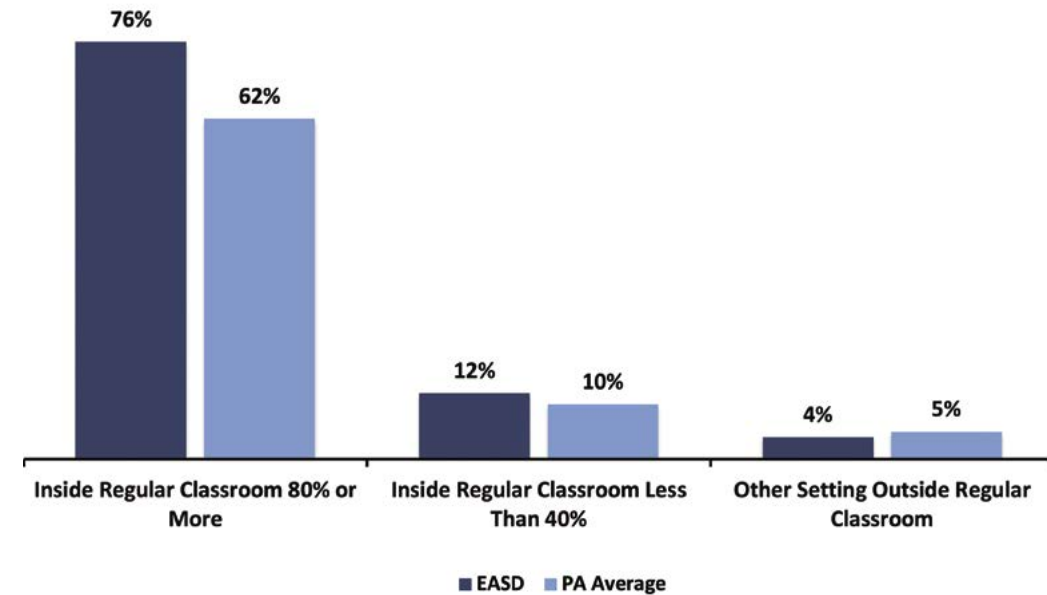
11 Students
\$53,435.91 - \$80,153.88 per student

4 Students
\$80,153.89 and above per student

2020-2021 Special Education Snapshot

The Elizabethtown Area School District is committed to ensuring that our students with disabilities have the opportunity to receive a quality education in line with their unique needs. Our goal is to enable every student receiving special education services to gain a high level of independence and reach their full potential. Our staff utilizes inclusionary practices and differentiation to maximize the accessibility of our curriculum to our diverse learners.

Learning Environment



Meeting Student Needs

At Elizabethtown, we recognize our programs and services must address the specific needs of each student for that student to achieve their highest potential. Our supports, therefore, are about each child. As such, our goal as a school district for our special education population is to open doors to the wide array of possibilities under our **Life Ready Model**.

	EASD	PA
Total Enrollment	3,705	---
Total Special Education Enrollment	565	---
Percent Special Education	15	18
Percent Specific Learning Disability	42	39
Percent Speech/Language	21	14
Percent Autism	13	12
Percent Other Health Impairment	10	17
Percent Emotional Disturbance	6	9
Percent Intellectual Disability	6	6

Enrollment figures taken from the June 2021 Pennsylvania State Data Center Report



Cyber Options E-Facts

The Elizabethtown Area School District's vision of educating all learners to be LIFE READY is met by offering instructional options in varied formats to best meet the needs of our learners and their families. During the 2021-2022 school year, 825 students, kindergarten through twelfth grade, participated in one of the two online learning platforms offered by the Elizabethtown Area School District (i.e., EASD Online or Lancaster-Lebanon Virtual Solutions). Students could participate full-time or part-time in either option.

For more information on EASD's cyber options, visit www.etownschools.org/etowncyber.

Online Learning Opportunities

99%

The percentage of students enrolled in one of EASD's online platforms, kindergarten through third grade, successfully transitioning to the next grade level.

100%

The percentage of students enrolled in one of EASD's online platforms, fourth through sixth grades, successfully transitioning to the next grade level.

100%

The percentage of students enrolled in one of EASD's online platforms, seventh and eighth grades, successfully transitioning to the next grade level.

93%

The percentage of students enrolled in one of EASD's online platforms, ninth through twelfth grades, successfully transitioning to the next grade level.

Paulina's Story:

I moved to the United States in January 2016, and since then, I have had a lot of great opportunities. In fact, being in the English Language Development (ELD) program was one of the best opportunities during my time at Elizabethtown Area High School. Being in the program helped me increase my English vocabulary, be more confident in myself, and ask questions when needed. My teacher always told me, "One step at a time". I always had her help, and thanks to that, I made choices that I needed for my future plans.

When starting my sophomore year, I still wasn't sure what I wanted to do in my future. Architecture was in my mind as a career to keep studying after high school, so I decided to talk with my ELD teacher and my counselor. Thanks to them and some advice they gave me, I had the opportunity to go for a mock interview at RLPS Architects in Lancaster. Later in my junior year, I decided to take an architectural class and focus more on the architectural field. In my senior year, I applied to Lancaster County Career and Technical Center (LCCTC) for the Architectural Technology program. While at the LCCTC, the Lions Club in Elizabethtown recognized me as their student of the month. At that moment, without a doubt, I was sure that architecture was the right path for me, and it was something that I wanted to keep doing in my future.

After finishing my last year of high school, I was not 100% ready to start college. I wanted to keep increasing my vocabulary, so I decided to take a gap year at Immerse International in Millersville. As such, I deferred my admission to Thaddeus Stevens College and their Architectural Technology program for one year. Taking that intensive course of English expanded my vocabulary and fluency. While studying at Immerse International, I made some connections with Cornerstone Design Architects in Lancaster. As a result, I felt more confident and ready to start college in the fall, and I was still in contact with Cornerstone designs. I visited their office twice this year, and now I am looking forward to an internship there. I am very proud to see my growth since I got here to E-town, and I am very thankful for the great people that have been part of all those great opportunities. I don't want to stop learning. This is just the beginning of my career, and I hope there are more great opportunities along the way that help me accomplish my plans of becoming an architect.



Career and Workforce Readiness

To prepare our students for success in today's workforce and their future in this rapidly changing marketplace, it is essential that we couple our academic programming with career exposure. We want our graduates to have a competitive edge when entering the workforce. To do so, we must go beyond the traditional coursework by fostering an awareness of personal competencies and interests and offering career exploration, on-the-job experiences, and technical training. The **CAREER AND WORKFORCE READINESS** section explores how the District is bringing value to our students in the area of employability upon graduation.

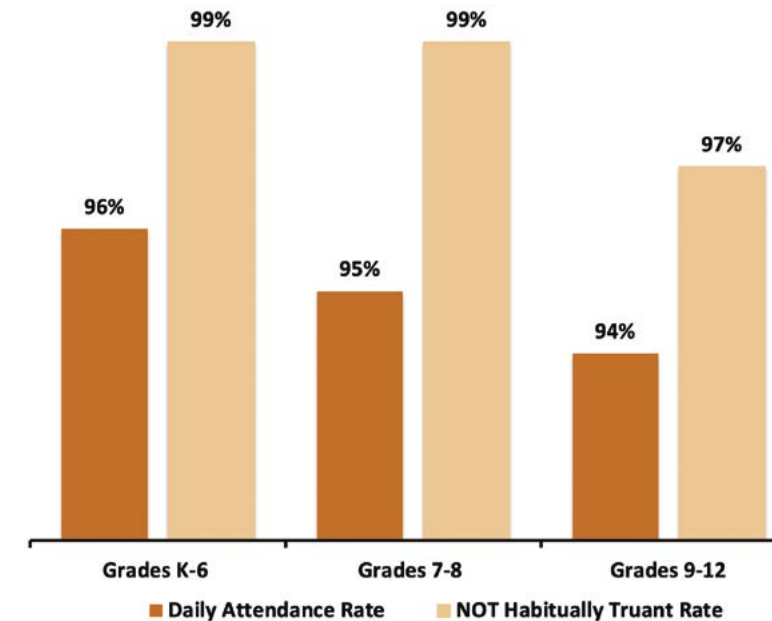
KEY INDICATORS OF SUCCESS:

- 90% attendance rate.
- Diverse workplace learning experiences.
- Community service participation.
- 98% of students meet the PA Department of Education career readiness standard.

School Attendance

For students to learn and achieve their fullest potential, they must be active participants in their education. The Elizabethtown Area School District employs various proactive measures to support school attendance, including building positive relationships with students and their families, establishing a positive school climate, supporting families facing barriers to daily attendance, and ensuring attendance expectations are clear and consistent. The District evaluates two key indicators - Daily Attendance and Habitual Truancy Rates - to determine how much our students like coming to school (The PA Department of Education defines Habitual Truancy as having six or more school days of unexcused absences during the current school year.)

2020-2021 Attendance Indicators



JA Partnership

High school students receive this prestigious PA Department-of-Education-recognized certification for completing Junior Achievement's BizTown, YES!, and STEM Summit programs while students in our District. All three programs focused on STEM (Science, Technology, Engineering, Mathematics) education and helped students discover the connection between future careers and academic education.

JA BizTown takes place in fifth grade and is an interactive model town that allows students to examine the connection between academics and the world beyond the classroom walls.

The YES! curriculum is offered at the middle school to help students appreciate the importance financial and career decisions play in their lives as young adults.

The STEM Summit is offered at the high school and is designed to spark an interest in and inspire students to explore careers in a STEM-related field by connecting classroom learning with fun, high-energy STEM activities.

411

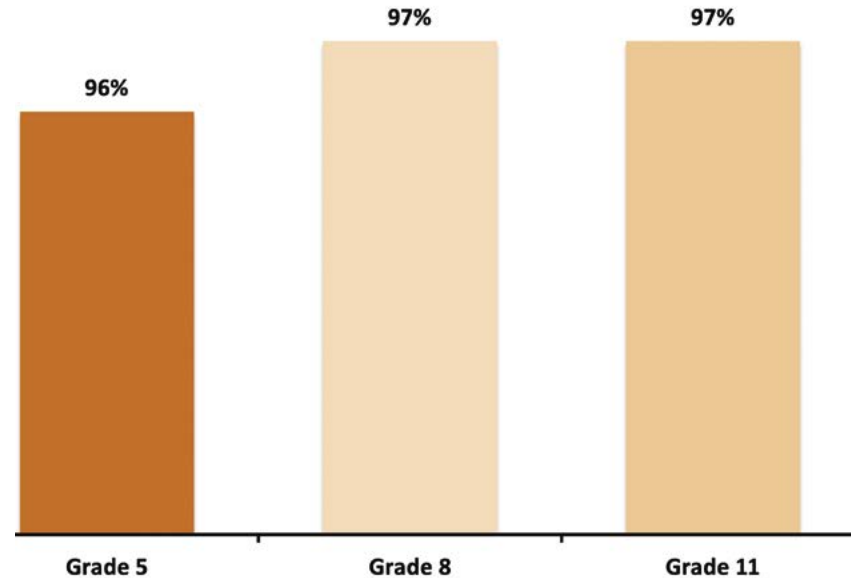
The number of JA STEM Pre-Apprenticeship Certificates awarded last year to EAHS students.

Career Education

Through the PA Department of Education's career readiness initiative, school districts must offer meaningful student engagement in career education and work standards. Examples of programs that contribute to the Career Readiness Indicator score are as follows:

- Development of Career Plans
- Career Inventory
- Job shadows and Career Fairs
- Work-based learning experiences
- Projects aligned to Career Education and Work Standards
- IEP Transition Goals

2020-2021 Career Readiness Indicator



Career Initiatives

Elizabethtown Area High School offers an abundance of opportunities for students to build their skillset through hands-on training programs. In doing so, students can explore careers, become more marketable, and be better equipped with the practical knowledge needed in a particular industry. The District's Cooperative Education, Pre-Apprenticeship, Agriculture, and Early Enrollment programs, as well as our partnership with the Lancaster County Career and Technology Center, afford students a chance to pursue valuable on-the-job experience and certification in their career field of interest.

Cooperative Education	# of Students
Internships	27
Work Experiences.....	41
Pre-Apprenticeships	
Building Trades (Associated Builders and Contractors)	16
Electrical (Independent Electrical Contractors)	4
Certified Nursing Assistant (Masonic Villages).....	1
Emergency Medical Technician (Northwest EMS)	13
Apprenticeships	
Building Trades at The Farfield Company.....	1
Building Trades at McCarty & Sons.....	1
Electrical at Fullerton Electric	1
Electrical at Leer Electric	1
EAHS Agricultural In-house CTC Program	
EAHS Agricultural In-house CTC Program	58
Early Enrollment	
Lancaster School of Cosmetology.....	0
Thaddeus Stevens College of Technology	1
Lancaster County Career and Technology Center	
Lancaster County Career and Technology Center	98



Altruism

Promoting altruism in our schools plays a crucial role in connecting our students within the school setting and the community in which they reside. In addition, student participation in altruistic and service-learning projects encourages them to be lifelong learners and contributing members of society. Therefore, we offer our students many ways to participate in altruistic activities, including volunteerism, fundraisers, food drives, and random acts of kindness. A sampling of altruistic activities that took place during the 2020-2021 school year are as follows:

- Feathers for Families
- Giving Trees
- Holiday Food Drives
- Kindness Cards
- Thanksgiving Food Drives

LifeReady Courses

A sampling of Cooperative Education career interests for the 2020-2021 school year were as follows:

Internships

- Business Administration with the Elizabethtown Chamber of Commerce
- Environmental Science with Belmont Solar
- Lawyer with the Stark Law Group
- Music Production at the Dutch Apple Dinner Theater
- Physical Therapist at The Physical Therapy Institute
- Social Media Marketer at Supply Tiger
- Police Officer with Northwest Regional Police Department

Work Experiences

- Business Management with McCracken's Pet Food & Supply
- Food Service at Masonic Village at Elizabethtown
- Electrician with John E. Fullerton Inc.
- Warehouse Technician for The Farfield Company
- Forklift Operator with Reliable Industries, LLC
- Natural Mulch Landscape for Zeager Bros., Inc.

Lancaster County Career and Technology Center

- Architectural CADD
- Auto Tech
- Construction
- Dental Assistant
- Early Childhood Education
- Electro Mechanical Engineering
- HVAC
- Nursing Assistant
- Plumbing

William's Story

As a freshman sitting in the presentation for class selection, I found out about Thaddeus Stevens School of Technology's early enrollment program. The idea of going to college my senior year and it only costing me half of the annual tuition prompted me to plan out the next three years of high school. I had already planned to pursue a trade career, so the Thaddeus program through Etown was the perfect opportunity for me.

I met with my school counselor and mapped out exactly what I needed to accomplish for each remaining year of high school. Every year, it seemed I made minor adjustments to my plan while maintaining my goal of entering Thaddeus Stevens College. My plan evolved from early enrollment my senior year to dual enrollment with classes at HACC with a fall acceptance to Thaddeus Stevens. Finally, it seemed like I was on track to accomplish what I set out to do. Through the ABC Keystone pre-apprenticeship program and the Independent Electrical Contractors course offered at Elizabethtown, I narrowed down my likes and dislikes and settled on the Electrical Technology Associate's degree offered at Thaddeus Stevens.

In my senior year, I was awarded a scholarship for a student pursuing a trade and entering a technical school. After graduation, I thought I had a few weeks of summer to work, and I'd be starting classes in the fall. Everything was falling into place. Three years of planning was going to pay off for me, and then I got an opportunity. I got an interview with an established electrical company. I would work for them as an apprentice while attending classes at ABC Keystone, the same organization that my Etown pre-apprenticeship classes were through, and work towards being a Journeyman. I would learn on the job and in the classroom while I earned a paycheck. One week before the start of my fall semester, my plans changed. While I didn't end up attending Thaddeus Stevens, all my planning still paid off. I was able to apply my credits earned at Etown for the ABC Keystone program to my current course work. The electrical knowledge from the IEC class provided me with a base of knowledge I am now expanding on as I work and learn simultaneously. By taking advantage of the opportunities provided at Etown, I set myself up for a successful career.



Post-Secondary Readiness

For students interested in a post-secondary education after graduation, active engagement in the college-preparation process while still in high school is extremely important to their future success. Research has proven that student engagement at the high school level in college prep classes leads to higher post-secondary success rates. As such, providing our students with opportunities to exhibit their knowledge, skills, and abilities in college-level courses is integral to our post-secondary readiness platform. The POST-SECONDARY READINESS section examines our efforts to support our graduates with more than just getting admitted to college but succeeding at college.

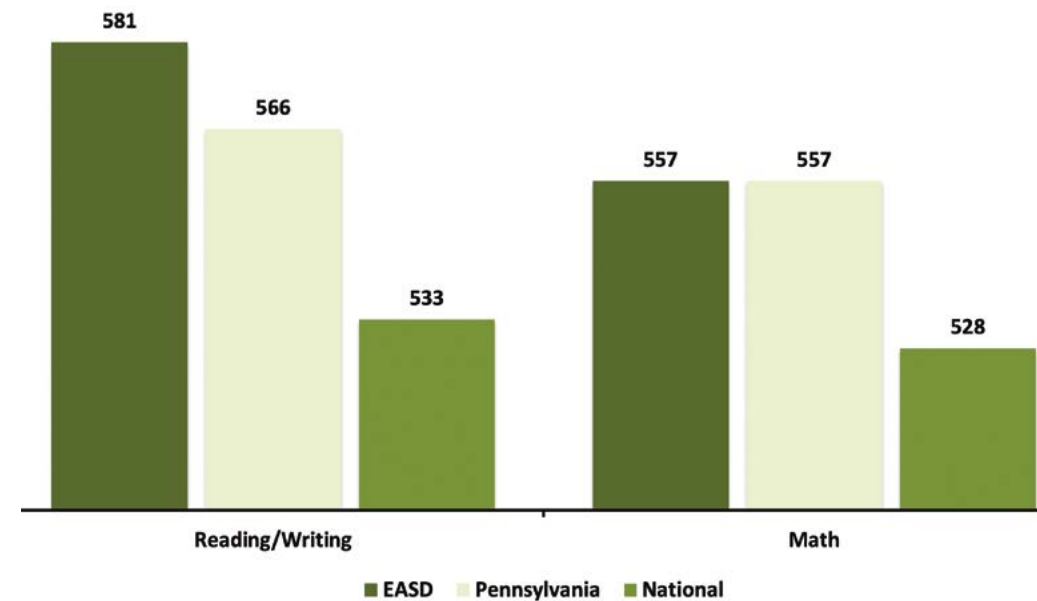
KEY INDICATORS OF SUCCESS:

- 10% of juniors/seniors enrolling in at least one Dual Enrollment class.
- 80% of AP Exam scores a 3 or better.
- 30% of students take multiple weighted courses.
- SAT scores at or above the 60th Percentile Rank Score of 1,110 (meaning EASD students scored better than 60% of all test takers nationally).
- ACT score greater than the national benchmark scores.

SAT Test

The Scholastic Aptitude Test (SAT) is an entrance exam used by most colleges and universities to make admissions decisions. The SAT's purpose is to measure a high school student's readiness for college.

Average SAT Score: 2020-2021 School Year



Advanced Placement Testing

For students interested in a post-secondary education, Advanced Placement (AP) courses can be helpful in preparation for college and boost a student's application credentials. Providing access to AP courses and tests, which America's colleges and universities widely recognize, is essential for our high school experience. Students can take tests in a wide range of curriculum areas, including biology, Calculus, Chemistry, Computer Science, English Literature and Composition, Music Theory, Physics, Statistics, and United States History.

108

Number of students that took at least one AP course

61

Number of students that took at least one AP exam

101

Number of AP exams administered

89

Percent of test takers with at least a score of 3 or higher (out of 61 test takers)

76

Percent of tests taken with at least a score of 3 or higher (out of the 101 tests taken)

2020-2021 Dual Enrollment Statistics

Dual Enrollment is when high school students take college classes for both high school and college credit. The student and their family assume the cost of the courses. The dual enrollment program allows for advanced course work with the opportunity to earn college credits.

79

The total number of students taking a Dual Enrollment course in the Fall 2020

168

The total number of Dual Enrollment courses completed in the Fall 2020

168

The total number of students taking a Dual Enrollment course in the Spring 2021

168

The total number of Dual Enrollment courses completed in the Spring 2021

Dual Enrollment

The District has formal and informal Dual Enrollment agreements with the following colleges and universities:

Delaware Valley University

Elizabethtown College

Harrisburg Area Community College

Harrisburg University

Lancaster Bible College

Le Tourneau University

Messiah College

Millersville University

PA College Health Sciences

Penn State University

Thaddeus Stevens

West Virginia University

A sampling of courses taken included Intro to Music, Art, Healthful Living, General Psychology, Astronomy, Principles of Marketing, Real Estate Foundation, Intro to Fashion Business, Effective Speaking, Technical Writing, Financial Accounting, Population & Global Issues, and Principles of Mathematics.

ACT Exam

The ACT is a national college admissions examination consisting of subject area tests in English, Mathematics, Reading, and Science. The ACT score range is from 1-36. A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of getting a C or higher in the corresponding credit-bearing college courses. National benchmark scores are as follows: 18 for English, 22 for mathematics, 22 for reading, and 23 for science.

Subject	EASD	Nat'l
English	27	20
Mathematics	26	20
Reading	29	21
Science	26	21
Composite	27	21

College-Ready Coursework

Helping to prepare students for success in college starts in our school system. The Elizabethtown Area School District's goal is to offer students interested in a post-secondary education with a relevant, rigorous, and engaging college-ready course of instruction that treats high school graduation as the start of future success, not our school system's end goal. The District defines weighted courses as honors-level or greater (i.e. AP classes, Dual Enrollment).

2020-2021 Key Data Points

47%

Percent of high school students taking at least one weighted course

33%

Percent of high school students taking multiple weighted courses

1,386 / 1,407

Total number of weighted courses passed/taken

Isabella's Story

I have a younger brother with Down Syndrome, and watching his development inspired me to want to become an occupational therapist. So when I arrived at Elizabethtown for the start of my junior year, my priority was selecting my classes and finding opportunities that connected my high school experience with my career ambitions.

Working with my school counselor, I was able to identify relevant courses that would help me with my post-secondary education and my pursuit of an OT degree. I am so thankful that I was able to take classes at Elizabethtown Area High School that helped prepare me for the college experience. My coursework provided a solid foundational knowledge for my intended major and challenged my organizational, critical thinking, and leadership skills. In addition, E-town made it easy to connect my coursework with my career interest by allowing me to volunteer in the multiple disabilities room at the high school. Having this opportunity to observe and work with professionals in the classroom setting was invaluable.

I am proud to say I was the high school's 2021 recipient of the Michael R. Boltz Memorial Award for outstanding service in the areas of psychiatric care, rehabilitation, and recreational development of the mentally challenged. Currently, I am a freshman at Carlow University, majoring in Health Sciences. I have already been accepted into Carlow's Occupational Therapy master's program. I am confident my experience at Elizabethtown Area High School helped me get on the path to achieving my dream of becoming an Occupational Therapist.

Enhancing Life Readiness (Well Being)

Being college-ready or career-wise is more than just the academic aspects of a graduate's resume and portfolio. At Elizabethtown, we strive to offer a diverse set of experiences from kindergarten through twelfth grade that promote a well-rounded skillset at graduation. By pairing our academic offerings with opportunities that foster emotional readiness, social skills, and teamwork, we can optimize a graduate's readiness to pursue their path after graduation. The ENHANCING LIFE READINESS section examines our efforts to help prepare our community's youth to successfully compete on any stage and engage as productive citizens of the various communities in which they interact.

KEY INDICATORS OF SUCCESS:

- Student participation in art, athletic and extracurricular programs.
- 70% of students taking part in a music or athletic program passing all three Keystone Exams.
- 80% of students taking part in a music or athletic program having a "B" or better GPA.
- Individual, team, and ensemble honors locally, in the region, and across the Commonwealth.

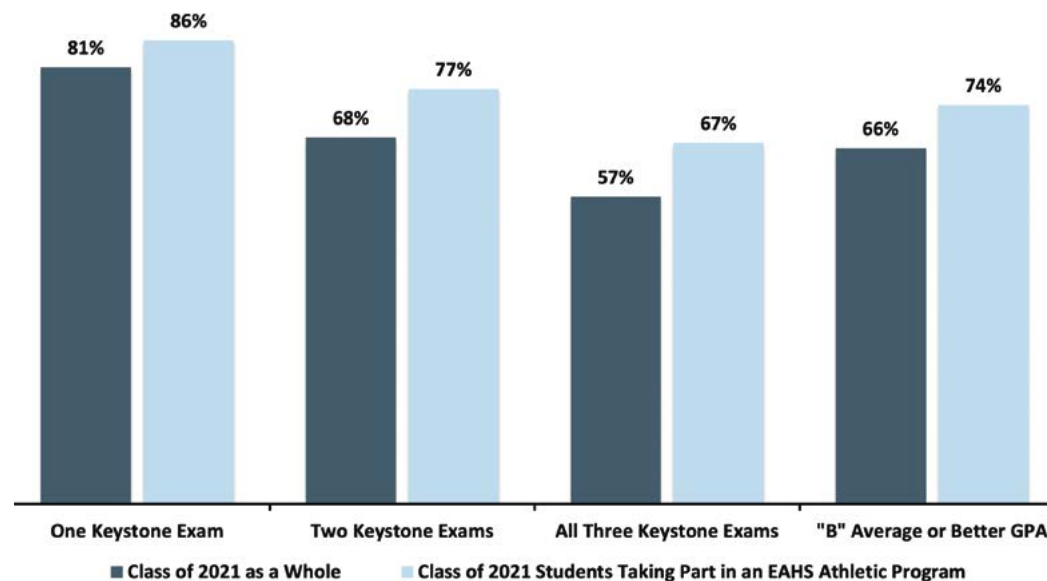




Benefit of Athletics

Participation in athletic programs has been shown to positively influence goal setting, character development, healthy living, and learning the importance of teamwork. Participation in sports is also linked to improved physical, emotional, and social health, as well as having a positive impact on student learning.

2020-2021 Positive Impact on Student Learning Percent Proficient or Advanced



2020-2021 Participation Levels

FALL

	EAHS	EAMS
Football	44	43
Field Hockey	26	34
Boys' Cross Country	13	26
Girls' Cross Country	14	15
Boys' Soccer	40	33
Girls' Soccer	43	32
Girls' Tennis	23	N/A
Golf	14	N/A
Girls' Volleyball	22	N/A
Cheerleading (Fall)	22	13

WINTER

	EAHS	EAMS
Boys' Basketball	18	18
Girls' Basketball	16	17
Wrestling	18	9
Bowling	24	N/A
Boys' Swimming	20	N/A
Girls' Swimming	17	N/A
Rifle	17	N/A
Cheerleading (Winter)	11	N/A

SPRING

	EAHS	EAMS
Baseball	33	N/A
Softball	26	N/A
Girls' Lacrosse	37	N/A
Boys' Lacrosse	30	N/A

	EAHS	EAMS
Boys' Tennis	16	N/A
Boys' Volleyball	20	N/A
Boys' Track & Field	30	20
Girls' Track & Field	32	40

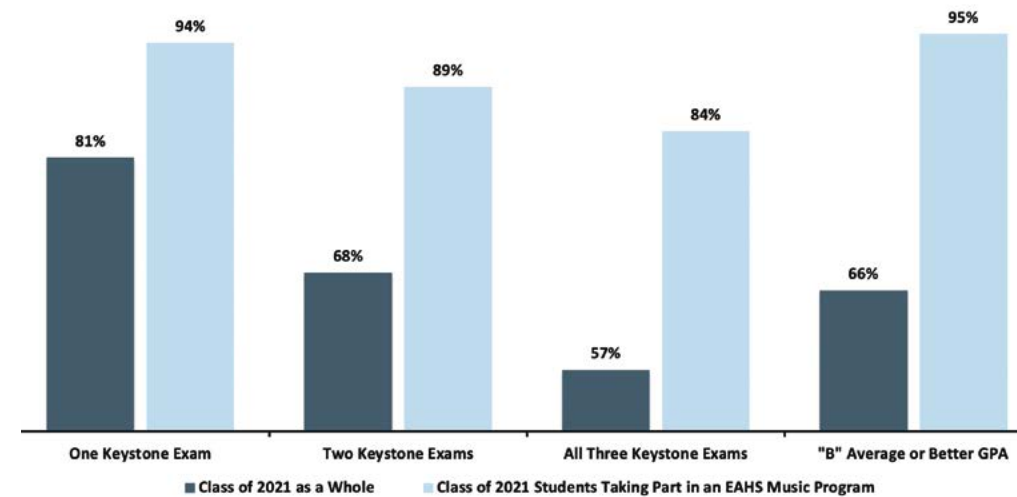




Benefit of The Arts

Providing music, theater, and visual arts experiences have proven to create positive outcomes in students' academic, social, and emotional well-being. While it has long been recognized that the arts improve academic performance, more recent research suggests the arts promote more civic-minded and socially tolerant students who can better communicate with their peers.

2020-2021 Positive Impact on Student Learning Percent Proficient or Advanced



2020-2021 Participation Levels

	EAHS	EAMS	ELEMENTARY
Concert Band	89	61	153
Marching Band	99	N/A	N/A
Jazz Band	17	26	N/A
Orchestra	76	42	137
Allegro	N/A	20	N/A
Chorus	76	39	N/A
Show Choir	15	16	N/A



Leader In Me

Leader In Me is the main component of the Elizabethtown Area School District's social and emotional learning efforts. **Leader In Me** is an internationally-recognized program built around acclaimed author Stephen R. Covey's *The 7 Habits of Highly Effective People*. The **Leader In Me** program focuses on helping students develop healthy relationships with peers and make responsible decisions, thus creating an environment that supports academic learning, social and emotional learning, and future success as adults in our communities.

What are the 7 Habits?

Starts with You---

Habit 1: Be Proactive - You're in Charge

Habit 2: Begin with the End in Mind - Have a Plan

Habit 3: Put First Things First - Work First, Then Play

Then Play Well With Others---

Habit 4: Think Win Win - Everyone Can Win

Habit 5: Seek First to Understand, Then to Be Understood - Listen Before You Talk

Habit 6: Synergize - Together Is Better

And Remember To Take Care Of Yourself---

Habit 7: Sharpen The Saw - Balance Feels Best

2020-2021 Leader In Me School Snapshot

Bainbridge Elementary

Habit 7 - Conducted a schoolwide Sharpen the Saw Day that allowed students to rotate through stations that focused on sharpening their mind, heart, spirit, and soul.

East High Street Elementary

Habit 7 - Every week, students tracked how they were "sharpening their saws" and then shared with their schoolmates and teachers across grade levels.

Mill Road Elementary

Habit 7 - Partnered with the PTO on a Lemonade Day Carnival. The students rotated through various stations that combined fun activities with an educational component and incorporated the year-long theme Turning Lemons into Lemonade.

Rheems Elementary

Habit 2 - Adjoined the spring reading challenge with the Leader In Me program by having the entire school establish schoolwide and individual reading goals and then seeking to attain those goals.

Bear Creek School

Habit 6 - Twenty student leaders represented their grade level and homeroom as Student Lighthouse Team members. These students led school activities throughout the school year, including Spirit Days and fundraising for the Four Diamonds Fund.

Elizabethtown Area Middle School

Start-up Year - Teachers focused on planning student lessons and internal staff development with the goal of helping students understand each of the seven habits.

Elizabethtown Area High School

Training - Faculty participated in the start-up training for Leader In Me, with the goal of initial implementation for the 2021-2022 school year.

Laura's Story

Participating in the EASD music program was the thing that made the most positive impact on my school career. My time in the bands, chorus, orchestra, and music productions gave me many lifelong friends and memories that I will cherish forever. While on the surface, music groups are just a chance to improve performance skills and learn to read music, it is so much more than that. Our music department is a family. The teachers and directors genuinely care about their students and want them to succeed in all areas of life, not just music.

I started my music career in 4th grade at Bear Creek when I began playing in the concert band, jazz band, and singing in the chorus. I loved it so much because I was able to build new skills and create a great group of friends who were with me through graduation. I continued my involvement in these groups for the rest of my time at EASD and played in the orchestra, pit orchestra, and marching band in high school. Our music program gave all students the chance to grow and build life skills while having fun and making social connections that would last a lifetime.

I have so many great memories from the EASD music groups. I loved traveling with the band to places like Cleveland and Norfolk and marching on the football field for Friday-night performances. I enjoyed dressing up in costumes for our orchestra's "Pops Concert" in the fall and singing "O Holy Night" around the auditorium for our Christmas Chorus Concert. Our groups were always filled with fun and laughter, but they were also great for students to learn valuable life skills, like independence and time management. It took a lot of integrity to show up to sectionals and rehearsals on time, practice at home so that you could improve, and ask for help from directors when you needed it. Performing at concerts also gives students a chance to show their talents to the community and learn that hard work and practice pay off.

I will always appreciate the opportunities that were given to me through our school's music program, and I will never take for granted the love, hard work, and passion that the music staff puts into the programs.



By the Numbers

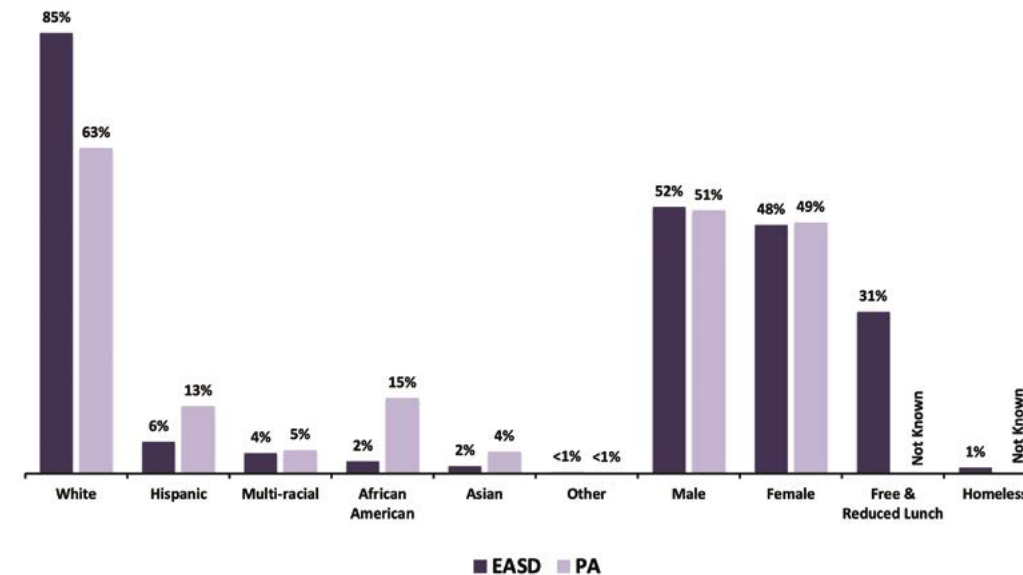
The **BY THE NUMBERS** section illustrates how well we are stewarding taxpayer money. The District works tirelessly to align its operations with our instructional program to positively influence our students' experience. This includes our business operations, communications, food service, transportation, and human resources departments. As such, we diligently collect and assess data about our students, facilities, and staff to maximize our resources and improve our operations. In conclusion, operational infrastructure is critical to fostering our school environment's quality and character, ultimately benefiting student learning.



Student Diversity

District staff desire to connect with every one of our students to bring out the best in them. As such, EASD employs the **Leader in Me** philosophies K-12 to address our students' diverse social, economic, emotional, and family backgrounds.

2020-2021 Student Enrollment Breakdown



2020-2021 School Enrollments

Bainbridge Elementary <i>(grades K-3)</i>	180
East High Street Elementary <i>(grades K-3)</i>	516
Mill Road Elementary <i>(grades K-3)</i>	131
Rheems Elementary <i>(grades K-3)</i>	154
Bear Creek School <i>(grades 4-6)</i>	834
Elizabethtown Area Middle School <i>(grades 7-8)</i>	640
Elizabethtown Area High School <i>(grades 9-12)</i>	1,236
Total (grades K-12)	3,691

Enrollment figures taken from the October 1 EASD Enrollment Report

Research suggests that experience in education and education levels positively affect student learning. The District is proud to say that our faculty and administrative team bring a wealth of experience and knowledge to their jobs daily through ongoing professional development and recruitment strategies.

55%
Faculty with at least ten years of teaching experience.

45%
Faculty with at least twenty years of teaching experience.

42%
Faculty hired in the last five years that had a graduate degree at the time of hire.

26%
Faculty hired in the last five years that had previous teaching experience.

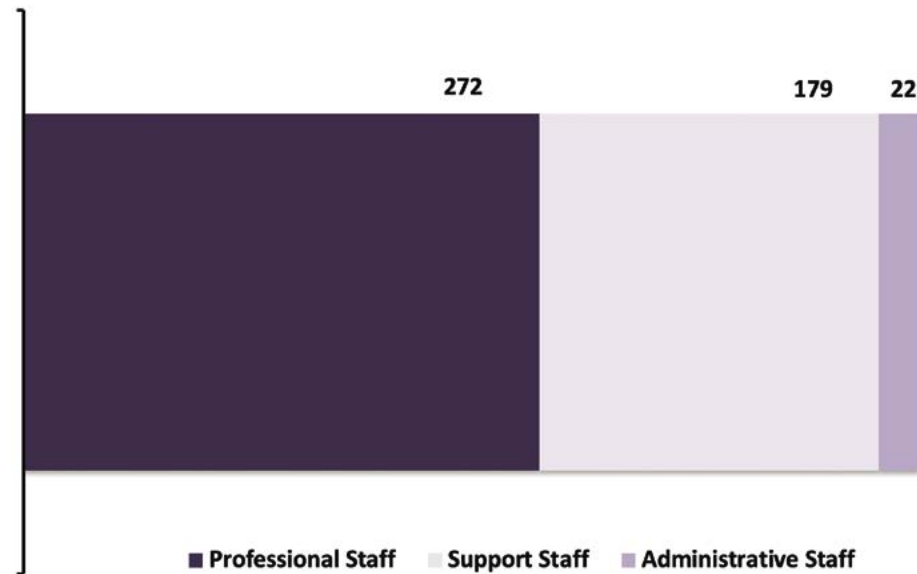
77%
Administrators that have at least a graduate degree.

91%
Administrators that have been in education at least ten years.

Our Employees

The District believes that a significant component of ensuring our students are **LIFE READY** at graduation is providing a dedicated, skilled team of professional and support staff that works tirelessly to give our students the very best education possible.

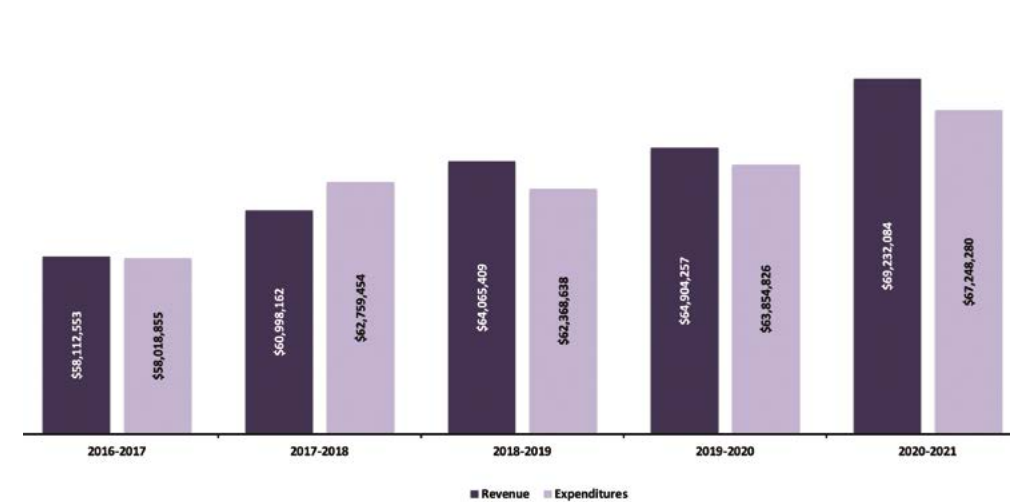
2020-2021 Staff Breakdown



Budget

One of the most critical responsibilities of the business office is working in partnership with the board of school directors to develop an annual budget. The budget acts as the District's financial blueprint to provide quality instruction and educational programs for all students to achieve academic excellence.

Five-Year Budget History Actual Revenues vs. Actual Expenditures



Where are our dollars spent?

63%
of expenditures spent on instruction

27%
of expenditures spent on student support services

8%
of expenditures spent on debt service

2%
of expenditures spent on extracurricular activities

2020-2021 expenditures by category are listed from largest to smallest with **SALARIES AND BENEFITS** accounting for 71% of all expenditures.

42% - Salaries

29% - Benefits

10% - Transportation, Charter Schools, Tuition

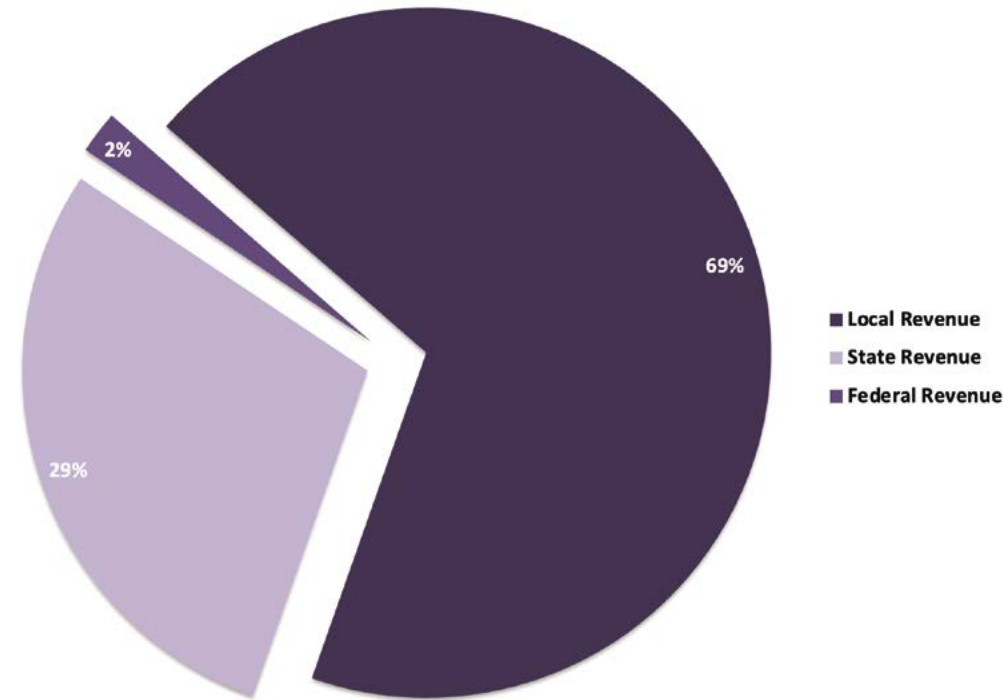
7% - Debt Service

5% - IU, Substitutes, Professional Services

4% - Supplies

3% - Other Expenses

2020-2021 Revenue by Source



2020-2021 E Facts

\$15,210 - EASD Per pupil spending.

\$15,659 - Lancaster & Lebanon County per pupil spending.*

\$16,483 - Regional Area per pupil spending.*

\$16,875 - PA per pupil spending.*

**Spending data lags one year and is compiled from the PA Department of Education*

2.9% - Average Annual Tax increase over the last 10 years.

4.4% - Average Act 1 Index with Exceptions over the last 10 years.

2 - EASD has the second highest percentage of tax exempt properties in Lancaster County (18% of assessed value is exempt).

Aa3 - Moody's Bond Rating (one of the highest available) indicating EASD is a low credit risk due to many factors including but not limited to sound financial management.



Meet Our School Resource Officer



Officer Jake Kadilak
 School Resource Officer
 Elizabethtown Police
 600 S Hanover St
 Elizabethtown, PA 17022

Office (Police) 717-367-6540
 Office (High School) 717-367-1533,
 ext. 21109
jacob_kadilak@etownschools.org

Safety

The District employs a multifaceted approach to school safety that emphasizes five critical areas:

- 1) Fostering a safe, supportive school LEARNING ENVIRONMENT for our students.
- 2) PREVENTING a tragedy through secure facilities, the use of technology, and routine review of best practices.
- 3) PREPARING for an emergency through training, drills, and an Emergency Operations Plan.
- 4) Maintaining comprehensive PARTNERSHIPS with local first responders.
- 5) Deploying robust, proactive strategies to COUNTER an armed intruder.

2020-2021 Safety Efforts

- Implemented a best-in-class, two-stage school visitor vetting system in all school buildings that aligned with Pennsylvania Emergency Management and Federal Emergency Management guidelines.
- Conducted fifty-six fire drills and fourteen safety drills in partnership with our local first responders.
- Expanded safe crisis management teams in all school buildings to be better positioned to de-escalate students in crisis.
- Trained the entire administrative team in the Incident Command System to best position District leadership to operate efficiently during an incident or event.
- Conducted regular building and campus safety assessments to ensure there were no gaps in our safety and security planning.

Health Services

School nurses promote good health and safety, intervene in a health emergency, provide case management services, and make referrals to community service agencies. School nurses also assist students in managing health-related struggles ensuring that our students, regardless of health-related challenges, can participate in a free, appropriate public education.

Number of student hearing, vision, and scoliosis screenings provided by EASD Health Services Department in 2020-2021. **3,357**

Number of student Body Mass Index (BMI) screenings provided by EASD Health Services Department in 2020-2021. **2,038**

Number of student emotional wellness screenings conducted in 2020-2021. **190**

Number of student visits to the nurse's office for either an illness or injury in 2020-2021. **16,024**

Number of medicine distributions without an error in 2020-2021. **7,645**

The District's Buildings & Grounds, Food Services, and Transportation teams play a critical role in fostering the quality and character of our school environment, thus helping to ensure all students have an opportunity to succeed.

DID YOU KNOW?

On a daily basis, the Elizabethtown Area School District maintained 746,149-square-feet of school buildings and 151-acres of land; served approximately 1,450 combined lunches and breakfasts; and safely transported roughly 1,820 students on our bus fleet during the 2020-2021 School Year.



Brandon's Story

The 2020-2021 school year was undoubtedly a challenging year, given the effects of Covid-19. Nursing services within the district did an exceptional job of balancing the need to keep our students safe, and our schools open. It was imperative for the nurses to work very closely with teachers for student academic services if and when the need for quarantine arose. Our department also continually collaborated with the buildings and grounds staff for areas or classrooms that needed deep cleaning.

Preparation for the 2020-2021 school year actually started the spring prior with numerous hours of research on Covid-19. It was essential to fully understand how the virus spread from person to person, the incubation period until onset of symptoms, how quarantine and isolation would work, contact tracing, and incorporating directives from the state Department of Health such as managing isolation rooms. In addition, there was a significant amount of work done with medical partners within the Lancaster County community to include our school physician and the medical professionals from Penn Medicine Lancaster General Health.

Overall, the 2020-2021 school year was challenging to say the least, but I am very proud of how well the nursing department worked together to keep our students and staff safe and their education as the focus. Our district nursing department consists of an exceptional group of healthcare professionals that genuinely care for the students and families that we serve.

Students in Action

Student participation in philanthropic and service-learning projects extends learning beyond the four walls of our school system by empowering students to give back to their community. Selflessness was evident at all grade levels and in many forms during the 2020-2021 school year.



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Sponsors

The Elizabethtown Area School District is proud to exclusively partner with Market Street Sports Group (MSSG) to provide companies and organizations an opportunity to become involved in a dynamic marketplace within the Elizabethtown Area School District through corporate sponsorships. For more information on becoming a sponsor, contact MSSG at (717) 509-2803 or contact Jeff Bertoni at jbertoni@marketstreetsportsgroup.com. We want to thank the following corporate sponsors for their confidence in our work. Their investment in our school system is an investment in our community's youth.

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Elizabethtown Area School District

2021 Annual Impact Report