



Elizabethtown Area School District

**Annual Report to the Community
2020**

Board of Education

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School Board Meeting Information

The Board of Education invites stakeholders to stay informed about the Elizabethtown Area School District's governance by attending school board meetings. The school directors meet twice each month, typically the second and fourth Tuesday at 6 p.m. in the EAMS/EAHS Instructional Media Center. During the first meeting of the month (workshop session), the board typically discusses critical aspects of district governance for consideration at the second meeting. The second meeting of the month is an action meeting where the school directors vote on actionable agenda items. The public can offer public comment at both sessions. Interested stakeholders can find meeting agendas on the Elizabethtown Area School District website at www.etownschools.org.

Message from the District

We are pleased to present the Elizabethtown Area School District's **2020 Annual Report to the Community**. This publication is a crucial component of our community engagement efforts. We believe it is essential to share with all constituents - not just our families - the return on investment in our public education system. As such, the narrative, numbers, and charts contained within illustrate how well we are doing at achieving our mission of preparing our graduates to live, learn, and thrive in a global community.

While last year certainly was uncharted waters given the school and state-wide shutdown, our focus remained squarely on **STUDENT LEARNING**. While nothing could replace the dynamic learning that occurs in our classrooms, our professional and support staff did a fantastic job fostering our students' academic, social, and emotional needs. A small sampling of our collective efforts to help our students learn through the unprecedented school year is as follows:

- Harnessed technology to host virtual classrooms.
- Improvised to develop projects and assignments that students could conduct remotely.
- Provided remediation to students in need of support.
- Supported the social and emotional needs of students.
- Conducted student and family meetings.

As you will see in this publication, while our schools were physically closed from March 13 through the end of the school year, our **LIFE READY MODEL** efforts were far from shuttered. Yes, our students missed a lot in the way of end-of-year programs and celebrations. However, we still did our best to offer personalized learning experiences for all. From the data presented in this publication, we accomplished a lot in the way of preparing our students to have the knowledge, skills, social and emotional resiliency, and civic awareness necessary to be successful in this ever-changing world.

We hope you enjoy reading this annual report and know that your support has contributed to the successes detailed within.

Thank you for your interest in our schools.



Terry L. Seiders
Board President



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

About the Annual Report

At Elizabethtown, we are focused on preparing our students to be productive, responsible citizens upon graduation, whether that be exhibiting success at the postsecondary level, being a valued member of the workforce, or entering a branch of our armed services. The District's Life Ready Model is the foundation for our academic programming. Our **Life Ready Model** provides our students - kindergarten through twelfth grade - with a comprehensive curriculum and continuum of personalized learning experiences based on their unique interests, skills, and future ambitions.

The **Life Ready Model's** goal is to unleash our students' ability to think critically, collaborate, and communicate effectively in this ever-changing world. The **Life Ready Model** is not a curriculum. It is a mindset and cutting edge approach to education that aligns our academic offerings with personalized and career-specific learning opportunities. To ensure our graduates are best able to cope with the demands of the workforce and/or the postsecondary learning experience, we also prioritize and support the social and emotional needs of our students. As part of the **Life Ready Model**, students receive instruction, learning opportunities, and experiences to support their future goals. The **Life Ready Model** includes three platforms for success:

- School-to-Work Life Ready Platform
- Certification/Credentials/Accreditations/Associate Degree Life Ready Platform
- Bachelors Degree Life Ready Platform

The information contained in this annual report shows the many ways with which we gauge our progress toward helping our students become **LIFE READY** regardless of the platform they choose to pursue.

Find us online:



www.etownschools.org



www.facebook.com/etownschools



[@etownPASchools](https://twitter.com/etownPASchools) or [#EASDlearn](https://twitter.com/EASDlearn)

Academic Readiness

The **ACADEMIC READINESS** section illustrates the key data points the District analyzes to determine if our students are mastering the concepts taught across all subject areas K-12. The skills and knowledge taught in various classes are crucial for attaining the still relevant high school diploma, opening doors to future educational and career choice decisions (*School-to-Work Platform*).

KEY INDICATORS OF SUCCESS:

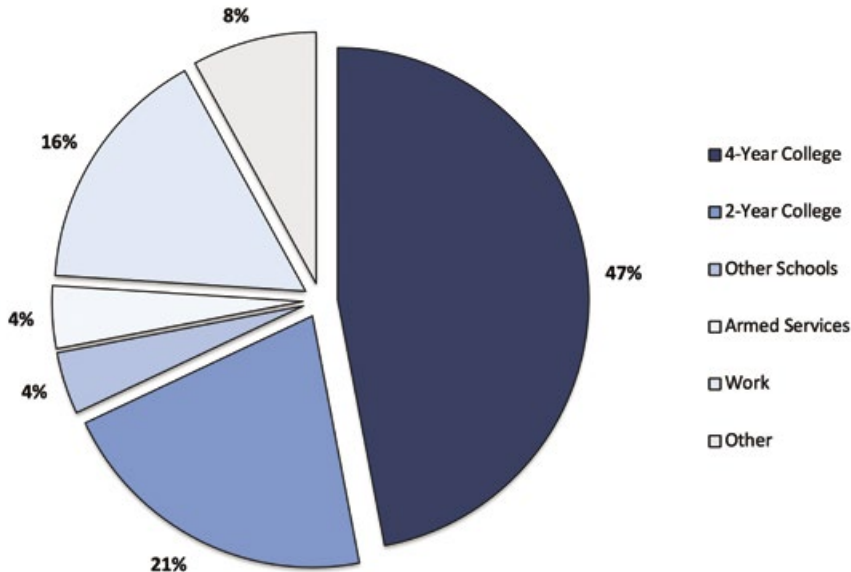
- 40% of students make at least one honor roll per year.
- 95% of students successfully transition to the next grade level.
- Progress toward meeting the state-established Keystone Exam goals.
- Individual and team success at local, regional, and national academic competitions.
- 95% of graduating seniors prepared for some form of post-secondary education or career choices 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 District's LIFE READY MODEL prepares our students to have 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 2020 Post Graduation Plans



High School Diploma

The District recognizes that graduating from high school has a significant impact on a student's life. Our goal is to excite students about their learning by fostering an environment at both 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.

2019-2020 Graduation Rates

99.70%
EASD

90.20%
PA Average

88.9%
Nat'l Average

Class of 2020 Senior Snapshot

307

Number of graduates.

11.5%

Percent of seniors with 100% GPA or better.

35.6%

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

68%

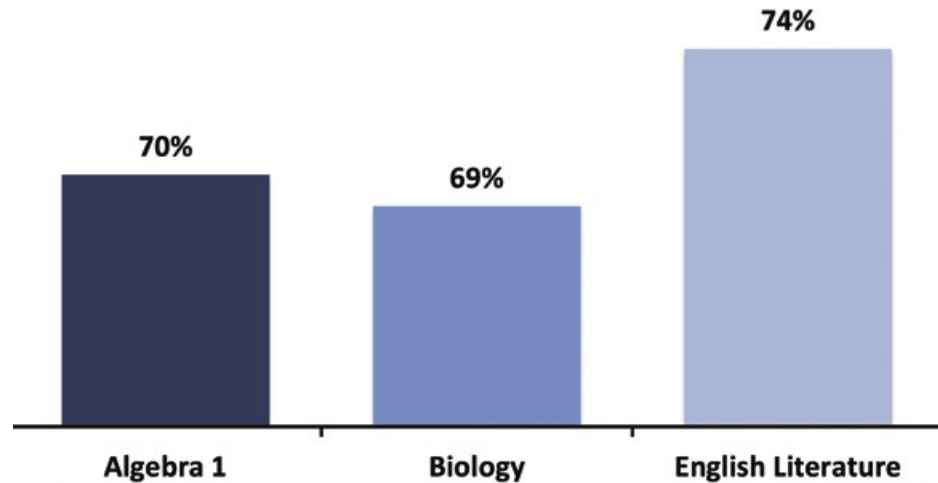
Percent of seniors with at least a "B" or better GPA across all subject areas.

Keystone Exam Performance

Pennsylvania's Keystone Exams are end-of-course assessments that 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 2020 - Proficient or Advanced Scores

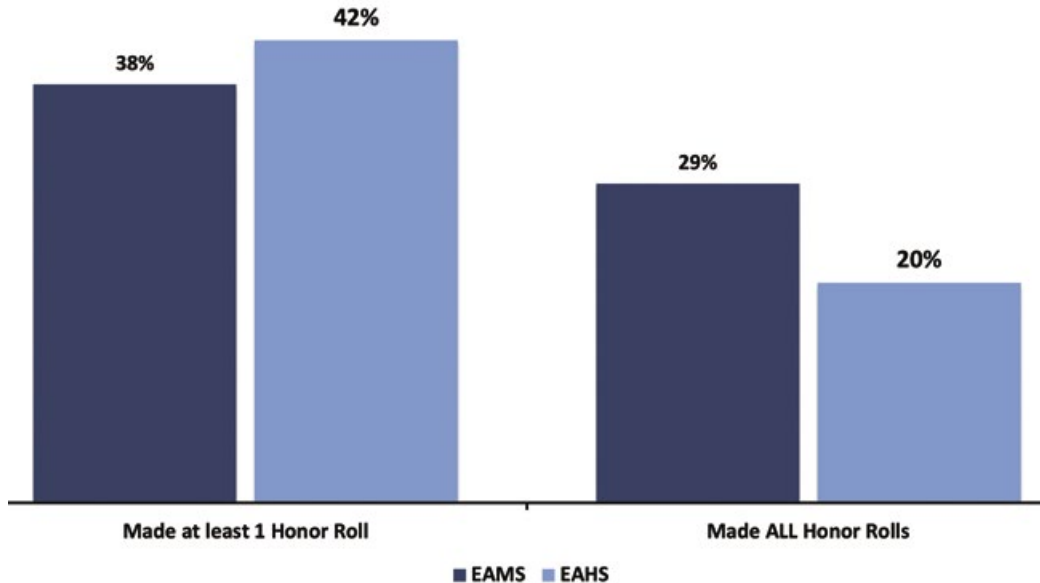


Honor Roll

In order for a student at the middle school to obtain Honor Roll status, he/she must earn a grade point average of 92% with no grade lower than 83%.

In order for a student at the high school to obtain Honor Roll status, he/she must earn a non-weighted grade point average of 94% with no grade lower than 85%.

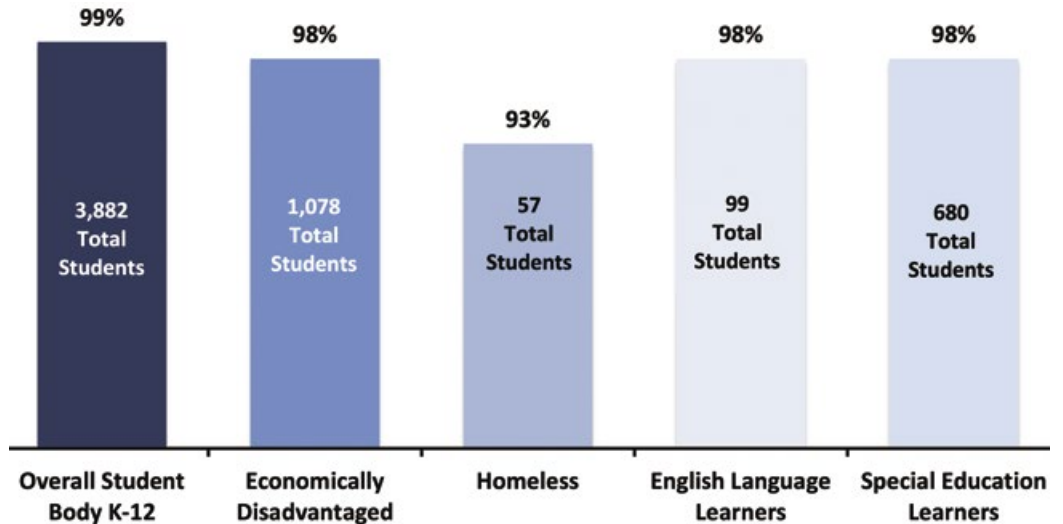
2019-2020 Honor Roll Analysis



Grade Level Transitions

Why are they important? Our curriculum is connected tightly to the PA Core Standards delivered with authenticity by our professional staff. When students meet those standards, it is year-long, demonstrated evidence that they are next-grade-level ready. We expect that ALL students are growing and learning with at least a year's worth of growth in a year's worth of time.

2019-2020 Successful Transitions by Sub-Groups



Research suggests that students who drop out of high school fare worse on many post-graduation levels, including employability. EASD prides itself on offering a comprehensive curriculum and continuum of personalized learning experiences based on our students' unique interests, skills, and future ambitions. In doing so, it is our goal to keep students engaged in their education and excited about their future.

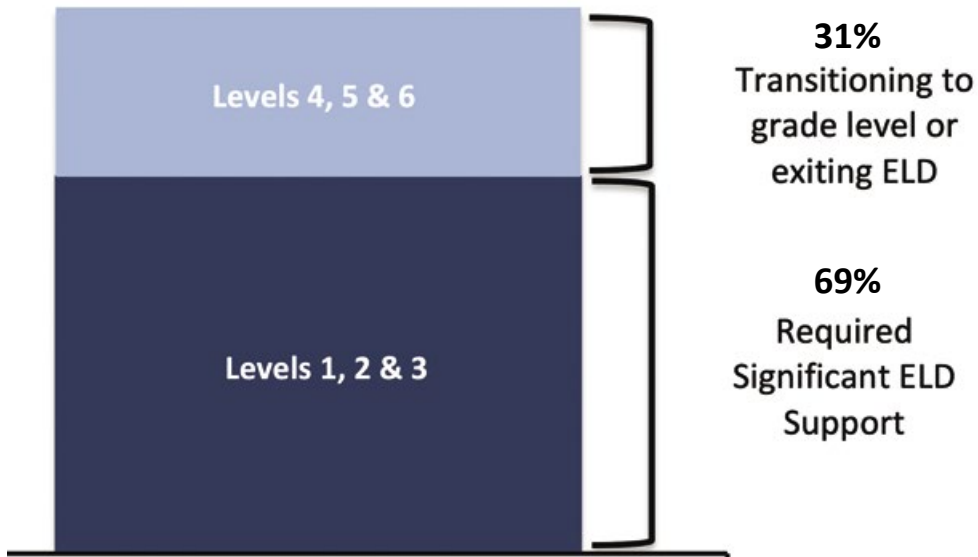
99%

Students STAYING enrolled in high school

English Language Development Program

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

2019-2020 Level of Support 99 students received ELD services



2019-2020 ELD Fast Facts

69%

ELD students requiring at least significant support.

13

Number of different primary languages spoken by students receiving ELD services (Q'eqchi, Spanish, Italian, Nepali, Arabic, Karen, Chinese, German, Amharic, Hindi, Gujarati, Fulani, Swahili).

19

Number of ELD students who were seniors over the last four years who graduated from EASD (out of 22).

5

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

2019-2020 Special Education Per Student Costs

635 Students
\$0 - \$26,505.90 per student

30 Students
\$26,505.91 - \$53,011.82 per student

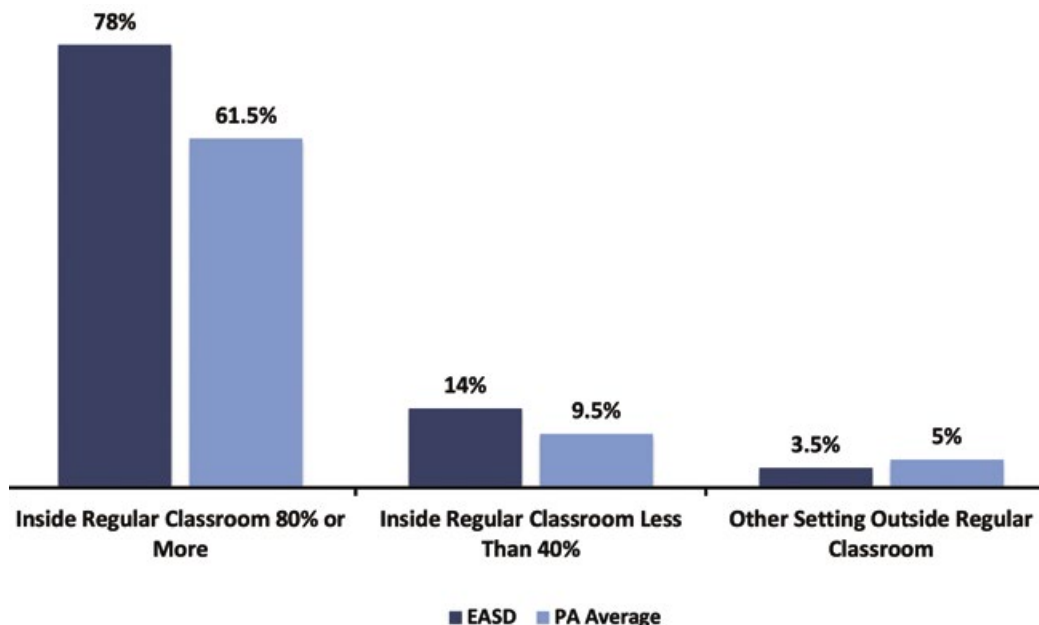
10 Students
\$53,011.83 - \$79,517.74 per student

5 Students
\$79,517.75 and above per student

2019-2020 Special Education Snapshot

EASD is committed to ensuring that our students with disabilities are educated alongside students without disabilities whenever appropriate. Our staff utilizes inclusionary practices and differentiation to maximize the accessibility of our curriculum to our diverse learners.

Learning Environment



Meeting Student Needs

Elizabethtown Area School District provides a continuum of appropriate services for students determined to be eligible for special education without discrimination or cost to the student or family. Special Education services are available to all students K through 12.

	EASD	PA
Total Enrollment	3,886	---
Total Special Education Enrollment	631	---
Percent Special Education	16	17
Percent Specific Learning Disability	40	40
Percent Speech/Language	22	14
Percent Autism	12.5	11.5
Percent Other Health Impairment	9	17
Percent Emotional Disturbance	7	8.5
Percent Intellectual Disability	5.5	6
Percent Other	4	3

Technology

The Elizabethtown Area School District is committed to using technology as a tool in the classrooms to support student learning. Whether it is supporting proficiency plans, improving communication, or boosting learning, technology plays a critical role in the delivery of instruction in Elizabethtown Area schools.

EAHS 1:1/Personalized Learning Implementation

Distributed over 1,200 Chromebook devices to students as part two of our 1:1/Personalized Learning instructional initiative.

Technology Internships/Work Experience

Provided high school students with internship opportunities, including the option of completing the first test towards A++ Certification.

Web-based Resources

Enhanced the use of student Chromebook devices by leveraging instructional technology web-based resources.

eRate

Leveraged eRate dollars (50% discount on funding for network infrastructure, cabling, switches, wireless access points) to upgrade systems for needed performance during this period of online/hybrid learning.

LLVS E-Facts

843

Number of credits earned through the LLVS program.

37%

Percent increase in the number of students taking LLVS courses over the past five years.

86%

Percent of students taking LLVS courses that passed with a grade of 70% or better in 2019-2020.

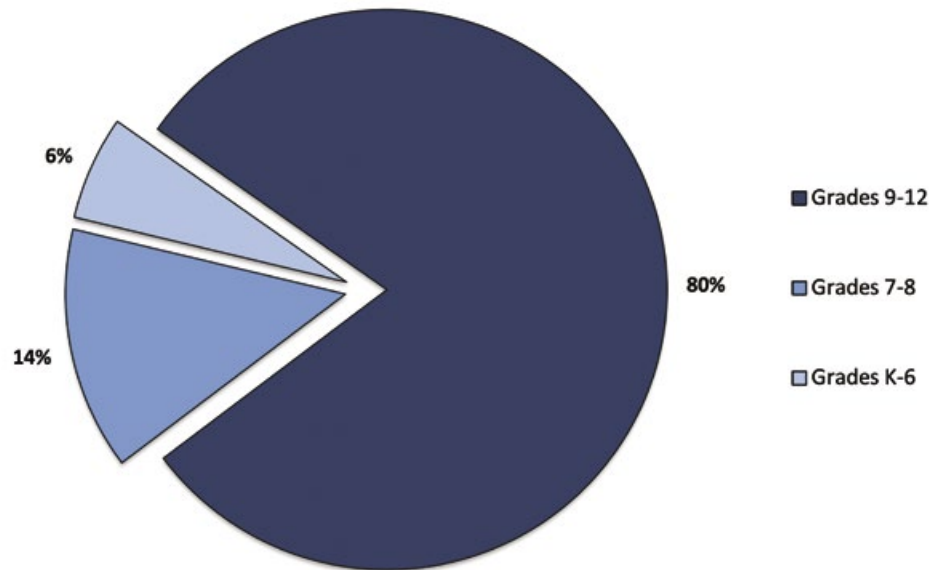
70%

Percent increase in students taking LLVS courses to compliment regular EASD courses offerings in 2019-2020.

Lancaster-Lebanon Virtual School (LLVS)

With the rapidly growing demand for personalized learning options to meet all student needs and learning styles, the Lancaster-Lebanon Virtual Solutions (LLVS) program provides an online platform designed for students to pursue their academic program in a non-traditional environment as Elizabethtown Area School District students.

2019-2020 LLVS Enrollment 126 Full and Part Time Participants



Career and Workforce Readiness

The **CAREER AND WORKFORCE READINESS** section illustrates the key data points the District uses in evaluating how well we are doing at preparing students for the world of work. Being “employable” requires critical thinking, collaboration, creativity, and strong communication skills, as well as leadership, vision, accountability, responsibility, and academic proficiencies. Employability also entails skill-building through proper course work, an awareness of personal competencies and interests, career exploration, on-the-job experiences, and technical training (*Certification/Credentials/Accreditations/Associate Degree Life Ready Platform*).

KEY INDICATORS OF SUCCESS:

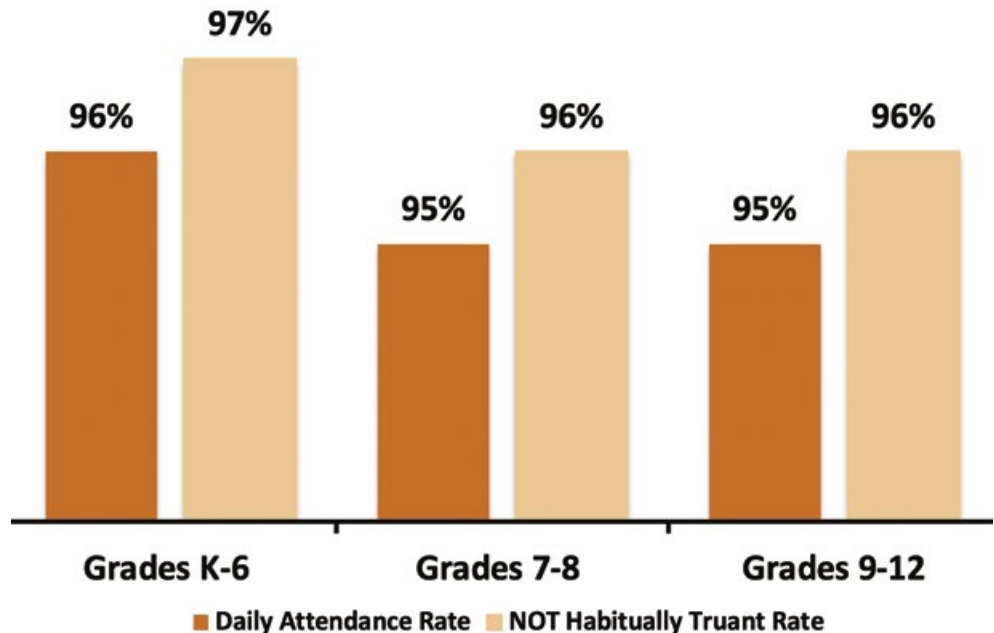
- 90% attendance rate
- Diverse workplace learning experiences
- Community service participation
- 98% of students meet the PA Department Of Education career readiness standard



School Attendance

Regular school attendance is critical to a quality education. The relationship between attendance and school performance shows it is a strong determinant of student success. The District evaluates two key indicators - Daily Attendance and Habitual Truancy Rates - to determine how much our students like coming to school. (Note: The PA Department of Education defines Habitual Truancy as having six or more school days of unexcused absences during the current school year).

2019-2020 Attendance Indicators

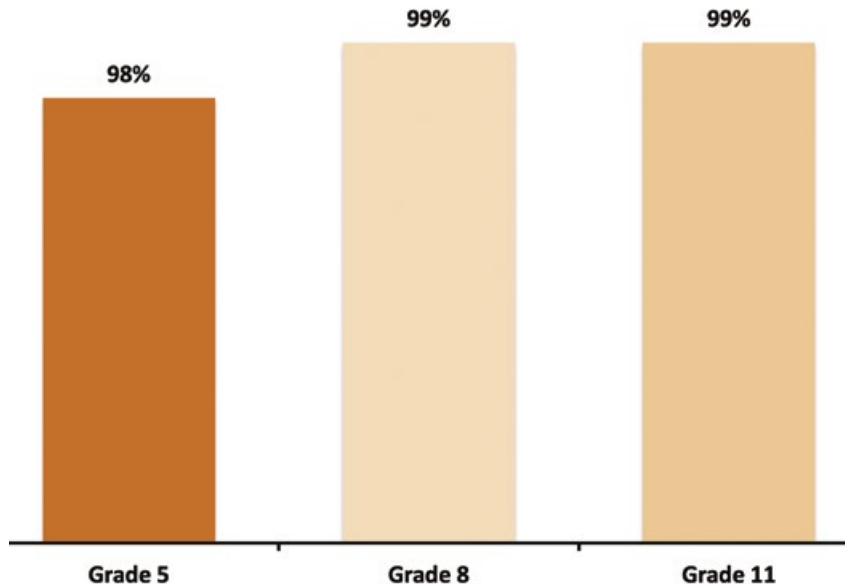


Career Education

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

2019-2020 Career Readiness Indicator



JA Partnership

High school juniors received this prestigious PA Department of Labor and Industry 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 their 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 better appreciate the importance that 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.

242

Number of JA STEM Pre-Apprenticeship Certificates Awarded Last Year to EAHS Students



Career Initiatives

As part of the District’s Life Ready Model, EAHS offers students opportunities to gain valuable on-the-job experience and certification in their career field of interest through our Cooperative Education; Pre-Apprenticeship; Agriculture; and Early Enrollment programs, as well as our partnership with the Lancaster County Career and Technology Center (LCCTC).

Cooperative Education # of Students

Internships.....	62
Work Experiences.....	39

Pre-Apprenticeships

Building Trades (Associated Builders and Contractors - Keystone).....	20
Electrical (Independent Electrical Contractors)	2
Certified Nursing Assistant (Certified Nursing Assistant Training Program).....	6

Apprenticeships

Building Trades at Legacy Homes	1
Electrical at Fullerton Electric	1
Electrical at Leer Electric	1

EAHS Agricultural In-house CTC Program

EAHS Agricultural In-house CTC Program	56
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Early Enrollment

Lancaster School of Cosmetology.....	3
Thaddeus Stevens College of Technology.....	3

Lancaster County Career and Technology Center

Lancaster County Career and Technology Center.....	116
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LifeReady Courses

A sampling of Cooperative Education career interests for the 2019-2020 school year were as follows:

Internships

Accounting at Supply Tiger
Child Care at Elizabethtown Child Care Center
Computer Technician at Elizabethtown Area School District
Dental Hygienist at White Family Dental
EMT at Northwest EMS
Lawyer at Lebanon County District Attorney
Veterinarian Assistant at Londonderry Animal Hospital

Work Experiences

Automotive Body Repair at AMCRO Auto Body
Core Processor at Nordstrom East Coast Fulfillment Center
Fabricator at MKT Metal Manufacturing
Floral Assistant at Floral Designs of Mount Joy
Maintenance at Spooky Nook Sports
Mechanic at Ray and Randy's Auto and Truck Repair

LCCTC

Veterinary Assistant
Photography
Welding
Culinary Arts
Advanced Health Careers
Protective Services

Altruism

Student participation in altruistic and service-learning projects extends learning beyond our school buildings' walls by empowering students to give back to their community, lead healthy lifestyles, and build the foundation to become productive adult citizens. A sampling of altruistic activities that took place during the 2019-2020 school year are as follows:

Feathers for Families

Giving Trees

Holiday Food Drives

Military Appreciation Night

Mini-THON

Souper Bowl

Thanksgiving Food Drives

Winter Blues Care Packages

Post- Secondary Readiness

The **POST-SECONDARY READINESS** section illustrates how well the District supports our students with personalized learning opportunities aligned to careers that may require a college degree. Students can take various traditional college prep classes at Elizabethtown aligned with their interests and career aspirations. When appropriate, students can get introduced to college coursework by choosing from many college-level offerings during their high school years, including advanced placement level, dual enrollment, and college in the high school offerings (Bachelors Degree Platform).

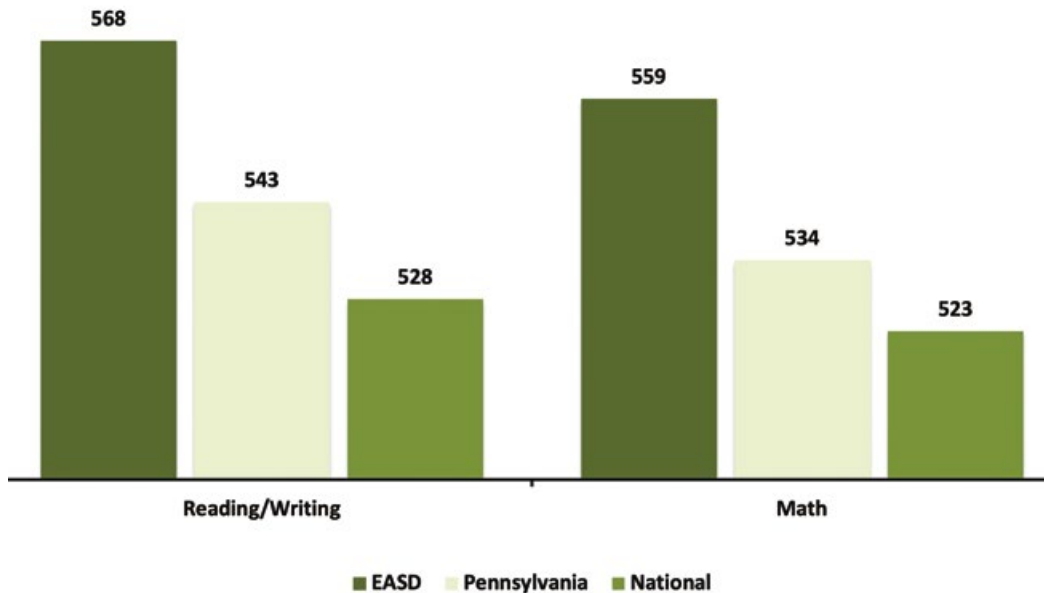
KEY INDICATORS OF SUCCESS:

- 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 and provide colleges with one common data point that can be used to compare all applicants.

Average SAT Score: 2019-2020 School Year



Advanced Placement Testing

Advanced Placement courses allow students to take college-level classes and examinations created by the College Board, widely recognized by America's colleges and universities. Students can take tests in a wide range of curriculum areas including but limited to Biology, Calculus, Chemistry, Computer Science, English Language and Composition, English Literature and Composition, Macroeconomics, Microeconomics, Music Theory, Physics, Research, Statistics, United States Government and Politics, and United States History.

169

Total Number of AP Students

146

Number of AP Exams

93

Total AP Students Taking an AP Exam

76

% of Total AP Students with Scores of 3+

The Dual Enrollment Program allows students in grades 9-12 to get a jump start on college while still attending high school. Dual Enrollment is when high school students take college classes for both high school and college credit. The student and his/her family assume the cost of the courses. The dual enrollment program allows for advanced course work, the opportunity to earn college credits, enables a wide variety of electives, eases the transition to college, and is cost-effective as many colleges offer a reduced tuition rate.

2019-2020

Dual Enrollment Statistics

79

Total Number of students taking Dual Enrollment Courses.

93

Total Number of Dual Enrollment Courses Completed

Dual Enrollment

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

Delaware Valley University

edX

Elizabethtown College

Harrisburg Area Community College

Harrisburg University

Lancaster Bible College

Millersville University

PA College Health Sciences

Penn State University

Thaddeus Stevens

A sampling of courses taken included Microeconomics, American Government, Medical Terminology, Business Ethics, English Composition, American Literature, Architectural Graphics, and Biochemistry.

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.

English	<hr/>	
	22.6	19.9
	EASD	Nat'l
Mathematics	<hr/>	
	24.6	20.2
	EASD	Nat'l
Reading	<hr/>	
	27.4	21.2
	EASD	Nat'l
Science	<hr/>	
	25.7	20.6
	EASD	Nat'l
Composite	<hr/>	
	25.1	20.6
	EASD	Nat'l

Rigor and Relevance

Providing students a relevant and rigorous program of instruction in which they are successful is one goal of the EASD. The District defines weighted courses as honors-level or greater (i.e. AP classes, Dual Enrollment).

2019-2020 Key Data Points

43%

Percent of high school students taking at least one weighted course

31%

Percent of high school students taking multiple weighted courses

1,533 / 1,540

Total number of weighted courses passed/taken

Enhancing Life Readiness (Well Being)

The **ENHANCING LIFE READINESS** section illustrates how the District's investment in time and resources in Leader in Me, The Arts, and Athletics/ Extracurricular Activities supports student learning. Our efforts in these areas 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.

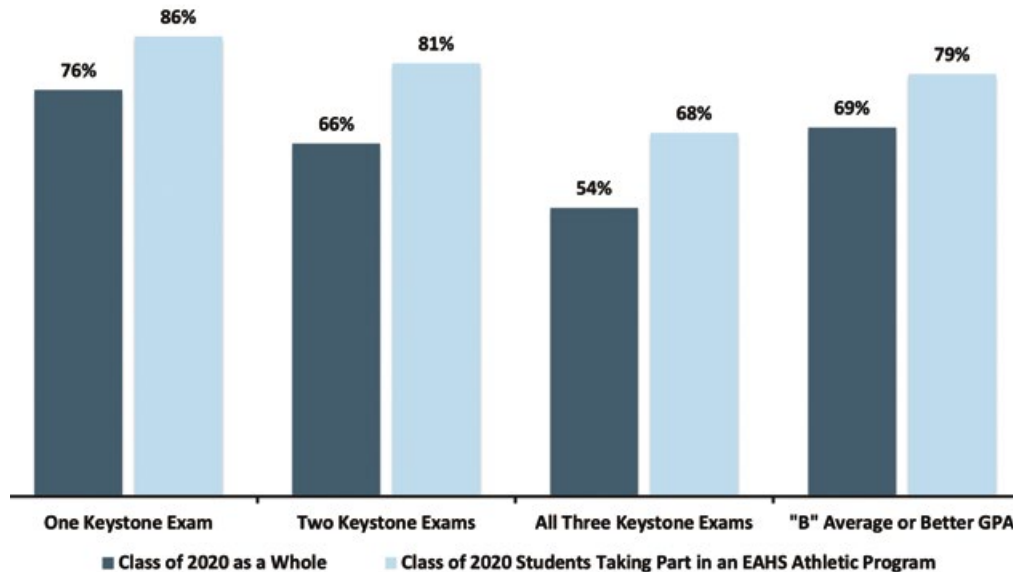
KEY INDICATORS OF SUCCESS:

- 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 shown to have positive influences on goal setting, character development, healthy living, and learning the importance of teamwork. Participation in sports is linked to improved physical, emotional, and social health, as well as having a positive impact on student learning.

2019-2020 Positive Impact on Student Learning Percent Proficient or Advanced





2019-2020 Participation Levels

FALL

	EAHS	EAMS
Football	50	55
Field Hockey	29	35
Boys' Cross Country	13	30
Girls' Cross Country	12	10
Boys' Soccer	34	34
Girls' Soccer	37	37
Girls' Tennis	26	N/A
Golf	13	N/A
Girls' Volleyball	21	N/A
Cheerleading (Fall)	18	9

WINTER

	EAHS	EAMS
Boys' Basketball	19	18
Girls' Basketball	14	23
Wrestling	19	25
Bowling	33	N/A
Boys' Swimming	25	N/A
Girls' Swimming	23	N/A
Rifle	21	N/A
Cheerleading (Winter)	16	N/A

SPRING

	EAHS	EAMS
Baseball	35	N/A
Softball	26	N/A
Girls' Lacrosse	37	N/A
Boys' Lacrosse	40	N/A

	EAHS	EAMS
Boys' Tennis	14	N/A
Boys' Volleyball	23	N/A
Boys' Track & Field	33	31
Girls' Track & Field	52	26

Points of Pride

- 1 team won their Section (bowling)
- 3 teams qualified for Lancaster-Lebanon League Playoffs (Girls Volleyball, Bowling, Boys Basketball)
- 5 teams qualified for PIAA District 3 Championship Tournament (Girls Soccer, Girls Volleyball, Boys Soccer, Boys Basketball, Girls Basketball)
- 15 individuals qualified for PIAA District 3 Championships (Cross Country-2, Golf-2, Swimming-3, Bowling-7, Diving-1)
- 1 team qualified for Eastern PA Regional Tournament (Bowling)
- 7 individuals qualified for Eastern PA Regional Tournament (Bowling)
- 2 team qualified for the PIAA State Championship Tournament (Boys Basketball, Competition Cheer)
- 3 individuals qualified for the PIAA State Championships (Cross Country-2, Diving-1)
- 3 former student-athletes were inducted into the EAHS Athletic hall of fame.

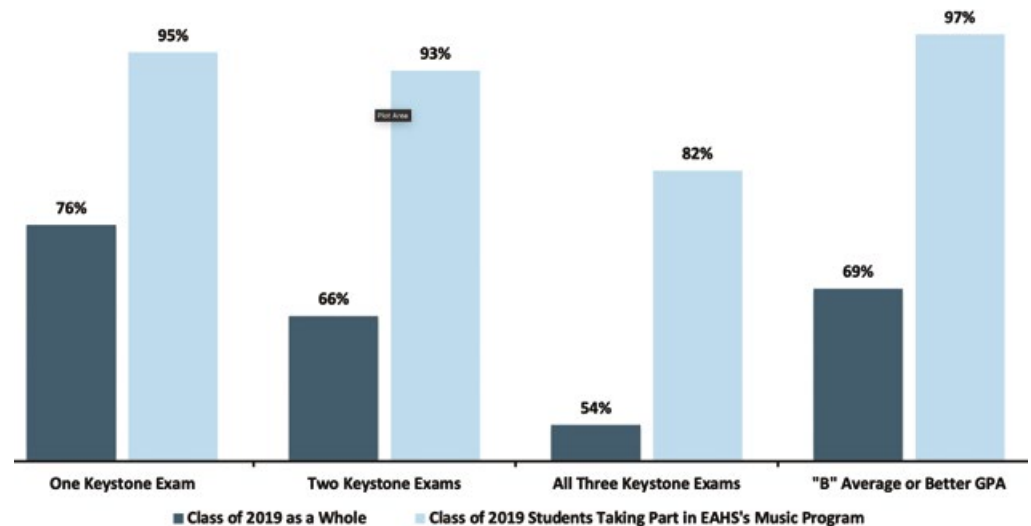




Benefit of The Arts

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.

2019-2020 Positive Impact on Student Learning Percent Proficient or Advanced



2019-2020 Participation Levels

FALL

	EAHS	EAMS	ELEMENTARY
Concert Band	114	72	200
Marching Band	125	80	N/A
Jazz Band	24	29	18
Orchestra	76	44	172
Chamber Orchestra	20	N/A	N/A
Allegro	N/A	20	N/A
Chorus	76	65	144
Show Choir	15	20	N/A





Points of Pride

- 5 LLMEA Elementary Songfest participants.
- 10 LLMEA Youth Honors Band participants
- 12 PMEA District 7 String Fest participants
- 9 LLMEA Middle School County Band Festival participants
- 9 LLMEA Middle School County String Festival participants
- 9 Lebanon Valley College Middle School Honors Band Festival participants
- 9 LLMEA High School County Band Festival participants.
- 6 LLMEA High School County Chorus Festival participants.
- 9 LLMEA High School County Orchestra Festival participants.
- 1 PMEA High School District Band Festival participants.
- 5 PMEA High School District Chorus Festival participants.
- 5 PMEA High School District Orchestra Festival participants.
- 1 PMEA High School Regional Band Festival participant.
- 4 PMEA High School Regional Chorus Festival participants.
- 3 PMEA High School State Chorus Festival participant.
- 1 Hershey Theatre Apollo Award (Outstanding Supporting Actress in a Play)
- 4 Hershey Theatre Apollo Award nominations for the Fall play
 - Outstanding Play, Outstanding Featured Performer, Outstanding Lead Actress, Outstanding Supporting Actress
- 2 Hershey Theatre Apollo Award Special Distinctions
 - Spirit of Theater Awards

LLMEA: Lancaster-Lebanon Music Educators Association

PMEA: Pennsylvania Music Educators Association

Leader In Me

Leader In Me (LIM) is an internationally-recognized whole-school improvement model and process that helps students to become life-ready leaders. LIM focuses on assisting students with developing healthy relationships with peers and making responsible decisions, thus creating an environment that supports academic learning and social and emotional learning, and future success as adults in our communities.

- 17 Families attended Leader in Me - 7 Habits Family Training.
- 60 EAMS Teachers completed 7 Habits of Highly Effective People training.
- The LIM Measurable Results Assessment demonstrated continued growth in focus areas for individual schools and overall satisfaction of teachers regarding their working within the EASD (*aggregate scores were above the national average for faculty satisfaction*).

During the 2019-2020 school year, EASD was in the first cohort of school districts in the country and is the first and remains the only school district in Pennsylvania to have district-wide membership with Franklin Covey for Leader in Me K-12. The goal is for all schools to achieve Leader in Me Lighthouse Certification around Year 5 of implementation.

EAHS - start up

EAMS - Year 1

Bainbridge ES - Year 2

Mill Road ES - Year 2

Rheems ES - Year 2

Bear Creek School - Year 2

East High Street ES - Year 3

By the Numbers

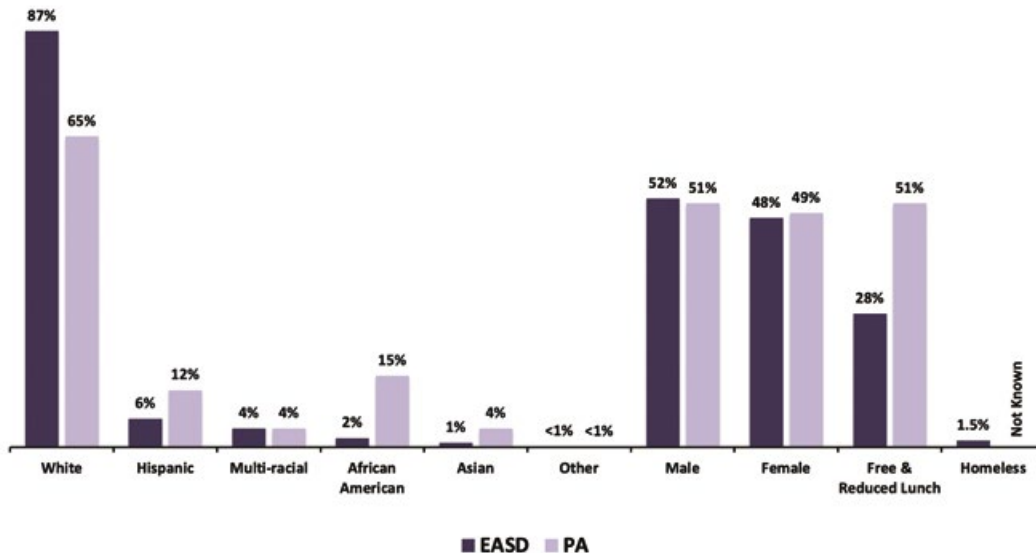
The **BY THE NUMBERS** section illustrates how well we are stewarding taxpayer money. The District works tirelessly to align its operations with our instructional program to influence our students' experience positively. This includes our business operations, communications, food service, transportation, 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.

2019-2020 Student Enrollment Breakdown



2019-2020 School Enrollments

Bainbridge Elementary
(grades K-3) 227

East High Street Elementary
(grades K-3) 398

Mill Road Elementary
(grades K-3) 202

Rheems Elementary
(grades K-3) 222

Bear Creek School
(grades 4-6) 930

Elizabethtown Area Middle School
(grades 7-8) 654

Elizabethtown Area High School
(grades 9-12) 1,249

Total (grades K-12) 3,882

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

66% _____
Faculty with at least ten years of teaching experience.

15% _____
Faculty with at least twenty years of teaching experience.

38% _____
Faculty hired in the last five years that had a graduate degree at the time of hire.

34% _____
Faculty hired in the last five years that had previous teaching experience.

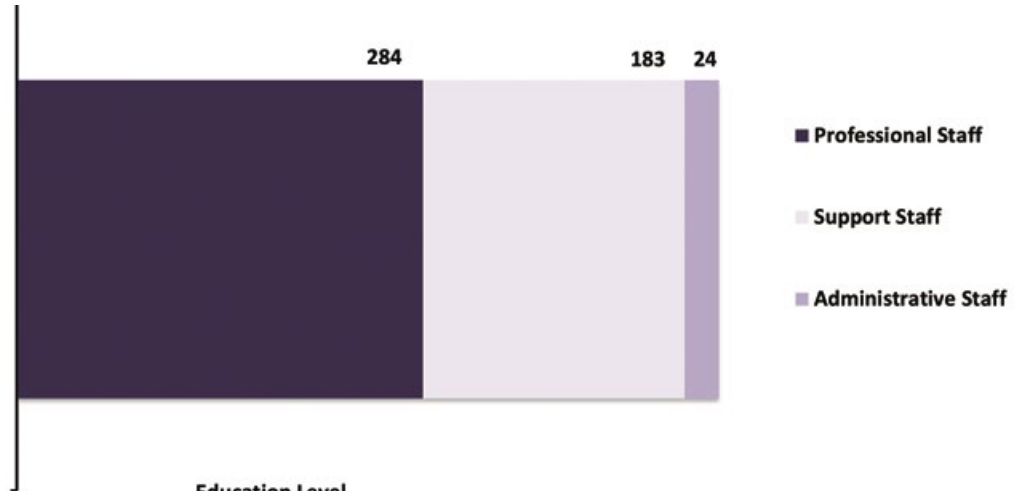
78% _____
Administrators that have at least a graduate degree.

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. As such, the District recruits and hires the most qualified candidates balancing terms of experience, education, and skills with the desired attributes for the position.

2019-2020 Staff Breakdown



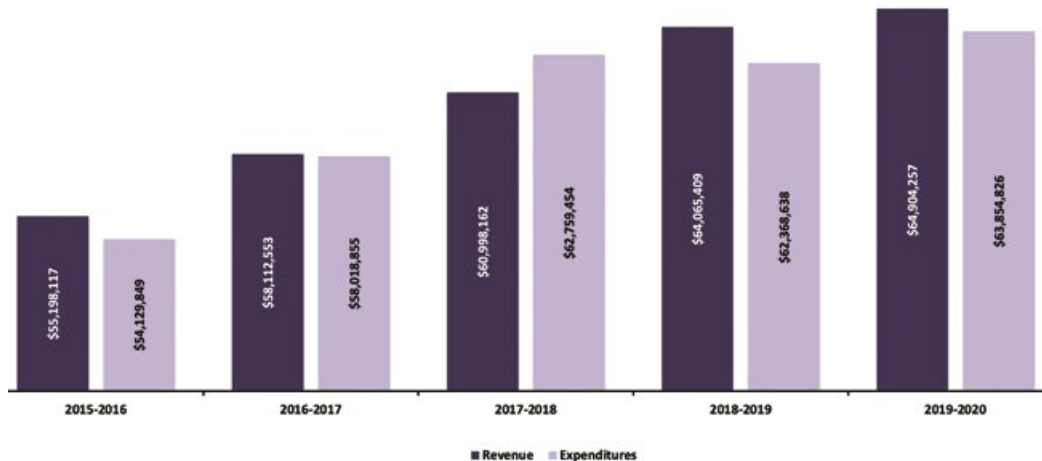
Education Level

Education Level	Professional Staff	Support Staff
Bachelor's Degree	24%	22%
Master's Degree	75%	65%
Doctorate Degree	1%	13%

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?

64%

of expenditures spent on instruction

28%

of expenditures spent on student support services

7%

of expenditures spent on debt service

1%

of expenditures spent on extracurricular activities

2019-2020 expenditures by category are listed from largest to smallest with SALARIES AND BENEFITS accounting for 70.98% of all expenditures.

43.1% - Salaries

29.3% - Benefits

8.9% - Transportation,
Charter Schools,
Tuition

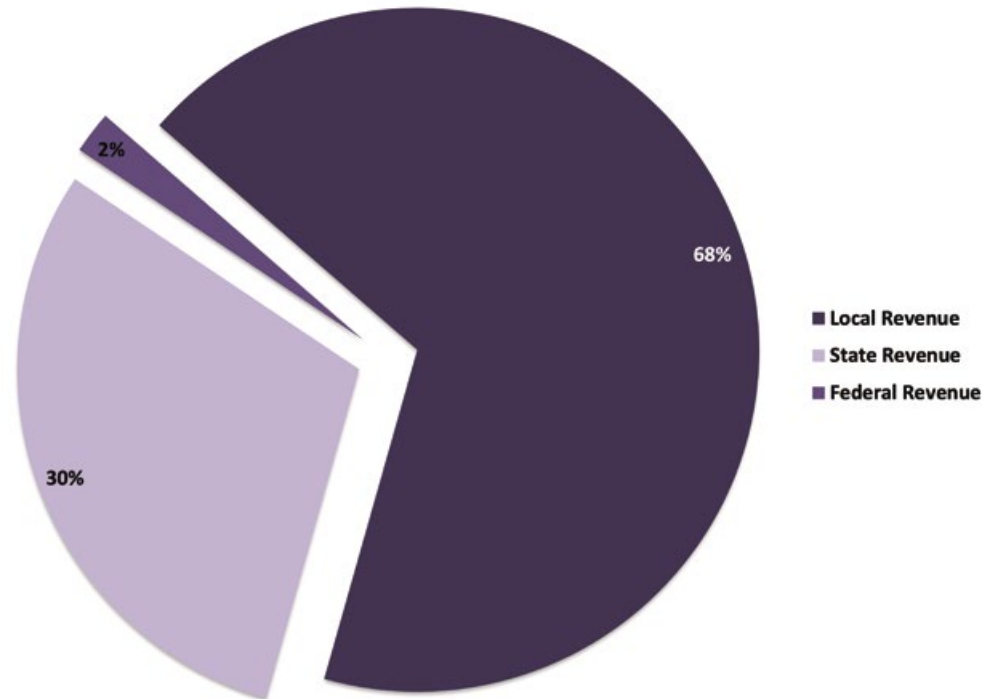
6.6% - Debt Service

4.7% - IU, Substitutes,
Professional Services

4.7% - Supplies

2.7% - Other Expenses

2020 Revenue by Source



2019-2020 E Facts

\$16,118 - EASD Per pupil spending.

\$16,385 - PA Per pupil spending.*

\$19,953 - Northeast Region Per pupil spending.*

*State, region, and national per pupil spending averages lag. State and Northwest region averages are for comparison purposes only and from the United States Census Bureau's 2018 Annual Survey of School System Finances.

2.8% - Average Annual Tax increase over the last 10 years.

4.33% - 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.

2019-2020 Safety Efforts

- Upgraded the District's All Hazards Plan to a Best-in-Class Emergency Operations Plan that aligns with Pennsylvania Emergency Management and Federal Emergency Management guidelines.
- Secured grant funding to incorporate the School Gate Guardian Visitor Management System at all of our schools.
- Helped to launch a newly established community-wide emergency response committee between the District, Elizabethtown College, Masonic Village, Lancaster County Emergency Management, and our local first responders.
- Conducted monthly fire drills and other regularly scheduled safety drills in partnership with our local first responders.

Health Services

School nurses promote good health and safety, intervene in the event of 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 2019-2020. **6,112**

Number of student Body Mass Index (BMI) screenings provided by EASD Health Services Department in 2019-2020. **3,960**

Number of student emotional wellness screenings conducted in 2019-2020. **542**

Number of student visits to the nurse's office for either an illness or injury in 2019-2020. **23,025**

Number of medicine distributions without an error in 2019-2020. **12,238**

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 2,000 combined lunches and breakfasts; and safely transported roughly 2,400 students on our bus fleet during the 2019-2020 School Year.



The Coronavirus Pandemic

When we started the 2019-2020 school year, no one could have imagined how the year would end. As local and national news reports became increasingly filled with stories about the coronavirus, the Elizabethtown Area School District quickly recognized this health crisis was different. However, we had no idea how different and incredibly challenging it would be.

What started as a ten-day, state-ordered shutdown on March 13 quickly became a month. Before we knew it, the governor ordered all schools in the Commonwealth to close for the remainder of the school year. We shifted our academic efforts from vibrant, highly engaged classrooms to entirely online almost overnight. We immediately mobilized our support services to meet student and family needs immediately. We established systems of communication to keep our families involved in their child's education.

While this wasn't the way anybody hoped this year to conclude, we could not be more proud of how our school district and community navigated these uncharted waters. We are especially proud of our graduating seniors. During these final months of their high school career, the grace and dignity they displayed is something we will always remember. We are also proud of how our entire faculty, staff, student body, and community persevered in ensuring our students' education continued in the face of this global health pandemic.

A CLOSER LOOK AT OUR EFFORTS:

- Designed and launched Learning Hubs for each school to support online learning.
- Held multiple distributions of district technology devices to our families in support of our online learning efforts.
- Increased Bear Bags distribution to help families facing food insecurities
- Published social and emotional support resources to support community wellness during this stressful period.
- Conducted numerous medication distribution days to reunite prescriptions stored at the District with families.
- Partnered with the E-town Cupboard and ministerium to provide meal assistance to families by donating food products to each entity.
- Partnered with local service clubs and area businesses to collect and distribute school supplies to families in need.
- Conducted a personalized commencement ceremony to salute the Class of 2020 formally.
- Conducted a personalized commencement ceremony to salute every member of the Class of 2020.
- Produced virtual senior awards and commencement ceremony videos to allow the community to show their support to the Class of 2020 and recognize each senior for their hard work and dedication.

In closing, we are extraordinarily thankful for the support we received during these unprecedented times. The 2019-2020 school year indeed was a year like none other. Many thanks for your patience and support during this challenging time. We persevered under extremely challenging circumstances.

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Elizabethtown Area School District

Annual Report to the Community
2020