



Elizabethtown Area School District

2022 Annual Impact Report

Board of Education

| | |
|-----------------------|-----------------------|
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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 Becky Maxwell, school board secretary, with any questions regarding addressing the Board, finding meeting agendas and minutes, school board policies, or the meeting schedule. You can reach Ms. Maxwell by phone at 717-367-1521 or by email at becky_maxwell@etownschools.org.

Message from the District

BENEFIT. It's a powerful seven-letter word that drives everything we do in the Elizabethtown Area School District. What benefit do we offer to our students? Our families? Our community? Keeping this word at the forefront of all we do nurtures a customer-service oriented mindset that extends beyond our classrooms. As a school system, we are striving to offer programs, services, supports, and connections to help all of our students achieve their dreams and aspirations despite their diverse needs and ambitions.

When we harness the power of the word "benefit," we can transform our children's school experience and, in turn, positively impact our communities. We can move away from a system that measures success by standardized test scores and homework projects alone to a school system centered around benefitting our students and their futures, measuring success in a multitude of ways.

So, how do we, as a school system, measure whether or not we are benefitting our students? What results do we evaluate to determine whether we are producing excellent, positive, and helpful results for our students? On the following pages, you will find evidence of our successes in academics, learning environments, student supports, co-curricular and extracurricular activities, and teamwork. The data points contained within the 2022 Annual Impact Report reflect our efforts from the 2021-2022 school year. However, they are just a sampling of the vital signs we evaluate every day to see how well we are doing at providing the benefits to our students and community that we are accountable for.

We share this great community with you and recognize the impact we can have on our families. Together, we will walk alongside you as parents, guardians, and community members in preparing our youth for a successful future. As such, we will not waver from our commitment to offering benefits that will help students to achieve their hopes and dreams. We hope you enjoy reading this publication and are as proud as we are of our students' successes.

Sincerely,



Terry L. Seiders
Board President

Sincerely,



Karen R. Nell, Ed.D
Acting Superintendent of Schools

Academic Readiness

Student mastery of the concepts taught across all subject areas, kindergarten through twelfth grade, is the foundation for overall success in our school system. Mastery includes closing achievement gaps and offering support and personalized course offerings to help students attain the knowledge and skills necessary to be successful from grade level to grade level, building to building, and post-graduation. 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 are prepared for either post-secondary education or career choices such as the armed services or workforce.
- 80% of graduating seniors have at least a "B" or better GPA.
- 90% or better graduation rate each year.
- 95% of all high school students stay enrolled in the EASD.

Opening Doors: The Still Relevant High School Diploma

The Elizabethtown Area School District strongly believes that preparing all students for post-graduation success, including career, college, and military readiness, is one of the core benefits we provide our students. Success after graduation starts with obtaining a high school diploma. High school graduates reap many benefits, including greater access to higher-paying job opportunities and the ability to pursue post-secondary education.

Class of 2022 Graduation Rate

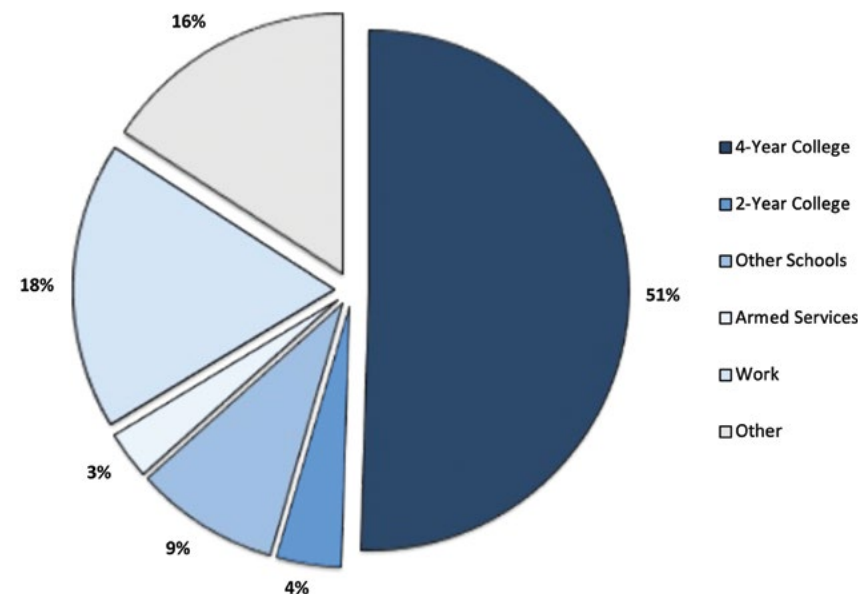
93%
EASD

91%
PA Average

Life Ready Model

The Elizabethtown Area School District's LIFE READY MODEL is a student-centered, holistic approach designed to help all students transition from our District at their time of graduation "LIFE READY." We define "Life Ready" as ensuring our graduates can cope with the demands of the workforce and/or the postsecondary learning experience. It emphasizes the alignment of our academic offerings with the personalized and career-specific learning opportunities students need for success in their futures.

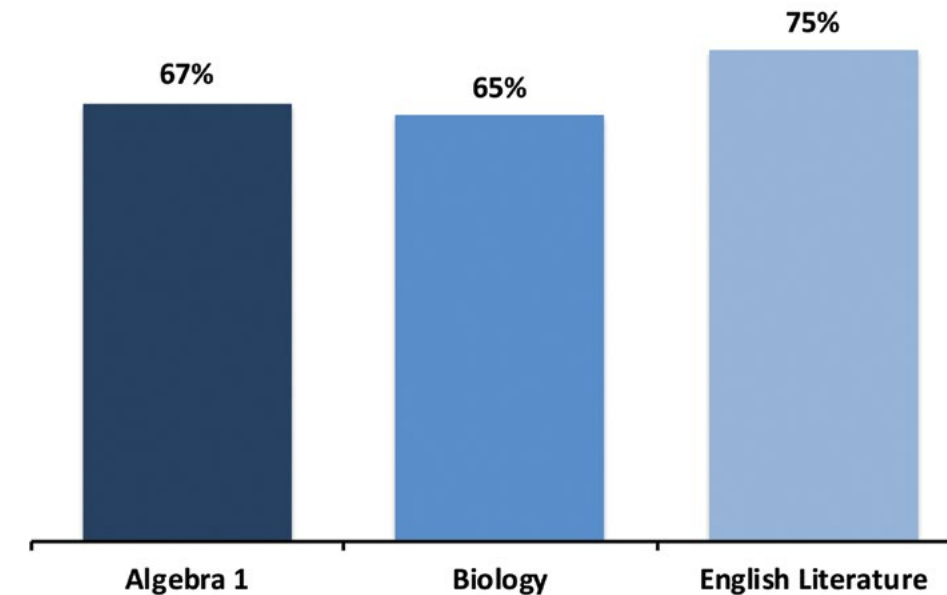
Class of 2022 Post Graduation Plans



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.

EAHS Class of 2022 - Proficient or Advanced Scores



Class of 2022 Senior Snapshot

300

Number of graduates.

17%

Percent of seniors with 100% GPA or better.

40%

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

70%

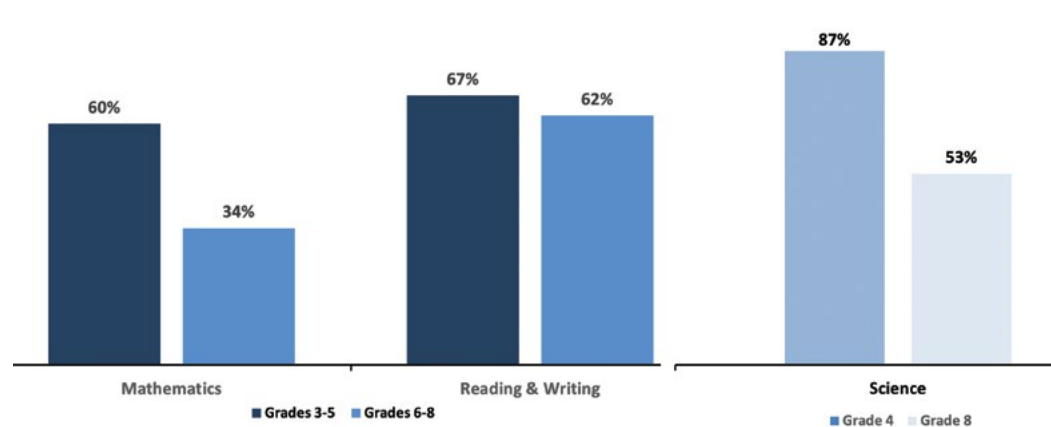
Percent of seniors with at least a "B" or better GPA across all subject areas.



PSSA

Each spring, the Elizabethtown Area School District administers the statewide Pennsylvania System of School Assessment (PSSA) to students in grades 3-8. The PSSA measures a student's skill level and proficiency against the Commonwealth's academic standards in mathematics, reading, science, and writing.

PSSA Performance - Proficient or Advanced Scores

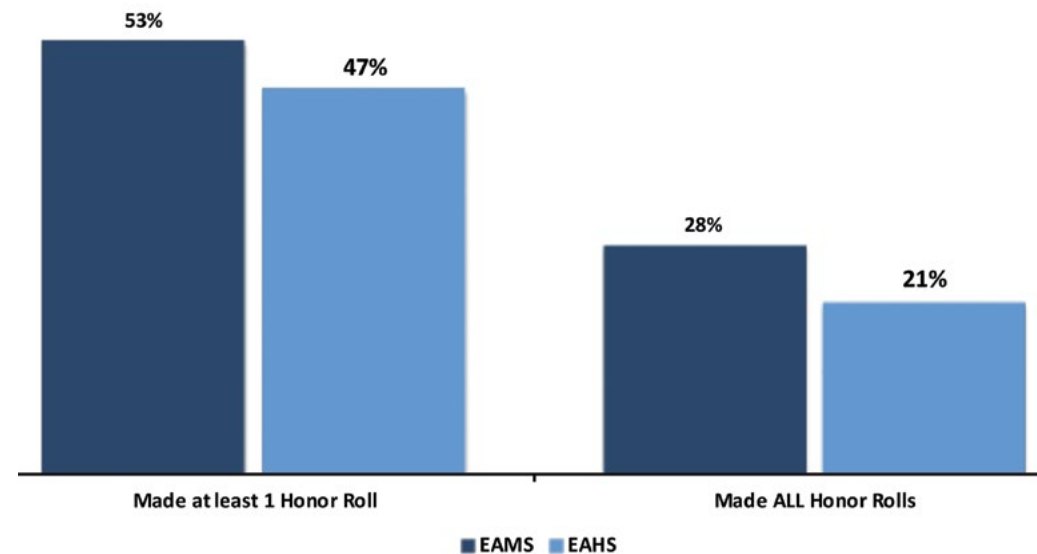


Honor Roll

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%.

2021-2022 Honor Roll Analysis



Staying enrolled in school offers numerous life-long benefits, including better employability and earning potential. As such, our goal is to keep students engaged in their education and excited about their future.

99%

Students STAYING enrolled in high school

Online Learning Opportunities

Percentage of students enrolled in EASD's online platform (Etown Cyber) successfully transitioning to the next grade level by grade band.

92%
Grades K-2

89%
Grades 3-5

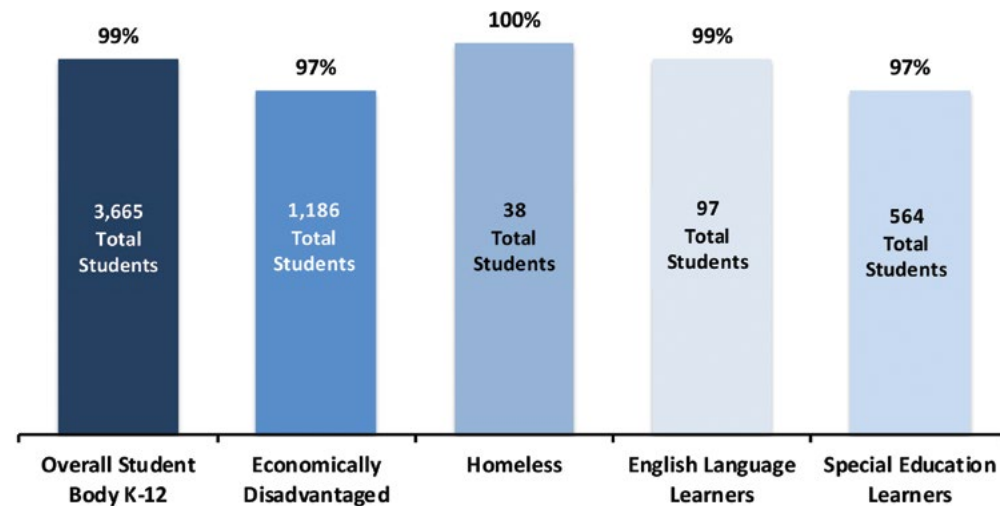
100%
Grades 6-8

90%
Grades 9-12

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.

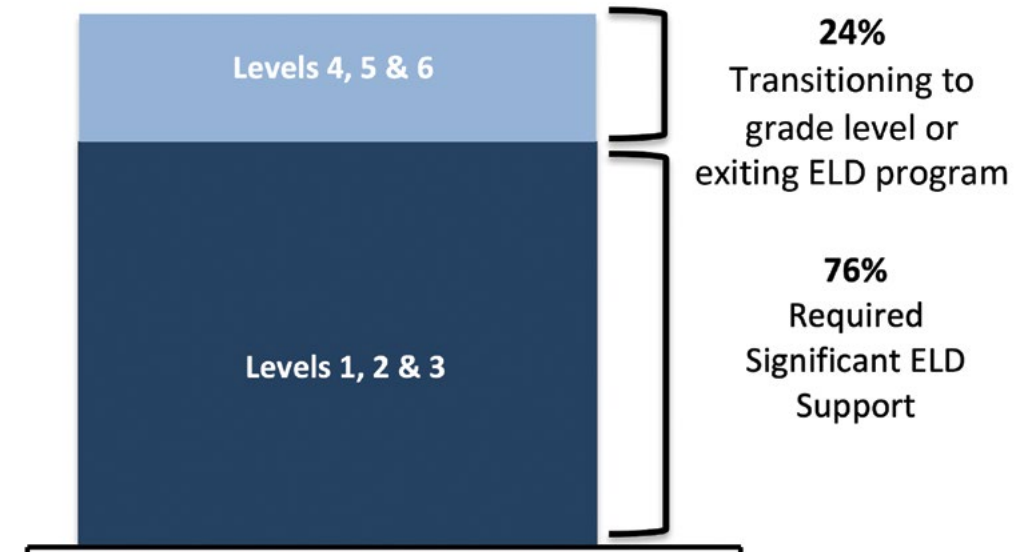
2021-2022 Successful Transitions



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.

2021-2022 Level of Support 106 students received ELD services



2021-2022 ELD Fast Facts

76%
The percentage of ELD students requiring at least significant support.

13
The number of different primary languages spoken by students receiving ELD services (Q'eqchi, Nepali, Arabic, Spanish, Karen, Poe Karen, Bengali, Chinese, French, Creole, Russian, Fulani, Swahili).

15
The number of ELD students who were seniors over the last four years who graduated from EASD (out of 17).

5%
The percent change in the number of students receiving ELD services over the last year.

2021-2022 Special Education Per Student Costs

The dollar amount spent on each of the 671 total students receiving special education services for the year distributed by cost range:

439 Students
\$0 - \$4,999.99 per student

206 Students
\$5,000.00 - \$27,303.07 per student

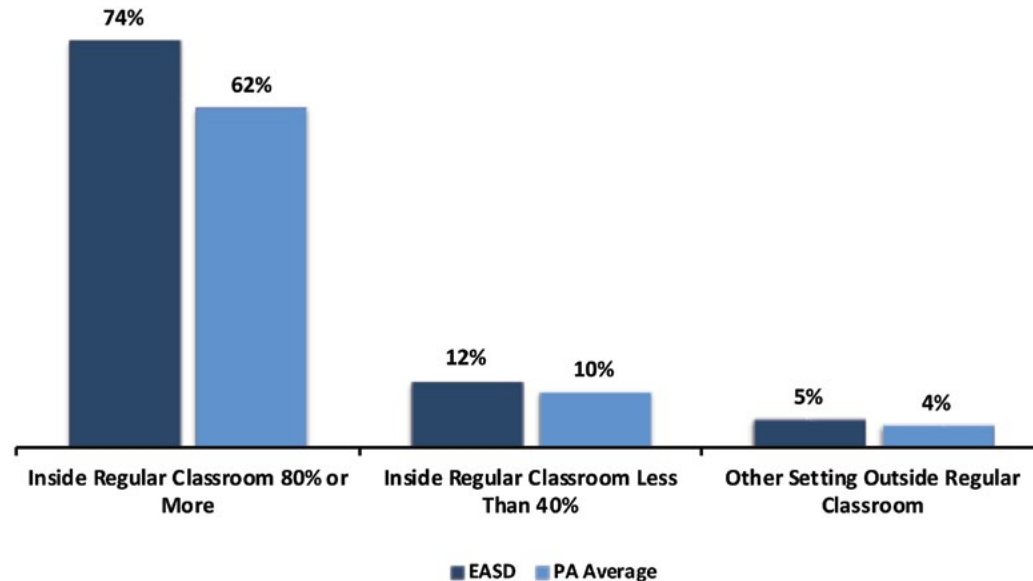
20 Students
\$27,303.08 - \$81,909.25 per student

6 Students
\$81,909.26 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.

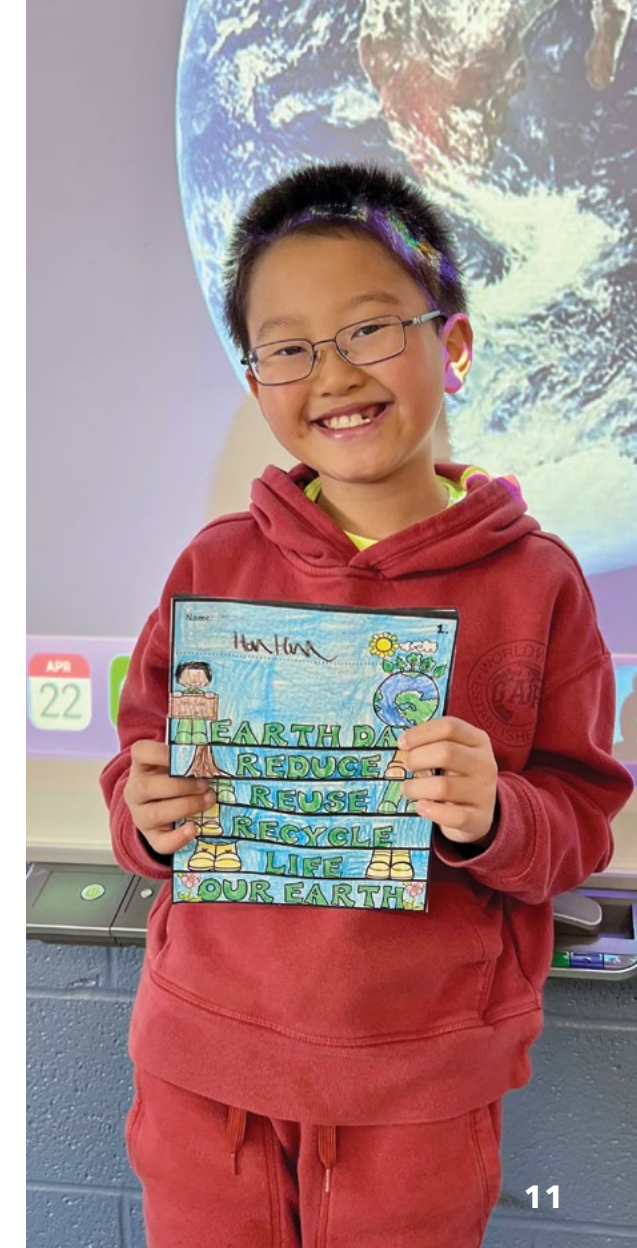
Learning Environment



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 | 3,679 | --- |
| Total Special Education Enrollment | 608 | --- |
| Percent Special Education | 17 | 19 |
| Percent Specific Learning Disability | 42 | 39 |
| Percent Speech/Language | 20 | 14 |
| Percent Autism | 12 | 13 |
| Percent Other Health Impairment | 12 | 18 |
| Percent Emotional Disturbance | 7 | 8 |
| Percent Intellectual Disability | 5 | 6 |



Career and Workforce Readiness

EASD is committed to offering a program of study that prepares our students for success after graduation, whether enrolling in a post-secondary institution, entering directly into the workforce, or joining the armed forces. For students choosing to enter the workforce, we want our graduates to have a competitive edge by pairing traditional coursework with personal competencies and interests. Furthermore, we value career exposure through 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.

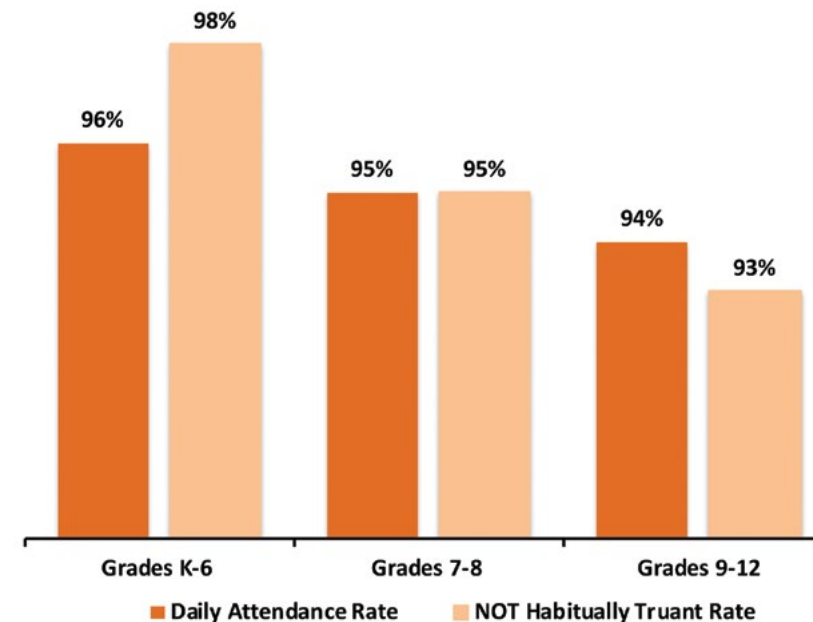
KEY INDICATORS OF SUCCESS:

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

School Attendance

Students must be active participants in their education to learn and achieve their fullest potential. 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. In addition, 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.

2021-2022 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 are 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.

242

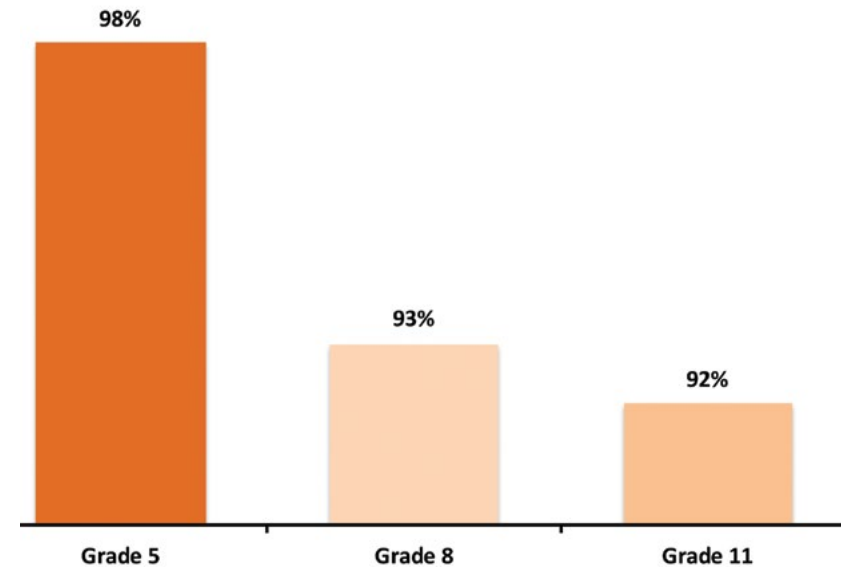
The number of JA STEM Pre-Apprenticeship Certificates awarded during the 2021-2022 school year to EAHS students.

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

2021-2022 Career Readiness Indicator



Career Initiatives

Elizabethtown Area High School offers abundant 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 | 71 |
| Work Experiences | 88 |
| | |
| Pre-Apprenticeships | |
| Building Trades (Associated Builders and Contractors) | 5 |
| Electrical (Independent Electrical Contractors) | 1 |
| Certified Nursing Assistant (Masonic Villages)..... | 4 |
| Emergency Medical Technician - Basic (Northwest EMS)..... | 9 |
| Emergency Medical Technician - Advanced (Northwest EMS) | 3 |
| | |
| Apprenticeships | |
| Electrical at Fullerton Electric | 1 |
| | |
| EAHS Agricultural In-house CTC Program | |
| EAHS Agricultural In-house CTC Program | 45 |
| | |
| Lancaster County Career and Technology Center | |
| Lancaster County Career and Technology Center | 121 |



Altruism

Student participation in charitable 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 philanthropic activities, including volunteer opportunities, fundraisers, food drives, and random acts of kindness. A sampling of the altruistic activities that took place during the 2021-2022 school year are as follows:

Feathers for Families

Giving Trees

Holiday Food Drives

Kindness Cards

Thanksgiving Food Drives

Veterans Day Commemoration

LifeReady Courses

A sampling of Cooperative Education career interests for the 2021-2022 school year were as follows:

Internships

Community Relations with the Lancaster Barnstormers
Veterinarian at Companion Animal Hospital
Law Assistant at the Mount Joy District Court
Business/Finance Associate with Clark Associates
Physical Therapist at CPRS
CADD Assistant with The Fairfield Company
Realtor with Life Changes Realty Group

Work Experiences

Concrete Worker with BMK Construction
Dental Assistant with White Family Dental
Diesel Mechanic at Messicks Farm Equipment, Inc
Landscape for Zeager Landscape Designs & Nursery, LLC
Mechanic for Smith's Service Center
Pharmacy Technician at Sloan's Pharmacy

Lancaster County Career and Technology Center

Auto Technology
Collision Repair
Commercial Art
Culinary Arts
Early Childhood Education
Nursing Assistant
Photography
Plumbing
Protective Services
Veterinary Assistant
Welding

Post-Secondary Readiness

EASD is committed to offering a program of study that prepares our students for success after graduation, whether enrolling in a post-secondary institution, entering directly into the workforce, or joining the armed forces. For students interested in post-secondary education after graduation, we want to boost their chance of post-secondary success by strongly supporting the college-preparation process during their high school experience. 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 enroll 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 is greater than the national benchmark scores.

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.

143

Number of students that took at least one AP course

105

Number of students that took at least one AP exam

150

Number of AP exams administered

76

Percent of test takers with at least a score of 3 or higher

69

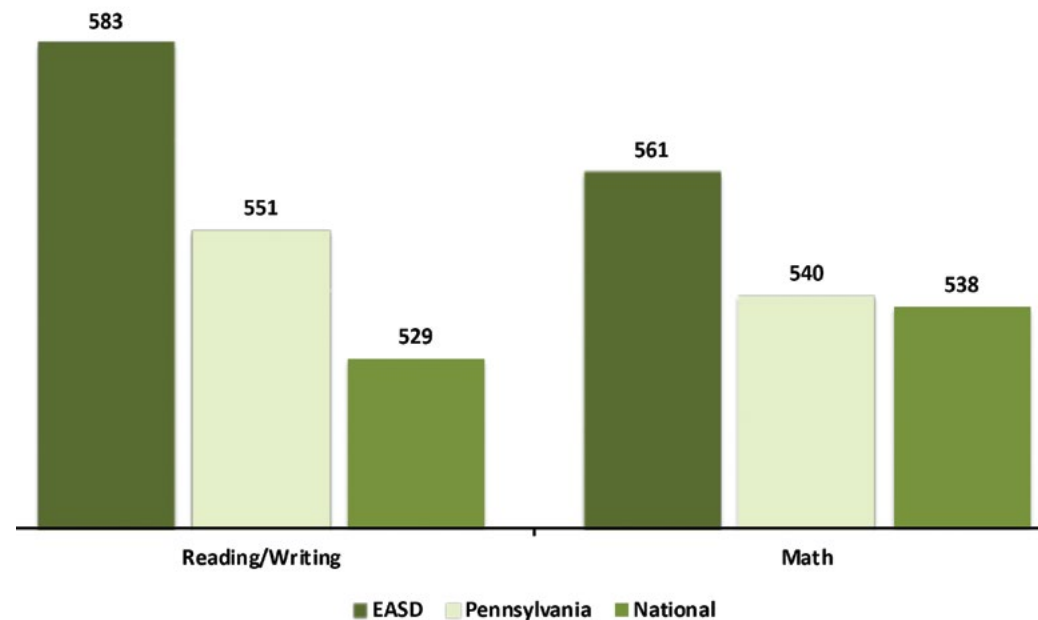
Percent of tests taken with at least a score of 3 or higher

18

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: 2021-2022 School Year



Dual Enrollment

Students completed Dual Enrollment courses at the following colleges and universities:

Cedarville University

Central Penn College

Elizabethtown College

Franciscan University

Grove City College

Houghton University

Harrisburg Area Community College

Lancaster Bible College

Le Tourneau University

Messiah College

PA College Health Sciences

Regent University

West Virginia University

A sampling of courses taken included American Government, Business and Society, Economics, English Composition, Environmental Science, Forensic Identification, Healthful Living, Medical Terminology, Spanish, Statistics, Writing and Language, and World History.

2021-2022

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.

84

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

118

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

100

The total number of students taking a Dual Enrollment course in the Spring 2022

134

The total number of Dual Enrollment courses completed in the Spring 2022

129

The total number of students taking a Dual Enrollment course during the 2021-2022 School Year

19

Rigor and Relevance

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).

2021-2022 Key Data Points

40%

Percent of high school students taking at least one weighted course

29%

Percent of high school students taking multiple weighted courses

1,285 / 1,299

Total number of weighted courses passed/taken

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 | | | |
|-------------|-------------|-----------|--------------|
| | 25 | 24 | 19 |
| | EASD | PA | Nat'l |
| Mathematics | | | |
| | 26 | 24 | 19 |
| | EASD | PA | Nat'l |
| Reading | | | |
| | 25 | 25 | 20 |
| | EASD | PA | Nat'l |
| Science | | | |
| | 27 | 24 | 20 |
| | EASD | PA | Nat'l |
| Composite | | | |
| | 26 | 24 | 20 |
| | EASD | PA | Nat'l |

Enhancing Life Readiness (Well Being)

Pairing academic offerings with opportunities that foster emotional readiness, social skills, and teamwork optimizes the school experience and helps propel graduates to pursue their desired path after graduation. In addition, assisting students to develop healthy relationships with peers and make responsible decisions creates an environment that supports learning and future success as adults. The **ENHANCING LIFE READINESS** section examines our efforts to help prepare our community's youth to compete on any stage and engage as productive citizens of the various communities in which they interact.

KEY INDICATORS OF SUCCESS:

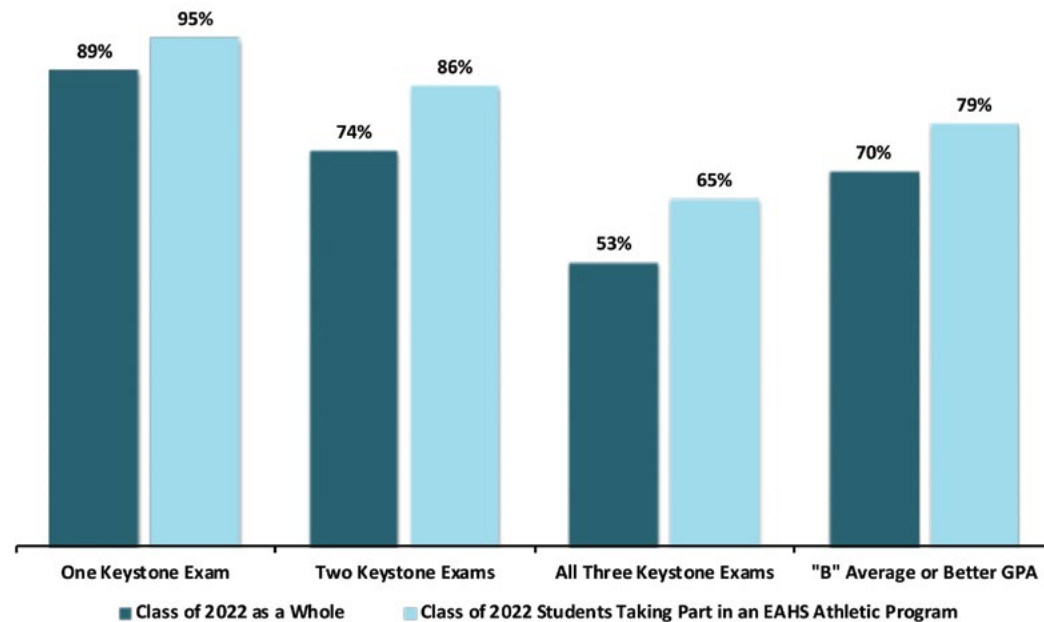
- Student participation in art, athletic and extracurricular programs.
- 70% of students participating in a music or athletic program pass all three Keystone Exams.
- 80% of students participating in a music or athletic program have a "B" or better GPA.
- Individual, team, and ensemble honors locally, 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.

2021-2022 Positive Impact on Student Learning Percent Proficient or Advanced



2021-2022 Participation Levels

FALL

| | EAHS | EAMS |
|----------------------|------|------|
| Football | 47 | 36 |
| Field Hockey | 33 | 33 |
| Boys' Cross Country | 19 | 17 |
| Girls' Cross Country | 20 | 8 |
| Boys' Soccer | 36 | 31 |
| Girls' Soccer | 36 | 30 |
| Girls' Tennis | 25 | N/A |
| Golf | 11 | N/A |
| Girls' Volleyball | 21 | N/A |
| Cheerleading (Fall) | 23 | 13 |

SPRING

| | EAHS | EAMS |
|-----------------|------|------|
| Baseball | 33 | N/A |
| Softball | 25 | N/A |
| Girls' Lacrosse | 36 | N/A |
| Boys' Lacrosse | 28 | N/A |

WINTER

| | EAHS | EAMS |
|-----------------------|------|------|
| Boys' Basketball | 18 | 18 |
| Girls' Basketball | 18 | 19 |
| Wrestling | 19 | 22 |
| Bowling | 27 | N/A |
| Boys' Swimming | 21 | N/A |
| Girls' Swimming | 25 | N/A |
| Rifle | 24 | N/A |
| Cheerleading (Winter) | 15 | 8 |

| | EAHS | EAMS |
|----------------------|------|------|
| Boys' Tennis | 19 | N/A |
| Boys' Volleyball | 23 | N/A |
| Boys' Track & Field | 39 | 20 |
| Girls' Track & Field | 46 | 40 |

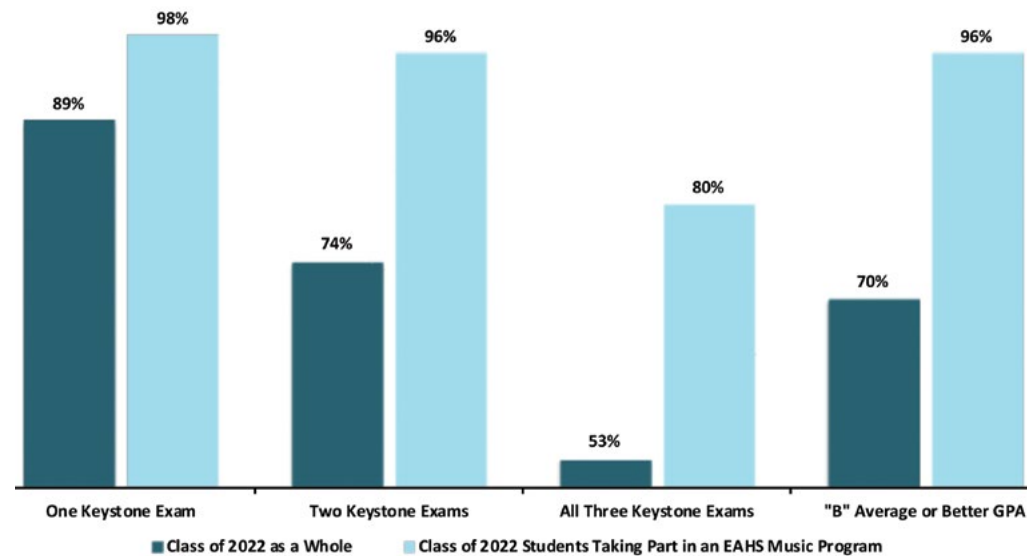




Benefit of The Arts

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.

2021-2022 Positive Impact on Student Learning Percent Proficient or Advanced



2021-2022 Participation Levels

| | EAHS | EAMS | ELEMENTARY |
|-------------------|------|------|------------|
| Concert Band | 79 | 98 | 130 |
| Marching Band | 73 | N/A | N/A |
| Jazz Band | 27 | 32 | 21 |
| Orchestra | 74 | 72 | 162 |
| Chamber Orchestra | 17 | 29 | N/A |
| Chorus | 74 | 82 | 91 |
| Show Choir | 15 | 19 | 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

2021-2022 Leader In Me School Snapshot

Bainbridge Elementary

Adopted a schoolwide Wildly Important Goal to complete 300 acts of kindness. Students and staff kept track of their progress towards their goal on a public scoreboard by writing or drawing the act of kindness on a snowball.

Mill Road Elementary

Students raised money toward several goals for our End-of-Year Celebration. The fundraisers and subsequent celebration gave students the opportunity to "Begin with the End in Mind" and ultimately work on "Sharpening their Saws."

Bear Creek School

Named 430 student-leaders as "Celebrating Genius Habit" award winners for representing the characteristics of the Habits recognized during that month.

Elizabethtown Area Middle School

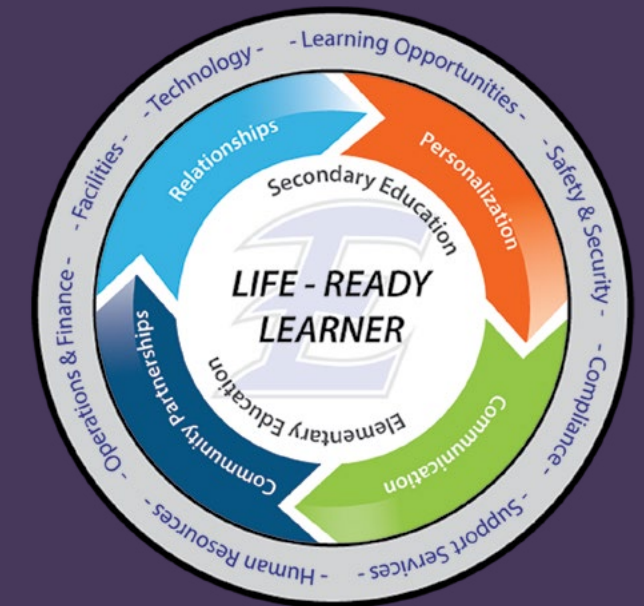
Established a Student Lighthouse Team (SLT) that focused on the school's physical environment. Students and staff set goals to have more regular Student Lighthouse Team meetings and for all staff members to join Big Rock Teams.

Elizabethtown Area High School

Newly formed student lighthouse team organized several activities for their peers during our Life Ready Days. The purpose of the activities was to create a greater sense of belonging for everyone at the high school.

By the Numbers

Efficient and effective operations are essential to the District's educational mission of every student graduating ready to live, learn, and thrive in a global community. Therefore, we aim to keep students and their learning the primary focus of our spending plan while maintaining long-term financial health and transparency and being good stewards of taxpayer money. Moreover, the District works tirelessly to align its operations with our instructional program to influence our students' experience positively. The BY THE NUMBERS section illustrates how well we are stewarding taxpayer money. This includes our business operations, communications, food service, transportation, and human resources departments.



2021-2022 School Enrollments

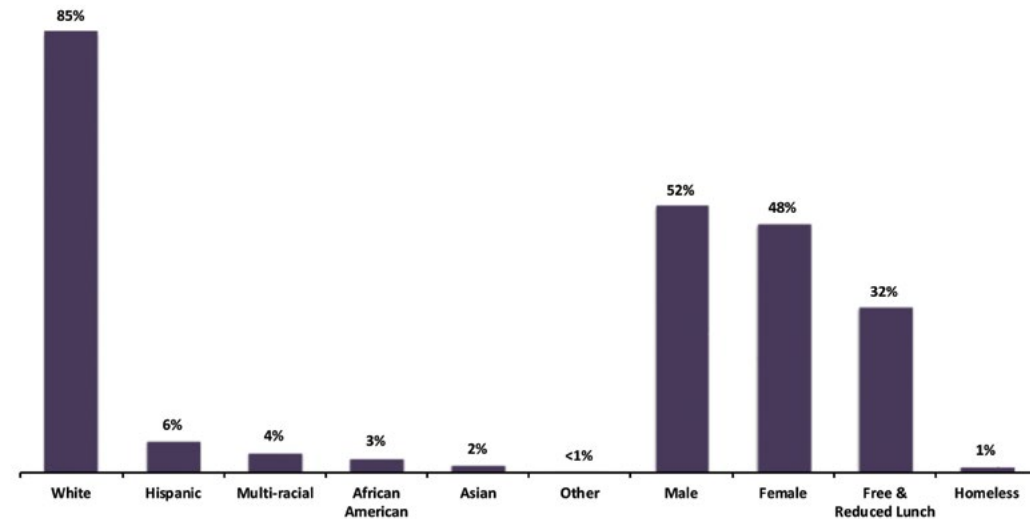
| | |
|--|--------------|
| Bainbridge Elementary (grades K-2) | 174 |
| East High Street Elementary (grades K-2) | 283 |
| Mill Road Elementary (grades K-2) | 136 |
| Rheems Elementary (grades K-2) | 135 |
| Bear Creek School (grades 3-5) | 823 |
| Elizabethtown Area Middle School (grades 6-8) | 892 |
| Elizabethtown Area High School (grades 9-12) | 1,221 |
| Total (grades K-12) | 3,664 |

Enrollment figures taken from the
October 1, 2021 EASD Enrollment Report

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.

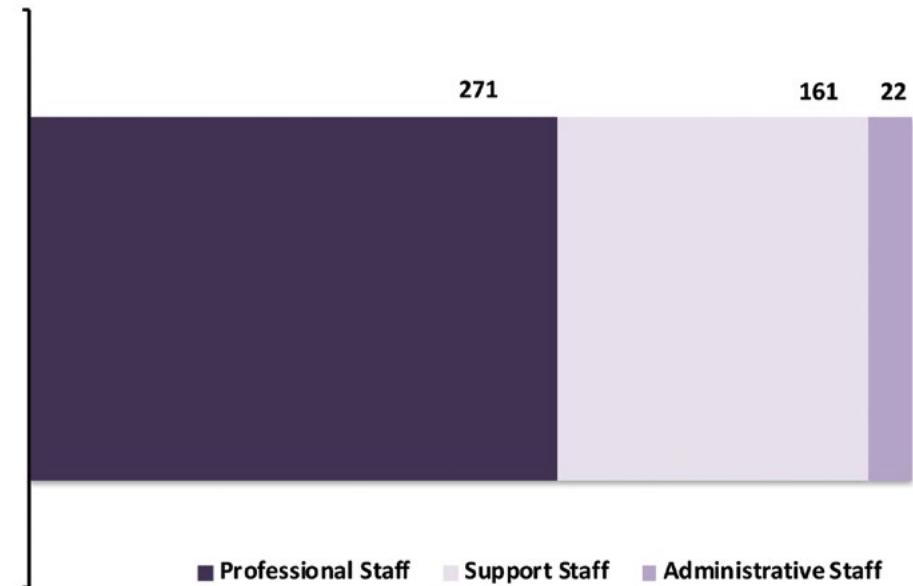
2021-2022 Student Enrollment Breakdown



Our Employees

Providing a dedicated, skilled team of professional and support staff is the framework for student learning. Therefore, we believe that all employees, regardless of their role within the District, must take ownership of student well-being, growth, and learning by being highly engaged, caring, and committed to the District's vision and mission.

2021-2022 Staff Breakdown



Investing in a high-quality teaching force positively impacts student achievement and growth and student attendance rates. Therefore, the District employs numerous recruitment and retention strategies focusing on experience, education level, mentorship for new teachers, professional development for all teachers, and growth within our school system. The District is proud to say that our faculty and administrative team bring a wealth of experience and knowledge to their jobs daily.

69%
Faculty with at least ten years of teaching experience.

20%
Faculty hired in the last five years that had previous teaching experience.

95%
Administrators that have at least a graduate degree.

95%
Administrators that have been in education at least ten years.

Where are our dollars spent?

65%

of expenditures spent on instruction

25%

of expenditures spent on student support services

8%

of expenditures spent on debt service

2%

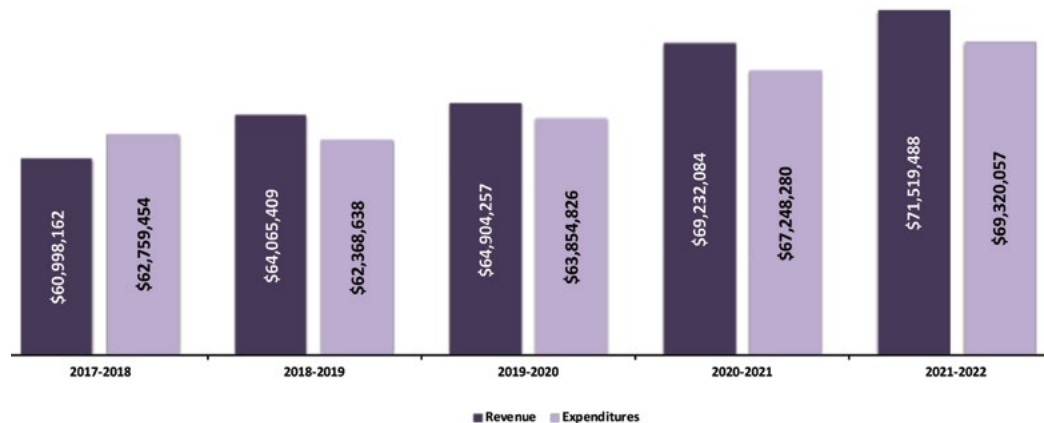
of expenditures spent on extracurricular activities

Budget

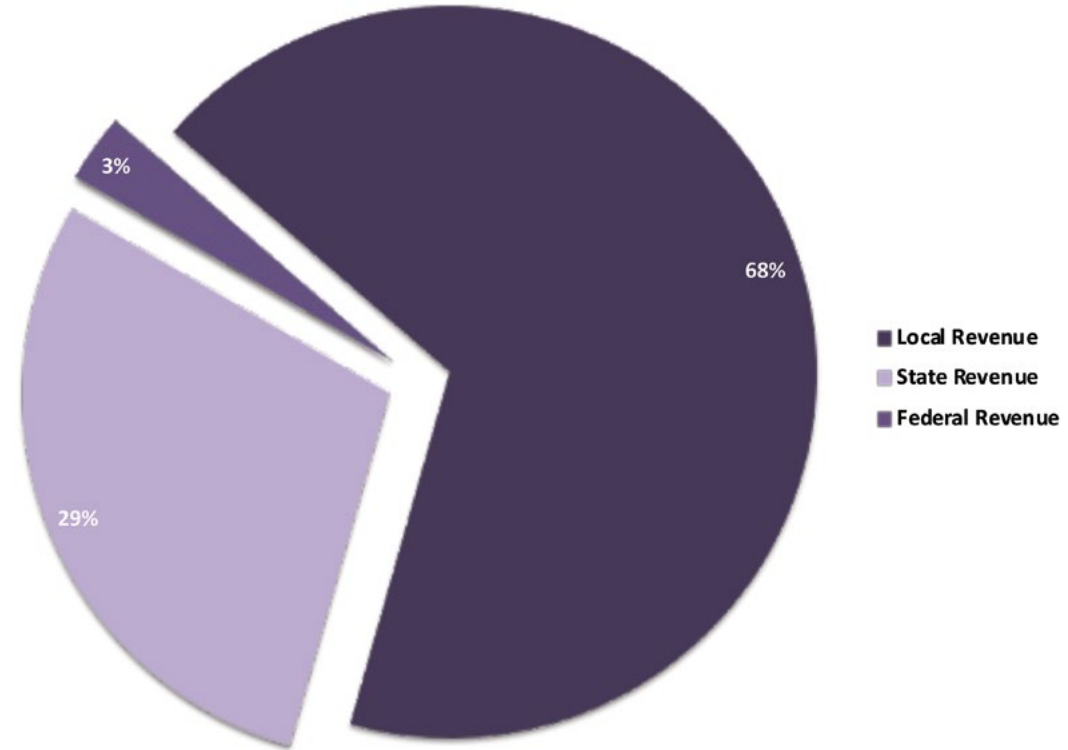
The Board of School Directors and Administration have made fiscal responsibility and accountability their highest priority while at the same time maintaining a budget process that is instructional-driven. Many factors unique to school systems can trigger educational cost increases or revenue decreases. Examples are as follows:

- Increases in enrollment that trigger the need for additional staff.
- Unique needs of our student body that necessitates additional programs and services.
- Unfunded and underfunded state mandates.
- Increases in contracted services (food services, transportation, etc.).
- Decreases in state subsidy based on factors and formulas outside of our control.
- Local economic conditions.

Five-Year Budget History Actual Revenues vs. Actual Expenditures



2021-2022 Revenue by Source



2021-2022 expenditures by category are listed from largest to smallest with **SALARIES AND BENEFITS** accounting for 70% of all expenditures.

41% - Salaries

29% - Benefits

10% - Transportation, Charter Schools, Tuition

7% - Debt Service

7% - IU, Substitutes, Professional Services

4% - Supplies

2% - Other Expenses



2021-2022 E Facts

\$16,288 - EASD Per pupil spending.

\$16,630 - Lancaster & Lebanon County per pupil spending.*

\$17,560 - Regional Area per pupil spending.*

\$17,596 - PA per pupil spending.*

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

3% - Average Annual Tax increase over the last 10 years.

4.2% - 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 (15.2% 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.

Safety

The District prioritizes ensuring our students are educated in an environment that is safe, secure, and conducive to learning. To accomplish this top priority, the District employs a multifaceted set of core practices that include secure facilities, the use of technology, safety drills, partnerships with first responders, student-faculty engagement, visitor vetting, and data analysis. In doing so, we strive to create an environment that supports student attendance, learning, and future success as adults.

2021-2022 PDE Safe Schools Report Compilation

110 - Number of Incidents

80 - Number of Offenders

6 - Number of Incidents Involving Local Law Enforcement

Sampling of Reportable Incidents

Altercations, Fights, Possession of Weapon, Possession of Controlled Substances, Threats, and Harassment

The District's School Resource Officer (SRO) works with administration, educators, and counselors to keep our schools safe. The SRO is specifically trained in and performs three main functions: law enforcement officer, law related counselor and law related educator. For the 2021-2022 School Year, the District's SRO performed many duties including:

32

Advising/Mentoring Student Interactions

18

Emergency Preparedness Activities

45

Extra-Curricular Activity Support

234

Non-reportable Incident Investigations

27

Classroom Teaching Lessons

459

Classroom Visits

The District's Buildings & Grounds, Communications, Food Services, Human Resources, Open Records, Technology, 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.

34 - Number of Right-to-Know Requests Received and Serviced.

853,319 - Total number of visits to the District website.

2,192 - Average daily ridership on school district buses, mini-buses, and vans.

2,652 - Total number of miles driven daily with students on District-operated vehicles.

7,000+ - Number of networked devices the District's Technology Services Department manages.

516 - Average number of breakfasts served daily.

1,714 - Average number of lunches served daily

746,149 - Number of square feet of school buildings maintained daily.

Health Services

School nurses promote good health and safety, intervene in health emergencies, 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.

2021-2022 E Facts

5,511 - Number of student hearing, vision, and scoliosis screenings provided by EASD Health Services Department.

3,395 - Number of student Body Mass Index (BMI) screenings provided by EASD Health Services Department.

36 - Number of student emotional wellness screenings conducted.

23,070 - Number of student visits to the nurse's office for either an illness or injury.

9,231 - Number of medicine distributions without an error.

Beyond the Numbers

The Elizabethtown Area School District is committed to student success. While the data in this annual impact helps us to gauge how well we are meeting student needs across a wide array of interests, learning styles, and barriers to learning, numbers alone don't tell the whole story. On the following pages you will hear students reflect in their own words their experience here in the Elizabethtown Area School District. While there are countless stories and each will look different, the personal testimonies included in this publication help to paint a small picture of how these numbers reflect on the student experience.



Seth's Story:

I moved to the Elizabethtown School District as a freshman in high school. Although I was nervous about moving to another school district, it ended up being a smooth transition. I was able to reconnect with some friends I knew previously, which made me feel at ease. I have always enjoyed being creative and enjoyed all my art classes. Through taking various art classes at Etown High School, I was able to gain information and become very interested in the general arts. As my interest grew, I started to think about how my interests could lead to a possible career. In eleventh grade, I decided to apply to the Lancaster Lebanon Career and Technology Center and participate in their Commercial Arts program. By joining this program, I better understood how creativity can be a part of a career. I also explored and learned more about digital media and expanded my current knowledge of traditional media. As much as I enjoyed learning about all types of media and commercial art, I realized that I still needed to gain some additional skills to be employable in my future, so I started looking at other programs that could offer me these valuable skills.

During my search, my sister attended a work immersion program through the Lancaster-Lebanon IU13 called the Masonic Village Program (MVP). Within this program, she was learning essential skills that she would need as an adult. After talking with my family and learning more about the Masonic Village Program, I decided it was worth a shot.

I am currently an intern in the Masonic Village Program, learning valuable work skills and improving my communication skills. I participate in an internship four days a week where I receive training on the job and perform entry-level tasks and assignments just as Masonic Village employees complete. Currently, my internship is in the Laundry Department. I have learned how to fold various linens, operate a commercial ironer, load and unload commercial dryers, and sort and organize personal laundry items. Not only have I learned valuable hard skills on internship, but I have also learned critical soft skills at MVP. For example, I have learned how to maintain presentable hygiene skills and look and act professionally while at work.

Further, my communication skills have greatly improved. I can better communicate how I feel and have a better gauge of interpreting how others are feeling. I am also more comfortable asking for help, and I do so often, as it's important when working. Although I am still deciding on what specific career I want to pursue, the experiences I am gaining at MVP are preparing me for any type of job I have in the future.

Josh's Story:

Being a part of the football program at Elizabethtown for the past ten years has significantly impacted my life. My journey began in third grade when I put on an Elizabethtown jersey for the first time. Since that moment, it has always been a goal of mine to play in front of the town on Friday nights. Years of hard work and facing adversity made this goal achievable.

Dealing with adversity has been a common theme in my four years at the high school level. Whether it be an injury, a new coach, or a losing season, I have developed coping mechanisms that will be valuable in the future. Perseverance and determination have enabled me to overcome obstacles and setbacks.

Working towards a common goal with my teammates has honed my leadership skills, paving a pathway for success in the years to come. Although the winter lifts, summer camps, and in-season practices have not always been easy, they laid the foundation for achieving my football goals.

I want to thank the Elizabethtown football coaches, parents, fans, and my teammates for this invaluable experience and support. I will never forget my football career at Elizabethtown.





Keren's Story:

I never saw myself as someone who would be able to go to college. I didn't grow up around collegegoers or people seeking post-secondary education. Attending college was something I saw on television, but I was never able to put myself in the position of someone who could achieve it.

It wasn't until my teachers at Elizabethtown Area High School connected me to an organization called Attollo Prep that I could see myself as "College Bound." This program prepared me for university experiences and helped build my resume.

While at Elizabethtown Area High School, I had many teachers and mentors who made most of my accolades come to fruition and the peers I surrounded myself with who were just as hardworking and driven as myself. Ultimately, I credit the team at EAHS and my school experience for pushing me into college readiness spaces I might not have found myself otherwise.

Redefining School Accountability:

The Elizabethtown Area School District is excited to announce that over the past year, the District has been working with braveEd, a national leader in school accountability systems, to redefine our school accountability system (<https://brave-ed.com>).

The District uses accountability measurements to give the community feedback on how well we are doing as an educational institution. The evidence we share in our annual impact report illustrates whether or not we are meeting the goals we have set for ourselves and our work with our students. As a District, because we emphasize a whole-child approach to learning, we prioritize moving beyond the traditional accountability model that only emphasizes state-mandated benchmarks.

Rather than focusing primarily on PSSA and Keystone testing data and failure prevention alone (the traditional model), our new benefits-based system will revolve around answering the following question:

How can we help all students transition from our District at the time of their graduation to life beyond high school, ready to live, learn, and thrive in a global community?

To answer this question, we have committed to seven foundational pillars that EASD will use to support our students, allowing each to pursue their

Community Feedback

Each of these pillars aligns closely with our community's hopes and dreams for the children of the Elizabethtown Area School District, as identified in a recent ThoughtExchange (January 2022). Common themes presented in the Exchange by the 792 anonymous, voluntary participants included:

- Well-rounded opportunities and offerings
- Preparation for their future
- Emphasis on supporting social and emotional health
- Expanded offerings beyond the core subjects
- Emphasis on the Arts and Athletics

Continued on next page



hopes and dreams for their futures upon graduation. The seven core pillars are as follows:

- Pillar 1: Student Learning
- Pillar 2: Student Readiness
- Pillar 3: Engaged, Well-Rounded Students
- Pillar 4: Well Being
- Pillar 5: Effective Adults
- Pillar 6: Community Connections
- Pillar 7: Effective Systems

Success in these foundational pillars will help our students graduate LIFE READY. As such, moving to this benefits-based system will improve our school system, enhance the learning experience, and ensure students make meaningful progress within their educational programs and offerings.

A Closer Look at Each Pillar

Pillar 1: Student Learning

The District will ensure academic success for all students, including students with researched-based barriers to learning, such as socioeconomic status, limited English language proficiency, or the need for special education services.

Pillar 2: Student Readiness

The District will prepare all students for post-graduation success, including career, college, and military readiness.

Pillar 3: Engaged Well-Rounded Students

The District will engage students in a way that contributes to their overall

development and future well-being so they can successfully contribute within the various communities in which they interact after graduation.

Pillar 4: Well Being

The District will ensure students are educated in an environment that is safe, secure, and conducive to learning. This includes providing for students' physical and mental safety and meeting students' social and emotional needs.

Pillar 5: Effective Adults

The District will prioritize access to high-quality teachers for all students and recruit and retain adults who care about student learning and well-being.

Pillar 6: Community Connections

The District will ensure our parents, guardians, and local citizens have opportunities to be a meaningful part of our school community through various partnerships, including volunteer opportunities, mentorships, career exploration, on-the-job experiences, and technical training.

Pillar 7: Effective Systems

The District will use its resources responsibly and efficiently to further the District mission.

Next Steps

The District will develop an inventory of essential questions and checkpoints to help us gauge how well we are doing in each of these seven areas. In addition, we will continue to provide updates on our benefits-based accountability system as we further develop, refine, and finalize it. Finally, we aim to report on each pillar in next year's annual impact report.

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2022 Annual Impact Report