



# 2019 Annual Report to the Community

# Message from **the District**



**Terry L. Seiders**

On behalf of the Elizabethtown Area School District, it is with great pride and appreciation that we bring to you the **2019 Annual Report to the Community**. Each year, we produce this publication to afford our stakeholders a glimpse inside our school system and how well we are doing at meeting the high standard of education we hold for our school district. We are proud of the abundance of successes illustrated in this document, as they are a reflection on our amazing students, dedicated faculty and staff, and strong family and community partnerships.

Student learning is at the center of everything we do. We strive to create personalized opportunities for **ALL** students to develop a foundation to be **LIFE READY** upon graduation. We recognize the important role our public school system plays across our local, regional, national, and global landscapes. It is not too grandiose to think that we **ARE** developing tomorrow's innovators, thinkers, community members, and civic leaders. As such, we cannot fail at our mission of Every Student Graduates Ready to Live, Learn, and Thrive in a Global Community.

The obvious question then is "what defines" **LIFE READY**? At Elizabethtown, our definition can be summed up as follows: We desire to prepare 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.

We want to thank our stakeholders for the investment you are making in our children. It truly is an "investment" in our community, as we seek to open the door to each child's prosperous future. We invite you to take a look at our annual report. We are confident that as you read through the pages of this document you will have a greater insight into who we are as a learning community and the significant positive return you are getting on your investment.

Sincerely,

**Terry L. Seiders**  
Board President

Respectfully,

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

## Board of Education

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<b>Karen R. Sweigart</b>	

## School Board Meeting Information

The Board of Education invites stakeholders to stay informed about the governance of the Elizabethtown Area School District by attending school board meetings. The school directors meet two times each month, typically the second and fourth Tuesday at 6 p.m. in the EAMS/EAHS Instructional Media Center. The first meeting of the month is a workshop session where critical aspects of district governance are discussed. The second meeting of the month is an action meeting where agenda items from the previous workshop meeting are held for a vote. The public is invited to offer public comment at both sessions on either agenda or non-agenda items. Meeting agendas can be found on the Elizabethtown Area School District website at [www.etownschools.org](http://www.etownschools.org).

# 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 Elizabethtown Area School 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 that are based on their unique interests, skills, and future ambitions.

Our **Life Ready Model** is focused entirely on our students. It is designed to support **THEIR** development in a 21st-century environment by unleashing our students' ability to critically think, 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. The **Life Ready Model** is predicated on providing students with 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. The annual report is divided into five sections: **(1) Academic Readiness, (2) Career and Workforce Readiness, (3) Post-Secondary Readiness, (4) Enhancing Life Readiness, and (5) By The Numbers.**

As part of the By The Numbers section, we have included our Life Ready Learner graphic that illustrates how our academic programs, operations, and community/parent partnerships are interwoven within the larger community for the betterment of our students and their learning.





# Academic Readiness

The Elizabethtown Area School District holds the strong belief that in order for our students to graduate **LIFE READY**, we need to offer a well-rounded, comprehensive education that begins in kindergarten and progresses through graduation. Our educational program is rich with promising practices; a rigorous, synchronized curriculum; supportive technology; social and emotional well-being opportunities; and personalized learning experiences.

Our goal is to excite students about their learning. We strive to foster 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 students and classmates they can be. In doing so, a strong foundation is being built to support success upon graduation from Elizabethtown Area High School.

The Elizabethtown Area School District understands that students come to school with different motivations for their learning experience as related to their level of engagement, behavior, and academic performance. We desire to make a connection with every one of our students to bring out the best in them. As such, we employ the Leader In Me philosophies K-8 to address the diverse social, economic, emotional, and family backgrounds of our students. This internationally-recognized program is built around acclaimed author Stephen R. Covey's *The 7 Habits of Highly Effective People*. The Leader in Me program focuses on helping students learn to develop healthy relationships with peers and make responsible decisions, thus creating an environment that supports not only academic learning but also social and emotional learning and future success as adults in our communities.

In addition to guiding the K-12 academic career for our students, removing barriers that may have arisen through changes to family circumstances, learning needs and exceptionalities, and/or physical or mental health challenges is essential to empowering our students to choose a meaningful and relevant path after graduation. The support services division is designed to help manage and navigate these challenges and includes our Attendance, Behavioral Health, English Language Development, Gifted Education, Health Services, Homelessness, Social Work, and Special Education departments.

The **ACADEMIC READINESS** section highlights the key data points we analyze 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 critically important for the attainment of the still relevant high school diploma, opening doors to future educational and career choice decisions (*School-to-Work Platform*). The percentage of Pennsylvania jobs that will require only a high school diploma by 2025 is about 34%. The current level of saturation for jobs that require only a high school diploma is about 55%. *What does this mean for our students?* There are more individuals seeking employment in jobs that require no college diploma or specific certification than are currently available.



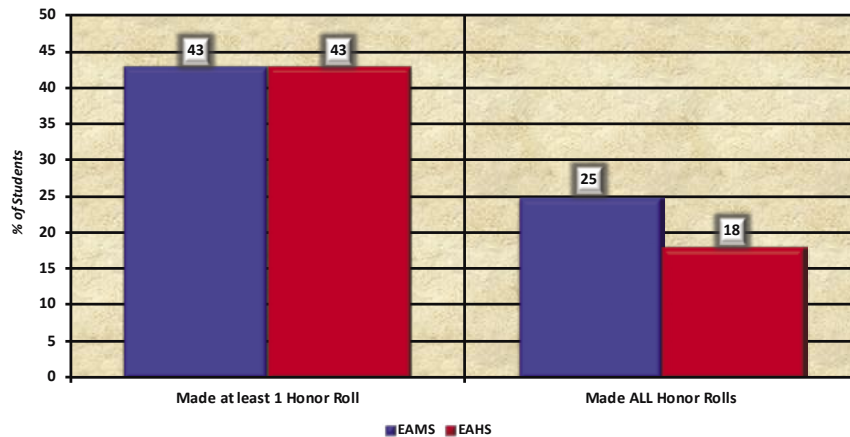
## Key Indicators of Success

- 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.

# Points of Pride

- Science Olympiad Team qualified for the state tournament.
- Five students won awards in the Latin American Alliance of Lancaster Spanish Literature Contest.
- Four students received an FFA Keystone Degree, the highest honor given by the Pennsylvania FFA Association.
- One award-winner (silver key and honorable mention) in the Lancaster County Regional Scholastic Art Awards competition.
- One third-place team in the Brossman Foundation and Ronald E. Frisbie Lectureship program in the are of science, mathematics, and technology.
- Two students were named finalists in the prestigious National Merit Scholarship Program.
- Five students were named commended students in the prestigious National Merit Scholarship Program.
- Brainbusters team placed second out of forty-one teams in the WGAL - Wellspan Brain Busters competition.
- Eighty-nine members of the Class of 2019 were honored with 63 scholarships totaling \$68,500.
- Three students earned awards in the 2018 National History Day regional competition.
- Fifty-seven students inducted into the National Honor Society.
- One student was named Grand Champion at the North Museum Science and Engineering Fair.
- Six students took home individual awards at the North Museum Science and Engineering Fair.
- Two students qualified for the Lancaster County Spelling Bee.

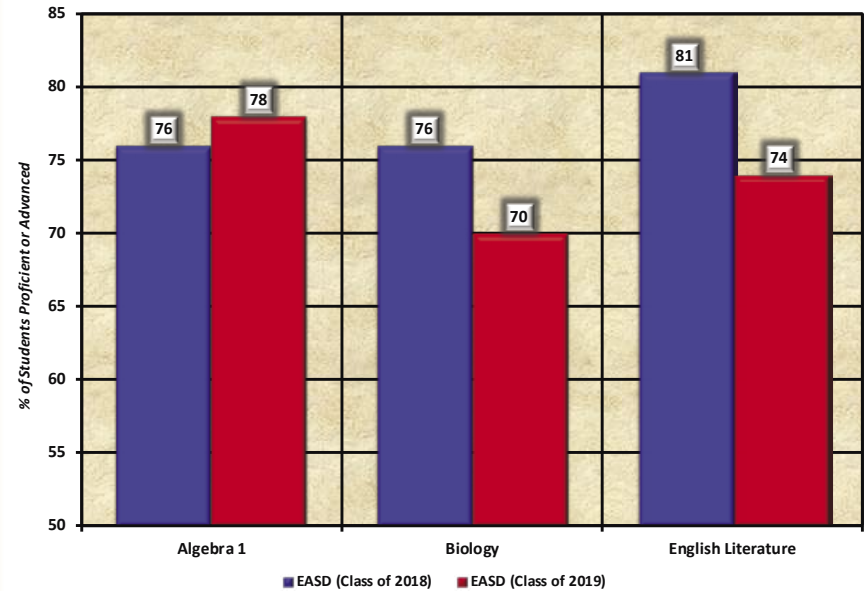
## 2018-2019 HONOR ROLL ANALYSIS



For students to make the honor roll at the middle school level, they must attain a 92% average overall with no grade lower than 83%.

For students to make the honor roll at the high school level, they must attain a minimum non-weighted grade point average of 94% with no grade lower than 85%.

## 2018-2019 KEYSTONE EXAM RESULTS



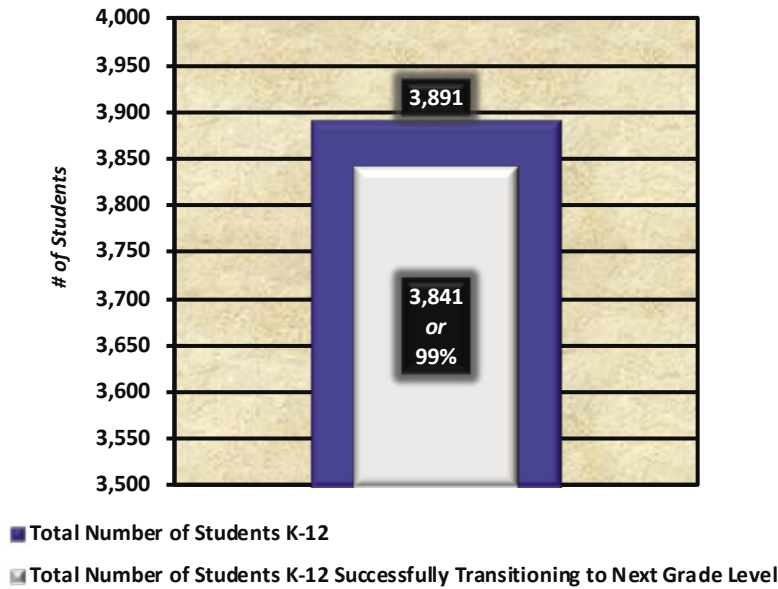
The Keystone Exams are end-of-course assessments designed by the Commonwealth to assess proficiency in the subject areas. The Keystone Exams are one component of Pennsylvania's statewide high school graduation requirements. Per the PA Department of Education, ALL school districts in the Commonwealth 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.

## FIVE-YEAR HIGH SCHOOL DROPOUT RATE

	Percent of Students Staying Enrolled in High School	Percent of Students Dropping Out of High School
2014-2015	98	2
2015-2016	98	2
2016-2017	98	2
2017-2018	99	1
2018-2019	99	1

## 2018-2019 SUCCESSFUL TRANSITIONS

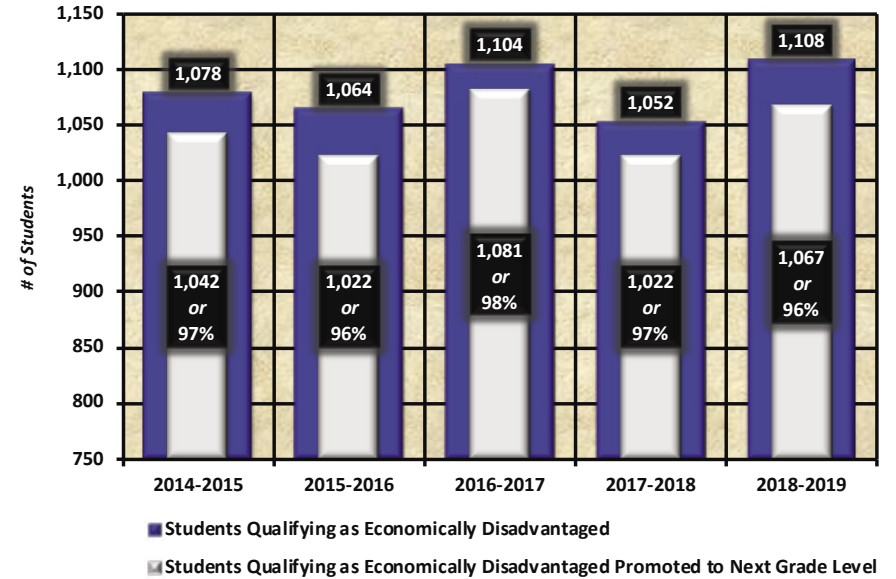


### Why grade level transitions are important?

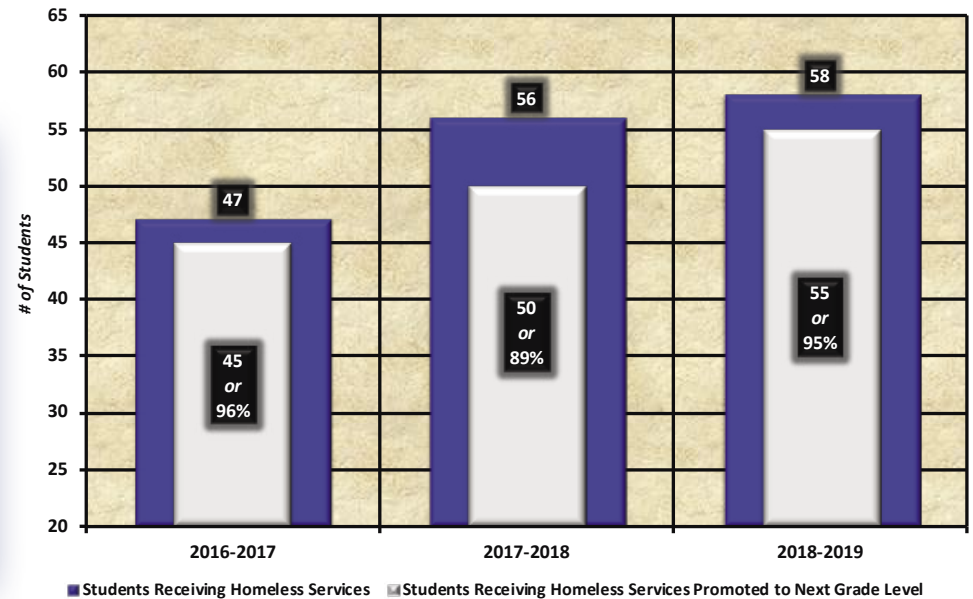
Our curriculum is tightly connected to the PA Core Standards delivered with authenticity by our professional staff. When students meet those standards, it is year-long, demonstrated evidence that they are next-grade-level ready. Our expectation is that ALL students are growing and learning with at least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



## FIVE YEAR ECONOMICALLY DISADVANTAGED TREND

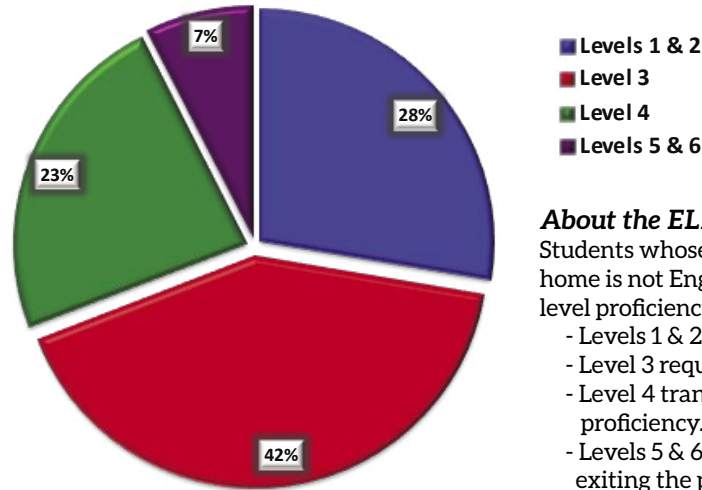


## THREE YEAR HOMELESS TREND



## 2018-2019 ENGLISH LANGUAGE DEVELOPMENT

94 students received ELD services



### About the ELD Program:

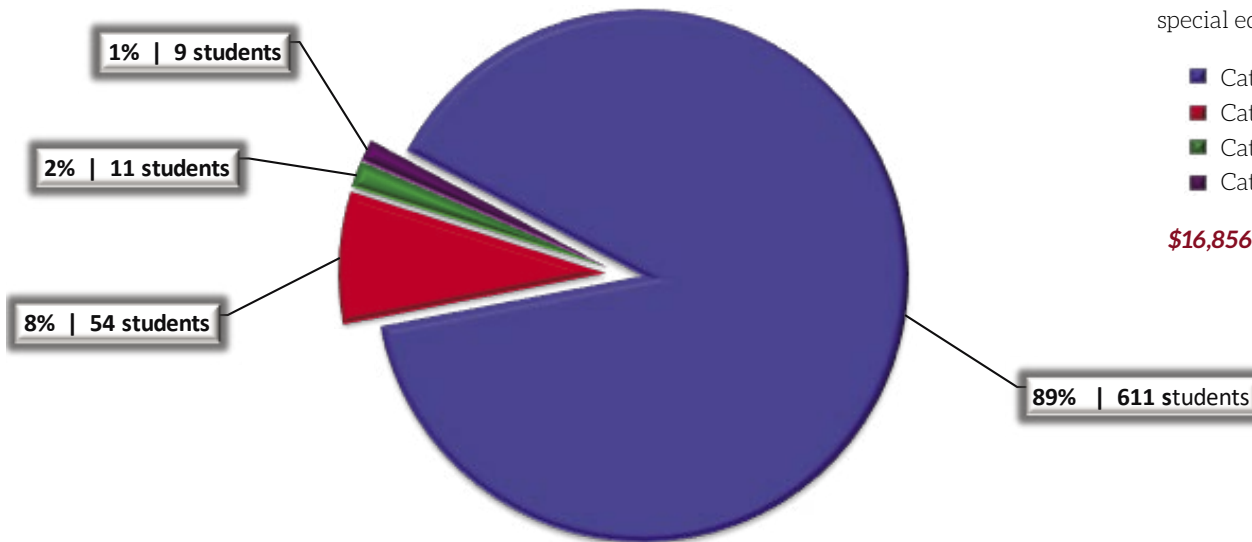
Students whose primary language spoken at home is not English and they are not at grade level proficiency in English.

- Levels 1 & 2 require most intensive support.
- Level 3 requires significant support.
- Level 4 transitioning to grade level proficiency.
- Levels 5 & 6 receive monitoring and/or are exiting the program.

## E Facts

- 69** - Percent of ELD students during the 2018-2019 school year requiring at least significant support.
- 11** - Number of different primary languages spoken by students receiving ELD services during 2018-2019 school year (Amharic, Arabic, Chinese, French, Hindi, Japanese, Karen, Q'eqchi, Russian, Spanish, and Swahili).
- 15** - Number of ELD students who were seniors over the last four years who graduated from EASD (out of 17).
- 3** - Percent change in the number of students receiving ELD services over the last year.

## 2018-2019 SPECIAL EDUCATION COSTS

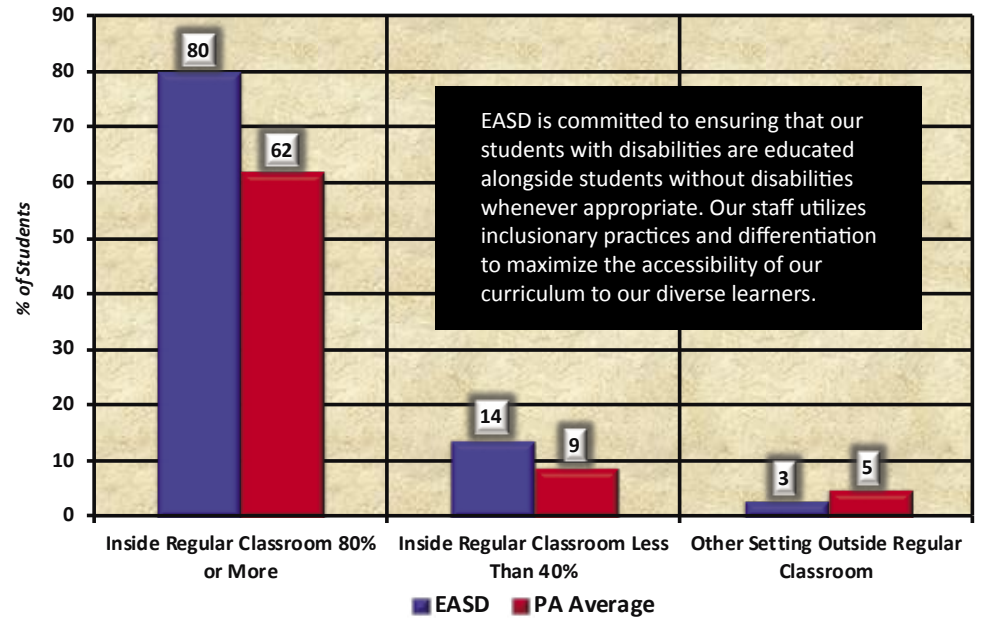


Dollar amount spent on each of the 685 total students receiving special education services distributed by cost range:

- Category 1: \$1 - \$25,884 per student
- Category 2: \$25,885 - \$51,769 per student
- Category 3: \$51,770 - \$77,654 per student
- Category 4: \$77,655 and above per student

**\$16,856** - Per pupil spending for ALL students K-12

## 2018-2019 SPECIAL EDUCATION ENVIRONMENT



## 2018-2019 SPECIAL EDUCATION ENROLLMENT BY DISABILITY

(December 1, 2018 PDE Child Count)

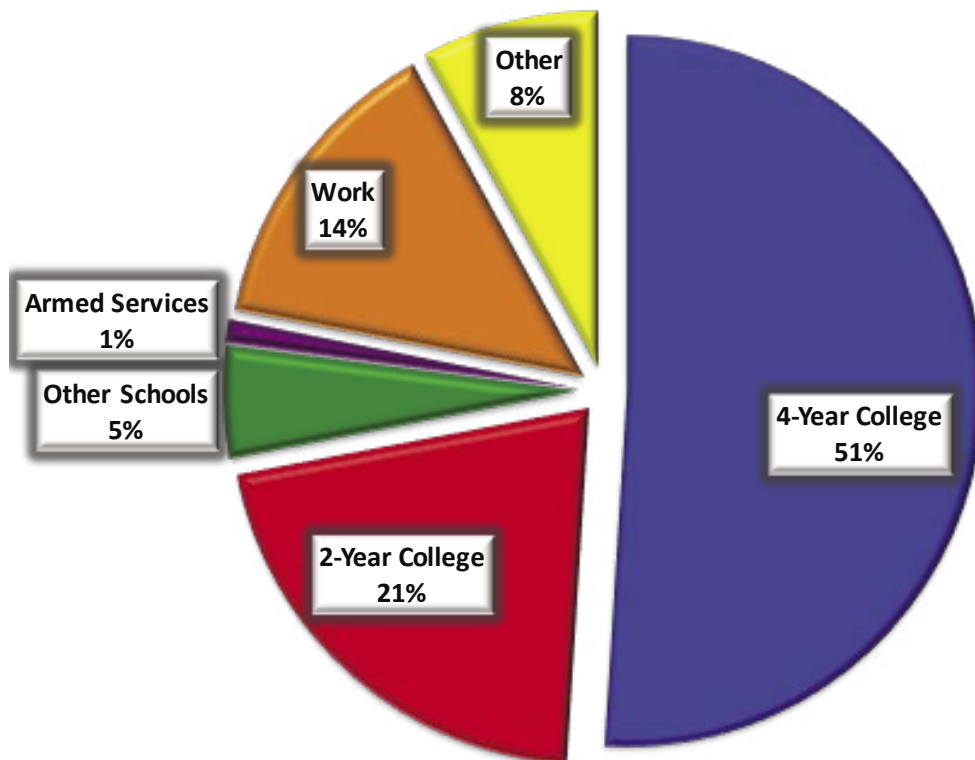
	EASD	PA
Total Enrollment	3,894	---
Total Special Education Enrollment	593	---
Percent Special Education	15	17
Percent Specific Learning Disability	44	41
Percent Speech/Language	20	14
Percent Autism	14	11
Percent Other Health Impairment	8	16
Percent Emotional Disturbance	7	9
Percent Intellectual Disability	5	6
Percent Other	2	3



## SENIOR SNAPSHOT

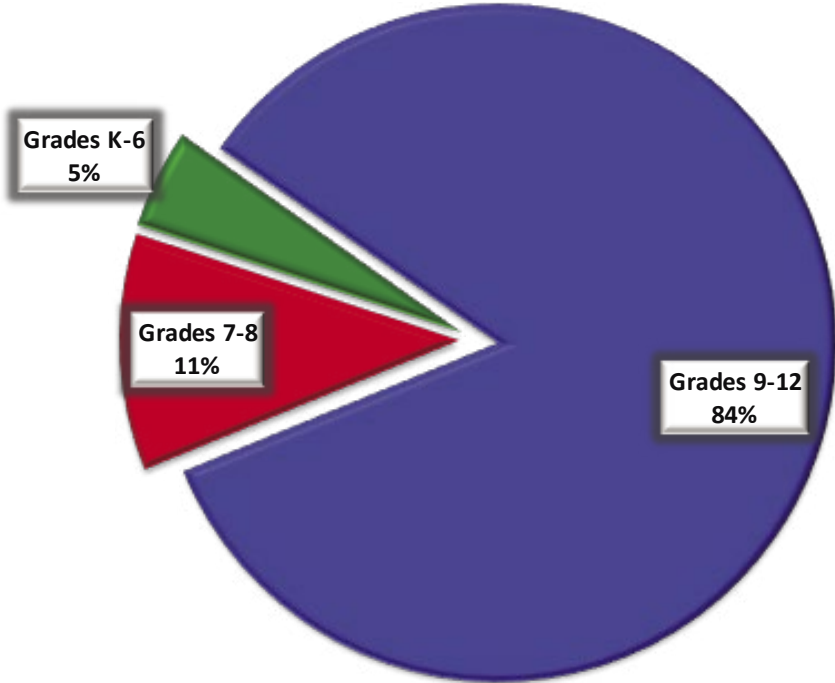
- 278 - Number of graduates.
- 93.9% - EASD graduation rate by percentage.
- 12.7% - Percent of seniors with 100% GPA or better.
- 36.7% - Percent of seniors with at least an "A" or better GPA across all subject areas.
- 71% - Percent of seniors with at least a "B" or better GPA across all subject areas.

## CLASS OF 2019 POST GRADUATION PLANS

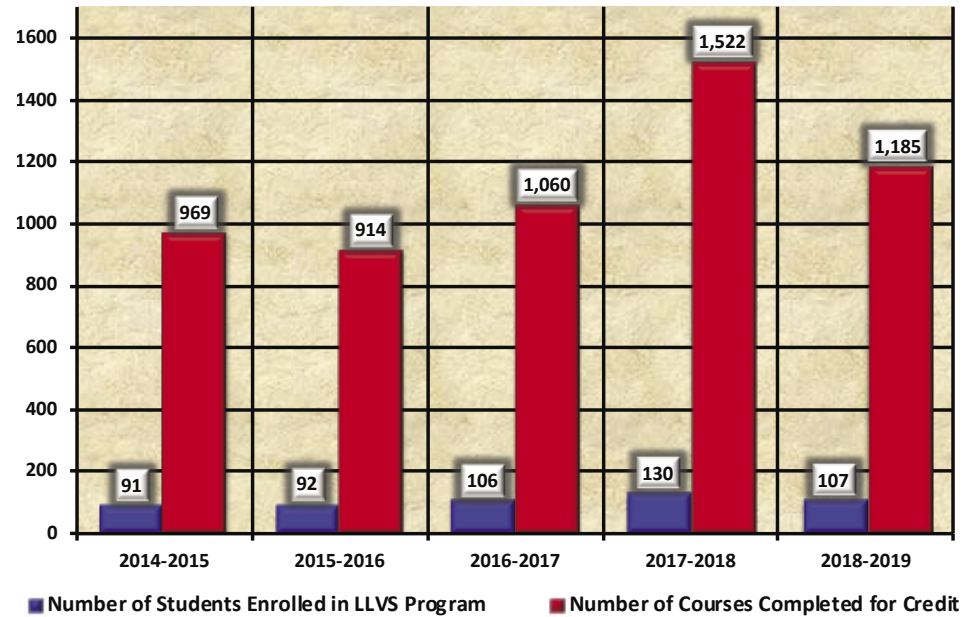


## 2018-2019 LLVS ENROLLMENT RATIOS

107 Full and Part Time Participants



## FIVE-YEAR LLVS PROGRAM ENROLLMENT HISTORY



### About the Lancaster-Lebanon Virtual School (LLVS):

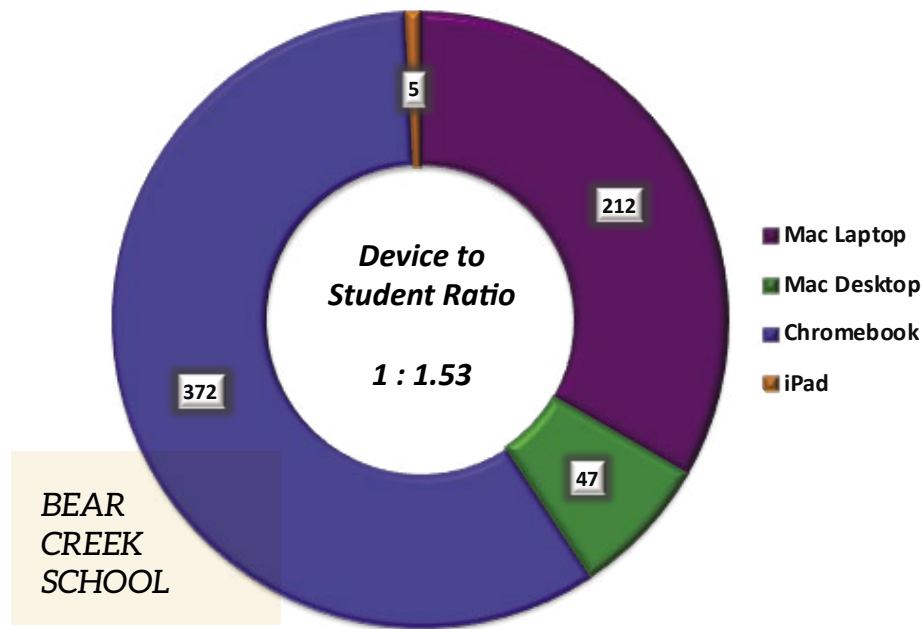
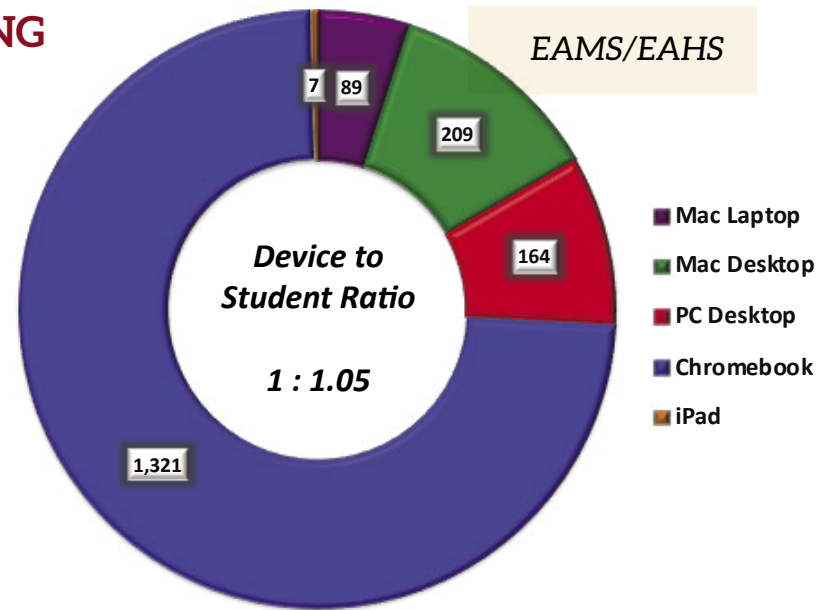
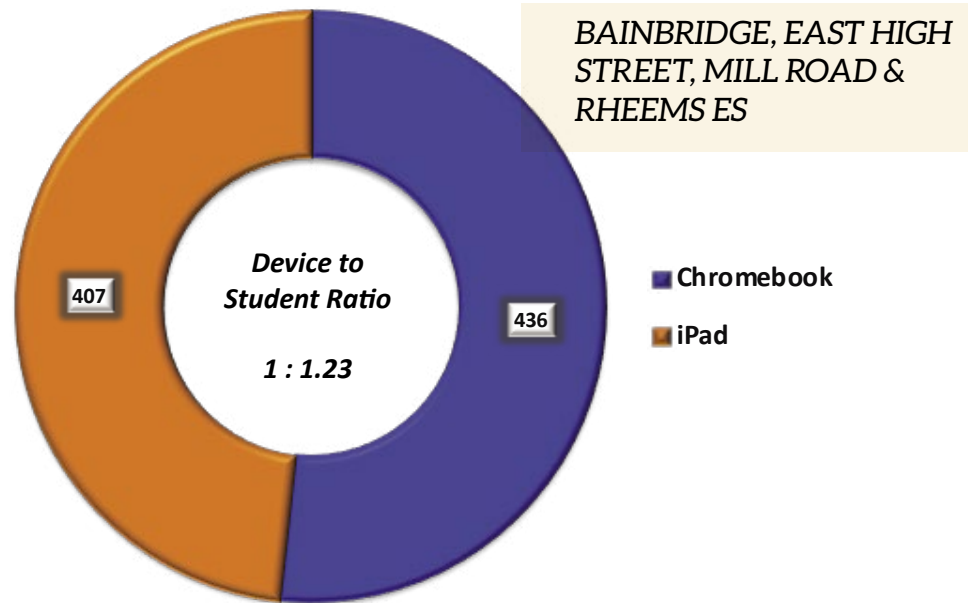
In partnership with the Lancaster-Lebanon Intermediate Unit, EASD provides engaging online courses from several leading online education partners that are tailored to a student's specific needs.



## E Facts

- 23%** - Percent increase in the number of LLVS courses taken over the past five years.
- 18%** - Percent increase in the number of students taking LLVS courses over the past five years.
- 89%** - Percent of students taking LLVS courses that passed with a grade of 70% or better in 2018-2019.
- 96%** - Percent of students taking LLVS courses that completed 90% of the courses or better in 2018-2019.
- \$763,363** - Cost avoidance to EASD by offering LLVS courses as an alternative to students enrolling in an outside cyber-charter school.
- \$1,155,751** - Amount spent for students attending outside charter schools (cyber and brick/mortar).

# 2018-2019 TECHNOLOGY & PERSONALIZED LEARNING



## Points of Pride

- EAMS 1:1/Personalized Learning Implementation:** EASD implemented over 600 Chromebook devices to students as part of its year two of a 3 year 1:1/Personalized Learning instructional initiative.
- EAHS 1:1/Personalized Learning Preparation for 2019/2020:** Professional development and training were utilized to prepare the high school for the distribution of over 1200 Chromebook devices to students as part of the 1:1/Personalized Learning instructional initiative.
- MS Morning Video Announcements:** Through a foundation grant, the middle school began a video morning announcements program with 24 students participating in communicating daily building news and information to the student body.
- HS eSports Club** - The high school began an eSports club with 28 students competing in the North American Scholastic E-Sports Federation (NASEF) with schools in the eastern part of the country.
- Technology Internships/Work Experience:** The technology department, in partnership with high school counseling, provided IT internship opportunities for 4 students in its continued efforts to provide real-world skills and experiences.
- Web-based Resources:** EASD continued in its efforts to leverage instructional technology web-based resources that enhance the use of student Chromebook devices (i.e. Schoology LMS, No Red Ink, Exact Path, Flocabulary, and Google Tools).
- E-Rate:** Saved over \$254,000 in infrastructure purchases (i.e. network switches, cabling, and wireless access points) through an E-rate purchasing contract.



# Career and Workforce Readiness

National statistics indicate around 65% of high school students who graduated in the spring enrolled in a post-secondary institution the following fall (Bureau of Labor Statistics). As such, we believe it is equally important for the Elizabethtown Area School District to provide students who choose not to pursue a four-year post-secondary degree upon graduation (35%) a clear path forward for success with the skills necessary to succeed in the local, regional, and global workforce.

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.

Many of today’s jobs require some level of specialized training or a learned skill set to perform the work required. A highly skilled worker, meaning one with certifications, credentials, accreditations, and/or an associate’s degree, requires a more specific skill, training, knowledge, and ability in their work than general members of the workforce. Highly skilled workers may or may not have attended a college, university, or trade school. Regardless, highly specialized workers are well-positioned to obtain front-line and middle management positions.

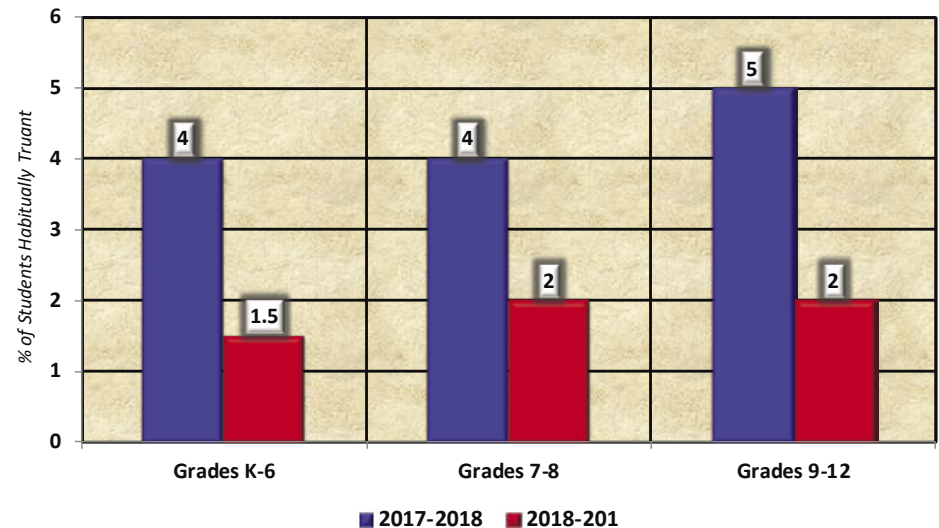
Student participation in altruistic and service-learning projects extends learning beyond the four walls of our school system. These experiences empower students to give back to their community, lead healthy lifestyles, and build the foundation to become productive adult citizens. Research suggests exposing students to altruistic opportunities shapes work habits and is a positive career-ready indicator (Redefining Ready - American Association of School Administrators).

The **CAREER AND WORKFORCE READINESS** section illustrates the key data points we use in evaluating how well we are doing at preparing students for the world of work. The percentage of Pennsylvania jobs that will require this level of education by 2025 is about 33% (*Certification/Credentials/Accreditations/Associate Degree Platform*). The current level of saturation for Pennsylvania for jobs requiring a college degree is 12.5%. **What does this mean for our students?** Many of our students who pursue obtaining specialized training will be quickly employable as there are far fewer skilled workers than jobs available that require certification, credentials, accreditations or an associate degree.

## 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.

## TWO-YEAR HABITUAL TRUANCY RATES



As per PA Compulsory School Attendance Laws, “habitual truancy” is defined as having six or more school days of unexcused absences during the current school year.

## THREE-YEAR AVERAGE DAILY ATTENDANCE RECORDS

	Grades K-6	Grades 7-8	Grades 9-12
2016-2017	96%	95%	94%
2017-2018	96%	95%	94%
2018-2019	96%	96%	94%

## LIFE-READY COURSES

A sampling of the career interests for the 2018-2019 school year were as follows:

### Internship Program

Journalist  
Event Planning  
Dentist  
Athletic Training  
Actor  
Physical Therapy

### Co-op Program

Farmer  
Precision Metal  
Fabricator  
Veterinarian  
Graphic Designer  
Business Management  
General Laborer

### LCCTC

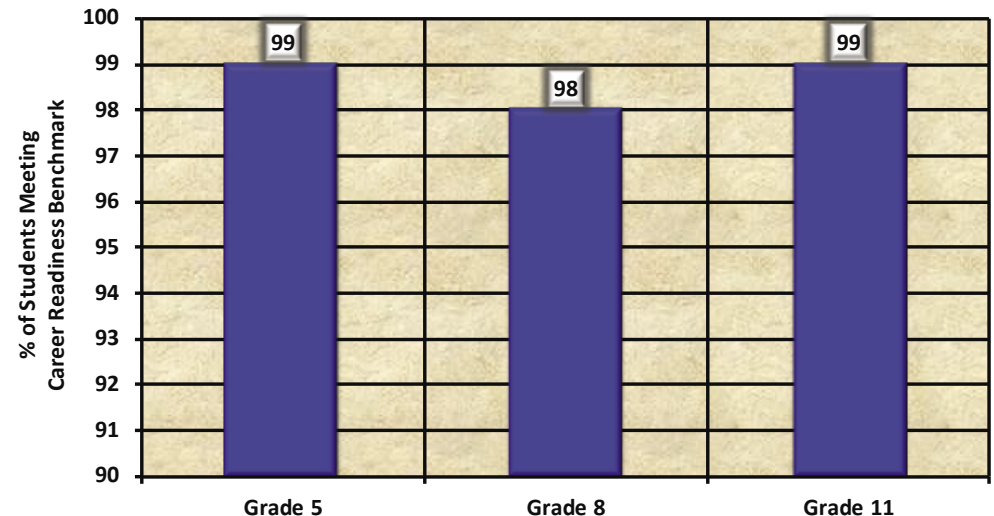
Heavy Equipment  
Operations  
Photography  
Welding  
Culinary Arts  
Advanced Health  
Careers  
Residential Carpentry

## E Facts

EAHS offers students opportunities to gain valuable on-the-job experience in their career field of interest through the Career Internship and Cooperative Work Experience Programs, as well as our partnership with the Lancaster County Career and Technology Center (LCCTC). In addition, Elizabethtown Area High School operates its own Career and Technology Education Program related to the agriculture industry and is offered primarily to District students only.

- 63 - Number of students enrolled in the Career Internship Program.
- 93 - Number of credits earned by students enrolled in the Career Internship Program.
- 38 - Number of students enrolled in a Cooperative Work Experience.
- 86 - Number of credits earned by students enrolled in a Cooperative Work Experience.
- 95 - Number of students enrolled in LCCTC.
- 7 - Number of EAHS students earning the distinction of Valedictorian of the LCCTC Mount Joy Campus over the last 8 years.
- 58 - Number of students enrolled in the agriculture program for the 2018-2019 school year.
- 4 - Number of students enrolled in the agriculture program for the 2018-2019 school year who earned industry certifications (Youth Pork Quality Assurance Program).

## 2018-2019 CAREER READINESS SUCCESS



Providing students, K-12, a clear path forward for success after graduation with the skills necessary to be life ready and succeed in the local, regional, and global workforce is a principal goal of the Elizabethtown Area School District. The PA Department of Education requires the District to measure the success and opportunities for students to engage in career pathways programs and workplace experiences through a series of career readiness standards.

# ALTRUISM

Student participation in altruistic and service-learning projects extends learning beyond the four walls of our school buildings by empowering students to give back to the community in which they live. A sampling of altruistic activities that took place during the 2018-2019 school year are as follows:

## ***Giving Trees***

Bear Creek School's Holiday Giving Tree program brought holiday cheer to 145 local students from the Elizabethtown community. As part of this annual tradition, the school's faculty, staff, and students, as well as community members, purchased suggested gifts for families who needed help over the holidays.

## ***Holiday Food Drive***

Bear Creek School's Holiday Food Drive collected 1,400 non-perishable food items to support 58 local families in need over the holiday season.

## ***National Honor Society***

Elizabethtown Area High School inducted 57 students into its T.H. Ebersole Chapter of the National Honor Society. Membership in the National Honor Society is one of the highest honors that can be awarded to a high school student. It recognized students who have exhibited the four pillars of scholarship, character, leadership, and service.

## ***Nursing Home Visits***

Rheems Elementary School students brought holiday cheer to residents of the local nursing home when they visited the facility to sing holiday carols.

## ***Mini-THON***

Elizabethtown Area School District held three Mini-THON events to raise money for the Four Diamonds Fund. In total, the District raised a remarkable \$96,081.29 to find a cure for childhood cancer. The breakdown was as follows: Elizabethtown Area High School - \$85,168.85; Elizabethtown Area Middle School - \$8,144.31; and the Bear Creek School- \$2,768.13.

## ***Bainbridge Bowl***

In the week leading up to the Super Bowl, students from Bainbridge Elementary School collected 355 non-perishable food items during the school's Bainbridge Bowl food collection. The food drive, which is timed to coincide with the NFL's Super Bowl, helped to restock the shelves of the local food pantry after the holiday season.

## ***Jump Rope for Heart***

Rheems Elementary School held its Jump Rope for Heart celebration, a school-wide program that raised money for the American Heart Association. With music pumping and kids jumping, the school raised \$10,100 for the fight against heart disease and strokes.

## ***Earth Day***

Over sixty students from the Bear Creek School displayed their awareness of environmental citizenship by performing a short skit in front of classmates, family, and friends as part of an Earth Day celebration.

## ***Feathers for Families***

Elizabethtown Area Middle School's Feathers for Families program raised over \$1,500 through its annual paper feather sale. The proceeds were used to purchase traditional Thanksgiving food items including a frozen turkey, vegetables, bread, yams, stuffing, gravy, and more for local families in need.

### ***Giving Tuesday***

The faculty and administration of the Elizabethtown Area School District took part in the national “Giving Tuesday” initiative, which was in response to the commercialism and consumerism of the holiday season. The District gave back to their school system and the community at large through numerous service projects at each school and in support of various local community organizations.

### ***Veterans Day Celebration***

Elizabethtown Area School District saluted twenty-six local veterans during its eleventh annual Veterans Day Ceremony. The program allowed school officials and high school students to salute local veterans for their service to the country. It was also an opportunity for students to learn about the contributions that veterans have made and learn about the meaning of the day.

### ***Senior Citizen Ball***

Elizabethtown Area High School’s Student Council hosted senior citizens as part of the club’s annual Senior Citizen Ball. The dance was held on the Masonic Village campus and was a way for the students to honor the community’s elders and thank them for all their contributions to Elizabethtown and beyond.

### ***Pennsylvania Fish and Boat Commission***

Elizabethtown Area High School’s Aquatics Resources class helped the PA Fish and Boat Commission stock local streams to help ensure a successful trout season for local fishermen. The students released rainbow and brown trout into the Conoy Creek in Bainbridge and the Little Chiques Creek at Cove Outlook Park in Mount Joy.

### ***5K Charity Run***

Elizabethtown Area High School’s Mind and Body Class hosted a 5K Fun Run in which \$4,319.09 was raised for Elizabethtown Area Communities That Care. The funds will be used to support programs directly impacting the school district.



# Post-Secondary Readiness

Providing our graduates with the foundational skills, knowledge, behaviors, mindset, and coping mechanisms to be successful at an institute of higher learning are all critical pieces to our comprehensive methodology to postsecondary readiness. While our approach recognizes that students are more than standardized test scores and academic transcripts, the demands of a postsecondary education require an academic program that is personalized and designed to develop the skills and habits necessary for success beyond high school.

Pairing a well-rounded, rigorous, and challenging curriculum with real-life learning experiences in the humanities and S.T.E.A.M. (Science, Technology, Engineering, Agriculture, Mathematics) arenas is essential to preparing our students to be successful at a postsecondary institution. Admission into an institution of higher learning is often dependent on baseline academic performance combined with scores on college entrance exams.

At Elizabethtown, students can take a variety of traditional college prep classes aligned with their interests and career aspirations. Additionally, when appropriate, students can get introduced to the rigors of college coursework by choosing from a multitude of college-level offerings during their high school years including advanced placement level, dual enrollment, and college in the high school offerings.

Advanced Placement courses allow students the opportunity to take college-level classes and examinations created by the College Board, widely recognized by America's colleges and universities. Dual Enrollment allows our current high school students to enroll at select postsecondary institutions for both college and high school credit. College in the High School is a partnership between Elizabethtown Area High School and several local and national postsecondary institutions whereby our teachers are certified to teach college-level courses to our students earning both high school and college credits.

The **POST-SECONDARY READINESS** section is designed to show how well we are doing at supporting our students with personalized learning opportunities aligned to careers that may require a college degree (Bachelors Degree Platform). The percentage of Pennsylvania jobs that will require this level of education by 2025 is about 33%. The current level of saturation for Pennsylvania for jobs requiring a college degree is about 32%. **What does this mean for our students?** Many of our students who pursue a post-secondary education will be employable upon obtaining a degree. Our goal is to help guide them to choose degrees that are needed for the future workforce and align with their interests and aptitudes.

## 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.



## 2018-2019 ADVANCED PLACEMENT TESTING

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<b>Total AP Students</b>	128	140	149	135	146
<b>Total AP Students Taking an AP Exam</b>	85	95	85	87	89
<b>Number of AP Exams</b>	140	162	129	147	147
<b>AP Students with Scores of 3+</b>	74	74	70	76	73
<b>% of Total AP Students with Scores of 3+</b>	87	78	82	87	82

AP tests were taken in the following subject areas: 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.

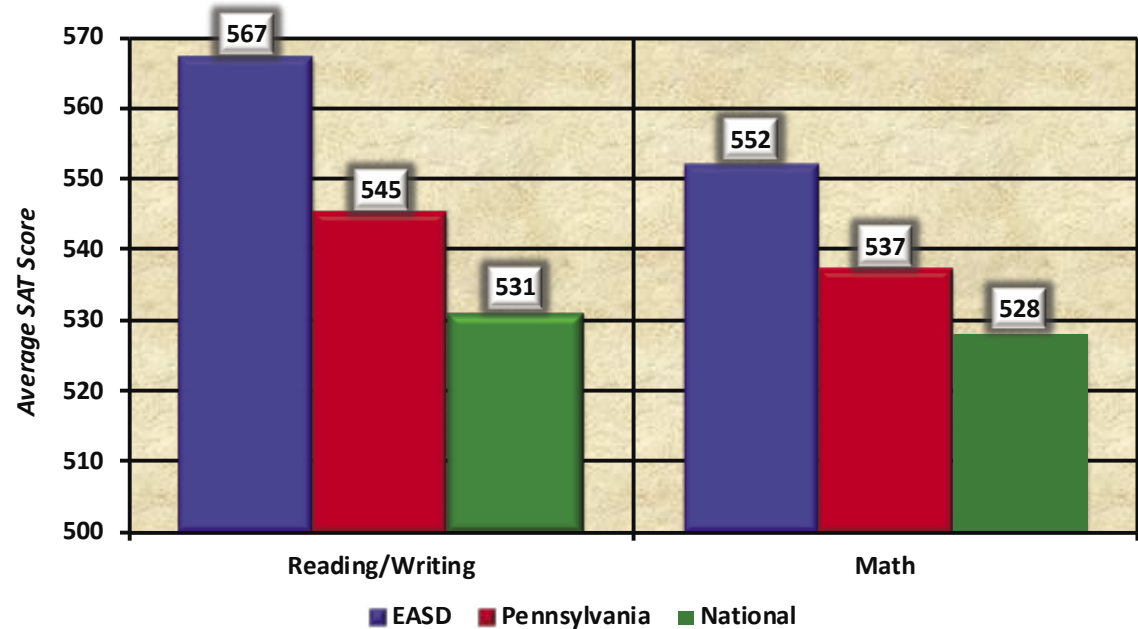
## Points of Pride

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 cost of the courses is assumed by the student and his/her family. The dual enrollment program allows for advanced course work and the opportunity to earn college credits, as well as enables a wide variety of electives, eases the transition to college, and is cost-effective as many colleges offer a reduced tuition rate. In total, 115 (20%) juniors/seniors took 210 dual enrollment courses earning a combined 604 college credits at one of the following seven institutions of higher learning during the 2018-2019 school year:

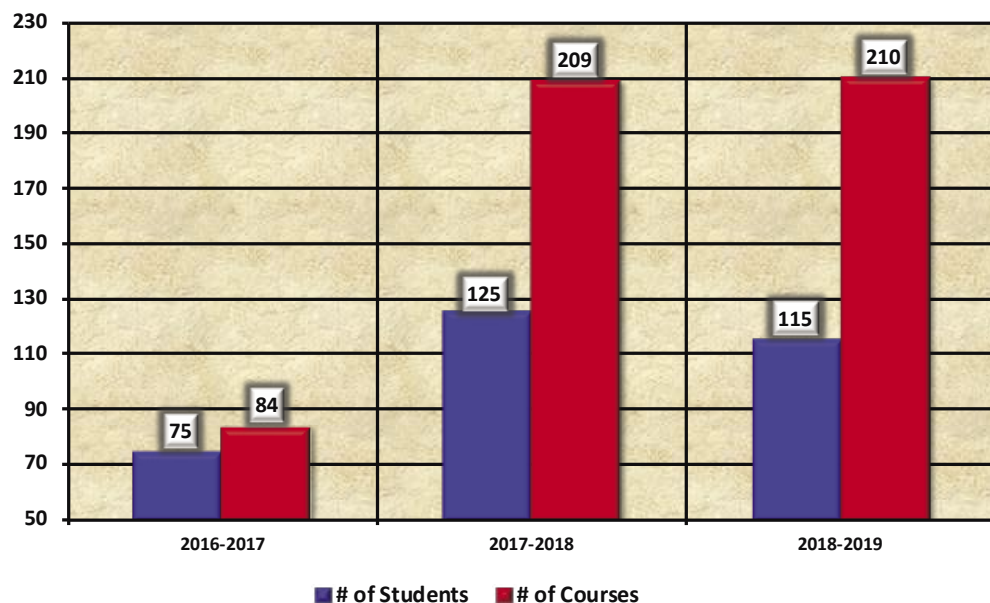
- Harrisburg Area Community College (176)
- Elizabethtown College (21)
- EDx (8)
- Lancaster Bible College (2)
- Arizona State University (2)
- Millersville University (1)

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

## 2018-2019 SCHOLASTIC APTITUDE TEST



## THREE YEAR DUEL ENROLLMENT TRENDS



## 2018-2019 RIGOR AND RELEVANCE

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

	Grade 9	Grade 10	Grade 11	Grade 12
Percent of students taking at least one weighted course	43	44	48	39
Percent of students taking multiple weighted courses	31	34	33	25
Total number of weighted courses passed/taken	399/402	429/433	403/406	237/240

## THREE-YEAR ACT HISTORY

	ENGLISH		MATHEMATICS		READING		SCIENCE		COMPOSITE	
	EASD	PA	EASD	PA	EASD	PA	EASD	PA	EASD	PA
2016-2017	22.2	23.4	23.1	23.4	22.1	24.2	23.3	23.3	22.8	23.7
2017-2018	21.5	23.3	22.4	23.2	23.2	24.0	23.0	23.1	22.6	23.5
2018-2019	24.9	23.3	23.9	23.1	27.3	24.1	24.6	23.2	25.3	23.6

The ACT is a national college admissions examination consisting of subject area tests in the areas of 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 obtaining 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.



# Enhancing Life Readiness (Well Being)

To support our students becoming well-rounded individuals, our school system values achieving broad success in the Arts and Athletics/Extracurriculars arenas. Both of these areas foster a learning environment that is rich with opportunities for critical thinking, collaboration, communication, curiosity, and creativity.

Providing music, theater, and visual arts experiences have proven to create positive outcomes in the academic, social, and emotional well-being of students. 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 are better able to communicate with their peers.

Participation in athletic programs has shown to have positive influences on goal setting, character development, healthy living, and learning the importance of teamwork. The link between improved physical, emotional, and social health sports afford and the positive impact on student learning is well documented.

The **ENHANCING LIFE READINESS** section is designed to show how our investment in time and resources in the Arts and Athletics/Extracurricular Activities is supporting student learning. Our efforts in these areas are helping to 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

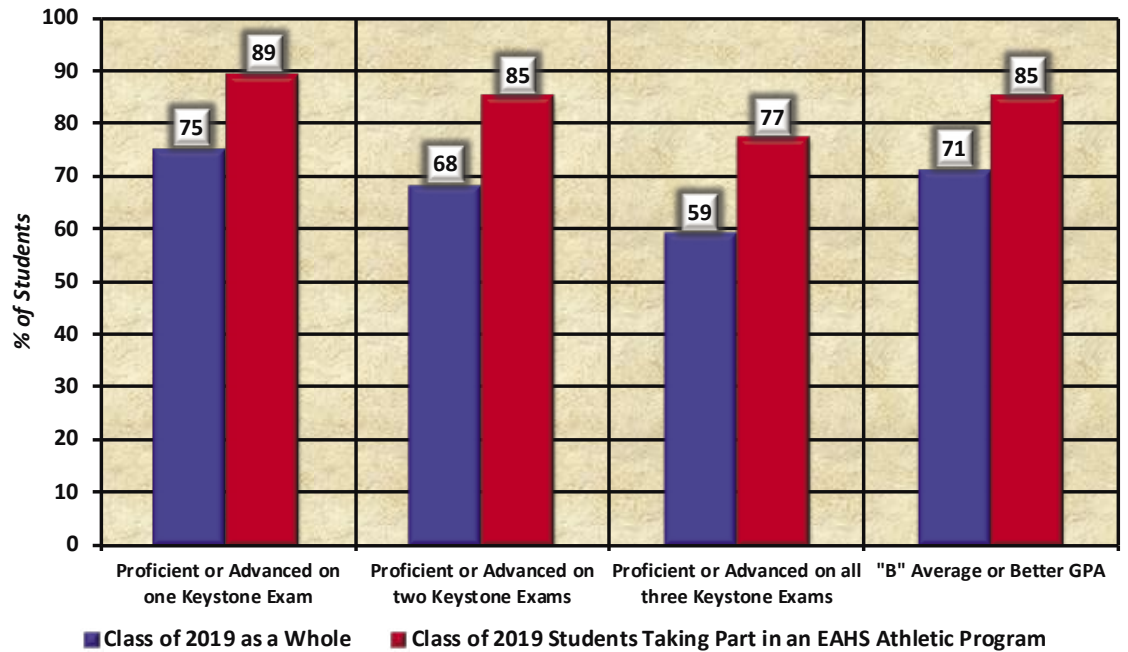
- Student participation in art, athletic and extracurricular programs.
- 70% of students taking part in a music or athletic program passing all three Keystone Exams.
- 80% of students taking part in a music or athletic program having a "B" or better GPA.
- Individual, team, and ensemble honors locally,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



## 2018-2019 PARTICIPATION LEVELS - ATHLETICS

	EAHS	EAMS
Football	50	39
Field Hockey	29	22
Boys' Cross Country	15	21
Girls' Cross Country	13	11
Boys' Soccer	41	29
Girls' Soccer	46	40
Girls' Tennis	14	N/A
Golf	14	N/A
Girls' Volleyball	24	N/A
Cheerleading (Fall)	16	10
Boys' Basketball	24	19
Girls' Basketball	14	19
Wrestling	19	20
Bowling	26	N/A
Boys' Swimming	24	N/A
Girls' Swimming	33	N/A
Rifle	18	N/A
Cheerleading (Winter)	9	11
Baseball	34	N/A
Softball	29	N/A
Girls' Lacrosse	39	N/A
Boys' Lacrosse	36	N/A
Boys' Tennis	18	N/A
Boys' Volleyball	19	N/A
Boys' Track & Field	45	24
Girls' Track & Field	48	34

## 2018-2019 IMPACT OF ATHLETICS ON ACADEMICS



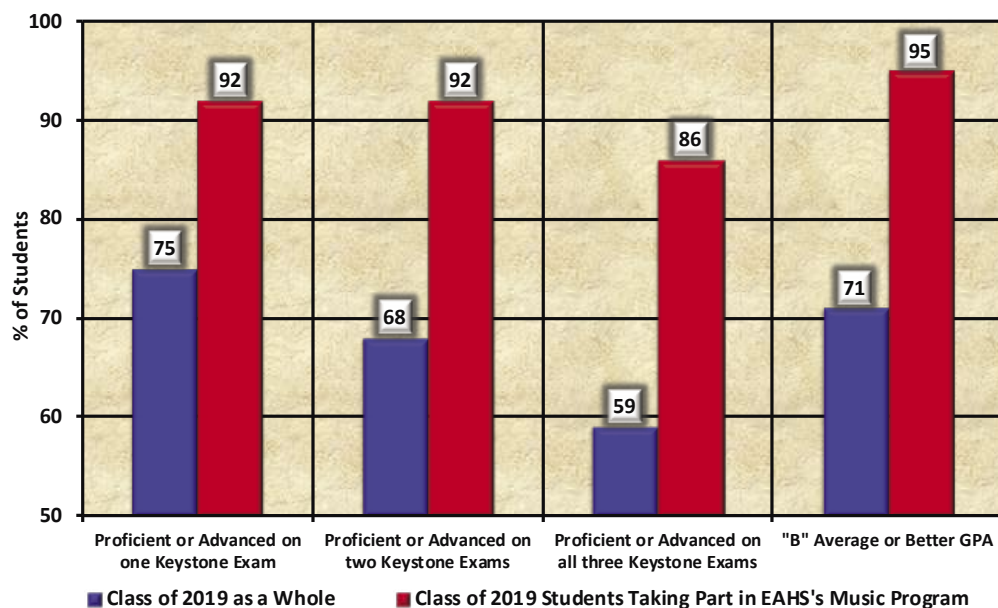
## Points of Pride

- 1 individual qualified for and won the Lancaster-Lebanon League Championship (Girls' Cross Country).
- 3 teams won their Lancaster-Lebanon League Section Championship (Girls' Basketball, Girls' Cross Country & Boys' Tennis).
- 7 teams qualified for the PIAA District 3 Championships (Boys' Basketball, Girls' Basketball, Football, Boys' Soccer, Softball, Boys' Tennis & Girls' Volleyball).
- 37 individuals qualified for the PIAA District 3 Championships.
- 1 team won a PIAA District 3 Championship (Girls' Track & Field - 4x800M Relay).
- 10 Individuals qualified for the PIAA State Championships.
- 2 teams qualified for the PIAA State Championships (Boys' Basketball and Girls' Basketball).
- 20 student-athletes were recognized for committing to play sports at the collegiate level.
- 3 former student-athletes were inducted into the EAHS Athletic hall of fame.

## 2018-2019 PARTICIPATION LEVELS - MUSIC

	EAHS	EAMS	Elementary
Concert Band	123	74	194
Marching Band	140	N/A	N/A
Jazz Band	34	25	18
Orchestra	76	45	143
Chamber Orchestra	16	N/A	N/A
Allegro	N/A	20	N/A
Chorus	78	76	131
Show Choir	20	20	N/A

## 2018-2019 IMPACT OF THE ARTS ON ACADEMICS



## Points of Pride

- 11 LLMEA Middle School County String Festival participants.
- 9 LLMEA Middle School County Band Festival participants.
- 4 LLMEA Elementary Songfest participants.
- 6 LLMEA High School County Chorus Festival participants.
- 10 LLMEA High School County Orchestra Festival participants.
- 15 LLMEA High School County Band Festival participants.
- 3 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.
- 2 PMEA High School Regional Orchestra Festival participants.
- 3 PMEA High School Regional Chorus Festival participants.
- 1 PMEA High School State Orchestra Festival participant.
- 1 PMEA High School State Chorus Festival participant.
- 9 Lebanon Valley College Middle School Honors Band Festival participants.
- 4 Hershey Theater Apollo Awards for spring musical Seussical (Outstanding Musical, Outstanding Student Orchestra, Outstanding Dance Number & Outstanding Featured Performer in a Musical)
- 4 Hershey Theater Apollo Awards Special Distinctions (2 Spirit of Theater Awards & 2 Achievement Awards)
- 2 Hershey Theater Apollo Award nominations for spring musical (Outstanding Lead Actor & Outstanding Supporting Actress)
- 3 Hershey Theater Apollo Award nominations for fall play (Outstanding Lead Actor, Outstanding Lead Actress & Outstanding Supporting Actress)

LLMEA: Lancaster-Lebanon Music Educators Association  
 PMEA: Pennsylvania Music Educators Association

# By The Numbers

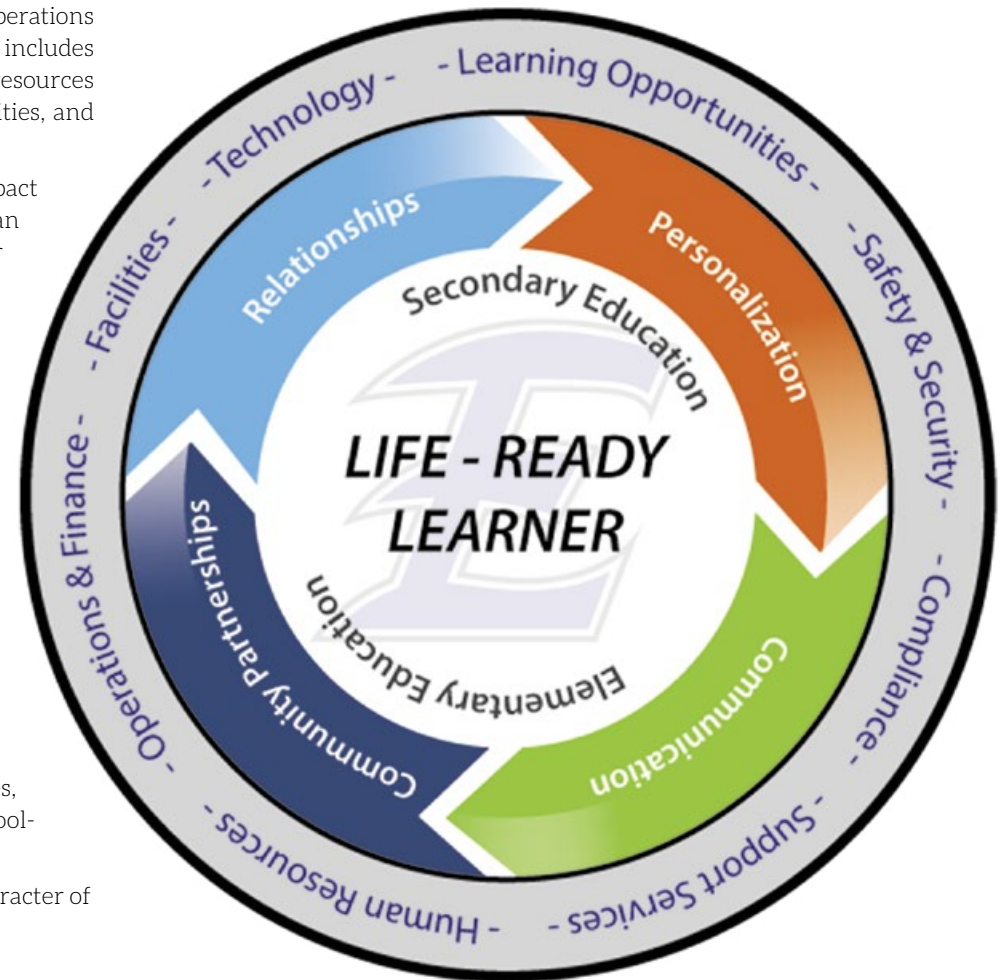
To positively influence the experience of our students by supporting the learning environment, the Elizabethtown Area School District works tirelessly to align its operations with our instructional program in the most efficient and effective manner possible. This includes our business operations, communications, 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.

Highly skilled teachers, administrators, and support staff have a significant impact on student learning. At Elizabethtown, we have a healthy balance between veteran teachers/administrators and new teachers/administrators. Moreover, many of our teachers/administrators have advanced degrees and we are proud to say that over seventy percent of our teachers and administrators have been with the Elizabethtown Area School District for at least five years.

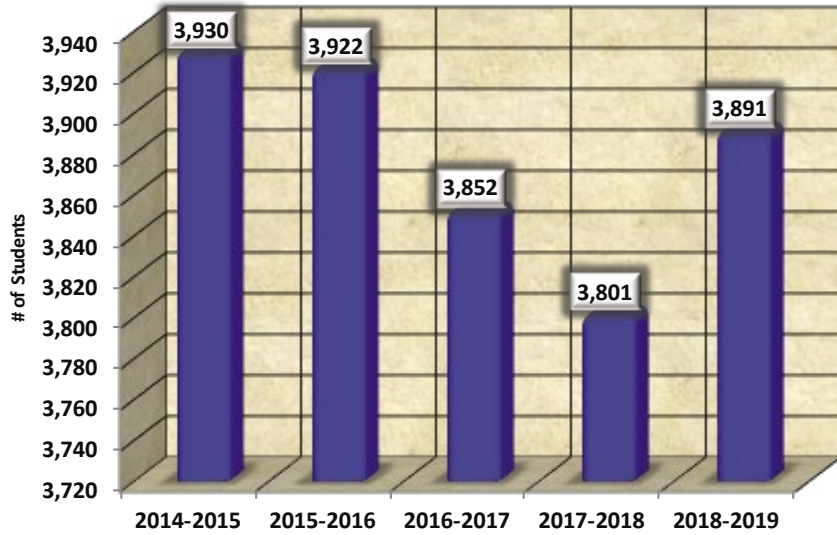
We also believe, as the stewards of taxpayer money, that it is imperative to manage district operations and resources transparently and responsibly to ensure the fiscal integrity of the taxpayers' investment. One of the most important responsibilities of the Elizabethtown Area School District administration is working in partnership with the board of school directors to develop an annual budget. The budget acts as the financial blueprint for the district to provide quality instruction and educational programs for all students in order to achieve academic excellence. The Elizabethtown Area School District's fiscal year runs from July 1 to June 30.

Building trust and open communication among home, school, and community is essential to sustaining the community's investment in, commitment to, and shared responsibility for student success. In addition to our teachers and administrative staff, our buildings and grounds, communications, food services, health services, and transportation departments also play a critical role in fostering the strong school-community partnership we desire.

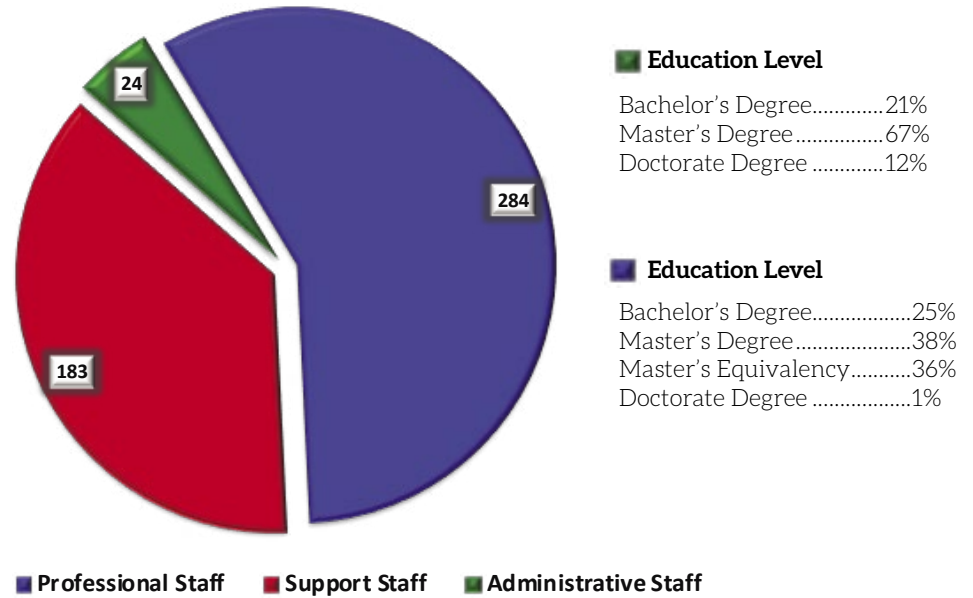
In conclusion, operational infrastructure is critical to fostering the quality and character of our school environment, ultimately benefiting student learning.



## FIVE-YEAR ENROLLMENT HISTORY



## 2018-2019 STAFF BREAKDOWN



## 2018-2019 STUDENT BODY DIVERSITY

- 87 - Percent White/Caucasian (Non-Hispanic)
- 6 - Percent Hispanic
- 3 - Percent Multi-racial (Non-Hispanic)
- 2 - Percent Black/African American (Non-Hispanic)
- 2 - Percent Asian
- <1 - Percent American Indian/ Native Alaskan
- <1 - Percent Hawaiian or other Pacific Islander
  
- 48% - Percent Female
- 52% - Percent Male

## E Facts

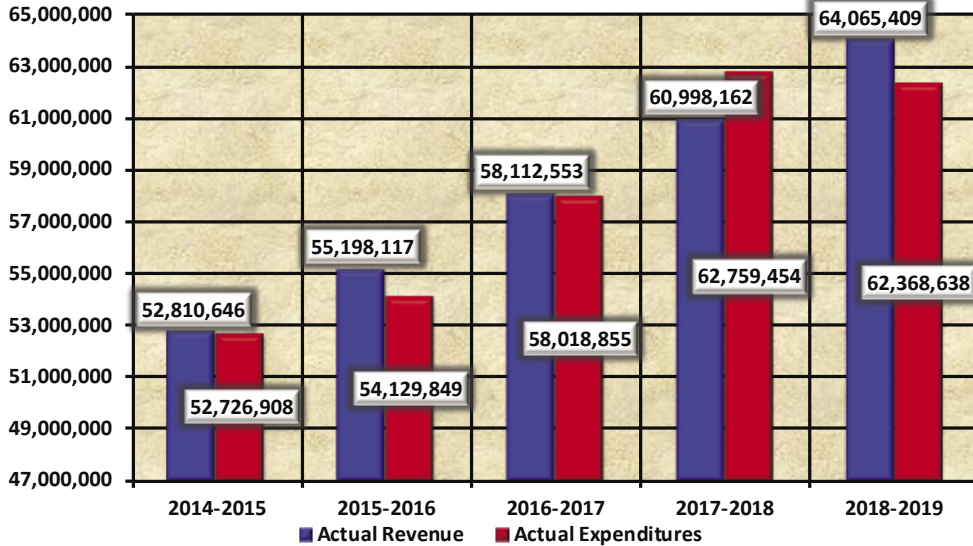
### 3,891 students district-wide

- 201 - Bainbridge Elementary
- 412 - East High Street Elementary
- 193 - Mill Road Elementary
- 232 - Rheems Elementary
- 973 - Bear Creek School
- 632 - Elizabethtown Area Middle School
- 1248 - Elizabethtown Area High School

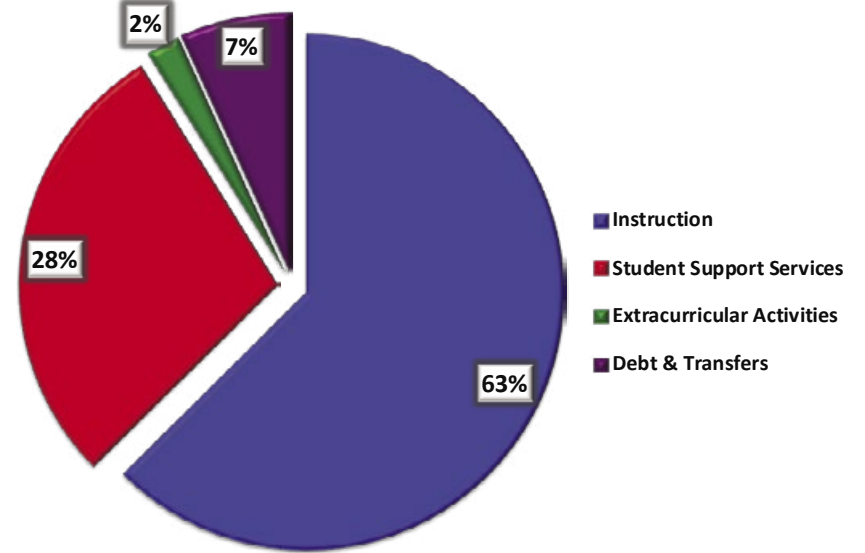
## E Facts

- 51 - Percent of current faculty that have been with the EASD for more than ten years.
- 16 - Percent of current faculty that have been with the EASD for between six and ten years.
- 11 - Percent of teachers hired in the last five years that had a graduate degree at the time of hire.
- 15 - Percent of teachers hired in the last five years that had previous teaching experience.
- 38 - Percent of current administrators that have been with the EASD in an administrative role for at least five years.
- 75 - Percent of administrators hired in the last five years that had a graduate degree at the time of hire.
- 79 - Percent of current administrators that have at least a graduate degree.
- 92 - Percent of current administrators that have been in education at least 10 years.

## FIVE-YEAR HISTORY ACTUAL REVENUE VS. ACTUAL EXPENDITURES



## 2018-2019 EXPENDITURES BY FUNCTION



## Points of Pride

Dedicated volunteers support our school system in various ways from aiding and assisting teachers in their work of educating the children in our community to helping to ensure that vital programs like music, sports, and the arts are available for our students.

- 902 - Number of active volunteers for the 2018-2019 school year.
- 61 - Number of S.E.R.V.E.S. volunteers for the 2018-2019 school year.

S.E.R.V.E.S. stands for Seniors Earning Rebates by Volunteering in Elizabethtown Schools and offers our community's senior citizens volunteering opportunities to earn a discount on their taxes.

## E Facts

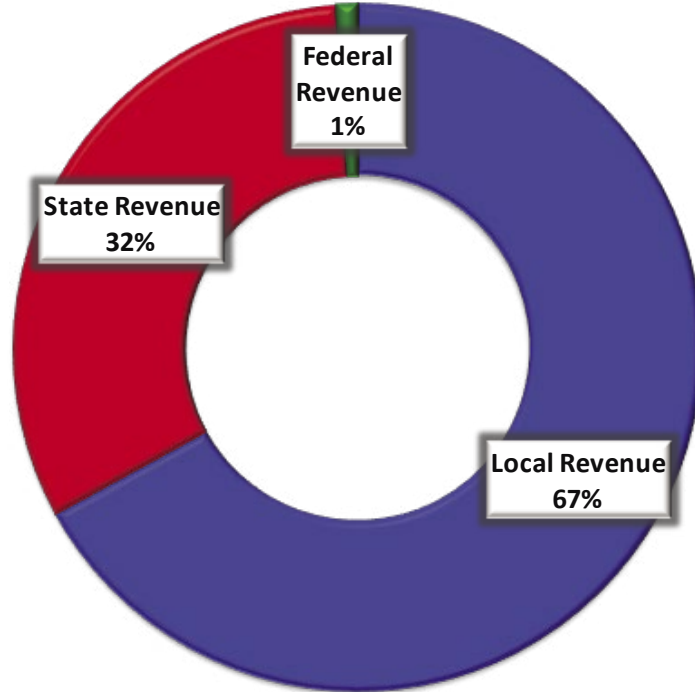
- 6,797 - Number of student hearing, vision, and scoliosis screenings provided by EASD Health Services Department in 2018-2019.
- 4,242 - Number of student Body Mass Index (BMI) screenings provided by EASD Health Services Department in 2018-2019.
- 569 - Number of student emotional wellness screenings conducted in 2018-2019.
- 26,379 - Number of student visits to the nurse's office for either an illness or injury in 2018-2019.
- 15,662 - Number of medicine distributions without an error in 2018-2019.

## E Facts

2018-2019 expenditures by category are listed from largest to smallest with **SALARIES AND BENEFITS** accounting for **70.98%** of all expenditures.

- 43.39% - Salaries
- 27.59% - Benefits
- 6.00% - Debt Service
- 9.37% - Transportation, Charter Schools, Tuition
- 5.78% - IU, Substitutes, Professional Services
- 5.35% - Supplies
- 1.42% - Property Services
- 1.1% - Other Objects

## 2018-2019 REVENUES BY SOURCE



## E Facts

- \$16,856** - Per pupil spending for the 2018-2019 school year.
- 2.9%** - Average EASD tax increase over the last 7 years.
- 2.7%** - Average Act 1 Index over the last 7 years.
- 12\*** - EASD ranks 12th out of 16 schools in Lancaster County for Mill Value. One mill nets EASD a little over \$1.6 million. The County Average is a little over \$2.0 million.
- 12\*** - EASD ranks 12th out of 16 schools in Lancaster County for Mill Strength. The value of one mill at the Lancaster County Average (20.5361) nets EASD about \$34.4 million. The top five schools in Lancaster County range from \$49.7 million to \$75.8 million.
- 2** - EASD has the second highest percentage of tax exempt properties in Lancaster County (Elizabethtown College, Masonic Village, churches).
- 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.

\*Key determinants of Mill Value and Mill Strength are as follows:

- Property Values
- Housing Growth - New Development
- Strong footprint for Industry in the community
- New Business Development
- Strong School System
- All of these except a strong school system are outside of the school district's control

## 2018-2019 SCHOOL SAFETY EFFORTS

The Elizabethtown Area School District takes the safety and security of our students and staff seriously. As such, the District employs a multifaceted approach to school safety that places emphasis in five critical areas: Fostering a safe, supportive school LEARNING ENVIRONMENT for our students; PREVENTING a tragedy through secure facilities, the use of technology, and routine review of best practices; PREPARING for an emergency through training, drills, and an Emergency Operations Plan; maintaining comprehensive PARTNERSHIPS with local first responders; and being prepared to employ robust, proactive strategies to COUNTER an armed intruder. Highlights of our school safety efforts for 2018-2019 are as follows:

- Regularly reviewed and conducted tabletop exercises of our school safety framework to ensure alignment to best school safety practices and standards.
- Conducted mandated Pennsylvania Department of Education drills.
- Conducted scenario-based armed intruder drills deploying the A.L.I.C.E. program principles of Alert, Lockdown, Inform, Counter, and Evacuate placing more tools in the hands of our students and faculty in the event the traditional and still relevant "lockdown" is not enough to ensure personal well-being.
- Employed numerous online platforms designed to help students become better advocates for their health and wellness.
- Maintained a partnership with all three local police departments to provide our School Resource Officer (SRO) access to and a presence in all school buildings following a confidential calendar.

*Operational infrastructure and communication play a critical role in fostering the quality and character of a school environment, thus helping to ensure all students have an opportunity to succeed.*

- 151** - Number of acres maintained by the District's Buildings and Grounds Team
- 746,149** - Number of square feet (buildings) maintained by the District's Buildings and Grounds Team
- 94** - Number of bus runs daily (large buses)
- 84** - Number of bus runs daily (minibuses and vans)
- 4,773** - Number of miles driven by District's transportation fleet daily
- 2,865** - Number of bus stops daily
- 275,930** - Number lunches served during 2018-2019
- 69,512** - Number breakfasts served during 2018-2019
- 890,647** - Number of website visits during 2018-2019
- 173** - Number of Facebook Posts during 2018-2019
- 3** - Percent increase in Facebook Page followers during 2018-2019 (4,171 total followers)
- 29** - Percent increase in Twitter followers during 2018-2019 (1,224 total followers)
- 429** - Number of Tweets during 2018-2019
- 94** - Number of press releases issued to local papers during 2018-2019

## Strong Traditions, Proud History & Bright Future

### **A Day to Remember: Bainbridge Elementary School Rededication**

The renovation and expansion of Bainbridge Elementary School culminated with the re-opening of Bainbridge Elementary School for the start of the 2018-2019 school year. Renovation of Bainbridge Elementary School began in June 2017. The new facility is approximately 46,000-square-feet and offers bright learning spaces; classrooms that connect for collaborative learning; a cafeteria that is separate from the gymnasium; an outdoor learning space; a new playground designed by former students; flexible furnishings; technology to support student learning; and reconstructed bus and parent drop off points. At its re-opening, approximately 200 students in grades K-3 attended the school.

The design of the new Bainbridge Elementary School provided much-needed improvements in the learning areas for all students. By providing students with 21st-Century learning opportunities that infuse critical thinking, creativity, collaboration, and communication, we are better able to prepare our students for success in their futures. A dedication ceremony, attended by approximately 150 members of the community, was held on Sunday, October 28.



The Elizabethtown Area School District is proud to exclusively partner with Market Street Sports Group (MSSG) based in Lancaster. The collective goal in the partnership is to bring companies and organizations the opportunity to become involved in a dynamic marketplace within the Elizabethtown Area School District through corporate sponsorship. For more information on how to become a corporate sponsor, contact MSSG at (717) 509-2803 or contact Jeff Bertoni at jbertoni@marketstreetsportsgroup.com. We would like 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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REPORT**  
to the Community