



Elizabethtown Area School District

2023 Annual Impact Report

Board of Education

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The board members listed above reflect the sitting board for the 2022-2023 school year. Kelly Carter, James Gilles, Menno Riggleman, Lynda Shrum, and Tina Wilson took the oath of office for the school board in December 2023 and were seated on the board at the time of publishing.

Meeting Schedule and Agendas: The school board meets twice monthly, typically on the second and fourth Tuesdays at 6 p.m. You can access meeting dates and agendas on the Elizabethtown Area School District website at www.etownschools.org.

Attendance Options: Community members have several options for participating or staying informed, including attending in person, watching live on the District's Zoom channel, or viewing recorded meetings on the District's YouTube channel.

Community Input: Community members are encouraged to attend meetings and provide input on matters related to the operations of the District. The school directors value community insight as it helps them make decisions and enhance students' learning experiences.

Message from the District

The Elizabethtown Area School District is pleased to present the 2023 Annual Impact Report, offering a comprehensive overview of our educational journey throughout the 2022-2023 school year. Within these pages, we eagerly share the highlights, achievements, and progress from the past school year that have defined our steadfast commitment to excellence in education.

Contained within this report, you will discover a multitude of narratives, data points, and insights, all attesting to our remarkable progress in fulfilling our mission of ensuring that "Every student graduates ready to live, learn, and thrive in a global community." The report also shines a spotlight on crucial community partnerships and the responsible management of the District's finances.

Our mission remains steadfast: to provide quality education, foster a nurturing environment, and prepare our students for a bright future. As we contemplate the achievements and challenges of the past year, we eagerly anticipate the opportunities that lie ahead. We extend a warm invitation to explore this report and join us in applauding the accomplishments of our dedicated students, staff, and community members who have played pivotal roles in our school district's success.

Thank you for your continued support and involvement in our shared mission to provide a first-rate education for all students. Together, we are collectively shaping a brighter future for our community.

Sincerely,



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

About the Annual Report

The Elizabethtown Area School District has implemented a Benefits-based Accountability System to ensure that our schools are not just meeting academic standards but making a positive difference in the lives of our students and the broader community. This approach recognizes that education goes beyond test scores and emphasizes how our schools contribute to the well-being of our students and families.

Benefits-based Accountability is a holistic approach to education that considers the big picture and strives to create a brighter future for all. At the core of benefits-based accountability are seven foundational pillars that collectively provide a comprehensive framework for evaluating our school system's effectiveness and making data-driven decisions to enhance educational outcomes and student benefits.

To help us, and you, our stakeholders, measure the positive impacts our schools are having on students, families, and the community at large, the District has organized this report around four areas:

1. Life Ready Model
2. Culture of Belonging
3. Operational Efficiency
4. Beyond the Numbers

The District has integrated the seven Benefits-based Accountability pillars into each chart or data point of this report as it explains the "WHY" we find a particular metric important and how it fits into our overall school performance assessment system.

Learn More About...

Life Ready Model



Culture of Belonging



Benefits-Based Accountability



A Closer Look at the Seven Pillars

Pillar 1: Student Learning

We are ensuring 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. Key elements:

1. Get The Basics
2. Deep Content
3. Strengths-focused
4. Aligned to Need
5. Any environment, any time

Pillar 2: Student Readiness

We desire our graduates to have the knowledge, skills, social and emotional resiliency, and civic awareness necessary to have a competitive edge after graduation, whether enrolling in a post-secondary institution, entering the workforce, or joining the armed forces. Key elements:

1. Readiness for the Future
2. Lifelong Learning Habits
3. Learn to Think Ahead
4. Own the Work

Pillar 3: Engaged, Well-Rounded Students

Engaging 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. Key elements:

1. Students Doing Relevant and Meaningful Work
2. Creativity
3. Students Having a Voice
4. Teaching with Perspective

Pillar 4: Well Being

Ensuring students are educated in an environment that is safe, secure, and conducive to learning. Key elements:

1. Safe Learning Spaces
2. Social and Emotional Health
3. Positive Mental Attitudes
4. Friendships and Connections
5. Respective for Self and Others

Pillar 5: Community Connections

Ensuring our parents, guardians, and local citizens have opportunities to be a meaningful part of our school community. Key elements:

1. Community as Partners
2. Parents/Guardians as Partners
3. Students are Engaged

Pillar 6: Effective Adults

Prioritize that every student has access to quality teachers and adults that care about their learning and their well-being. Key elements:

1. Caring, Committed Adults
2. Effective Teachers
3. Students' Needs Ahead of Adults
4. Great Training and Support

Pillar 7: Effective Systems

Use our resources responsibly and efficiently to further the District mission. Key elements:

1. Hire the Right People
2. Stakeholder Understanding
3. Aligned Resources

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www.etownschools.org



www.facebook.com/etownschools



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

Life Ready Model

The core of our academic programming is the District's LIFE READY MODEL. Spanning kindergarten through twelfth grade, this model furnishes students with a comprehensive curriculum and a continuum of personalized learning experiences tailored to their unique interests, skills, and future aspirations. We customize our programs, services, support, and connections to assist every student in realizing their dreams and aspirations, regardless of their unique needs and ambitions.

As part of our Life Ready Model, we aim to unleash our students' ability to think critically, collaborate, and communicate effectively in this ever-changing world. The Life Ready Model is not a curriculum. It is a mindset and cutting-edge approach to education that aligns our academic offerings with personalized and career-specific learning opportunities. At every grade level, the District is dedicated to implementing the Life Ready Model, providing instruction, learning opportunities, and experiences that support students in achieving their future goals.

The foundation of the Life Ready Model is based on the premise that our graduates should possess the knowledge, skills, social and emotional resilience, and civic awareness necessary 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

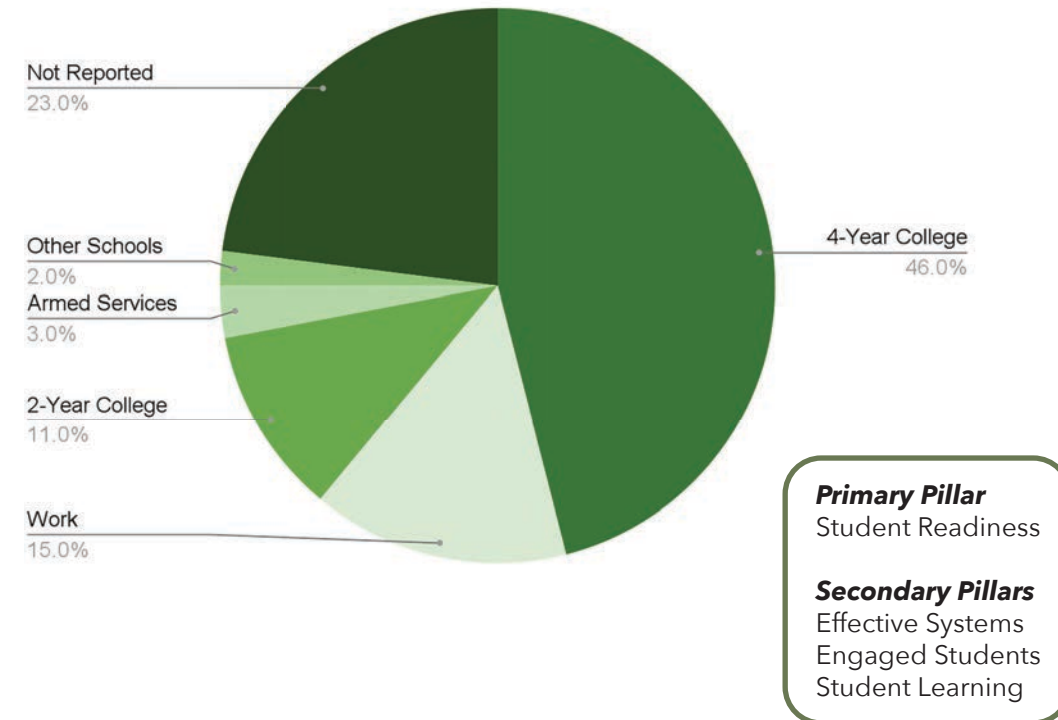
Throughout this section of the annual report, you will find data and charts related to several key focus areas, including student achievement, educational programming, student and community engagement, and readiness for the future.

Unlocking Opportunities

Graduating high school sets students on a path to personal and professional success, as high school graduates are more attractive to colleges, universities, and potential employers.

Post-graduation Analysis

As self reported by members of the Class of 2023



The Ever-Relevant High School Diploma

The high school graduation rate is a critical metric that has far-reaching implications for individuals and communities. It is one measure of educational success and a powerful predictor of socio-economic outcomes and well-being. Efforts to improve graduation rates can lead to a more prosperous and equitable society.

Class of 2023 Graduation Rate

95%
Elizabethtown Area School District

91%
Pennsylvania Average

Primary Pillar
Student Readiness

Secondary Pillars
Effective Systems
Student Learning

Pathways to Success

The District offers a well-rounded, demanding, and engaging educational program designed to equip students for future success in higher education or their chosen careers. Weighted courses are categorized as honors-level courses or higher, including AP classes and Dual Enrollment options.

40%

Percent of high school students taking at least one weighted course

29%

Percent of high school students taking multiple weighted courses

1,276 out of 1,292

Total number of weighted courses passed

Primary Pillar
Student Learning

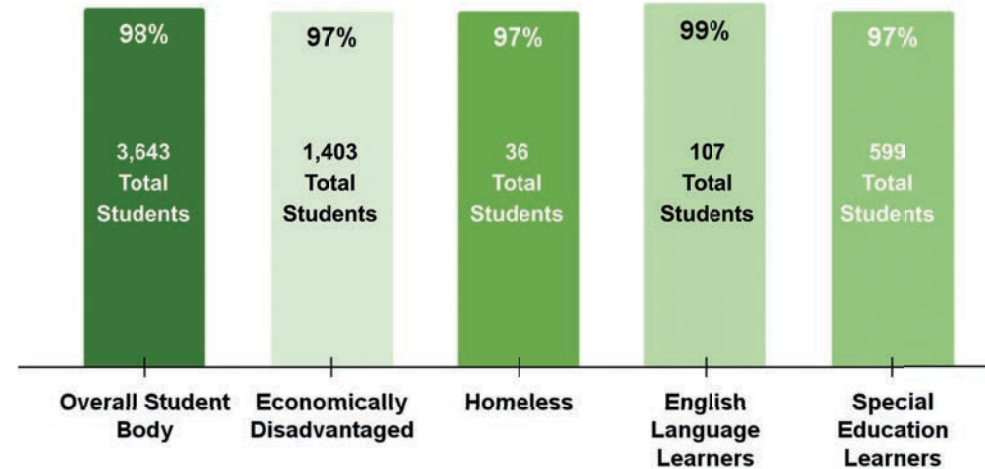
Secondary Pillars
Engaged Students
Student Readiness

Enhancing Learning Environments

Monitoring grade-level transitions enables us to assess the learning environment's effectiveness in helping our students reach their fullest potential. It also serves as evidence of our commitment to eliminating obstacles to learning, aligning with both a school board goal and a primary focus of the school district's culture of belonging initiative.

Grade-Level Transition Analysis

Successful Transition to Next Grade Level



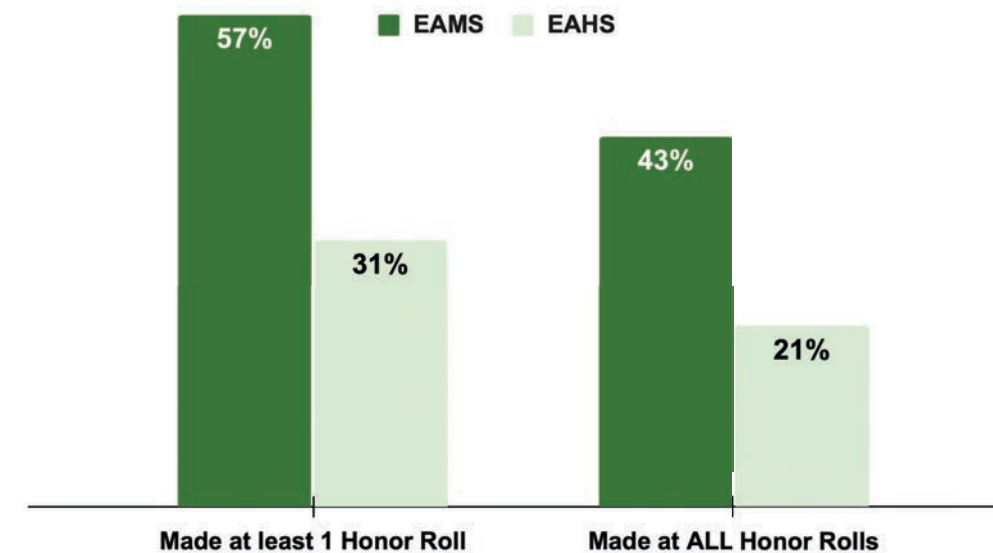
Primary Pillar
Student Learning

Secondary Pillars
Effective Adults
Effective Systems
Student Well Being

Creating Pathways to College Admission and Expanding Career Horizons

Maintaining a strong academic record can help set the stage for admission to higher education institutions and open doors to a broader range of career opportunities. Making the honor roll is a testament to the honorees' diligent dedication and hard work throughout the marking period.

Honor Roll Analysis



Primary Pillar
Student Learning

Secondary Pillars
Student Readiness

Empowering Seniors To Pursue Higher Education

Instant Decision Week was for graduating seniors keen on pursuing higher education. This week-long initiative allowed participants to engage with college representatives and receive immediate admission decisions. Notably, the District stands among a select few school districts in the Commonwealth of Pennsylvania to host such an event.

97

Number of appointments scheduled with the participating colleges and universities

90%

Percent acceptance rate

Primary Pillar
Student Readiness

Secondary Pillars
Student Learning

Career Readiness Indicator

Every school district in Pennsylvania is mandated to offer significant avenues for student engagement in career education and work standards. The Career Readiness Indicator quantifies the percentage of students at the state-identified grade levels who exhibit substantial involvement in exploring careers, preparing for them, and executing individualized career plans.

95% Grade 5

96% Grade 8

91% Grade 11

Primary Pillar
Student Readiness

Secondary Pillars
Community Connections
Engaged Students
Student Learning

Fostering Skill Development

Through immersive training programs, high school students are provided many opportunities to develop their skill sets. By participating in these programs, students can explore various career paths, enhance their competitiveness in the job market, and acquire the hands-on expertise essential for success in specific industries.

Cooperative Education	# of Students
Internships	91
Work Experiences	84
Pre-Apprenticeships	
Building Trades (Associated Builders and Contractors)	5
Electrical (Independent Electrical Contractors)	2
Certified Nursing Assistant (Masonic Villages)	0
Emergency Medical Technician - Basic (Northwest EMS)	7
Emergency Medical Technician - Advanced (Northwest EMS)	4
Manufacturers Program	4
Apprenticeships	
Electrical at Fullerton Electric	2
EAHS Agricultural In-house Program	
EAHS Agricultural In-house Program	137
Lancaster County Career and Technology Center	
Lancaster County Career and Technology Center	118

Primary Pillar Student Readiness
Secondary Pillars Community Connections
Engaged Students

Life Ready Course Opportunities

The District's Cooperative Education program provides students with valuable hands-on experience, enabling them to apply their classroom knowledge to real-world scenarios, thereby enhancing the relevance and significance of their education.

For the 2022-2023 school year, some of the career interests in Cooperative Education included:

Internships

- Elizabethtown College Athletics
- Attollo Prep
- Knowlton Dental Associates
- WhirliGig Unique Boutiques
- Kairos Massage and Skin Care
- DDMP Investment Advisors
- Elizabethtown Family Chiropractic

Work Experiences

- Administrative Assistant at Advoz Mediation & Restorative Practice
- Dining Services at Masonic Village at Elizabethtown
- Barista at EVO Coffee Shop
- Landscaper for Zeager Landscape Designs & Nursery, LLC
- Customer Service at Koser Building Materials, LLC
- Animal Care Attendant at Playful Pups Retreat

Primary Pillar Student Readiness
Secondary Pillars Community Connections
Engaged Students

Getting A Post-Secondary Head Start

Through partnerships with Thaddeus Stevens College of Technology and the Lancaster School of Cosmetology, the EARLY ENROLLMENT initiative empowers high school seniors to begin their post-secondary journey while still in their twelfth-grade year.

EARLY GRADUATION caters to students aspiring to graduate ahead of schedule, enabling them to promptly commence their college or vocational education, embark on full-time employment, or enlist in the military.

2
Number of students who took part in the Early Enrollment program

29
Number of students who met the Early Graduation criteria

Primary Pillar
Student Readiness

Secondary Pillars
Engaged Students
Student Learning

Unlocking Potential

The ASVAB (Armed Services Vocational Aptitude Battery) measures strengths, weaknesses, and potential for future success. The ASVAB also provides students with career information for various civilian and military occupations.

31

Number of test takers

19

Number of test takers that qualified to join a branch of the military

3

Number of test takers that qualified for the Navy Advanced Program (Nuclear Power)

7

Number of test takers that qualified for the EAHS graduation requirement

Primary Pillar
Student Readiness

Secondary Pillars
Student Learning

Charting A Military Path

The NNDCC (Navy National Defense Cadet Corps) program is designed for high school students considering a career in the armed forces. This comprehensive curriculum consists of four courses covering civics, national security affairs, oceanography, and technology. In addition to classroom instruction, the program includes year-long leadership development, community service projects, and activities aligning with military values.

26

Number of Cadets

3

Number of Field Trips

7

Number of Competitions

16

Team Members

6

Color Guard Performances

5

Community Events

3

School Events

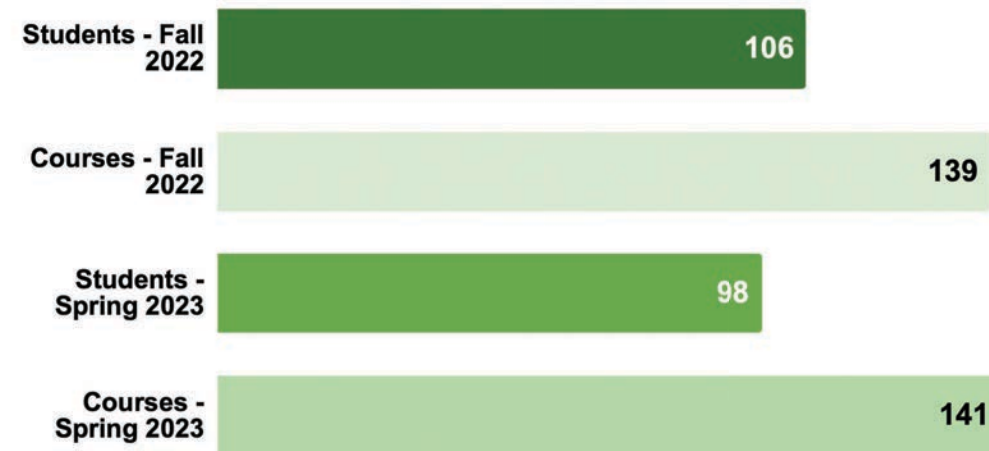
Primary Pillar
Student Readiness

Secondary Pillars
Engaged Students
Student Learning

Bridging High School and College

Dual Enrollment entails high school students enrolling in college courses to earn both high school and college credits. The District offers the Dual Enrollment program as it offers numerous advantages for high school students, including access to college-level coursework, college credits, and valuable learning experiences. The student and their family bear any associated costs.

Dual Enrollment Analysis



Primary Pillar
Student Readiness

Secondary Pillars
Student Learning

Dual Enrollment Institutions

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

- Central Penn College
- Elizabethtown College
- Harrisburg Area Community College
- Lancaster Bible College
- Messiah College
- Millersville University
- PA College Health Sciences
- West Virginia University

A sampling of courses taken included Anatomy and Physiology, Business Writing, Child Growth and Development, College Algebra, English Composition, Entrepreneurial Planning, General Psychology, Intro to Accounting, Intro to American Government, Intro to Criminal Justice, Probability and Statistics, Real Estate Fundamentals, and World History.

Primary Pillar
Effective Systems

Secondary Pillars
Student Learning
Student Readiness

Building Blocks for Academic Ambition

Guaranteeing accessibility to Advanced Placement (AP) courses and exams, which enjoy broad acknowledgment from colleges and universities, is crucial in enriching the high school journey. AP courses provide essential groundwork for students with higher education ambitions and can elevate a student's college application.

126

Number of students that took at least one AP course

103

Number of students that took at least one AP exam

183

Number of AP exams administered

82

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

80

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

Primary Pillar
Student Readiness

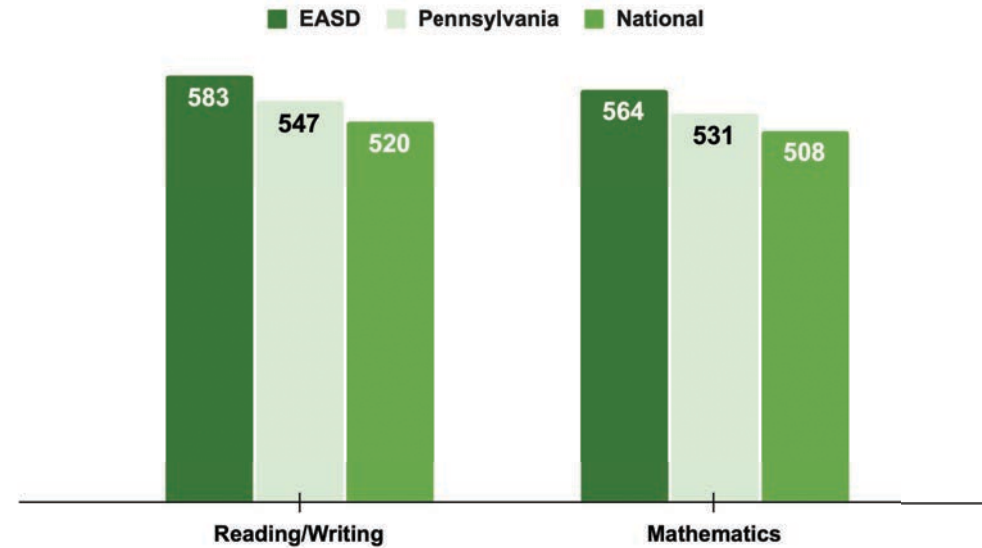
Secondary Pillars
Student Learning

The SAT Entrance Exam

The SAT is a commonly used entrance exam for admission evaluations at colleges and universities. Its primary purpose is to gauge a high school student's readiness for higher education.

How Does EAHS Compare?

Class of 2023 Comparison



Primary Pillar
Student Readiness

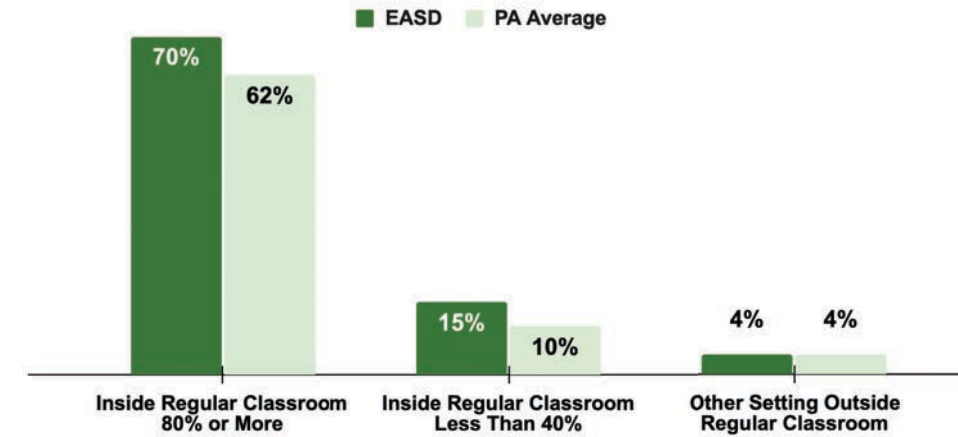
Secondary Pillars
Student Learning

Empowering Every Student

The District is dedicated to guaranteeing that students with disabilities have access to a high-quality education tailored to their individual requirements. Our objective is to empower all students receiving special education services to achieve high levels of independence and unlock their full potential.

Learning Environment

Percentage of Students Receiving Special Education Services



Primary Pillar
Engaged Students

Secondary Pillars
Student Learning
Student Readiness

Meeting Student Needs

The District understands the importance of tailoring our programs and services to meet the unique needs of each student, enabling them to reach their fullest potential. Consequently, our school district's objective, particularly for our special education community, is to unlock a myriad of opportunities within our Life Ready Model.

Percent of Student Population

	EASD	PA
Special Education Enrollment.....	17.5	19.3
Specific Learning Disability	40	38
Speech/Language	18	14
Autism	12	13
Other Health Impairment	14	18
Emotional Disturbance	8	8
Intellectual Disability	6	6

Primary Pillar
Engaged Students

Secondary Pillars
Effective Adults
Effective Systems

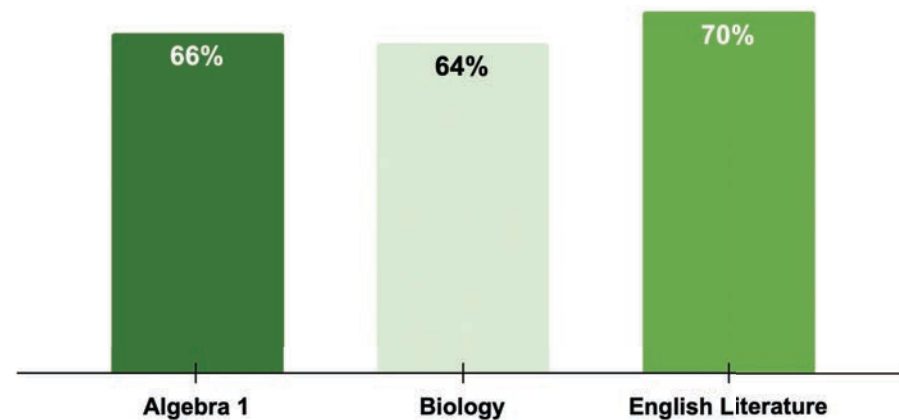


Evaluating Academic Proficiency

Pennsylvania's Keystone Exams assess students' mastery of essential academic skills and knowledge in the three tested subjects of Algebra I, English Literature, and Biology. Performing well on Exams is crucial for students' academic success, graduation, college admissions, career opportunities, and overall personal development. While Keystone Exam performance is important for this reason, it's essential to recognize that standardized tests are just one measure of student achievement and school quality.

EAHS Class of 2023

Percent Proficient or Advanced



Primary Pillar
Student Learning

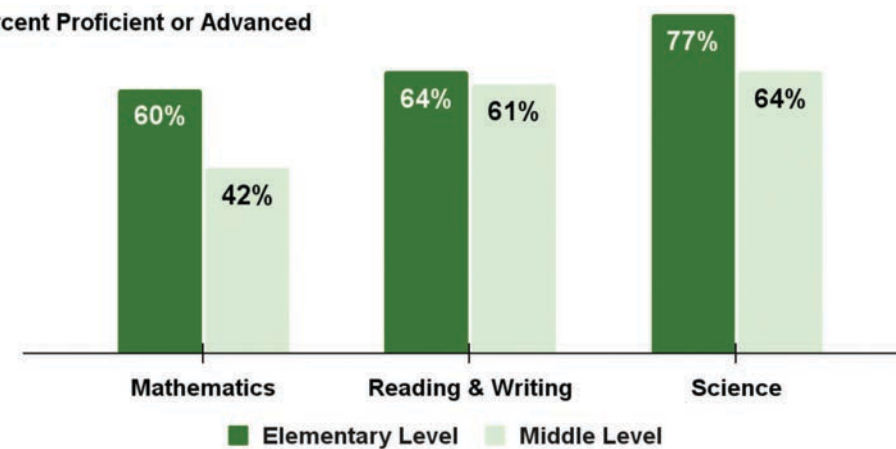
Secondary Pillars
Effective Adults

Assessing Academic Progress

Every spring, the Elizabethtown Area School District conducts the Pennsylvania System of School Assessment (PSSA) in grades 3-8. The PSSA evaluates students' competency and proficiency in mathematics, reading, science, and writing in alignment with the academic standards set by the Commonwealth. By measuring student performance, the District gains insights into what students have learned and identifies areas where improvement may be needed. While PSSA performance is important for this reason, it's essential to recognize that standardized tests are just one measure of student achievement and school quality.

All Test Takers

Percent Proficient or Advanced



Primary Pillar
Student Learning

Secondary Pillars
Effective Adults

Fostering STEM Education

The District has partnered with Junior Achievement to run three programs centered around STEM (Science, Technology, Engineering, Mathematics) education. Each program highlights the correlation between academic pursuits and future careers. Students completing all three programs receive Junior Achievement's Pre-apprenticeship certification.

In the fifth grade, students participate in JA BizTown. This interactive model town experience allows them to investigate the links between their academic studies and the world beyond the confines of the classroom.

The YES! curriculum is provided during middle school years, guiding students to develop an understanding of the critical roles that financial and career decisions play in their lives as they transition into young adulthood.

At the high school level, students participate in the STEM Summit, specifically designed to ignite students' interest in and enthusiasm for exploring careers in STEM-related fields. This program achieves this by connecting classroom learning to engaging, high-energy STEM activities.

283

Number of JA STEM Pre-Apprenticeship Certificates awarded

Primary Pillar
Engaged Students

Secondary Pillars
Community Connection
Student Readiness

Culture of Belonging

The District's **CULTURE OF BELONGING** initiative is a comprehensive endeavor aimed at establishing a positive school atmosphere where every student and staff member experiences a strong sense of belonging, safety, and acceptance. A thriving school culture is vital for fostering an educational environment where each student can excel academically, socially, and emotionally.

The District recognizes that our students come with different motivations for their learning experience related to their engagement, behavior, and academic performance. Therefore, it is imperative to eliminate any barriers that may have emerged due to changes in family circumstances, evolving learning needs, exceptionalities, or physical and mental health challenges. This is crucial to empower our students to select a meaningful and pertinent path after graduation.

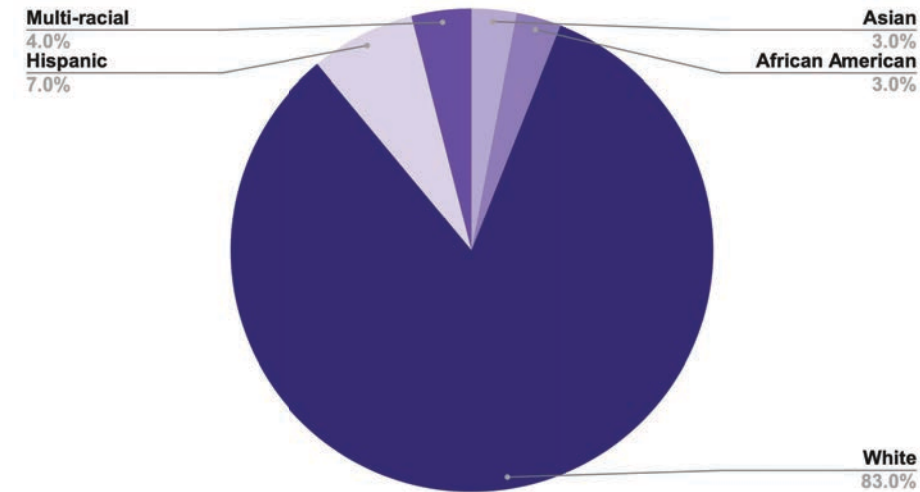
At the heart of our commitment to a culture of belonging is the alignment of academic offerings with opportunities that nurture emotional readiness, social competencies, and teamwork. This optimization of the school experience equips graduates to pursue their desired paths after graduation. Additionally, our support extends to helping students cultivate healthy relationships with their peers and make responsible decisions, creating an environment that fosters learning and paves the way for future success as adults.

Within this section of the annual report, you will discover data and charts pertaining to several key focus areas, including support services, safety and security initiatives, and programs centered around social and emotional learning.

Nurturing Potential Through a Culture of Belonging

The District's faculty and staff are committed to establishing connections with every one of our students to help them reach their full potential. To achieve this goal, EASD incorporates its Culture of Belonging efforts from kindergarten through twelfth grade, addressing our students' unique social, economic, emotional, and family backgrounds.

Demographic Breakdown



Primary Pillar
Effective Systems

Secondary Pillars
Student Learning

2022-2023 School Enrollments

Bainbridge Elementary (grades K-2)	216
East High Street Elementary (grades K-2)	481
Bear Creek School (grades 3-5)	816
Elizabethtown Area Middle School (grades 6-8)	875
Elizabethtown Area High School (grades 9-12)	1,249

Primary Pillar
Effective Systems

Secondary Pillars
Effective Adults

Empowering a Brighter Future

Remaining enrolled in school provides many lifelong advantages, such as enhanced employability and increased income potential. Consequently, our objective is to ensure that students stay actively involved in their educational journey and maintain a sense of enthusiasm for what lies ahead in their future.

99%

Students STAYING enrolled in high school

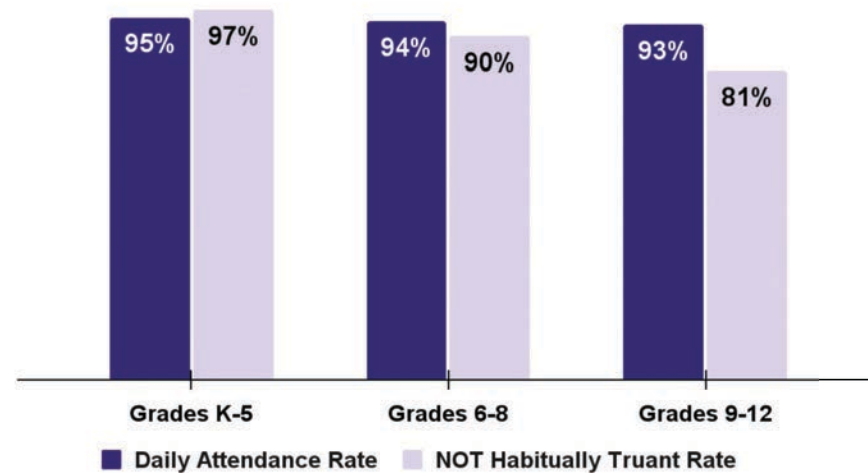
Primary Pillar
Student Well Being

Secondary Pillars
Engaged Students

Promoting Student Engagement

The Elizabethtown Area School District has implemented proactive strategies to promote regular attendance. These measures encompass cultivating strong connections with students and their families, fostering a positive school environment, supporting families facing attendance challenges, and maintaining clear and consistent attendance expectations. Furthermore, the District closely monitors two vital indicators: Daily Attendance and Habitual Truancy Rates. Habitual Truancy entails the accumulation of six or more unexcused absences during the current school year, helping us gauge the level of enthusiasm our students have for attending school.

2022-2023 Attendance Indicators



Primary Pillar
Student Well Being

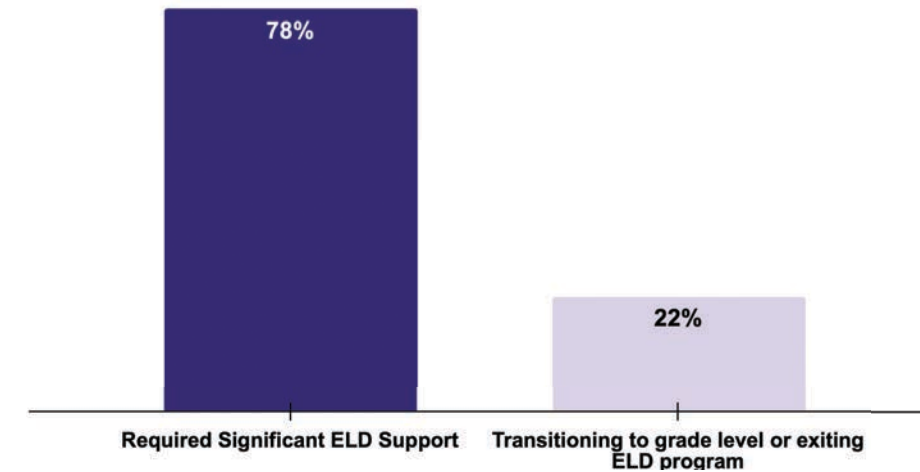
Secondary Pillars
Engaged Students

Building Language Skills for Academic and Career Success

The English Language Development (ELD) program is designed to support individuals who are non-native English speakers in developing their English language proficiency. This program aims to equip students with the language skills necessary to succeed in their academic and personal pursuits, ultimately expanding their prospects for success in education and their future careers.

2022-2023 Level of Support

139 students received ELD services



Primary Pillar
Student Readiness

Secondary Pillars
Effective Adults
Effective Systems

ELD Fast Facts

16

The number of ELD students that were reclassified, meaning they met all of the criteria to demonstrate grade level English proficiency

12

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

16

The number of ELD students who were seniors over the last four years who graduated from EASD (out of 18)

18%

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

Primary Pillar
Student Readiness

Secondary Pillars
Effective Adults
Effective Systems

Promoting Well-Being

School nurses play a vital role in fostering well-being and safety within the school environment. They respond to health emergencies, offer case management services, and facilitate referrals to community service organizations. Additionally, school nurses support students in coping with health-related challenges, ensuring that all students can access a free and suitable public education, regardless of their health circumstances.

Health Services Fast Facts

5,824 - Number of student hearing, vision, and scoliosis screenings.

3,721 - Number of student Body Mass Index (BMI) screenings.

19 - Number of student emotional wellness screenings.

27,820 - Number of student visits to the nurse's office for either an illness or injury.

11,367 - Number of medicine distributions.

Primary Pillar
Student Well Being

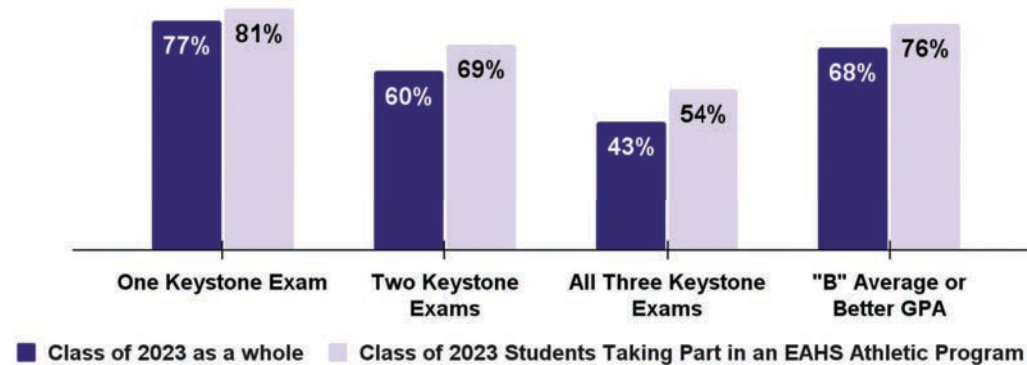
Secondary Pillars
Effective Adults
Effective Systems

Fostering Growth Through Sports

Engagement in sports programs has demonstrated its capacity to foster positive effects on goal establishment, the growth of character, a commitment to healthy living, and an understanding of the significance of teamwork. Moreover, involvement in athletics is associated with enhanced physical, emotional, and social well-being, as well as a constructive influence on students' educational growth.

Impact on Student Learning

Percent Proficient or Advanced



Primary Pillar
Engaged Students

Secondary Pillars
Student Learning
Student Readiness
Student Well Being

2022-2023 Athletic Participation Levels

FALL

	EAHS	EAMS
Cheerleading	25	19
Cross Country (Boys)	22	11
Cross Country (Girls)	14	7
Field Hockey	26	23
Football	54	39
Golf	10	N/A
Soccer (Boys)	39	33
Soccer (Girls)	41	32
Tennis (Girls)	25	N/A
Volleyball (Girls)	23	N/A

SPRING

	EAHS	EAMS
Baseball	31	N/A
Lacrosse (Boys)	24	N/A
Lacrosse (Girls)	35	N/A
Softball	27	N/A

WINTER

	EAHS	EAMS
Basketball (Boys)	19	22
Basketball (Girls)	18	20
Bowling	24	N/A
Cheerleading	14	17
Rifle	18	N/A
Swimming (Boys)	14	N/A
Swimming (Girls)	22	N/A
Unified Bocce	9	N/A
Wrestling (Boys)	22	25
Wrestling (Girls)	5	12

	EAHS	EAMS
Tennis (Boys)	14	N/A
Track & Field (Boys)	47	32
Track & Field (Girls)	41	35
Volleyball (Boys)	17	N/A

Primary Pillar
Engaged Students

Secondary Pillars
Student Learning
Student Readiness
Student Well Being



Addressing Student Well-being and Trauma

In the District's ongoing commitment to the well-being and emotional health of our students, the District's partnership with ECHOS supported students coping with Severe Trauma Histories, Anxiety, Suicidal Ideation, Homicidal Ideation, Dissociation, Psychosis, Depression, Unhealthy Coping Skills, PTSD, and Complicated Grief. The initiative is a response to the growing needs of our students and was led by a highly trained crisis counselor equipped to handle a wide range of traumatic experiences.

941

Number of crisis counseling interventions

220

Number of unduplicated students utilizing the crisis counselor

97

Percent of total interventions (941) where the student was stabilized and returned to class

22

Number of students supported upon returning to school from an inpatient or partial placement

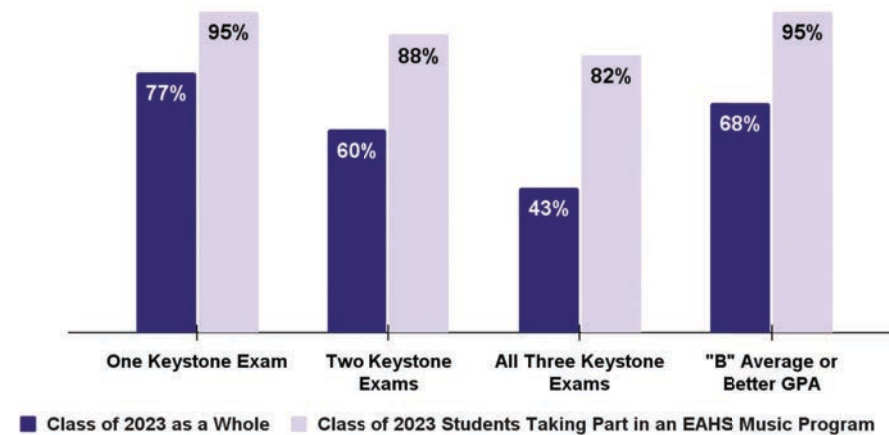
Primary Pillar
Student Well Being

Secondary Pillars
Community Connections

Fostering Student Success Through The Arts

Offering opportunities for music, theater, and visual arts has consistently demonstrated its ability to generate beneficial results in the academic, social, and emotional well-being of students. While the arts have traditionally been acknowledged for enhancing academic achievements, recent studies indicate that they also foster a sense of civic responsibility and social tolerance, equipping students with improved communication skills to engage with their peers effectively.

Impact on Student Learning
Percent Proficient or Advanced



Primary Pillar
Engaged Students

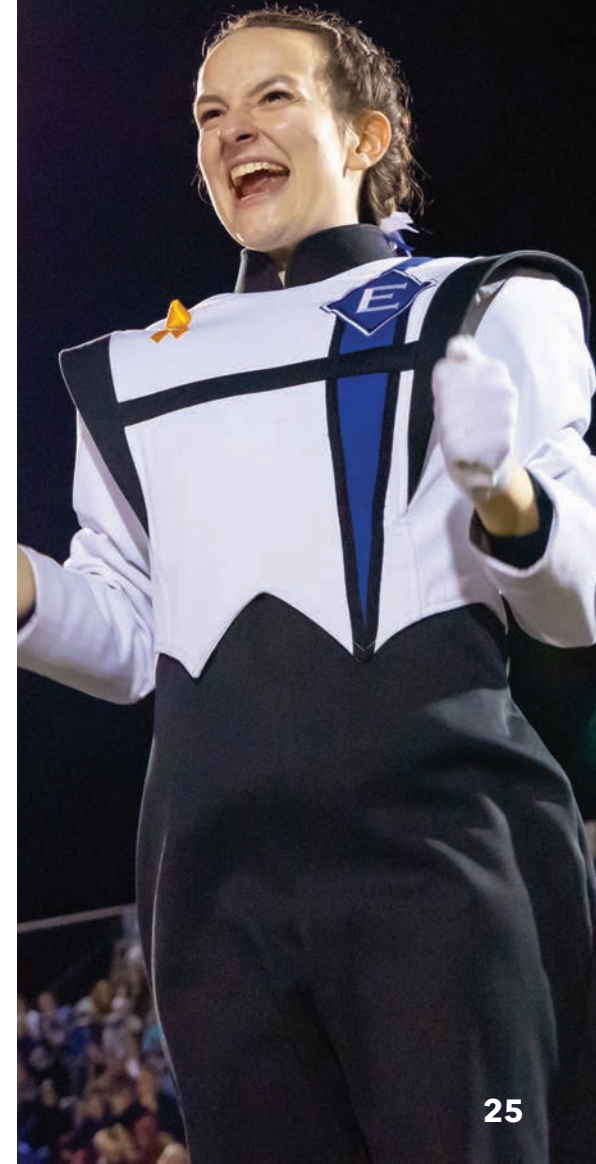
Secondary Pillars
Student Learning
Student Readiness
Student Well Being

The Arts Participation Levels

	EAHS	EAMS	ELEMENTARY
Concert Band	86	102	190
Marching Band	95	113	N/A
Jazz Band	31	31	25
Orchestra	90	55	143
Chamber Orchestra	28	27	N/A
Chorus	73	96	96
Show Choir	21	28	N/A
Fall Play	38	N/A	N/A
Spring Musical	90	65	N/A

Primary Pillar
Engaged Students

Secondary Pillars
Student Learning
Student Readiness
Student Well Being



Cultivating Achievement and Empowerment

The Attollo Recruit program emphasizes self-inquiry and goal achievement, supporting students in reaching academic success, empowerment, and social engagement. The Attollo Scholar program offers mentorship hours, SAT and PSAT prep, college application support, nationwide college tours, and access to programs such as Attollo Engineering/CS, Attollo Startup, and Attollo Pre-Med.

27

Number of students participating in Attollo Recruit program

24

Number of students completing Attollo Recruit program

23

Number of Attollo Recruits taking part in the Attollo Scholar program

Primary Pillar
Engaged Students

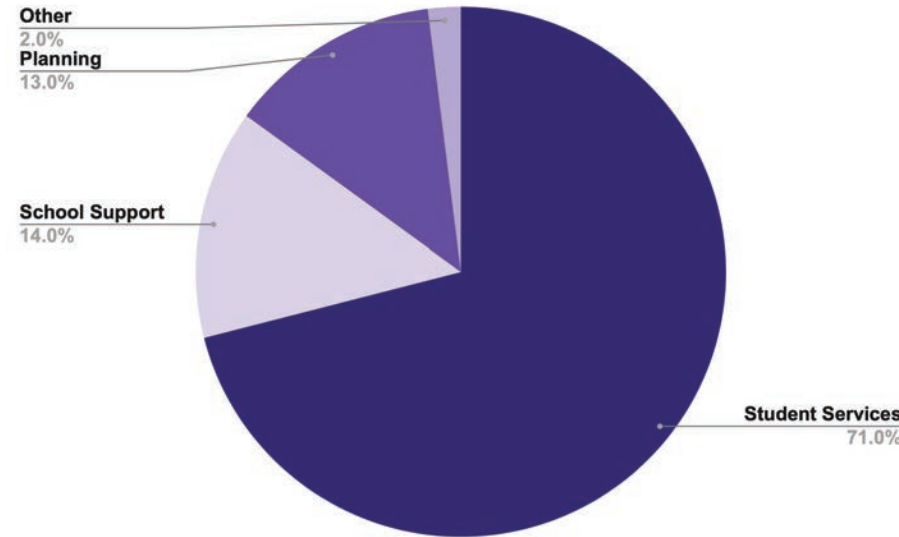
Secondary Pillars
Student Readiness
Student Well Being

Empowering Students for the 21st Century

School counselors play a pivotal role in assisting our students in navigating the demands of the 21st century. Their support empowers students to grow socially, intellectually, and academically, ultimately shaping them into productive and accountable members of society.

School Counseling Services K-12

Percent of Time



Primary Pillar
Student Well Being

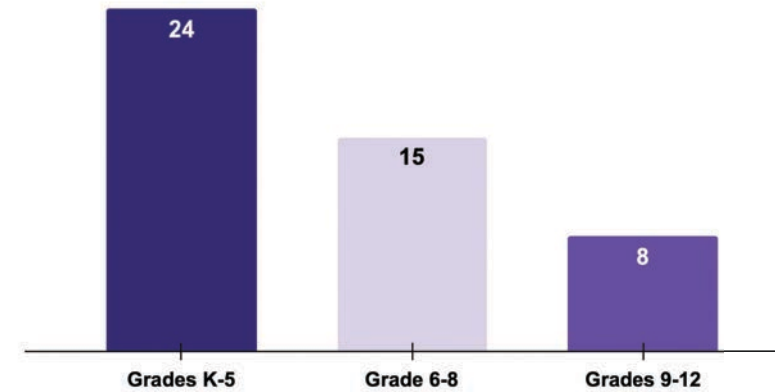
Secondary Pillars
Student Learning
Student Readiness

Enhancing Accessibility To School-Based Services

School-based services are easily accessible to students and families, as they are located within the school environment. This reduces barriers to access, such as transportation issues, and ensures that students can receive the support they need without missing significant time from school. One such example is TEAMCare, which targets building resiliency and support networks, promoting effective coping, and providing healthy alternatives to undesired behaviors.

By the Numbers - TEAMCare

Number of Active Students



Primary Pillar
Student Well Being

Secondary Pillars
Community
Connections
Student Learning

Fostering Student Support

Elizabethtown Area School District's Student Assistance Program (SAP) is aimed at assisting students facing obstacles in their learning journey. Employing a structured approach, Elizabethtown's SAP is committed to facilitating access for identified students and their families to both school and community resources. The ultimate objective is to eliminate these hindrances to learning, thereby promoting student achievement within the school environment.

9

Number of SAP Referrals at Elementary School Level (grades 3-5 only)

22

Number of SAP Referrals at Middle School Level

11

Percent of SAP Referrals at High School Level

Primary Pillar
Student Well Being

Secondary Pillars
Community
Connections
Student Learning

Foundation for Excellence

The Leader in Me initiative plays a pivotal role in fostering well-rounded, responsible, and successful individuals by nurturing students' leadership abilities, promoting character growth, and bolstering academic achievements.

The Leader in Me program holds significant importance in schools for several reasons:

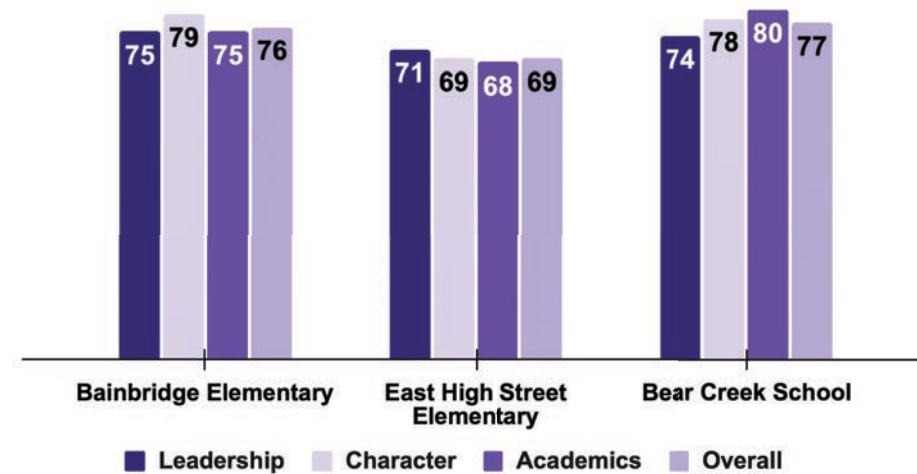
- Leadership Development
- Character Building
- Academic Success
- Student Empowerment
- Positive School Culture
- Preparation for the Future
- Community Involvement

Transforming Our Schools: Leader In Me

The Measurable Results Assessment (MRA) is a testament to the Leader In Me program's impact, highlighting how leadership education can profoundly transform our schools. This assessment encompasses surveys conducted among students, educators, parents, and administrators, collecting their insights and opinions regarding the program's influence on the school environment and personal development. The findings are organized into four principal categories: Leadership, Character, Academics, and Overall Impact.

Elementary Level

MRA Results



Primary Pillar
Student Well Being

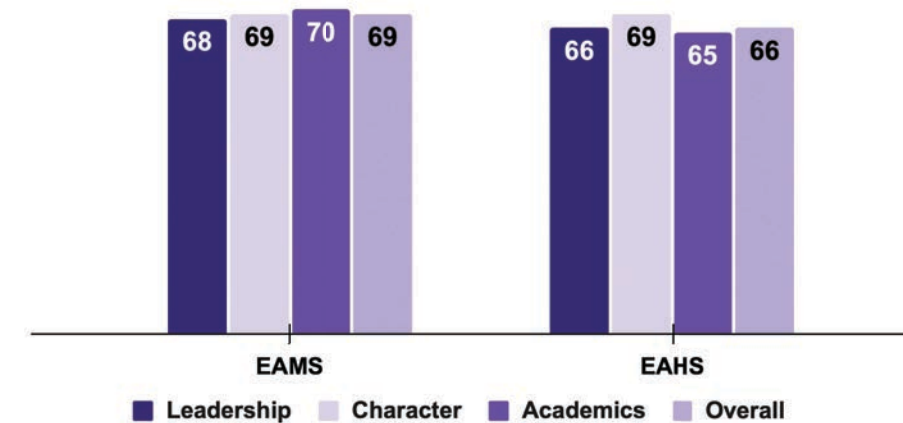
Secondary Pillars
Student Readiness

Transforming Our Schools: Leader In Me

The Leader in Me program is based on Stephen R. Covey's "The 7 Habits of Highly Effective People." The program is thoughtfully designed to empower students to proactively take initiative, establish meaningful goals, and cultivate robust interpersonal skills. It provides them with the essential skills and mindset needed for academic excellence, effective leadership, and making positive contributions to their communities.

Secondary Level

MRA Results



Primary Pillar
Student Well Being

Secondary Pillars
Student Readiness

MRA Goals and Scoring Guide

Leadership Goal

Highly effective students and adults who are leaders in their school and community.

Character Goal

A high-trust school culture where every person's voice is heard and their potential is affirmed.

Academics Goal

Engaged students who are equipped to achieve and entrusted to lead their own learning.

Scoring Guide

90-100	Exemplary
80-89	Effective
70-79	Satisfactory
50-69	Needs Improvement
0-49	Ineffective



Learn More About Leader In Me

Safety and Support

The District's School Resource Officer (SRO) collaborates with our school administration, teachers, and counselors to maintain a secure environment in our schools. The SRO undergoes specialized training and fulfills three primary roles: serving as a law enforcement officer, offering law-related counseling, and providing law-related education.

SRO Fast Facts

55

Advising/Mentoring Student Interactions

55

Emergency Preparedness Activities

54

Extracurricular Activity Support

302

Non-reportable Incident Investigations

123

Investigations

59

Classroom Teaching Lessons

436

Classroom Visits

Primary Pillar
Student Well Being

Secondary Pillars
Effective Adults

Commitment to Safe Learning Environments

The District places a high emphasis on guaranteeing that our students receive their education in an environment that is not only safe and secure but also conducive to effective learning. To achieve this paramount goal, the District employs a comprehensive range of core strategies, encompassing secure facilities, technology integration, regular safety drills, collaboration with first responders, active student-faculty engagement, visitor vetting, and thorough data analysis. By doing so, we aim to foster an environment that encourages student attendance, enhances the learning experience, and contributes to the future success of our students as they transition into adulthood.

PDE Safe Schools Report Compilation

292 - Number of Incidents

186 - Number of Offenders

2 - Number of Incidents Involving Local Law Enforcement

Sampling of Reportable Incidents:

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

Primary Pillar
Student Well Being

Secondary Pillars
Effective Systems

Operational Efficiency

Operational efficiency in a school district is critical for ensuring that resources are used effectively, that students have access to high-quality education, and that the community is satisfied with the district's performance. A well-managed school district paves the way for improved educational outcomes, boosted teacher morale, and cultivates the trust and support of the community. These factors collectively underpin the success of both the educational institution and the students it serves.

Operational efficiency is crucial for school districts for a variety of reasons.

- **Enhanced Academic Success:** When schools efficiently allocate resources, it significantly increases the likelihood of academic success for students.
- **Elevated Teacher Job Satisfaction and Retention:** Efficient operations lead to greater teacher job satisfaction and higher retention rates, resulting in a more stable and experienced teaching staff.
- **Community Trust and Accountability:** Efficient resource management fosters community trust and accountability as stakeholders can transparently see how resources are utilized within the district.
- **Long-Term Planning and Quality Education:** Operational efficiency empowers school districts to engage in long-term planning, ensuring the consistent delivery of high-quality education.

Within this section of the annual report, you will find an overview of our various departments, including business operations, communications, food service, transportation, and human resources, demonstrating how we effectively manage resources to benefit our students and the community.

Nurturing A Top-Tier Teaching Staff

Supporting a top-tier teaching staff enhances student achievement, academic progress, and overall attendance rates. Consequently, the District has implemented a range of recruitment and retention initiatives that emphasize factors such as experience, educational qualifications, mentorship for new educators, ongoing professional development for all staff, and opportunities for career advancement within our school system.

Fast Facts

71%
Faculty with at least ten years of teaching experience

25%
Faculty hired in the last five years that had previous teaching experience

95%
Administrators that have at least one graduate degree

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

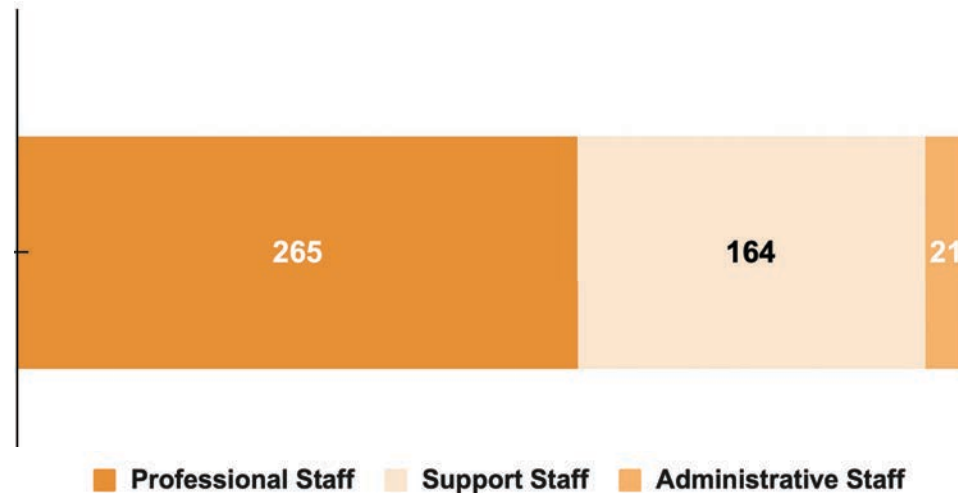
Primary Pillar
Effective Adults

Secondary Pillars
Effective Systems

Student Success Through a Unified Team

Fostering a committed and proficient team of both professionals and support staff serves as the cornerstone of the student learning experience. Thus, we firmly uphold the belief that every employee, regardless of their specific role within the District, should embrace responsibility for student welfare, development, and educational progress by actively engaging, demonstrating care, and dedicating themselves to the District's vision and mission.

2022-2023 Staff Breakdown



Primary Pillar
Effective Adults

Secondary Pillars
Effective Systems

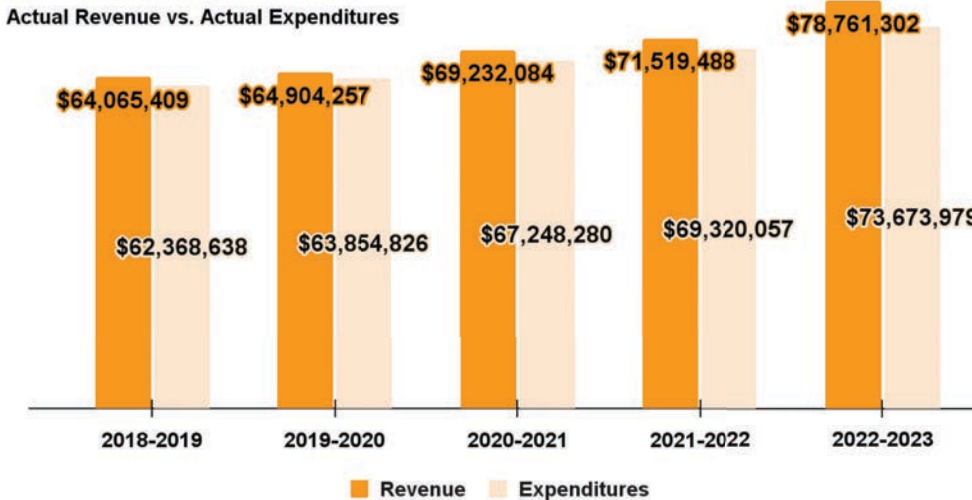
Budget History

The School Board and Administration have placed their utmost focus on balancing financial responsibility and accountability with upholding a budgeting approach that prioritizes instructional needs. Several distinctive factors inherent to educational institutions can lead to heightened expenses or diminished revenues. These factors include:

- Special requirements of our student body, demanding additional programs and services
- State mandates lacking adequate funding or falling short of financial support
- Escalating costs for contracted services such as food services and transportation
- Reductions in state subsidies, influenced by factors and formulas beyond our control
- Fluctuations in local economic conditions

Five-Year Budget History

Actual Revenue vs. Actual Expenditures



Primary Pillar
Effective Systems

The funds generated from the sale of Mill Road and Rheems Elementary Schools, along with an unexpected increase in federal funding, contribute to the gap between revenue and expenditures for the 2022-2023 school year.

Where are our dollars spent

A school district budget is a critical tool that enables educational institutions to allocate resources efficiently and effectively. One of the most significant aspects of a school district budget is the allocation of funds towards instruction and student services.

2022-2023 Fast Facts

66%
of expenditures spent on instruction

26%
of expenditures spent on student support services

6%
of expenditures spent on debt service

2%
of expenditures spent on extracurricular activities

Primary Pillar
Effective Systems

Expenditure Categories

2022-2023 expenditures by category are listed from largest to smallest with SALARIES AND BENEFITS accounting for 72% of all expenditures.

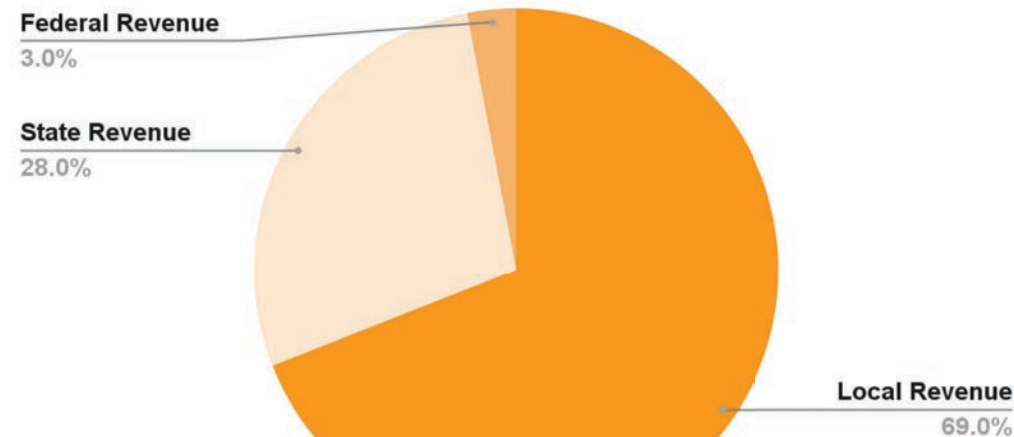
- 42% - Salaries
- 30% - Benefits
- 8% - IU, Substitutes, Professional Services
- 6% - Debt Service
- 4% - Transportation
- 4% - Cyber/Charter Schools, Tuition
- 4% - Supplies
- 2% - Other Expenses

Primary Pillar
Effective Systems

School District Budgeting and Management

A school district's budget relies on various revenue sources, primarily derived from local, state, and federal funding. Each of these revenue sources plays a distinct role in financing the district's operations. Proper budgeting, financial management, and reporting are essential to make the most of these revenue sources while meeting educational goals and fulfilling regulatory obligations. It's important to note that the balance between these revenue sources can vary significantly from one school district to another, depending on factors such as local economic conditions, the tax base, state funding policies, and federal grant availability.

2022-2023 Revenue By Source



Primary Pillar
Effective Systems

Key Pillars of Our School Environment

The District's Buildings & Grounds, Communications, Food Services, Human Resources, Open Records, Technology, and Transportation collectively serve as vital contributors to shaping the quality and ambiance of our school environment. Their dedicated efforts are instrumental in creating conditions that enable every student to have the opportunity to thrive and succeed.

Fast Facts

- 28 - Number of Right-to-Know Requests Received and Serviced.
- 778,142 - Total number of visits to the District website.
- 3,088 - Average daily ridership on school district buses, mini-buses, and vans.
- 2,377 - Total number of miles driven daily with students on District-operated vehicles.
- 4,800 - Number of tech support cases responded to by the Technology Department.
- 1,400 - Number of Chromebooks collected and distributed by the Technology Department.
- 627 - Average number of breakfasts served daily.
- 1,625 - Average number of lunches served daily.
- 701,856 - Number of square feet of school buildings maintained daily.

Primary Pillar
Effective Systems

2022-2023 Fast Facts

- \$16,986 - EASD per pupil spending
- \$17,613 - Lancaster & Lebanon County per pupil spending*
- \$18,383 - 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.
- 3.4% - Average Act 1 Index with Exceptions over the last 10 years.
- 2 - EASD has the second highest percentage of tax exempt properties in Lancaster County (17.8% 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.

Primary Pillar
Effective Systems

The Crucial Role of Community Connections

Community connections are of paramount importance for our school district. Here are some key reasons why community connections are vital for a school district:

Support and Resources: Our schools benefit from the expertise, resources, and support that local businesses, organizations, and community members can provide. Whether it's financial donations, volunteering, or partnerships, these connections can enhance the educational experience.

Enhanced Learning: Community connections offer opportunities for students to apply their learning in real-world contexts through internships, mentorships, and field trips. These experiences can make learning more engaging and relevant.

Networking and Opportunities: Schools can help students build valuable connections for their future careers and personal development. Local professionals, alumni, and community members can offer guidance, mentorship, and opportunities.

Community-Led Initiatives: Collaborative projects and initiatives driven by community members can address specific needs and challenges within the school district. This allows for a tailored and responsive approach to education.

Key Social Service Partnerships

Collaboration between our school district and social services agencies is vital for the holistic well-being of our students. The District's partnerships with social service agencies enable us to address the diverse needs of our students, from academic challenges to social and emotional well-being, ensuring no one is left behind. The following examples are just a small sampling of the social service partnerships in place that provide comprehensive support to every student.

Elizabethtown Area Education Foundation - Bear Bags

The Bear Bags initiative is a program dedicated to supporting families by providing nourishing meals during times when regular school meals are unavailable. Operated by volunteers and funded by the community, this program ensures that students take home backpacks filled with essential food items over the weekends.

Elizabethtown Community Housing and Outreach Services (ECHOS)

The District's Support Services division collaborates with ECHOS to connect families with a number of services to address poverty and housing related challenges within the greater Elizabethtown community.

United Churches of Elizabethtown (UCEA)

The UCEA owns Community Place on Washington, which hosts the Clothing Barn and Community Cupboard. EASD is appreciative of the collaboration with these organizations to further meet the needs of our community.

Elizabethtown Area Communities That Care

The District partners with Elizabethtown Area Communities That Care to provide research-based programs and services designed to nurture the physical and emotional well-being of youth and families and promote the prevention of drug, alcohol and substance abuse, bullying, truancy, school drop-out, violence, teen pregnancy, and other at-risk behaviors.

Primary Pillar
Effective Adults

Secondary Pillars
Effective Systems

Nurturing Community Connections in Our School District

Community connections are a cornerstone of a successful school district. Our school district thrives on the strength of its community connections. These connections not only support our schools but also enrich the educational experiences of our students and create opportunities for their future success.

Elizabethtown Area Education Foundation - Educational Programming

The Elizabethtown Area Education Foundation, a non-profit 501(c)(3) organization, operates with the primary mission of providing financial support to advance the objectives of the Elizabethtown Area School District, with a particular emphasis on initiatives that directly benefit student learning. The Foundation works with the school district to identify and support innovative programming in our school buildings.

GEARS

Offers Preschool, Kindergarten, and Before and After School Programs. The Preschool and Kindergarten programs are housed at their Community Center. The Before and After School programs for grades 1-5 are located at Bainbridge Elementary, East High Elementary, and the Bear Creek School.

Service Clubs

The District partners with the Rotary Club of Elizabethtown and the Elizabethtown Lions Club to honor outstanding students at the high school as part of student of the month recognition programs. The Rotary Club celebrates a culture of learning and belonging that values academic success and student contributions to the high school community while the Lions Club salutes students enrolled in the Lancaster County Career and Technology Center that exhibit exceptional work ethic, skills, and knowledge in their respective subject areas.

Primary Pillar
Community
Connections

Secondary Pillars
Student Learning



Beyond the Numbers

The Elizabethtown Area School District remains resolute in its commitment to fostering student achievement. In the following pages, you'll have the privilege of hearing from our students as they convey, in their own words, their experiences within the Elizabethtown Area School District.

These stories not only illuminate but also serve as a testament to the very essence of our school district, offering an authentic insight into the tangible impact of our educational initiatives. As we navigate the ever-evolving landscape of education, our unwavering dedication remains firm in creating a supportive environment where each student can thrive and fulfill their utmost potential.

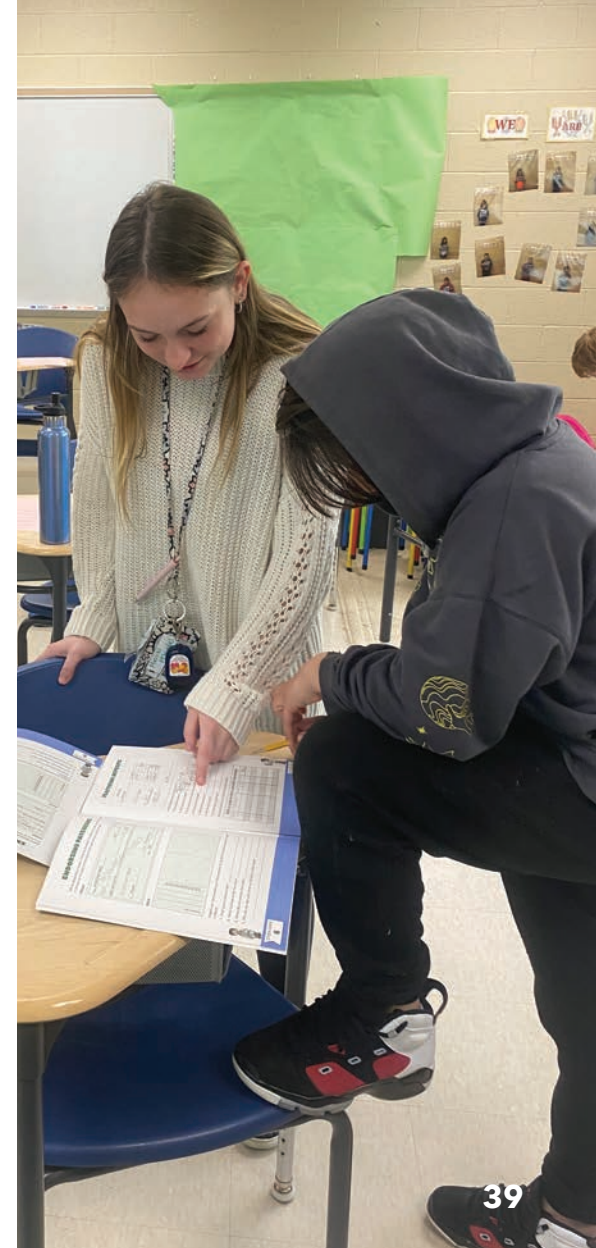
While an abundance of stories exists, each distinct in its own right, the personal testimonials shared in this publication provide a glimpse into how these statistics directly translate into the student journey.

Maddie's Story

Ever since I was a little girl, I always wanted to be a teacher, but I didn't know if I would always want to be one. I would set up a little classroom in my room and make up a test, and I honestly loved it. As I got older, I started falling out of love with teaching. I thought I wanted to be so many things, but then I took my first psychology class at Elizabethtown Area High School and fell in love with psychology. I then took my CHS Class at the high school to further my psychology education.

For my junior year, I wanted to intern in child psychology. Unfortunately, getting into a program that allowed me to shadow in this area is challenging because of the HIPAA law. My next best option was to intern at the Bear Creek Elementary School. At first, I was very unsure about it because I thought I had decided what I wanted to do. I wanted some psychology experience with the kids, and I thought this internship would take away from it.

When I started my internship, I was just observing. I wasn't doing much in the way of interacting with the kids. As I got more comfortable, I started falling in love with teaching and found myself wanting to be a teacher again. I loved every moment of my internship and the students I worked with. They began to get comfortable with me and would communicate with me, which was a significant accomplishment. The student intern experience was one I will never forget.





Derek's Story

My journey throughout high school has been a great experience, marked by personal growth and the valuable relationships I've made through the years. As I made it through each grade, I encountered new challenges that pushed me to develop problem-solving skills, resilience, and a deeper understanding of the subjects I learned. Alongside academic growth, my relationships with classmates, teachers, friends, and teammates have played a crucial role in my development. These connections have provided me with emotional support, a sense of belonging, and countless opportunities for new experiences and personal growth. Through both my education and looking forward to each open gym, practice, or competition, I've grown into a more well-rounded individual.

Being a part of the high school bowling team was always a fun and memorable experience throughout all four years. I was able to get my first 300 game, along with my first 800 series, during my sophomore year. I would not have been able to do that without my family, teammates, coaches, or the other relationships I have built throughout the school. Whether it was the friendly competitions at practices or even hanging out with teammates outside of bowling, our relationships grew stronger. It wasn't just about the sport; it was about the friendships and the shared laughter that made my time with the high school bowling team an unforgettable chapter of my high school years.

The time I spent with the high school baseball team has been a brotherly bond I have enjoyed every year. There were always hard times at practice, tough losses, and heated moments on the field. Even if one person got in trouble, we were still a team and did everything together. In the future, it is highly unlikely that we will remember every at-bat, error, or loss we ever had. Instead, we will remember the bonds we built, the funny memories on or off the field, and even the times we would get hurt playing basketball at team get-togethers.

Ava's Story

Ever since middle school, I knew I wanted to do something in sports medicine. I have always been interested in Physical Therapy and Athletic Training. Being an athlete, I am around injuries very often. Sophomore year, I started taking health science classes. I started with Intro to Health Sciences, then Honors Anatomy and Physiology, and am now taking Anatomy and Physiology through West Virginia University.

When I got to my junior year, I was able to do an internship. While working with Mrs. Spittal, we talked to the Athletic Trainers at Elizabethtown Area High School to see if we could get an intern program started. After we set everything up, they guided me through everything and helped me understand their role and how they help student-athletes. I shadowed them at sporting events and saw firsthand how to handle injuries and provide immediate care.

Being an intern for the athletic trainers helped me obtain a job as a Physical Therapy Technician at Drayer Physical Therapy. As a technician, I assist the physical therapist by helping patients with exercises and maintaining therapy equipment. Athletic training helped me immensely since I already knew terminology and body movements. It also helped me understand injury prevention and rehabilitation and focus on physical therapy as a career.





Crystal's Story

I moved here to Elizabethtown from Philadelphia in 2022 with my family. I would have never thought that I would have met so many wonderful people who would help me out in my journey to become a successful adult.

I was a very quiet person when I started here at school, not at all social. This experience has helped me open up more as a person. I have built friendships and bonds with very intelligent, loving, hardworking, wonderful people. They've shown me how to be responsible and do the job right. They've also taught me that no matter what happens, to move forward and push harder and never give up.

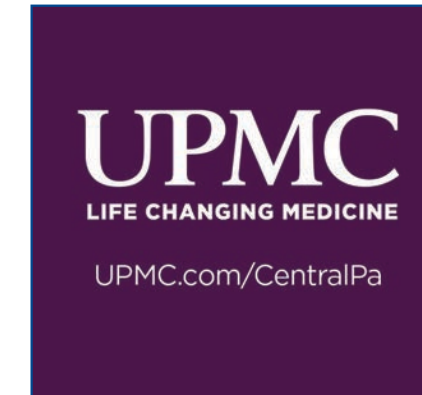
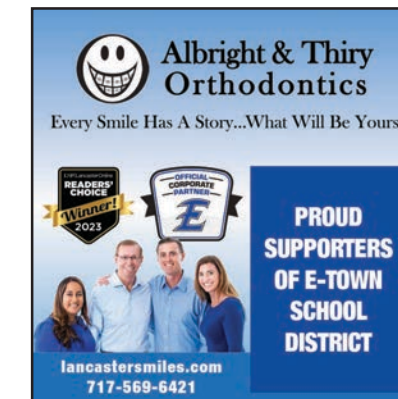
Participating in the Hershey Chocolate World internship was an amazing opportunity that I would have never known about. I never thought I would get to experience something so big and wonderful. The internship has shown me all different kinds of job skills that I would have never imagined learning and doing. At the completion of the internship, I was offered employment with the Hershey Company and am so excited to begin this next chapter of my life.

I will always appreciate the opportunities that were given to me this past year at Elizabethtown high school. I will always say thank you and will be grateful that I met so many wonderful people who want me to be a successful working adult. I will always remember that being successful and working hard can get you anywhere your heart desires.

Sponsorships

The Elizabethtown Area School District takes great pride in its exclusive partnership with Market Street Sports Group (MSSG), offering businesses and organizations a chance to participate in a vibrant marketplace within our school district through corporate sponsorships. If you're interested in becoming a sponsor, please get in touch with MSSG at (717) 509-2803 or contact Jeff Berton at jberton@marketstreetsportsgroup.com.

We extend our heartfelt appreciation to the following corporate sponsors for their trust in our mission. Their support for our school system represents an investment in the future of our community's youth.





Elizabethtown Area School District

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Elizabethtown Area School District

2023 Annual Impact Report