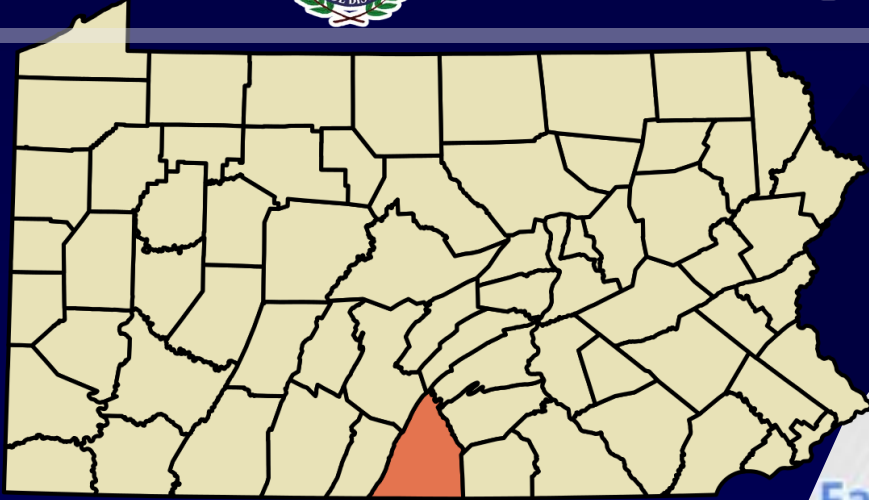


Chambersburg

A R E A  SCHOOL DISTRICT

State of the Schools and District



FRANKLIN COUNTY

Chambersburg

Pennsylvania

- 1 BENJAMIN CHAMBERS ELEMENTARY
- 2 BUCHANAN ELEMENTARY
- 3 CAREER MAGNET SCHOOL
- 4 FALLING SPRINGS ELEMENTARY
- 5 FAYETTEVILLE ELEMENTARY
- 6 GRANDVIEW ELEMENTARY
- 7 GUILFORD HILLS ELEMENTARY
- 8 HAMILTON HEIGHTS ELEMENTARY
- 9 LURGAN ELEMENTARY
- 10 MARION ELEMENTARY
- 11 NEW FRANKLIN ELEMENTARY
- 12 SCOTLAND ELEMENTARY
- 13 SOUTH HAMILTON ELEMENTARY
- 14 STEVENS ELEMENTARY
- 15 MIDDLE SCHOOL - NORTH
- 16 MIDDLE SCHOOL - SOUTH
- 17 SENIOR HIGH SCHOOL

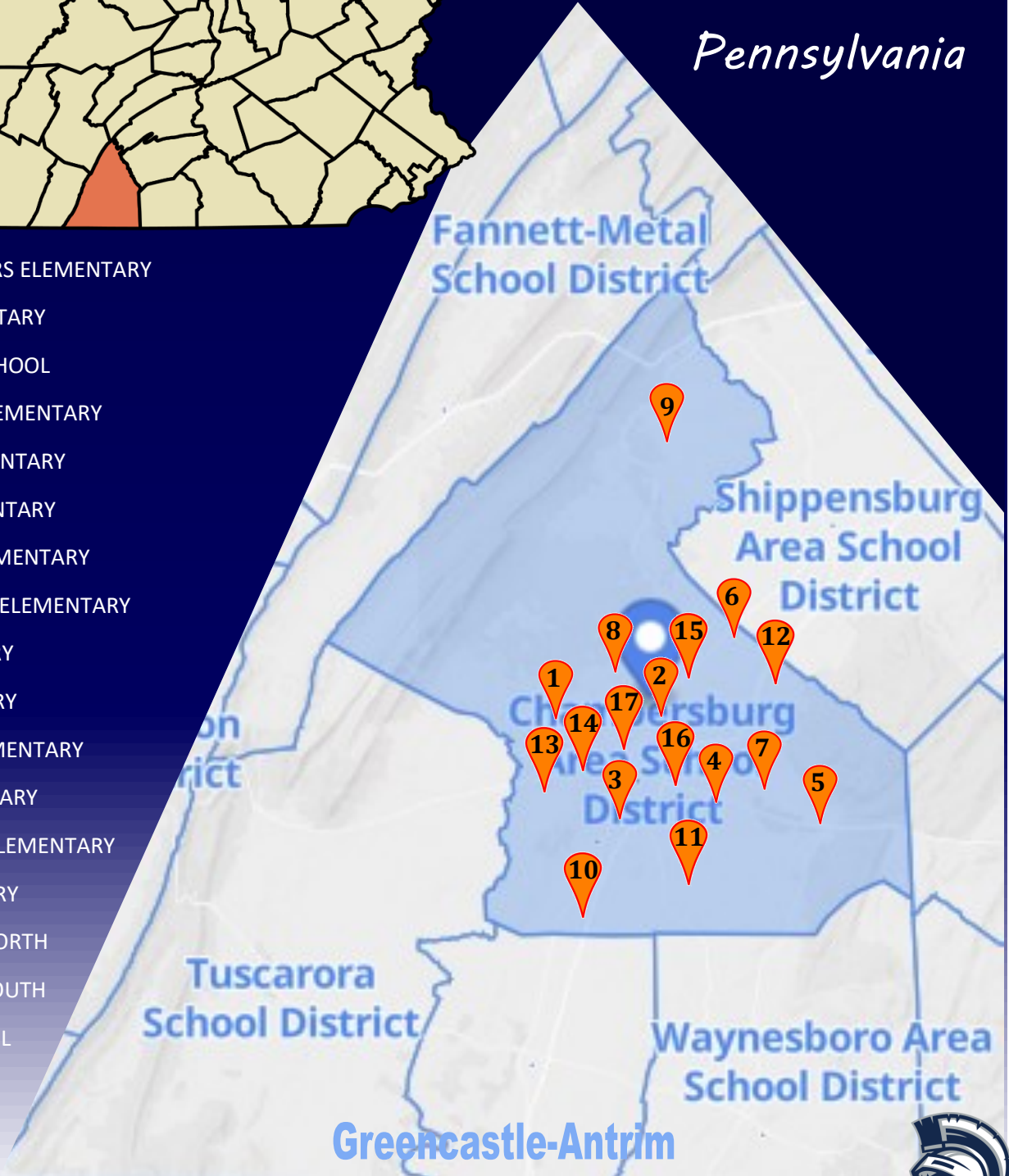


Table of Contents

Demographics

Section
1

- ♦ Overview
- ♦ Peer School Districts
- ♦ CASD Student Enrollment and Population
- ♦ Special Education Enrollment & ESL Population

Financials

Section
2

- ♦ Per student spending
- ♦ Expenses
- ♦ Revenue
- ♦ Real Estate Taxes
- ♦ Debt Service

Perceptions

Section
3

- ♦ Public Websites Perceptions and Rankings
- ♦ 2022-2023 Survey Results

Academics

Section
4

- ♦ School Schedules
- ♦ Program Opportunities
- ♦ Academic Performance
- ♦ Testing Results

Staffing, Safety, and Technology

Section
5

- ♦ Safety
- ♦ Student to Staff Ratio
- ♦ Staffing Compared to Peers
- ♦ Technology
- ♦ Executive Summary
- ♦ Opportunities & Principles
- ♦ Schools of Distinction

Helpful Links

- ♦ [CASD Creates the Future](#)
- ♦ [9 Building Blocks](#)
- ♦ [Maryland Blueprint](#)
- ♦ [2022-2023 CASD Survey Results](#)

Schools of Distinction

- ♦ [US News and World Report](#)
- ♦ [Great PA Schools](#)
- ♦ [Apple Distinguished School](#)
- ♦ [National Blue Ribbon Schools](#)

Stateboard.education.pa.gov

- ♦ [Arts and Humanities](#)
- ♦ [Career Education and Work](#)
- ♦ [History](#)
- ♦ [Civics and Government](#)
- ♦ [Economics](#)
- ♦ [English Language Arts](#)
- ♦ [Family and Consumer Sciences](#)
- ♦ [Environment and Ecology](#)
- ♦ [Geography](#)

- ♦ [Health, Safety and Physical Education](#)
- ♦ [Reading and Writing](#)
- ♦ [Mathematics](#)
- ♦ [Science World Languages](#)



Overview

The purpose of this State of the Schools and District document is a self-review of contextual information for the purpose of strategic planning. The entry plan analysis started in December of 2023 and was finished the end of February 2024. The review is designed to identify the current state of education in Chambersburg Area School District through a data review and analysis you can read in detail by comparing CASD to the state and ten peer school districts similar to CASD in size and poverty. When reviewing academic performance, demographic changes, finances, and perceptions we will begin to see areas of strength and need arise. After this entry report is complete, we will involve stakeholders in the understanding of what the self-study is saying in general terms. We will then begin building a 2030 blueprint which will outline the direction for the next five years.

Executive Summary

Chambersburg Area School District is rich in traditional education in addition to extensive extra curricular/elective opportunities following a standard school model for learning. This model graduates 77% of the students at CASHS and 96% at CMS with approximately 70% of the students College and Career Ready from both schools. The **state average** for graduation rate is 87% with 76% College and Career Ready placing us slightly below the state average.

When comparing state testing proficiency rates prior to and after the pandemic, performance dipped overall in all schools in the state. CASD students in elementary schools lost more ground compared to the state average, while middle and high schools maintained performance with 7th grade exceeding the state in ELA and Math. When comparing proficiency rates in 2023 to our peer school districts in size and poverty, we rank in the top $\frac{1}{3}$ of schools for PSSA performance. More importantly CASD's economically disadvantaged students and special education students also performed in the top $\frac{1}{3}$ of peer schools. We rank in the bottom $\frac{1}{3}$ for Keystone exam results and in the middle of the peer group for English learner performance.

Overall, the school district is currently meeting academic expectations with less per student revenue and expenditures compared to the state and our peers. However, our EL population, slow recovery in our elementary performance, and lack of seats in high interest secondary programs for students have emerged as indicators of concern. Public perception is a solid B ranking for all of our schools overall along with 75% of the schools achieving and 25% struggling with attendance, graduation rates or performance. With significant changes in demographics and disadvantaged students, we will need to adjust and invest in educational programming K-12 to achieve above average performance.

Our enrollment has increased over the past 30 years and is currently stable within the school walls while cyber school and homeschool enrollments have doubled. The students with free and reduced status and special education are increasing along with a rapid growth in our English learner population. The lion's share of annual budget increases are special education and cyber/charter schools leaving little room for enhanced or expanding programs and services with current revenues and expenditures.

Please read through the document to gain a better understanding of the specific data resulting in the summary and conclusions thus far. The state of the school district is just a beginning step in the enhancement process for the future. At the end of the document you will read a deeper summary followed by the next steps and preliminary recommendations.



CAMS North Visual Arts Projects made by 8th grade students inspired by famous American artist, Charles Demuth.





Demographics

*Section
1*



Comparison Districts



The school districts listed below are considered peer school districts. The parameters used include the size of the school district along with the percent of economically disadvantaged students. This peer group includes school districts with enrollment of 6,200 to 13,200 students and 40% to 65% economically disadvantaged. By establishing a peer group we are able to compare for the purpose of impacting decisions academically, financially, and programmatically.



PEER SCHOOL DISTRICTS

Enrollment

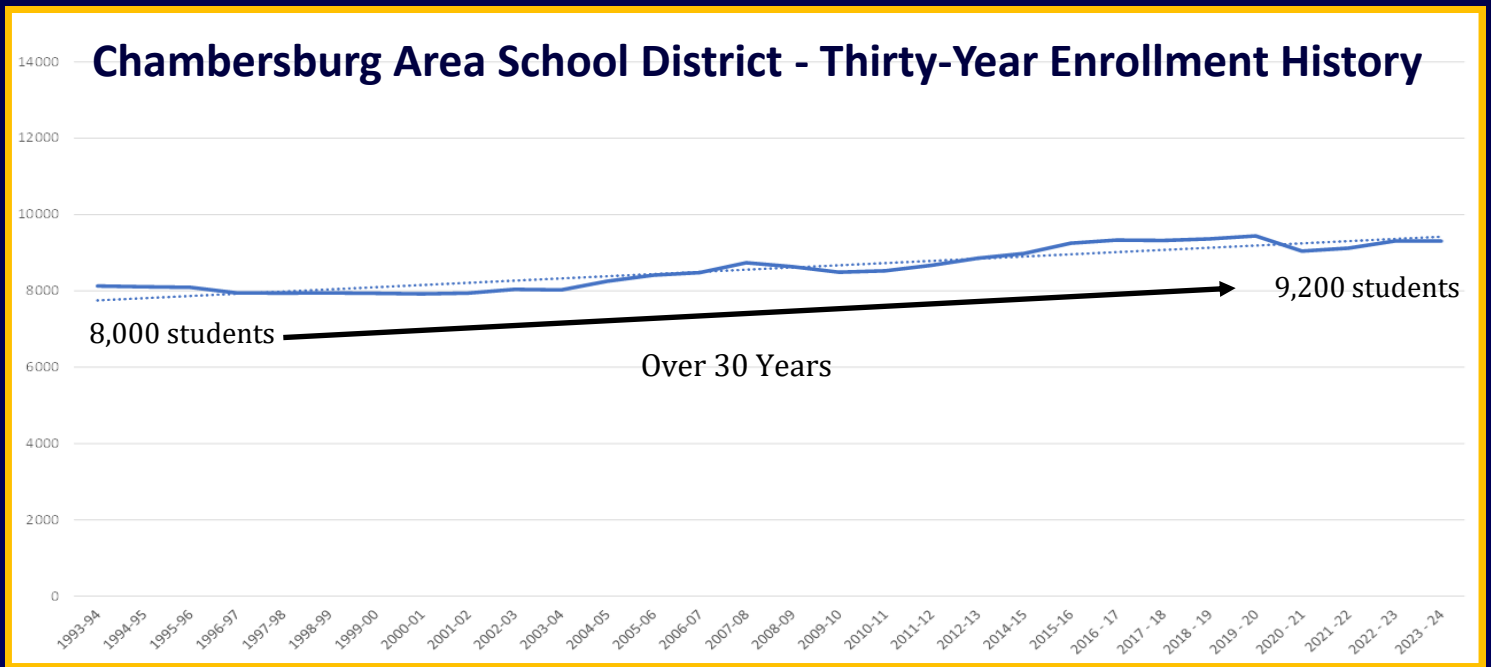
% of Low Income

Bethlehem Area SD	12,973 STUDENTS	54.71%
Upper Darby SD	12,502 STUDENTS	57.00%
Central Dauphin SD	12,479 STUDENTS	52.43%
Hazleton SD	11,974 STUDENTS	64.59%
Chambersburg Area SD	9,303 STUDENTS	51.13%
Pocono Mountain SD	8,103 STUDENTS	41.61%
Easton SD	7,998 STUDENTS	42.14%
Altoona Area SD	7,226 STUDENTS	61.18%
East Stroudsburg Area SD	6,447 STUDENTS	53.32%
Millcreek Township SD	6,411 STUDENTS	40.98%



CASD Enrollment of Students

Since 1993, Chambersburg Area School District has grown by 1,175 students. The average annual growth rate over the entire 30 years, including the pandemic enrollment dip was 0.48%. The single greatest year to year growth rate over the entire 30 years was 3.06% and the least was -4.21% during the pandemic. The overall enrollment of students inside the 17 school buildings' walls increased from 2011 to 2017 by 700 students and has plateaued around 9,200 students in 2023.



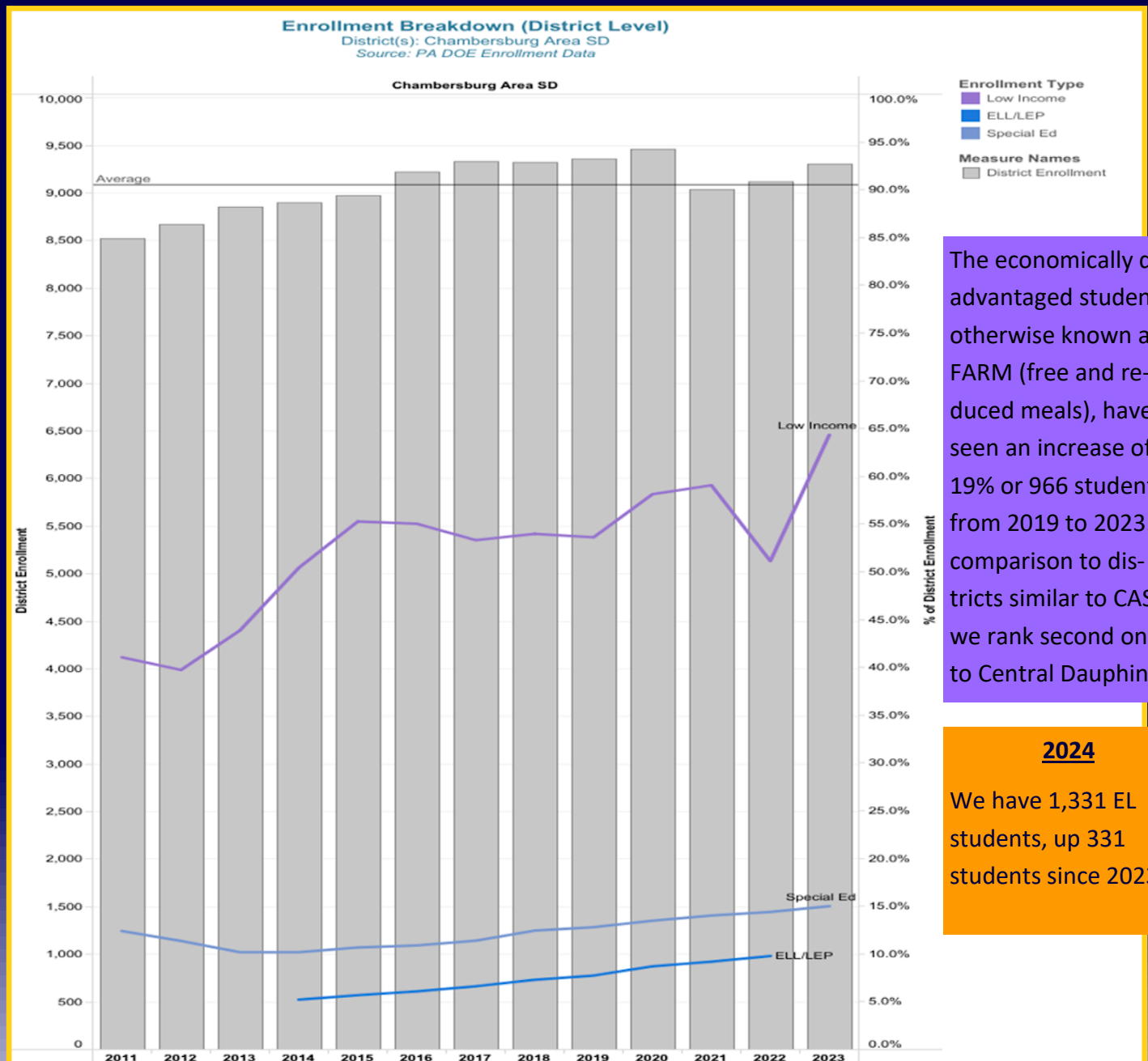
We have 724 additional students in cyber school and homeschooling programs. From 2014 to 2024 homeschooling and cyber school students doubled in number. If the additional 724 students over the 10 years were enrolled in CASD schools our enrollment would exceed 10,000 and our classrooms would be exceeding capacity.

Type of Learning	2014 Enrollment Data Board Report	2024 Enrollment Data Board Report	Change over 10 years
For Profit Cyber School	331	449	118
CASD Cyber School Chambersburg Virtual Academy	72	363	291
Homeschool	246	561	315
Total	649	1373	724



Enrollment and Demographic Changes

While we see a plethora of housing development, it appears as if enrollment numbers inside the buildings have stabilized. However, the number of special education students, English learners (EL), and free and reduced populations are increasing resulting in a change in the make-up of our overall student population. The light blue lines below show trend lines of students over time. The number of EL students in 2023 jumping to over 1,400 students is not reflected in the chart below.

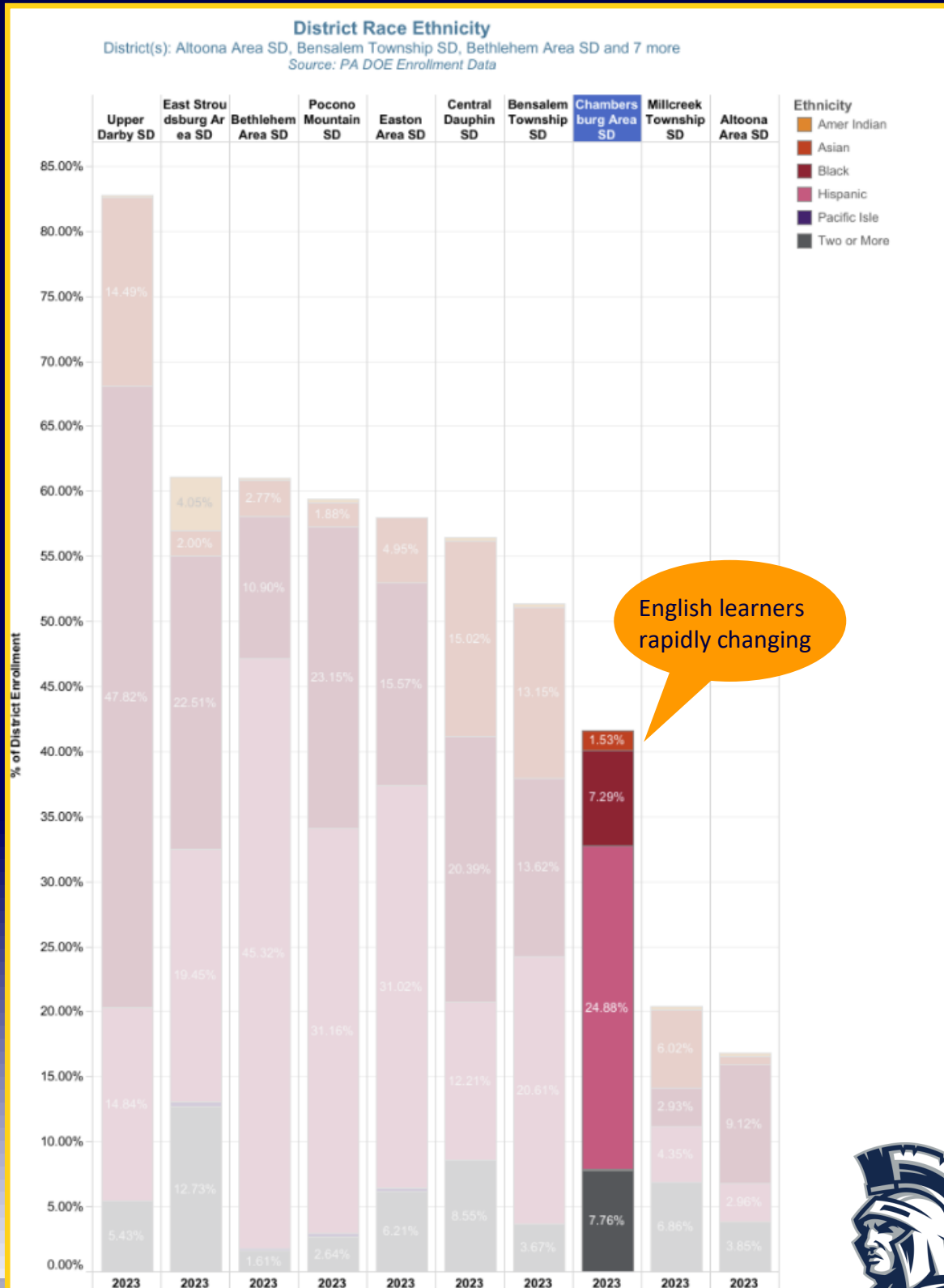


With increasing poverty, special education and English learners in the district, our programs must reflect changes in services and delivery to meet the needs of our students.



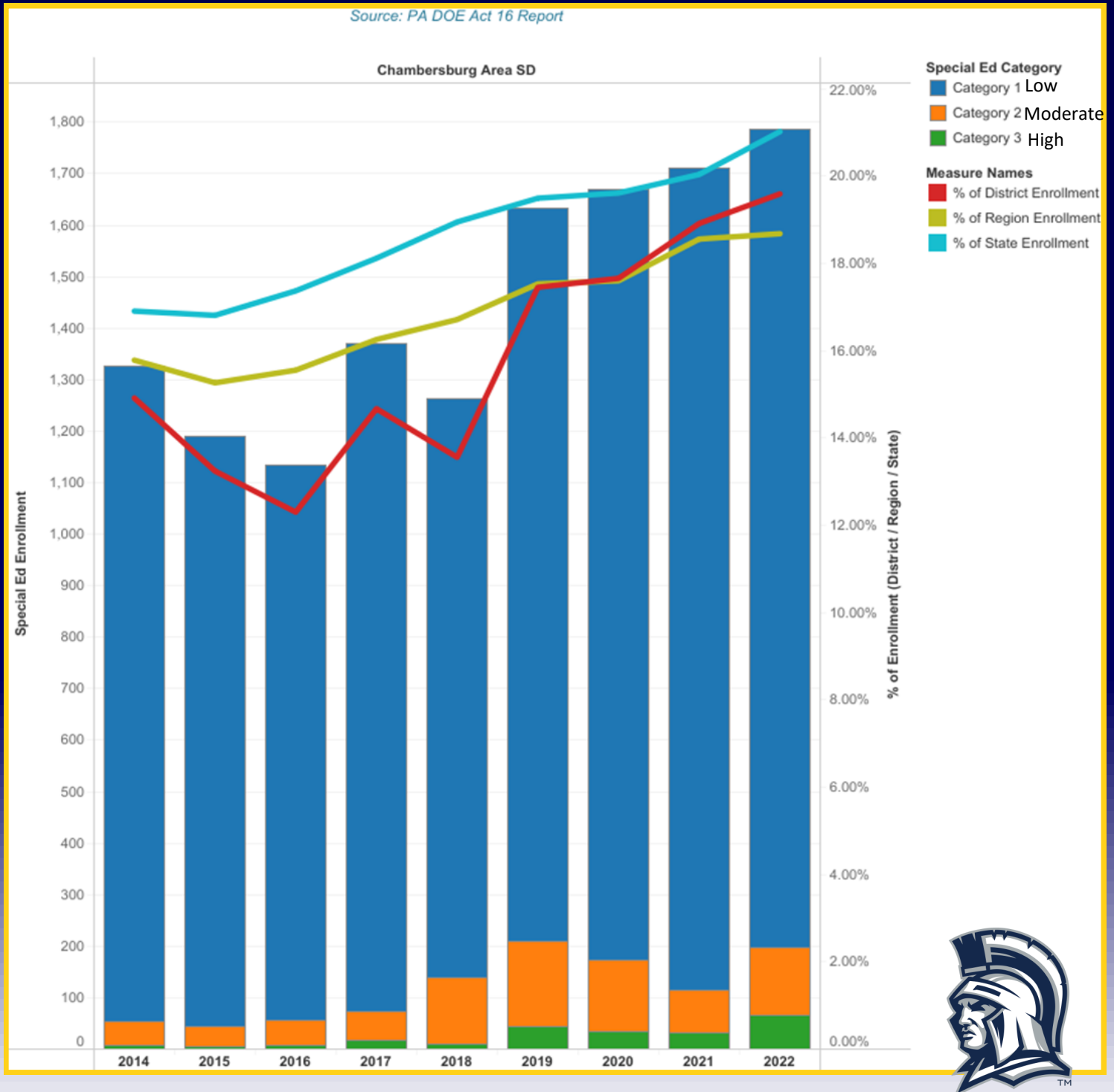
Demographics of CASD Student Population Compared to Peers

Our student population represents approximately 60% white, 24% Hispanic, 7% Black, 7% two or more races, and 2% other. When compared to other schools our size and with similar poverty levels, we are not as diverse as our peers.



Special Education Enrollment Breakdown

Special education is seeing an increase of 16% or 197 students in overall numbers of special education students from 2019 to 2023. When comparing our special education increases with other districts similar to CASD, we rank second only to Altoona. The chart below shows the percent of special education students along with the category of costs. Category 1 (blue) is considered the lowest learning support need. Category 2 (orange) is considered moderate need. Category 3 (green) is considered the highest need.



Change in English Learner Population over Time

ESL Population Growth in the Last 10 Years

Dates	Totals
Total as of 12/6/23	1331
October '23	1286
October '22	1167
October '21	1069
October '20	988
October '19	1018

Dates	Totals
October '18	905
October '17	757
October '16	718
October '15	635
October '14	579
October '13	523



English learner students who completed their WIDA exams were treated to snacks, music, and prizes. WIDA tests are designed to assess the growth of each student in the areas of listening, speaking, reading, and writing in English. The results of the test are used to determine the amount of EL instruction each student receives or if they are eligible to exit the EL Program.



Finance

*Section
2*



Financial Picture

Chambersburg Area School District's financial picture is stable overall with a strong fund balance in a post COVID world. Between 2011 and 2019 we maintained an assigned fund balance under \$10

million or less than 5% of the total budget. Currently we have over \$30 million due to additional state/federal revenue along with frugal financial practices during COVID which represents 16% of the overall budget.

When looking at comparison data from our peer groups we rank 8th out of 10 districts in per student spending and we rank second with the highest number of pupils per employee.

District	Year	District County Name	Enrollment	Low Income %	District Total Expense	Expense Per Student	Pupils per FTE
Bethlehem Area SD	2022	Northampton	13,034	54.71%	\$457,943,453	\$18,359	11.82
Upper Darby SD	2022	Delaware	12,395	57.00%	\$251,944,496	\$15,627	12.23
Central Dauphin SD	2022	Dauphin	12,224	52.43%	\$249,408,729	\$14,927	12.47
Hazleton Area SD	2022	Luzerne	11,975	64.59%	\$195,526,618	\$13,022	15.46
Chambersburg SD	2022	Franklin	9,119	51.13%	\$170,235,546	\$15,365	13.77
Pocono Mountain SD	2022	Monroe	8,191	41.61%	\$237,268,214	\$23,411	9.95
Easton Area SD	2022	Northampton	8,089	42.14%	\$221,572,007	\$19,021	12.68
Altoona Area SD	2022	Blair	7,265	61.18%	\$201,335,979	\$14,905	12.11
East Stroudsburg SD	2022	Monroe	6,408	53.32%	\$183,585,394	\$21,658	10.43
Millcreek Township SD	2022	Erie	6,338	40.98%	\$138,694,437	\$16,599	12.4



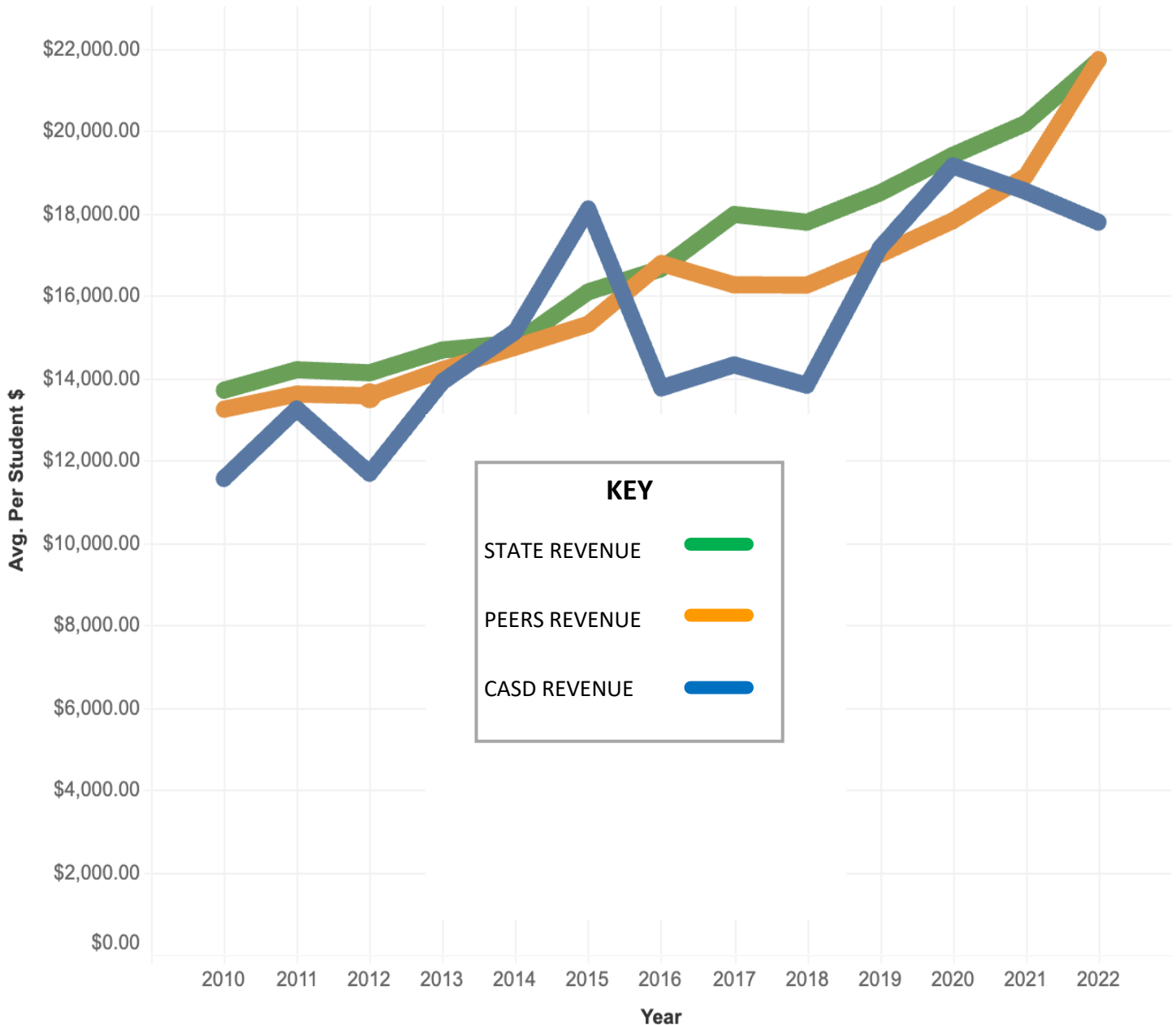
Per Student Revenue Compared to Peers

Per Student Revenue Comparison

Focus District: Chambersburg Area SD

Source: Pennsylvania Department of Education

Note: Actual \$ Per Student is calculated based on Average Daily Membership when available and regular enrollment when not available.



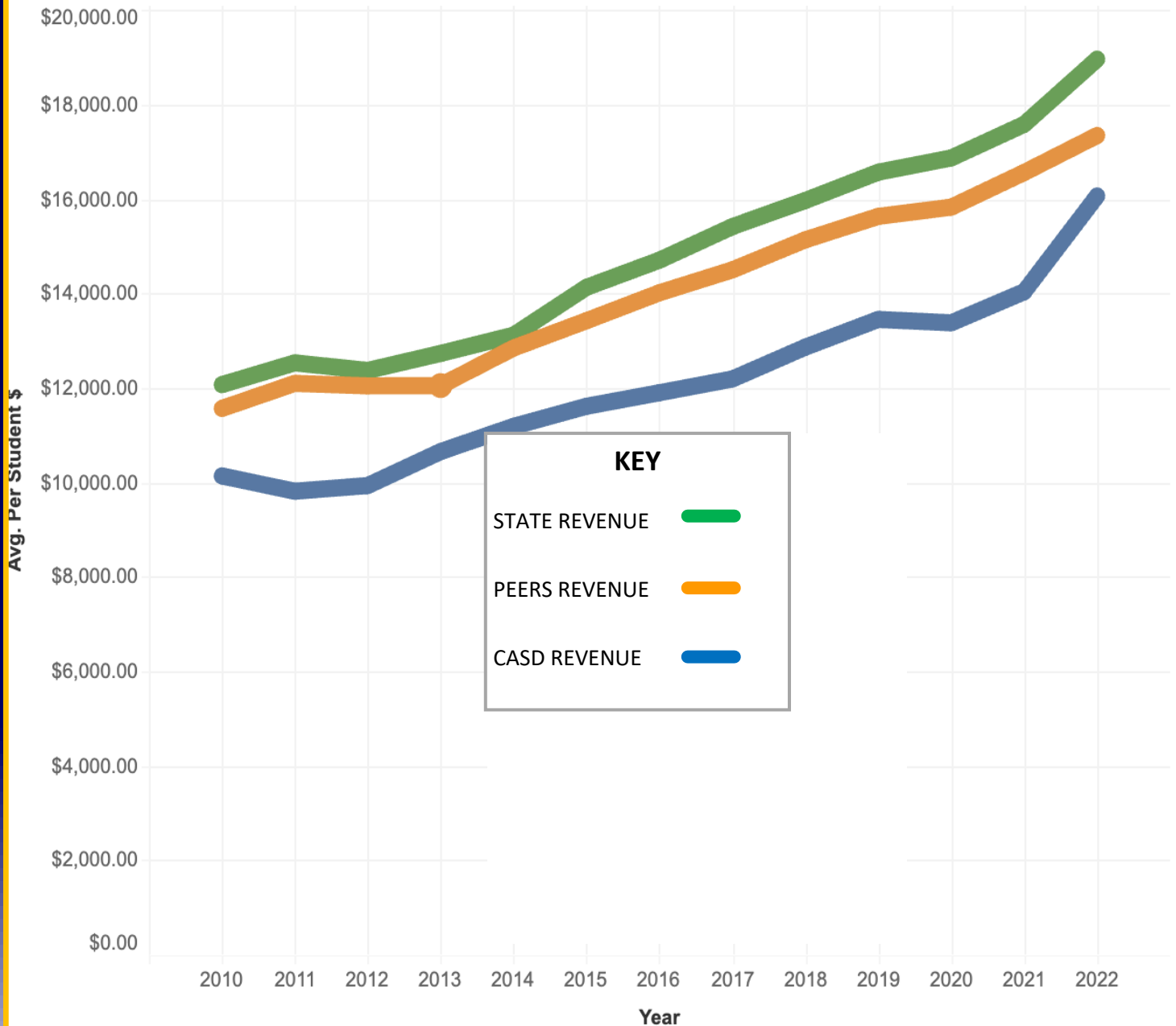
Per Student Spending Compared to Peers

Per Student Spending Comparison

Focus District: Chambersburg Area SD

Source: Pennsylvania Department of Education

Note: Actual \$ Per Student is calculated based on Average Daily Membership when available and regular enrollment when not available.



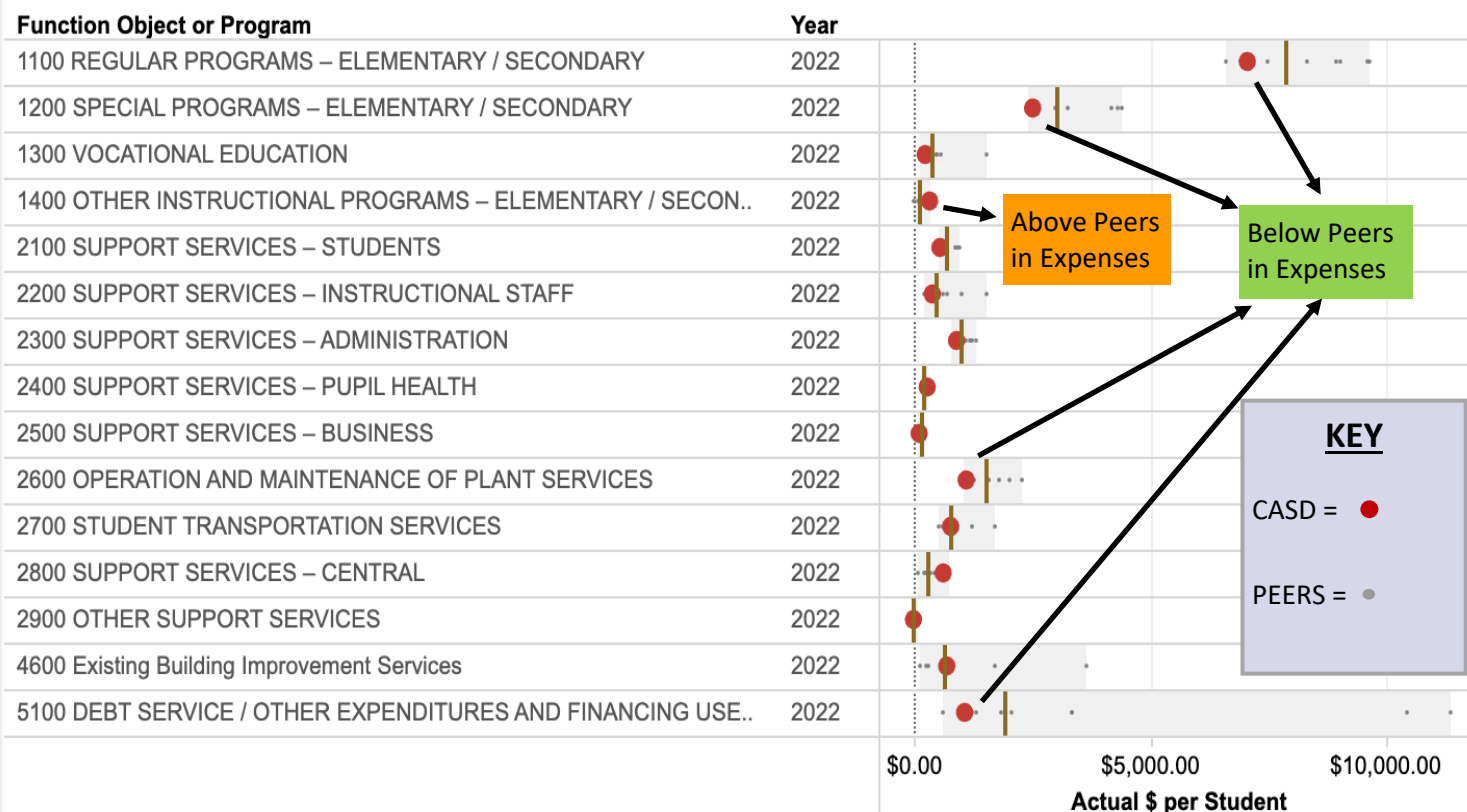
Benchmark Comparison Expenses Compared to Peers

Benchmark Comparison - Expenses

District: Chambersburg Area SD

Source: Pennsylvania Department of Education

Note: Actual \$ Per Student is calculated based on Average Daily Membership when available and regular enrollment when not available.



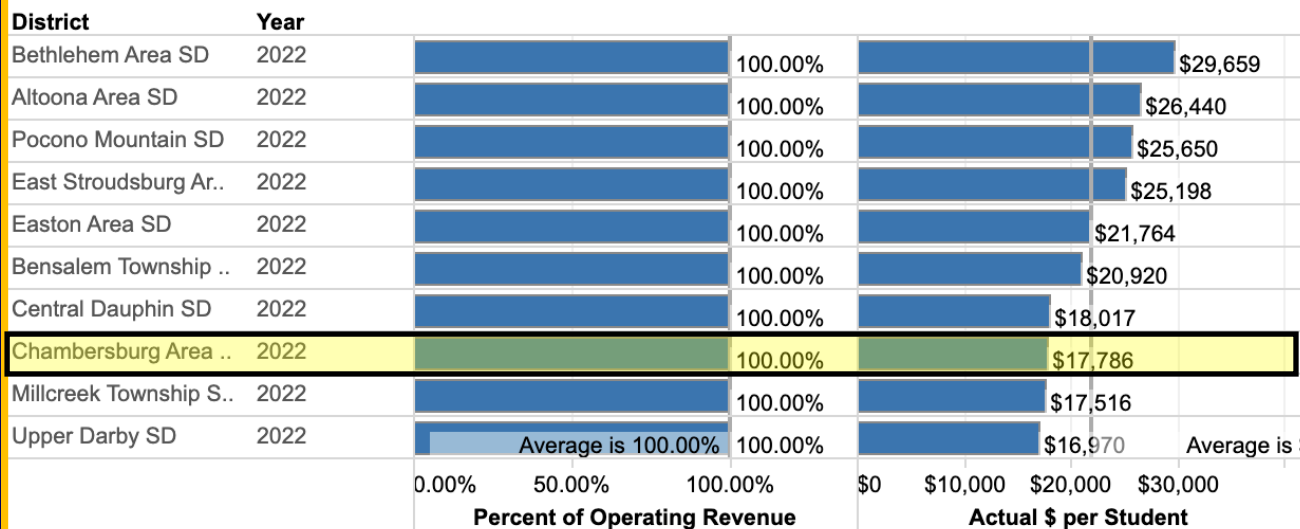
Line Item Revenue & Spending Compared to Peers

Line Item Revenue Comparison

District(s): Bethlehem Area SD, Altoona Area SD, Pocono Mountain SD and 7 more

Source: Pennsylvania Department of Education

Notes: "Total Operating Revenue" includes operating items from General Fund;
Actual \$ Per Student is calculated based on Average Daily Membership when available and regular enrollment when not available.

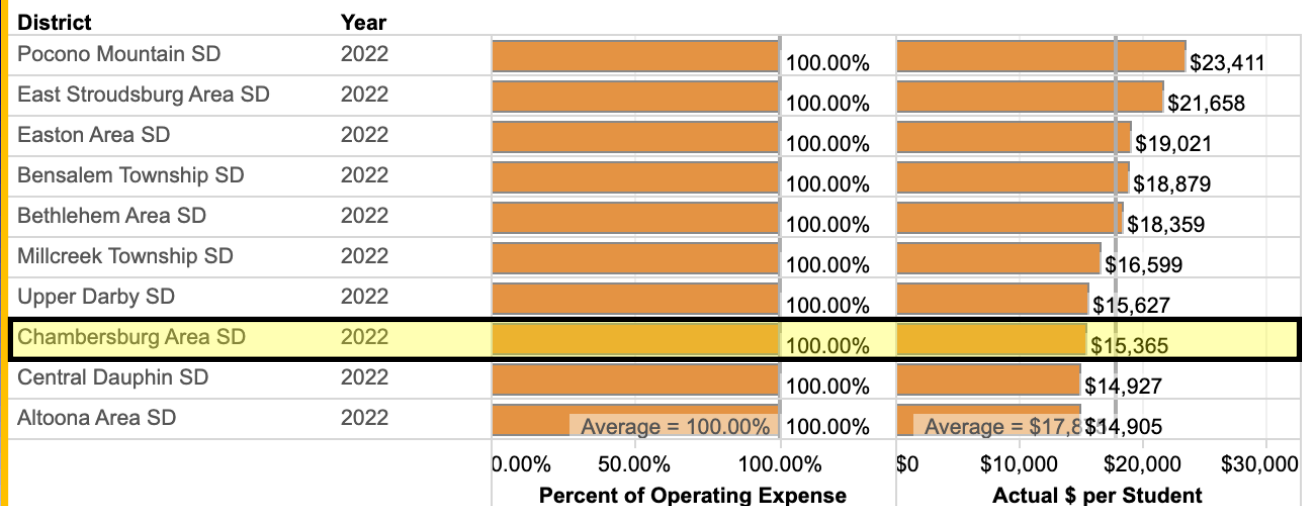


Line Item Spending Comparison

District(s): Pocono Mountain SD, East Stroudsburg Area SD, Easton Area SD and 7 more

Source: Pennsylvania Department of Education

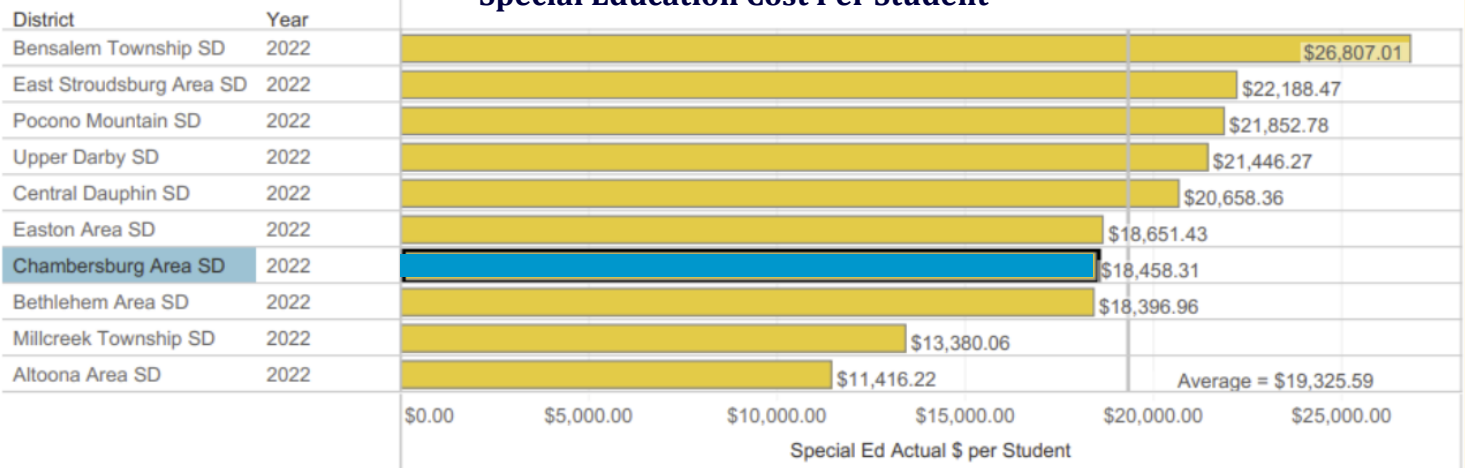
Notes: "Total Operating Expense" includes operating items from General Fund;
Actual \$ Per Student is calculated based on Average Daily Membership when available and regular enrollment when not available.



Special Education Costs Compared to Peers

How much do we spend per student in special education compared to our peers? We rank 7th of 10 compared to our peers in per student educational spending. We rank 5th out of 10 based on the percent of students in special education.

Special Education Cost Per Student

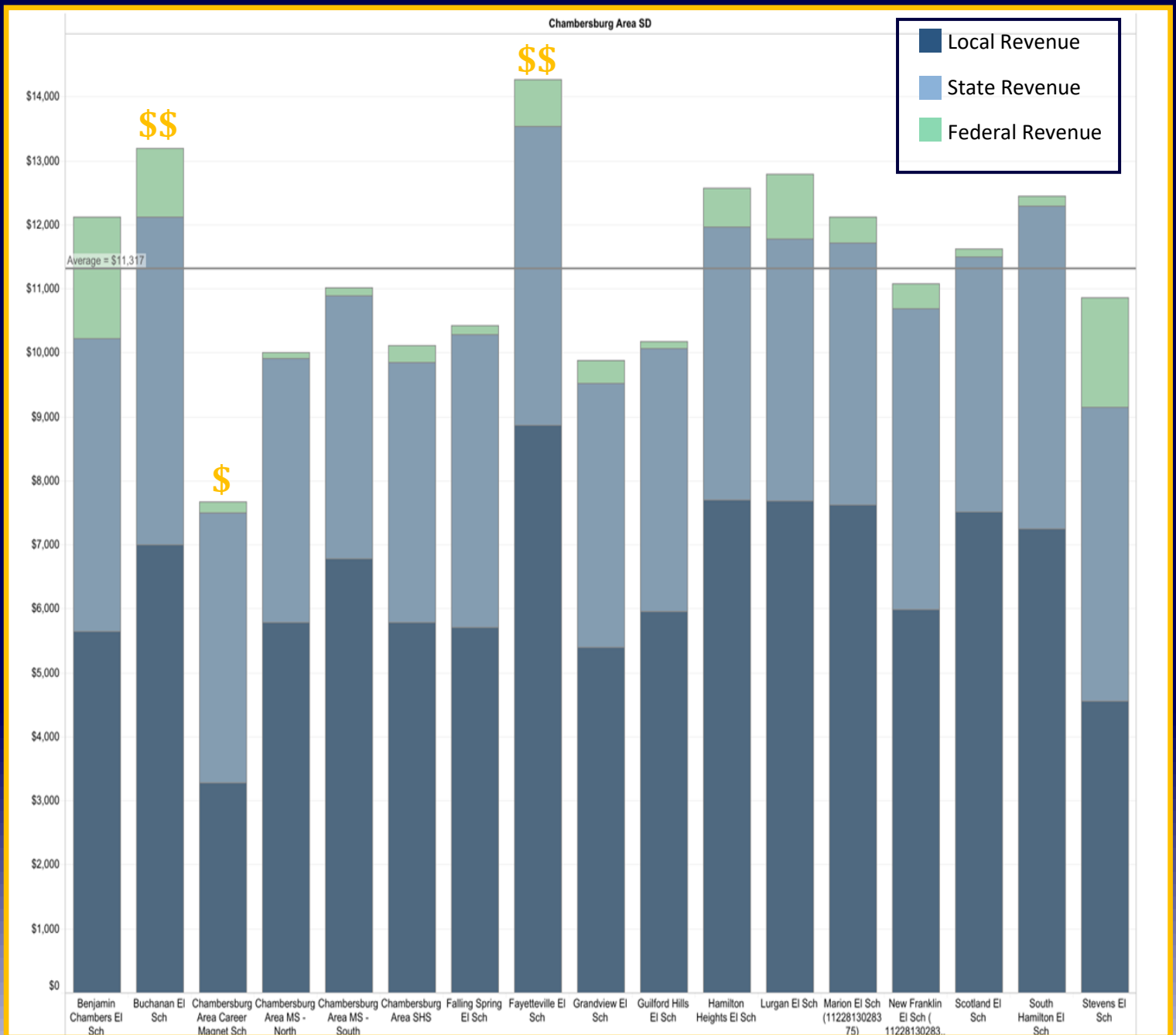


On February 24, 2024, after 12 hours of celebration, the CASD Mini-THON raised **\$22,035.16** to fight pediatric cancer.



Breakdown of Spending by Building

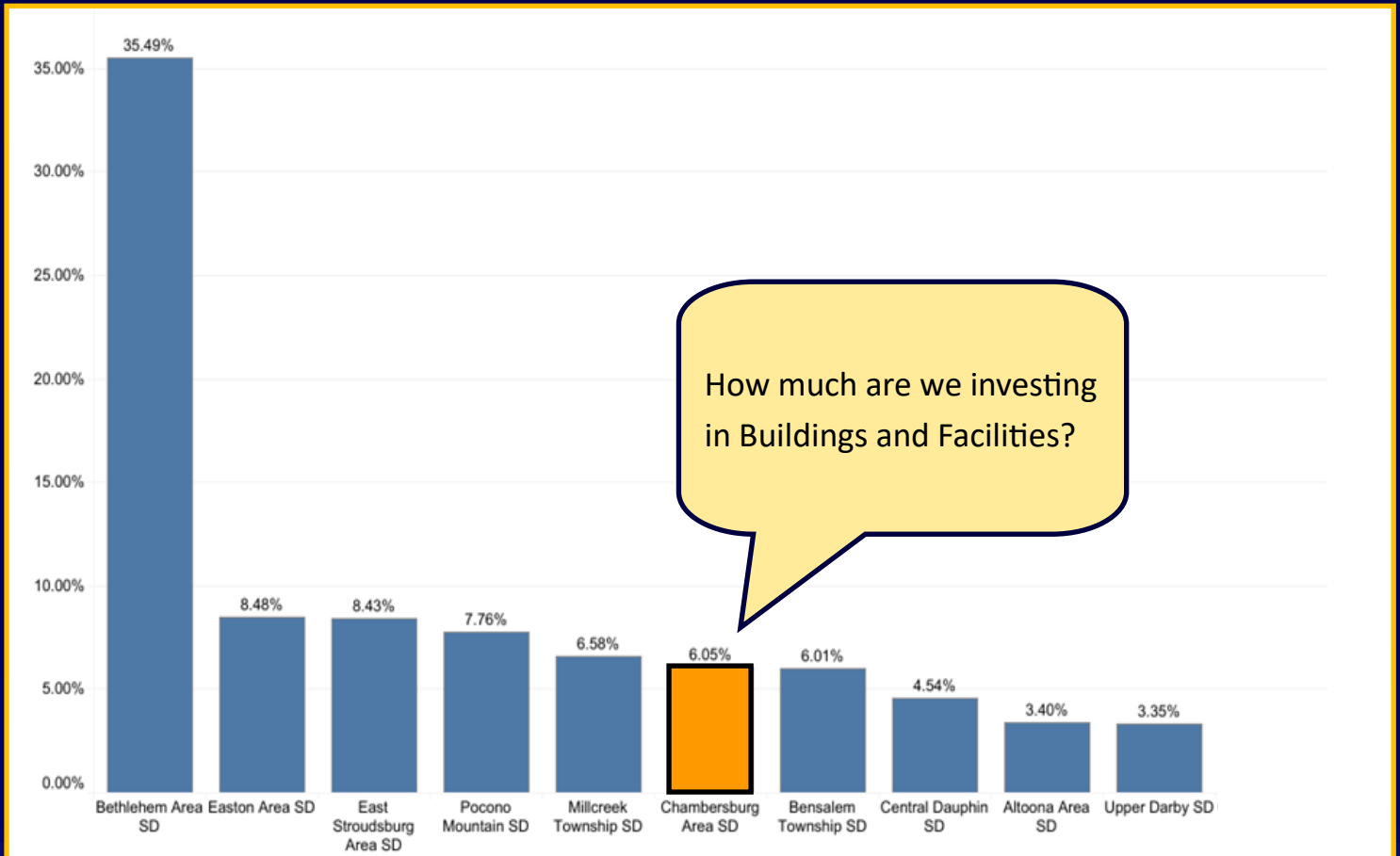
Below is a breakdown of how we spend our money in each school by building. The bottom color of the chart reflects local revenue, the middle color is state, and top color is federal broken down by building. The Career Magnet School has the smallest amount of dollars per student while Fayetteville Elementary and Buchanan Elementary have the largest amount of dollars per student.



Debt Service Compared to Peers

How much debt service a school district carries is related to the number and condition of buildings. CASD ranks 6th out of 10 for amount of debt service compared to total expenses. The average debt service for all districts in PA is approximately 9%.

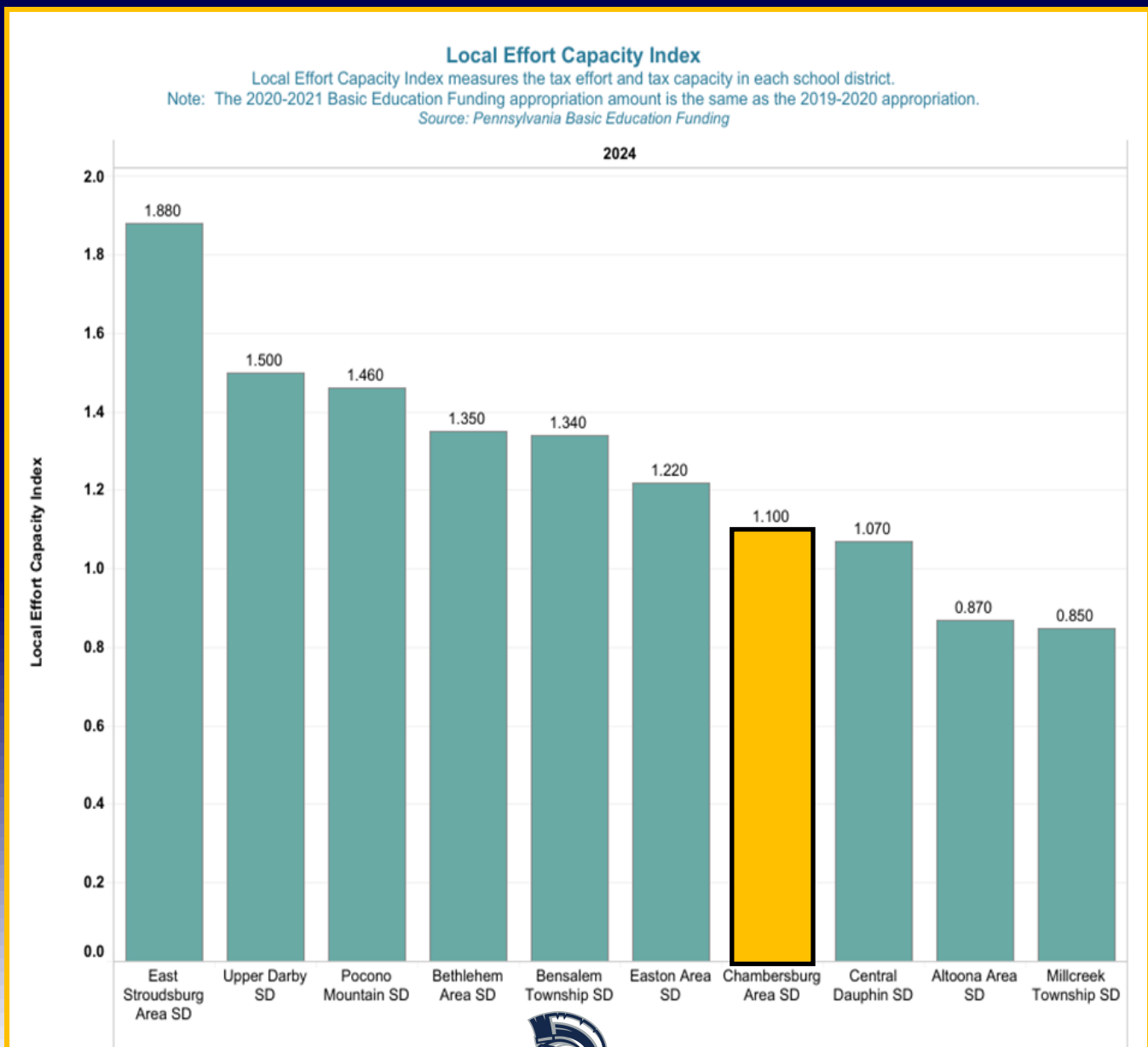
CASD did utilize most of the ESSERS/COVID funds for the purpose of updating air quality systems in many of the elementary schools.



How Do Our Taxes Compare to Peers?

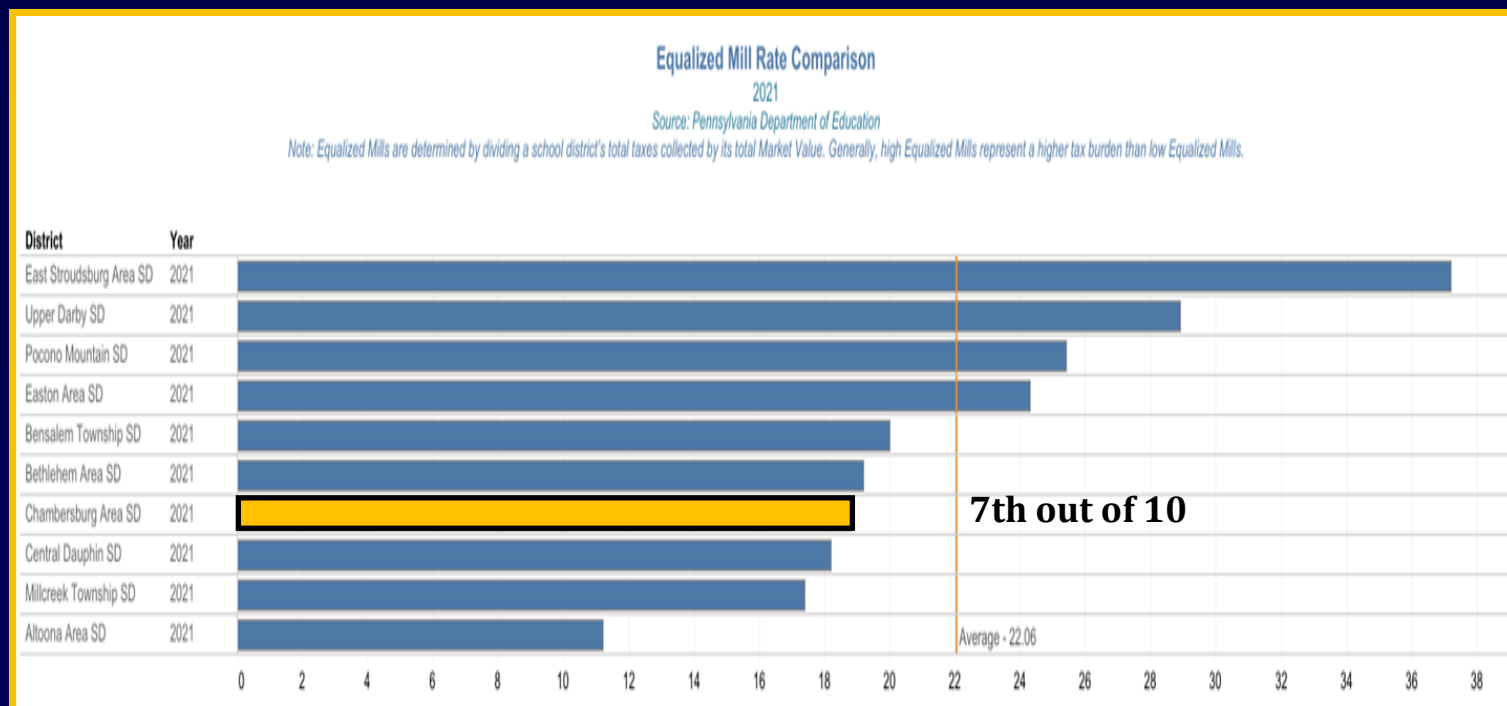
The Local Effort Capacity index is a standardized way to measure and compare school districts' local tax effort and capacity based on median household income and market value of properties compared to the state median.

We rank 7th out of 10 comparison districts for our local tax rank with a score of 1.100 as seen in the below chart. Six other districts tax above their capacity and two below their capacity with CASD and Central Dauphin closest to 1.000 which indicates we are taxing on target with local economic metrics overall. However, CASD is one of eight school districts that elected to participate in Act 1, giving homeowners additional tax relief in the form of homestead/farmstead reductions above the gambling revenue received by each school district. For example, if we only applied the gambling revenue received from the state to the 18,000 qualified homes in CASD this would amount to about \$90 per household. Instead, we provide approximately \$800 per household to 18,000 homes out of the 30,000 taxable properties as a result of Act 1. In total, CASD has given over \$152,000,000 million in additional tax relief to qualifying households since Act 1 started in the mid 2000's.



Equalized Mill Rate Compared to Peers

How do our local real estate taxes compare to our peers? The equalized millage rate takes the total taxes collected divided by the total market value of properties. CASD ranks 7th out of 10 compared to our peers in our equalized millage rates. The higher your equalized rates the more of the tax burden is placed on local owners.



Example of Mill Rates based on the average home in Chambersburg assessed at \$220,570.00.

<u>Taxing Authority</u>	<u>Mil Rate</u>	<u>Annual Avg. Home</u>	<u>Percentage</u>
Franklin County (2023)	29.10 mil	\$509.02	15.29%
Library System (2023)	1.30 mil	\$22.74	0.68%
Chambersburg Area School District (2023)	127.3972	\$2,228.45	66.95%
Borough Taxes (Borough Properties)			
Police Tax (2024)	25.0 mil	\$437.30	13.14%
Fire Tax (2024)	3.0 mil	\$52.48	1.58%
Recreation Bond Tax (2024)	2.5 mil	\$43.73	1.31%
Police Station Bond Tax (2024)	2.0 mil	\$34.98	1.05%
Total	190.2972 mil	\$3,328.70	100%





Perceptions

*Section
3*



Public Website Perceptions and Rankings

[Niche](#) ranks Chambersburg Area School District an overall B - and 3.5 out of 5 stars with high rankings for diversity and athletics.

[US News and World Report](#) ranks CASHS #343 out of #665 high schools in Pennsylvania and the Career Magnet School #294 out of #665 high schools. The Career Magnet school qualifies for a badge ranking by placing in the top 40% of all high schools.

[US News and World Report](#) ranks elementary Schools in Chambersburg and Pennsylvania. Hamilton Heights Elementary ranks #1 in Chambersburg and #579 out of #1452 schools and is the only school in Chambersburg eligible for a US News and World Report Badge ranking by placing in the top 40% of all elementary schools.

[SchoolDigger](#) ranks Chambersburg Area School District #381 out of #606 school districts.

[Greatschools.org](#) see below chart from Greatschools.org that ranked CASD in 2022 with 29% of the schools below average, 53% average, and 18% above average. Popular real estate apps use this, such as Zillow.



Ranking is based on # of points with the highest score of 10 possible

Below Average	Average	Above Average
4/10 Buchanan	6/10 New Franklin	9/10 CAMS North / Faust
4/10 Grandview	6/10 South Hamilton	8/10 Guilford Hills
4/10 Scotland	6/10 Falling Spring	8/10 CAMS South
4/10 Lurgan	6/10 Fayetteville	
3/10 CASHS	6/10 Hamilton Heights	
	6 CMS - Career Magnet High	
	6 Marion	
	5 Stevens	
	5 Ben Chambers	



Survey Results

The Chambersburg Area School District conducted a survey in early 2023 to gauge the perceptions of the schools by staff, students, and parents. A total of 5,604 responses were gathered with 487 staff, 2,154 students grades 6-12, 1,641 students in grades 3-5 and 1,322 parents. All school buildings have analyzed the results for their respective areas and have started to initiate enhancements. [Click here to find the summary of results.](#)

A public forum was held on January 9, 2024 with 36 people representing the community, staff, and school board to review the survey results. We organized the results into 3 categories of what is helping, hindering, and what ideas we have to improve CASD.

WHAT IS HELPING

The teachers and staff in general are doing a good job with responses exceeding 80% for the majority of the questions related to supporting students, feeling safe and welcomed, and providing a quality education. Overall there is very high trust in our staff.



WHAT IS HINDERING

There seems to be high turnover in district staff with inferences being made about the culture of some of the buildings. Requests were made to analyze exit interviews to see if there are patterns that emerge for the purpose of preventing staff resignations and retirements in the future. In addition, continuous efforts must continue to make CASD the most attractive place to work for educators. It was also noted that while 82% of secondary students and 94% of elementary students feel safe in the school and classroom, bullying continues to surface as a concern along with consistent discipline. The size of some of the schools and the overall lack of authority and respect in education were areas to consider as root causes.

WHAT ARE SOME PRELIMINARY IDEAS TO ASSIST?

The participants in the forum pointed us towards analyzing exit interviews to see if there are patterns that emerge for the purpose of preventing staff resignations and retirements in the future. Identify specific terms for bullying so we are consistent with the definitions and identify deficits then focus on more narrowed strategies and interventions. There were also concerns about cell phone usage and technology in general as a potential root problem in secondary schools. Last but not least, suggestions were made to ramp up internal incentives and climate of each building to make all schools a great place to work in Chambersburg Area School District.

We will use this survey to craft a follow up survey to prioritize what is most important moving forward. We will include the top 10 categories such as academics, safety, mental health, interventions, facilities, climate, and technology.





Academic Standards

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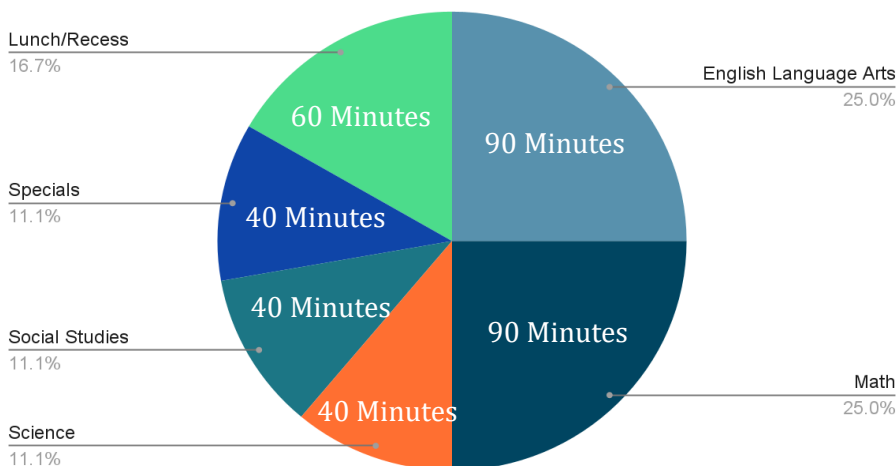
School Schedules

Generally most people hear about PSSA and Keystone Exams related to testing in Math, English/Reading and Science/Biology. However, there are sets of standards with a variety of sub-sections required to be taught in public schools:

- ♦ Arts and Humanities
- ♦ Career Education and Work
- ♦ History
- ♦ Civics and Government
- ♦ Economics
- ♦ English Language Arts
- ♦ Family and Consumer Sciences
- ♦ Environment and Ecology
- ♦ Geography
- ♦ Technology and Engineering Standards
- ♦ Health, Safety and Physical Education
- ♦ Reading and Writing
- ♦ Mathematics
- ♦ Science World Languages

The standards manifest into courses, subjects, and grades through schedules in each level of the schools.

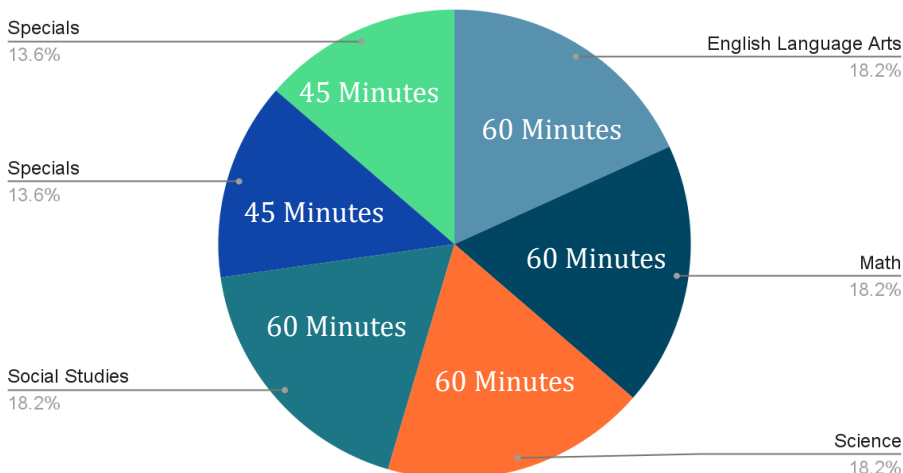
Elementary Schedule



Elementary School Schedules

- ♦ Specials include Art, Music, Phys Ed, Library
- ♦ Lunch/Recess - 30 minutes each (K/1/2 has two 15 minute recesses)
- ♦ Instrumental Music lessons/ Stem clubs
- ♦ Interventions at every building

Middle School Schedule



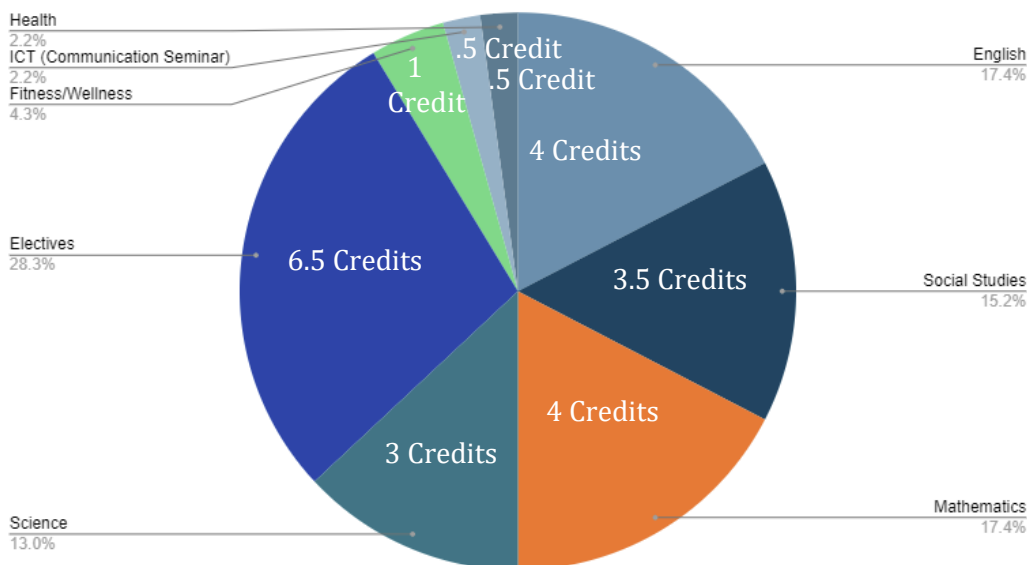
Middle School Schedules

During 6th - 8th grades, students will take:

- ♦ Health (2) PE (3) Art (2) Music (2) Tech Ed (2) Business (2)
- ♦ 30 minutes for Lunch
- ♦ E-learning/ Careers (1) Ag Science (1) World Language (1)
- ♦ Interventions/Enrichments/Band/ Gifted /Clubs



High School Credits Required



High School Schedule

- ◆ 48 minutes per class in a 7 period day.
- ◆ 30 minutes for lunch.
- ◆ 23 Total Credits to Graduate

Additional Program Opportunities

Chambersburg Virtual Academy - 488 students (355 full time)

Career Magnet School - 668 students

Franklin County Career & Technology Center - 372 students

Advanced Placement - 346 students with 607 total enrollments

International Baccalaureate - Diploma 17, total enrollment 286 students

Navy Junior Reserve Officer Training Corps - 123 students

Cooperative Education, Internships, Externships, Job Shadowing - (Volvo, JLG, etc) - 72 students

Dual Enrollment - Multiple Collegiate Partners (Ship, Penn State, Wilson, HJC, HACC, etc) - over 130 students

Chambersburg Area Senior High School - 2082

- Comprehensive 9 – 12 High School
- Extensive academic, & extra-curricular offerings

Chambersburg Virtual Academy - 488 (355 full-time)

- Online Option for Students
- Blended model; teacher-led
- CASD Diploma

Career Magnet School - 668

- STEM Focus (Science Technology, Engineering & Math)
- Technology-rich, individualized instruction
- Different scheduling

Franklin County Career & Technology Center - 372

- Cooperative Education opportunity
- Industry-focused with hands-on, skills-based learning

Quality Electives

To view our full list of courses and electives, please click on our [PROGRAMS OF STUDIES GUIDE](#).

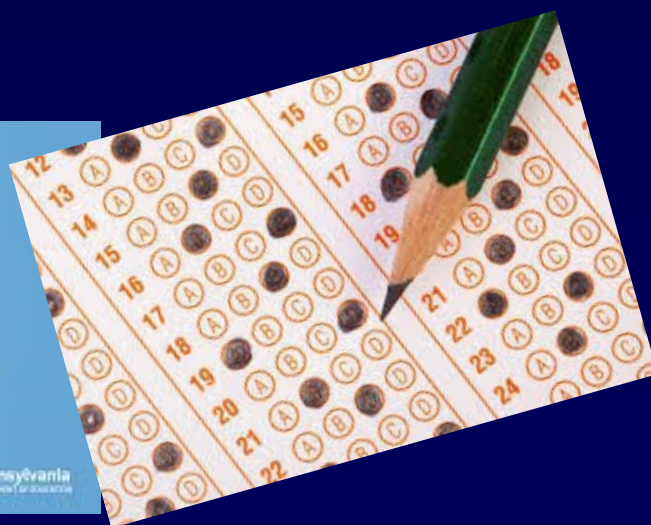
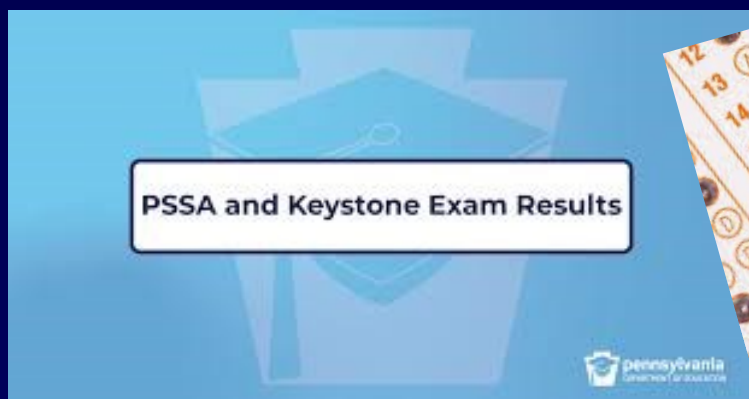
Agriculture	Art	Business	Family Consumer Science	Fitness & Wellness
JROTC	Music	Technology	World Language	English
Math	Social Studies	Welding		



Academic Performance

Standardized testing indicators of PSSA (Pennsylvania System of School Assessments) in grades 3-8 Reading and Math, in addition to a Science assessment in 4th & 8th grades and Keystone Exams in Algebra, Biology and Literature. See summary below.

From 2019 to 2023 standardized testing in Grades 3-8 PSSA and Algebra, Biology and Keystone Exams we reviewed by the percent proficient and advanced for the entire grade against the state averages. We lost ground in elementary Math and English Language Arts (ELA) dropping below the state average in grades 3-5 and maintained performance in 4th grade Science. In the middle school, we maintained performance at or above the state average in 7th and 8th grade ELA, Math, and Science with increases in 7th grade ELA and Math from 2019-2023. Sixth grade Math dropped below the state average. The high school students maintained performance at or above the state average in Algebra, Biology and Literature.



Prior to the pandemic in 2019 we exceeded the state average for % of advanced and proficient students:



6 of the 7 testing grades we exceeded the state average in ELA/Literature



5 of the 7 testing grades we exceeded the state average in Math/Algebra



3 of the 3 testing grades we exceeded the state average in Science/Bio

After the pandemic in 2023 we exceeded the state average for % of advanced and proficient students:



4 of the 7 testing grades we exceeded the state average in ELA/Literature



3 of the 7 testing grades we exceeded the state average in Math/Algebra



3 of the 3 testing grades we exceeded the state average in Science/Bio



Pre-Pandemic to Post-Pandemic Summary Performance

(% proficient and advanced by grade level and subject)

PSSA- Elementary Schools

Grade	English Language Arts		Math		Science	
	2019	2023	2019	2023	2019	2023
Grade 3	63	46	59	49		
Grade 4	66	44	45	41	79	75
Grade 5	62	52	40	39		

PSSA - Middle Schools

Grade	English Language Arts		Math		Science	
	2019	2023	2019	2023	2019	2023
Grade 6	65	60	39	33		
Grade 7	60	62	32	34		
Grade 8	63	60	34	27	65	62

Keystone - High Schools

Keystones	Literature		Algebra I		Biology	
	2019	2023	2019	2023	2019	2023
High Schools and 8th Grade Combined	58	53	41	37	48	44



KEY	
Above State Average	
Equal to State Average	
Below State Average	

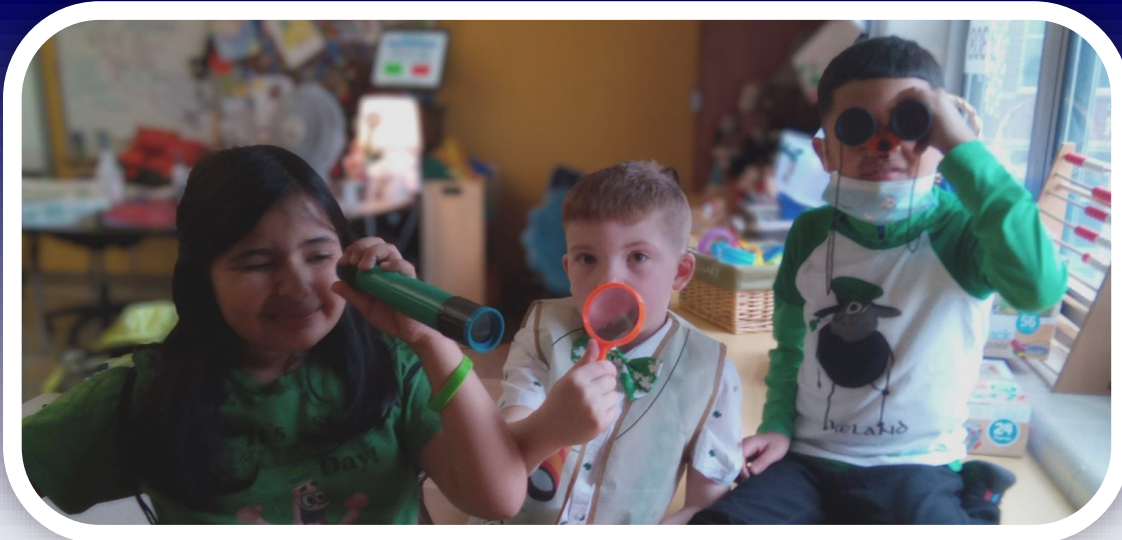
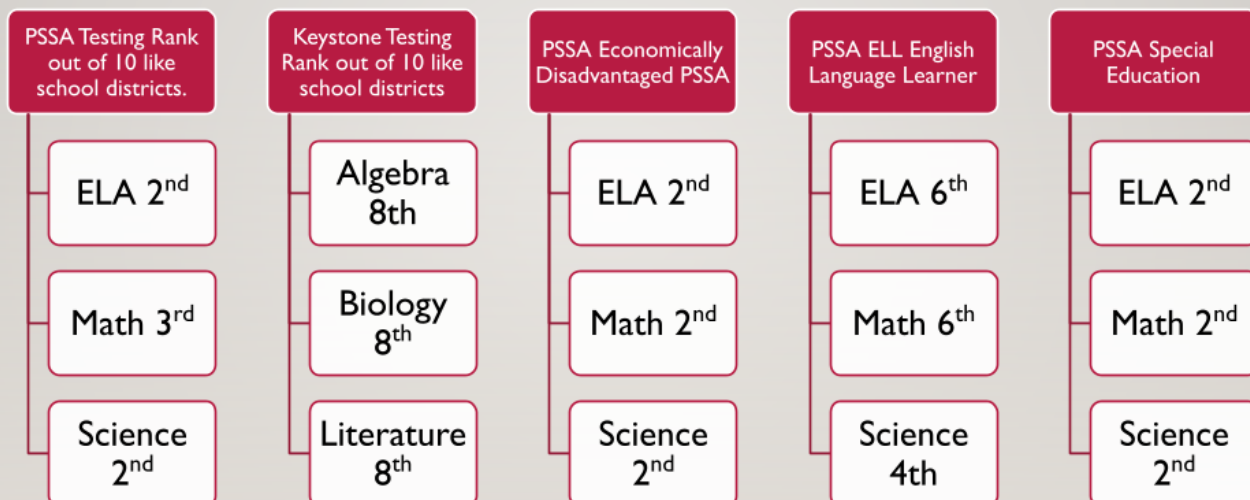


CASD Academics Compared to Peers

Comparison from the 2023 Standardized Testing Results, Including Subgroups

Below is a chart that compares how well we have done in the 2023 school year compared to our peers. The CASD performance on PSSA tests is better than our Keystone end-of-course exam results. In addition, our economically disadvantaged and special education students excelled in comparison to our peers while English learner students are lagging behind.

ACADEMIC COMPARISONS- Ranking from 1 (highest) to 10 (lowest).



Elementary Historical Performance

In 2015, as the United States moved from No Child Left Behind (2001) to the Every Students Succeeds Act (ESSA) academic standards and assessments were updated for all states and school districts by implementing Common Core standards. Prior to 2015, each state could set their own standards and assessments. For the purpose of this analysis we will review historical performance post 2015 for PSSA and Keystone Exams for the district to assess overall program performance. This section does not separate performance by school.

2015 to 2023 % Proficient/Advanced History

Grade 3 Performance

Year	ELA	Mathematics
	% At/Above Proficiency	% At/Above Proficiency
2015	57.9	40.8
2016	59.0	49.4
2017	67.0	50.4
2018	65.2	55.9
2019	63.4	58.6
2021	48.7	31.8
2022	48.6	42.8
2023	45.7	48.9

Year	ELA	Mathematics	Science
	% At/Above Proficiency	% At/Above Proficiency	% At/Above Proficiency
2015	55.2	39.8	76.7
2016	54.7	39.1	71.3
2017	60.9	43.5	74.4
2018	60.5	38.8	75.6
2019	65.8	45.3	78.6
2021	45.4	21.0	66.4
2022	48.5	34.1	73.8
2023	44.2	40.6	75.8

Grade 4 Performance

Grade 5 Performance

Year	ELA	Mathematics
	% At/Above Proficiency	% At/Above Proficiency
2015	60.7	37.3
2016	61.5	39.7
2017	58.9	37.4
2018	60.0	38.6
2019	61.7	40.2
2021	50.5	25.9
2022	49.0	28.2
2023	52.4	38.6



Middle School Historical Performance

Year	ELA	Mathematics
	% At/Above Proficiency	% At/Above Proficiency
2015	57.0	34.1
2016	60.9	38.1
2017	64.4	36.8
2018	60.5	30.2
2019	65.3	39.4
2021	50.2	17.4
2022	59.4	34.0
2023	60.5	32.7

Grade 6 Performance

Grade 7 Performance

Year	ELA	Mathematics
	% At/Above Proficiency	% At/Above Proficiency
2015	60.4	29.3
2016	62.6	33.6
2017	57.6	36.2
2018	63.8	35.3
2019	60.3	31.8
2021	47.2	20.3
2022	59.6	27.3
2023	62.0	34.3

Year	ELA	Mathematics	Science
	% At/Above Proficiency	% At/Above Proficiency	% At/Above Proficiency
2015	66.8	28.0	63.0
2016	67.0	29.8	63.1
2017	62.4	33.9	59.8
2018	63.0	34.0	55.1
2019	63.2	34.4	64.9
2021	50.4	16.0	45.7
2022	69.1	26.6	63.9
2023	59.9	27.1	62.2

Grade 8 Performance



Data on Cohort of Students

The two charts below represent the same cohort of students who tested in 3rd grade in Chambersburg Schools and then again in 8th grade. This represents approximately 70% of the students who remain in CASD schools over the years. We can draw a few observations from this data below. First, approximately 30% of the students move out of the district schools for one reason or another. Secondly, students who remain in our schools perform higher than students who are moving in and out of the school district. Finally, there is a strong correlation in ELA- English Language Arts (Reading) performance from 3rd grade to 8th grade.

The correlation for Math does not exist primarily because the PA Department of Education (PDE) has set middle school Math proficiency rates extremely high with the policy intent that school districts would channel more resources, research, and strategies into middle grades. For example, the state average for 7th and 8th grade proficiency is around 30%-35%, prior to 2015 and before Common Core standards the proficiency rate was at 70% until the test changed.

Cohort of Students from 2018 Grade 3 - 2023 Grade 8 Performance

Year	Grade	ELA		Mathematics	
		Number Tested	% At/Above Proficiency	Number Tested	% At/Above Proficiency
2018	Grade 3	461	67.7	463	57.9
2022	Grade 7	461	67.2	463	30.5
2023	Grade 8	461	66.4	463	32.4

Cohort of Students from 2017 Grade 3 - 2022 Grade 8 Performance

Year	Grade	ELA		Mathematics	
		Number Tested	% At/Above Proficiency	Number Tested	% At/Above Proficiency
2017	Grade 3	506	70.4	506	54.3
2022	Grade 8	506	73.5	506	30.2



High School Keystone Exams

Career Magnet School (CMS)

Year	% Prof/Adv	# of students
Spring 2013	23.4	285
Spring 2014	21.1	226
Spring 2015	20.5	149
Spring 2016	43.3	96
Spring 2017	42.7	102
Spring 2018	53.3	89
Spring 2019	48.7	76
Spring 2021	35.4	82
Spring 2022	38.6	88
Spring 2023	35.6	103

High School (CASHS)

Year	% Prof/Adv	# of students
Spring 2013	23.0	905
Spring 2014	20.6	374
Spring 2015	11.2	565
Spring 2016	19.8	589
Spring 2017	34.1	404
Spring 2018	31.5	380
Spring 2019	25.2	446
Spring 2021	14.8	431
Spring 2022	22.0	522
Spring 2023	25.9	618

Year	Diploma Program Juniors	Diploma Program Seniors/Grad's	Total Enrollments in Classes
2023-24	6	11	286
2022-23	11	4	217
2021-22	4	2	126
2020-21	5	5	159
2019-20	9	10	217

International Baccalaureate Program (IB)



School Performance Profile (SPP)

School Performance Profile (SPP) - This is a rating system on the 100pt scale similar to grading students. We use the score on teacher and principal evaluations to this day. When comparing scores to other schools in the state, a 70-75 would be considered average. If you are scoring in the 80's the school is considered above average and if you are close to 90 it would put you in the top tier of schools in the state.



Below Average



Above Average

School	17-18	18-19	19/20	20/21	21-22	22-23
Benjamin Chambers El Sch	60.9	57.4			69	71
Buchanan El Sch	55.8	61			68	66.4
Chambersburg Area Career Magnet Sch	72.9	86.5			81.7	65.7
Chambersburg Area MS - North	66.9	73.6			81.8	82.7
Chambersburg Area MS - South	73.3	73.7			80.7	77
Chambersburg Area SHS	70.5	68.4			66.6	57.4
Falling Spring El Sch	71	77.4			83.2	70.7
Fayetteville El Sch	67.3	71.6			75.9	72.1
Grandview El Sch	63.5	58.3			68.6	69.9
Guilford Hills El Sch	86.8	83.3			89.2	81.3
Hamilton Heights El Sch	73.1	70.1			79.3	74.5
Lurgan El Sch	58.7	67.2			61.8	77.3
Marion El Sch	62.9	79.2			80.4	76.9
New Franklin El Sch	67.1	76.5			79.1	71.8
Scotland El Sch	73.3	70.2			67.5	62.3
South Hamilton El Sch	80	67.9			85.2	86.1
Stevens El Sch	61.4	70.5			72	74.6

How is the building level score calculated?

- ⇒ A Building Level Score consists of available data in Assessment, Growth, Attendance Rate, and Graduation Rate.
- ⇒ A challenge multiplier is then applied to take into account the percentage of students who are economically disadvantaged.





Staffing, Safety, and Technology

*Section
5*



Safety

In 2015 CASD had two police officers and started its own police force to respond to increasing safety concerns of students and staff in school and at sporting events. During this timeframe, the focus was on reacting to issues, creating all hazards plans, and performing yearly drills. Fast forward to

2024 and we now have 7 officers, a safe-to-say program, child-line referrals, 3 hours of annual training for all employees, behavioral specialists, social workers, run-hide-fight training, and much more. The combination of bad actors towards schools throughout the country and the pandemic has accelerated the need for continued efforts to harden the schools with police officers and soften the schools with community wellness and health programs. We certainly do not want our schools to look like institutions on the outside but we do want a positive and safe environment on the inside. CASD has invested significant resources and people to serve our students regardless of the struggles and location.

CASD PD SAFE 2 SAY INCIDENTS(TIPS) :

2019-2020	2020-2021	2021-2022	2022-2023	2023-Present
143 Total	36 Total	140 Total	177 Total	99 Total
43 Life Safety	9 Life Safety	30 Life Safety	19 Life Safety	11 Life Safety
23 Bullying	2 Bullying	29 Bullying	24 Bullying	17 Bullying
6 Harassment	1 Harassment	7 Harassment	12 Harassment	0 Harassment
3 Weapons	0 Weapons	1 Weapons	2 Weapons	0 Weapons
22 Threats	0 Threats	25 Threats	17 Threats	6 Threats
10 Drugs	1 Drugs	5 Drugs	10 Drugs	8 Drugs

Personnel

Our number one resource to assist students is our staff. Eighty-five percent of the CASD budget funds people to help our students. We compare to our peers when looking at certified staffing ratios. When looking at all

full time certified staff to student ratios from 2014 to 2023 we average around 13.88 staff to student ratio ranking us 9th out of 10 districts. When looking at 2023 and the teacher to student ratio only, we rank 10th out of 10 with the highest staff to student ratio at 16.06 and the average for our peers is 14.14. The administrator to student ratio is 9th out of 10 districts at 199.21 students to administration with a peer average of 163.19 admin. In every data set for certified teachers, counselors, nurses, specialists, and administrators we find CASD with the highest students to staff ratios over the past 10 years. When looking at raw numbers in 2023, we have the most certified full time teachers at 617 and the lowest in 2013 at 566. We have the lowest number of administrators at 47 in 2023 and the highest in 2015 at 86. * Note- Data is pulled from PIMS- Pennsylvania Information Management System. For the purposes of this comparison the data was pulled the same for all schools from the October 1 snapshot each year thus making correlations acceptable for general policy and decision making.

Unfortunately, we do not have comparative data for our peer schools for hourly and support staff positions. We will focus on the number of employees and our ability to hire people for positions. When reviewing support staff positions in the district we are struggling to get positions filled due to unemployment rates below 4% and the salary of many positions. The school district does have a healthy benefit package that offsets lower starting salaries but that is not always a good recruitment tool for attracting employees.



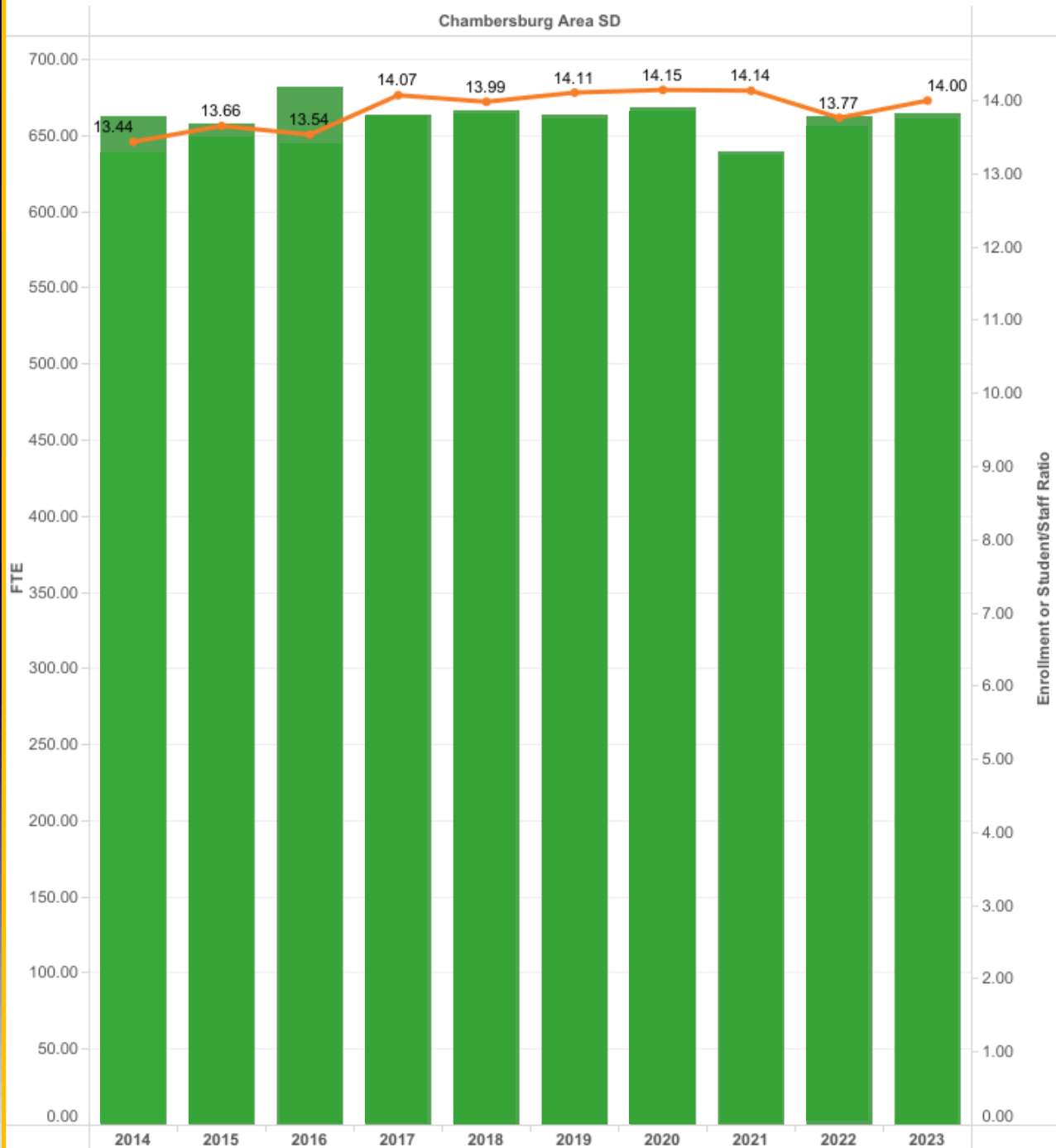
All Certified Education Staff Positions 2014 -2023



Green Bar = Number of Full Time Certified Employees
 Orange line = Student to Staff Ratio

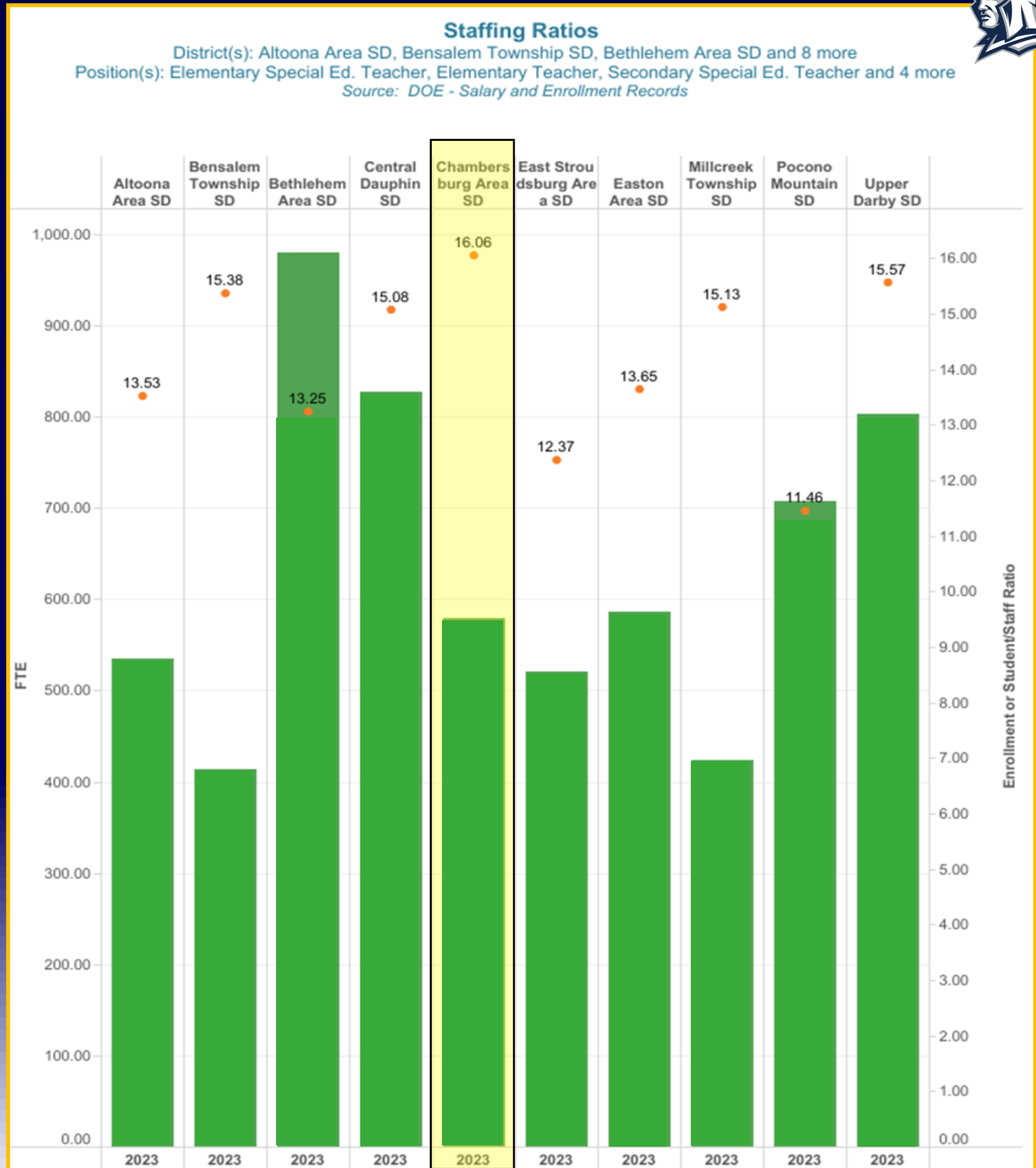
Staffing Ratios
 District(s): Chambersburg Area SD
 Position(s): All
 Source: DOE - Salary and Enrollment Records

Note: Chart does not include Support Staff.



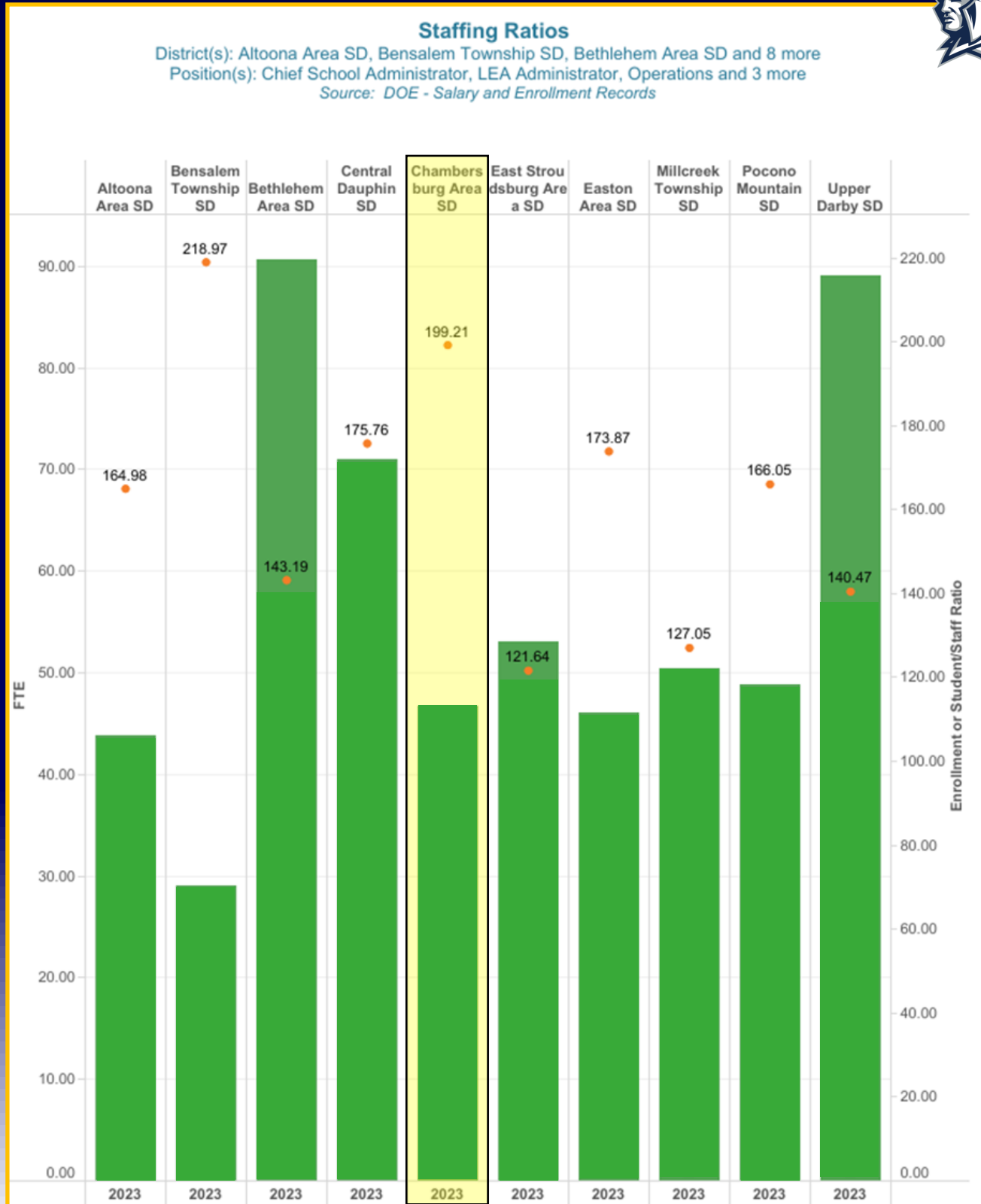
Teacher Staff Positions 2023 Compared to Peer Districts

- Green Bar = Number of Full Time Employees
- Orange Dot = Student to Staff Ratio



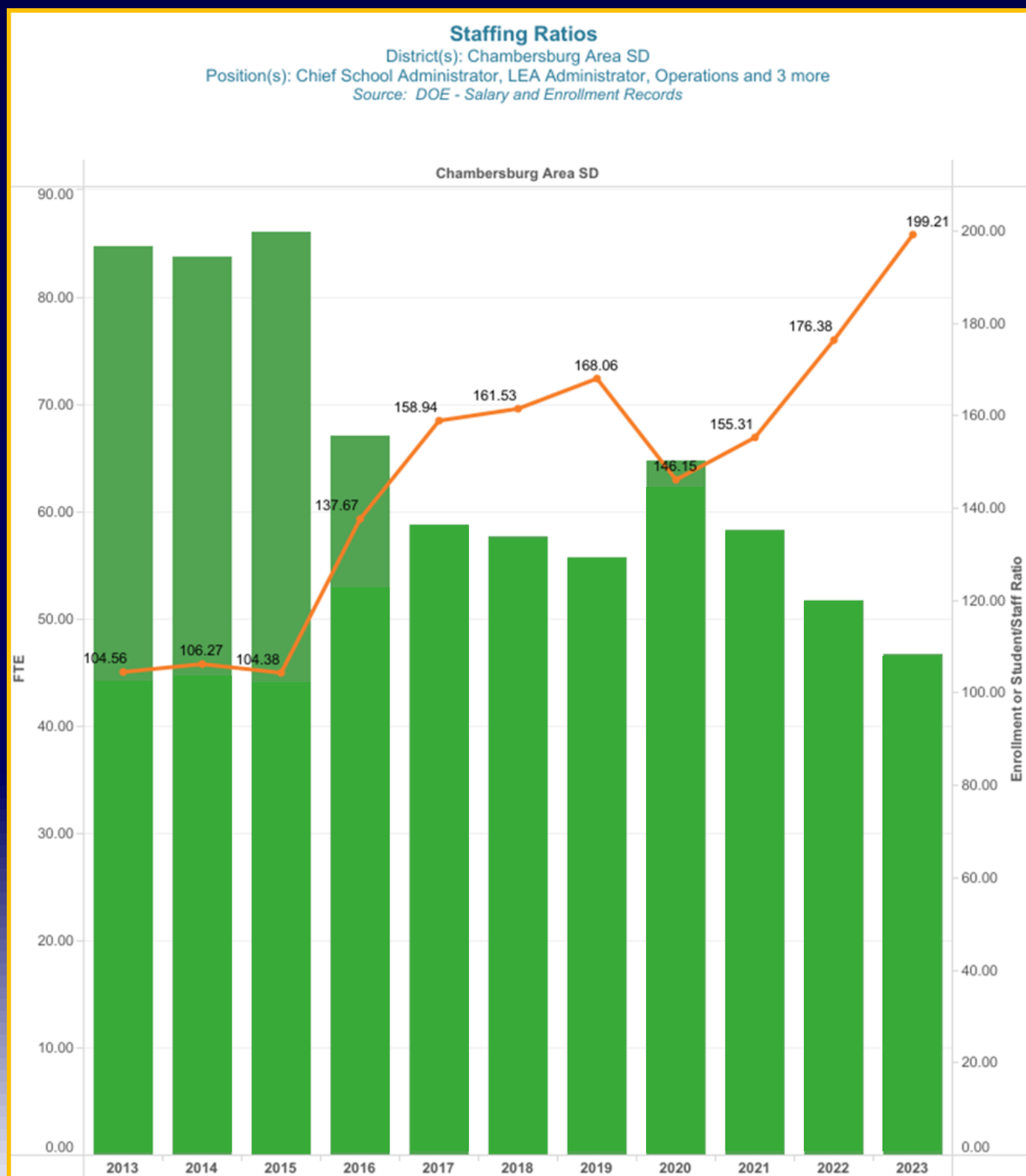
Administrative Staff Positions 2023 Compared to Peers

- Green Bar = Number of Full Time Administrators
- Orange Dot = Student to Admin Staff Ratio



Administration Staff Positions 2013–2023

- Green Bar = Number of Full Time Employees
- Orange Line = Student to Staff Ratio



Technology

Technology, during the pandemic, was thrust into a 1 to 1 initiative without much time to assess a forward path. As a result, CASD and many other schools are resetting the direction along with lessons learned. CASD purchased Chromebooks for all students which resulted in fast, easy, and cost effective access to devices. After a couple years of utilization, Chromebooks break frequently along with little to no resale value after 3-4 years. Educationally, all devices go home daily K-12 to support learning which results in increased damage, lost, and stolen devices throughout the district. We will be reviewing the type of devices, and educational design, along with quality control measures to ensure the best use and balance of technology.

In a recent report by PISA (Program for International Student Assessment), 15 year old students who use devices during school for more than 3-5 hours per day for learning see decreased math performance over time. Students using devices during school for leisure activity more than 2 hours per day resulted in significant decreases in math performance. This research is beginning to shed light on the need to balance device utilization and learning for no more than 50% of the students' day and minimize/eliminate leisure use of devices to under one hour during school, especially in high schools.



Samples of Report Cards

from 1895-1897

Report of **Jane Doe**
For Month ending **Dec 18th** 1895

Spelling.....	67 1/2
Reading.....	72
Writing.....	80
Mental Arithmetic.....	100
Written Arithmetic.....	96
Grammar.....	
Geography.....	81 1/2
History.....	
Physical Geography.....	
Physiology.....	
Algebra.....	
Book-keeping.....	
Department.....	100
Days Absent during month.....0	
Days Absent during session.....3	
Days Present during month.....20	
Days Present during session.....17	

H. N. CREAMER, Teacher.

EXPLANATION—100 is the Maximum, 90 to 100 Excellent, 80 to 90 Good, 70 to 80 Fair. Below 70 is unsatisfactory.

TO PARENTS AND GUARDIANS.
Parents and Guardians will find it greatly to the interest of the pupil to see that it has no tardy or absentee marks. Systematic and constant effort will be made to interest pupils and to stimulate them to a thorough and diligent exercise of their intellectual and moral faculties. Your co-operation will greatly aid in making the work successful.
[People's Register, pr.]

Report of **Jane Doe**

SESSION	SPELLING	READING	WRITING	MENTAL ARITHMETIC	WRITTEN ARITHMETIC	GRAMMAR	GEOGRAPHY	HISTORY	PHYSIOLOGY	DICTIONARY	COMPOSITION	ALGEBRA	CIVIL GOVERNMENT	NEATNESS	DEPARTMENT	TIMES LATE	DAYS ABSENT	DAYS PRESENT
1896-7.	13 1/2	85	12	100	71													
1st Month	13 1/2	85	12	100	71													
2d "	13 1/2	85	12	100	71													
3d "	13 1/2	85	12	100	71													
4th "	13 1/2	85	12	100	71													
5th "	13 1/2	85	12	100	71													
6th "	13 1/2	85	12	100	71													

Av. for Term. 85 1/2

→ **Salem School**, ←
Greene Township,
Franklin County, Pa.

H. N. CREAMER, Teacher.

W. J. Zumbro, County Superintendent.

"Honor and shame from no condition rise;
Act well your part, there all the honor lies."

Parent or Guardian is respectfully requested to examine this report each month and cause its return to the teacher. It is hoped that this examination will be carefully made and that parents will co-operate with the teacher for the improvement of the school.

100 signifies excellent; 90, very good; 80, good; 70, fair; 60, unsatisfactory; 50, very unsatisfactory.

SIGNATURE OF PARENT OR GUARDIAN.

1st Month *Mr Frank Doe*

2nd Month *Mr Frank Doe*

3rd Month *Mr Frank Doe*

4th Month *Mr Frank Doe*

5th Month *Mr Frank Doe*

6th Month _____

B. H. OCKER, PRINTER, FAYETTEVILLE, PA.



Extended Executive Summary

Enrollment in the Chambersburg Area School District has increased over 30 years from 8,000 students to 9,200 and has stabilized over the past eight years inside the school. Home-

schools' and cyber schools' enrollments have doubled in the past 10 years totaling 1,300 plus students. The demographic shifts in English learners (1,400 students), economically disadvantaged students (60%), and special education populations (18%) all increased substantially over the past 7 years. The changes in demographics is placing pressures on facilities and financial resources in competition with emerging needs in a post-pandemic educational environment. In recent years, public education off-ramped away from academic rigor during pandemic and post-pandemic years to address student mental health, food insecurity, and safety efforts adding additional staff and budgetary expansion at the costs of educational programs.

When reviewing all standardized testing performance from 2015 -2023, each grade and subject reported their highest number of percent proficient/advanced students in 2018 or 2019. Interestingly, new standards were implemented in 2015 when No Child Left Behind (NCLB) was replaced by the Every Student Succeeds Act (ESSA). When comparing proficiency rates prior to, and after the pandemic, performance dipped overall in all schools. CASD students in elementary schools lost more ground compared to the state average, while middle and high schools maintained performance with 7th grade increases in ELA and Math. When comparing performance in 2023 to our peer school districts in size and poverty, we rank in the top one-third of schools for PSSA, economically disadvantaged and special education performance. We rank in the bottom one-third for Keystone exam results and in the middle of the peer group for English learner performance.



Thaddeus Stevens Elementary



South Hamilton Elementary



Grandview Elementary



Fayetteville Elementary



Guilford Hills Elementary



Scotland Elementary



Fayetteville Elementary



Andrew Buchanan Elementary



New Franklin Elementary



Marion Elementary



Lurgan Elementary



Falling Springs Elementary



Hamilton Heights Elementary



Extended Executive Summary

Financially, our per student revenues and expenditures are considered below average for schools similar to Chambersburg with an average to above average fund balance. When reviewing historical per student spending there are substantial variations in 2015, 2018, and 2020 hinting to frequent changes in policies and practices. The district's debt service is below the state average at around 6% with the state average at approximately 9%. Chambersburg local tax effort and capacity taxes businesses and rental properties on par with median income and market value compared to the state averages. The 18,000 homeowners qualifying for homestead/farmstead exclusion are taxed less than state averages or below local effort and capacity due to CASD as one of eight districts participating in Act 1 in 2007.

The 5,000 plus participants from the perception survey in 2023 indicates strong support for staff and schools overall. Schools are safe and welcoming with high levels of trust between families and staff. Bullying and cell phones were topics of concern for review and consideration in addition to recruiting and retaining staff. When reviewing public ranking sites we earn solid marks and reviews with 5 schools exceeding standards, 7 schools meeting standards and 5 schools below standard. The public perception of a caring and safe school system is consistent throughout all schools but we see varying academic performance between our schools.

Overall, the school district is currently meeting expectations for the per student revenue and expenditures used to provide a quality education. Public perception is a solid B ranking for all of our schools along with some identified areas of concern. With significant changes in demographics and disadvantaged students, it will not be possible to maintain current performance with existing educational programming designed to service a more homogenous population. CASHS, CMS, Buchanan, and Stevens are targeted for specific corrective actions identified by the state related to demographic changes, performance, and limited preventative measures.

Staffing challenges have emerged as a significant hurdle in maintaining programming with emphasis added on support staff positions, special education, and English as a second language teachers. We turn away 300 plus students for Career and Technical Education and the Career Magnet school annually resulting in uninterested students and elevated attendance concerns. We also cluster our high need special education students in grades K-5 to three elementary schools conflicting with least restrictive educational legal practices.

The summary has established a solid foundation of historical strengths as well as areas to build a blueprint for maintaining and improving our public education system in Chambersburg. Such blueprints are emerging in states such as Maryland and Michigan with a focus on outlining key systems based on high performing jurisdictions throughout the country.



Chambersburg Area Middle School - South



Chambersburg Area Middle School - North



Career Magnet School

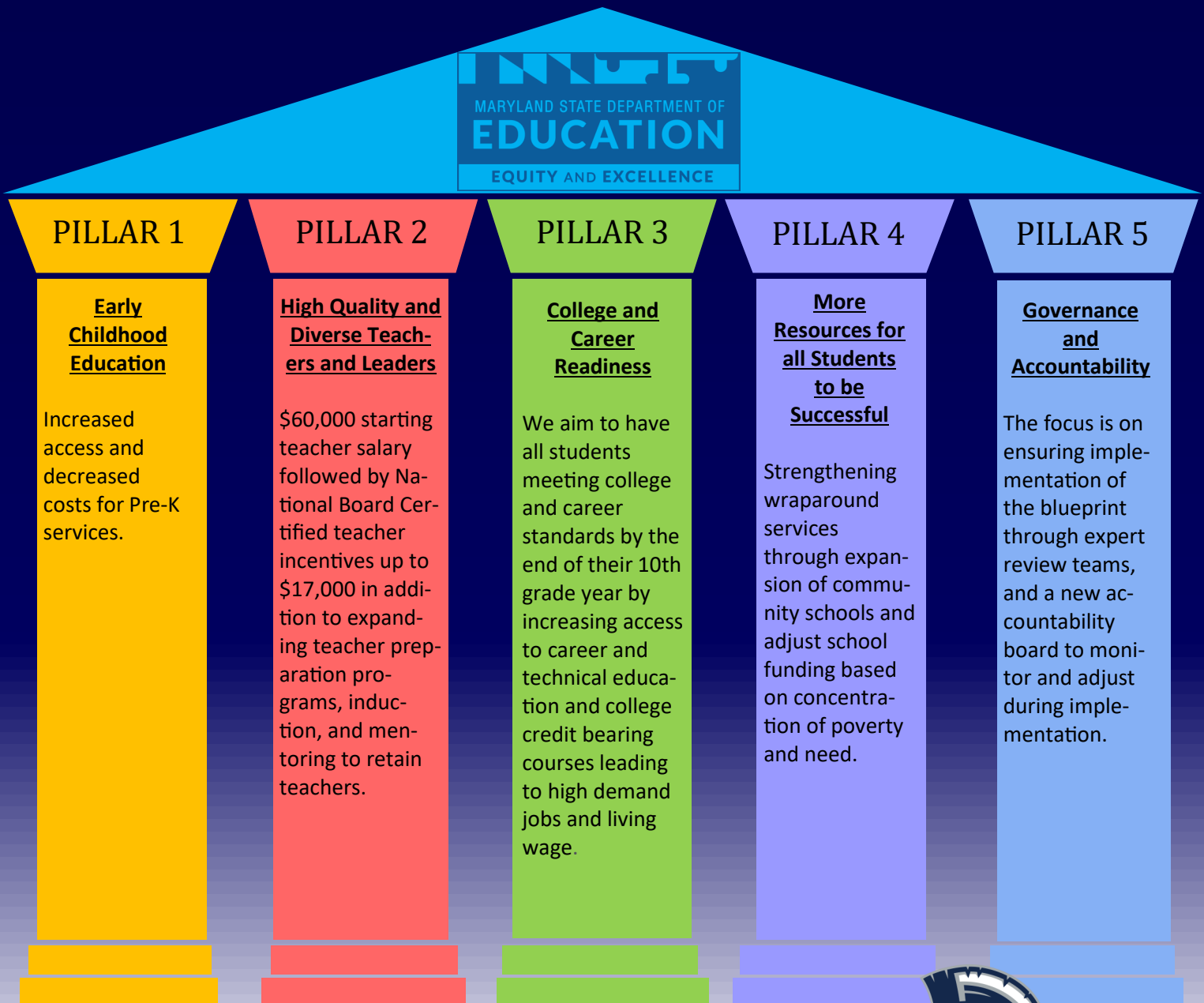


Chambersburg Area Senior High School



Preliminary Blueprint Research and Schools of Distinction Framework

The National Center on Education and Economy (NCEE) is leading and supporting states in their quest to share high performing best practices from around the world. The NCEE national and international research is not based on products and vendors trying to sell you programs. The research is based on comparative studies using international assessments. NCEE produced the [9 Building Blocks](#) to a World Class School system and recently states have converted such research into actionable blueprints for the future. For example, the [Maryland Blueprint](#) focuses on 5 pillars (paraphrased below) to a World Class Education for All students.



Opportunities & Principles



Opportunities



5 Schools Excelling



Safe Schools & Caring Staff



Meeting expectations at low cost per student but fading



4 Schools in Improvement Status



Highest student to staff ratios compared to peers



Elementary Learning Loss



Changing Demographics with Higher Needs



English Learner Programming a Must



Programs needed for 500 HS students - Credentials and Certifications



Elem Special Ed Facilities

CASD 2030 Blueprint Principles

Traditional

Schools of Distinction

Centralized	→	Decentralized
Test Driven	→	Content and Project Driven
Teacher Centric	→	Student Agency
Technology and Program Focus	→	People and Experience Focus
Remediation	→	Prevention and Intervention
Individual Accountability	→	Team/Small Group Accountability
District Focus	→	School Focus
Quantity	→	Quality
Communication	→	Involvement



Preliminary Blueprint Research and Schools of Distinction Framework

The idea of a School District Blueprint is a leap forward in how to implement such research designed for state level policy makers. When converting research to practice we must utilize local context and language designed to engage the community and stakeholders. When reviewing the State of CASD there are some correlations and connections to Maryland's blueprint. While we could agree with all of them in theory we must prioritize our focus areas that match our greatest needs and opportunities in Chambersburg.

Preliminary Pillars for CASD based solely on the self study would include the following:



PILLAR 1

Early Childhood Education

Provide support, programs and outreach efforts prior to Kindergarten in partnership with local providers. Ensure all students are reading and comprehending by the end of 3rd grade and mathematically fluent and proficient by the end of 5th grade.

PILLAR 2

College and Career Readiness

Increase access to credentials and certifications by growing CTE programs in high priority occupations and provide college credit bearing courses at little to no costs to students in all high school pathways starting in 10th grade. Helping all students gain credentials and provide programs to serve the estimated 300 students who do not get a seat at FCCTC, CMS and incentivize the 200 high school students in CASD cyber school to select engaging programs.

PILLAR 3

Increase Community and School Resources

Initiate and expand prevention and intervention services in kindergarten through ninth grade to keep all students on their path towards college and career credentials.

Schools of Distinction

State of the District Report

Published Spring 2024

Christopher E. Bigger

Superintendent



Next Steps

March 13, 2024 - Release the State of the District Report to the public. Present major findings to each building in CASD along with the public at board meetings and through all communication channels. The goal is to gain a common community understanding of our current conditions.

April 2024 - Release a follow-up survey to help rank priorities and assist with the development of the District 2030 Blueprint for Schools of Distinction that will guide us for the next five years.

February 2024 - **November of 2024** conduct a Feasibility Study focused on educational programming needs then organize three to four recommendations for board consideration.

March 13 - **June 30, 2024** develop the CASD Draft 2030 Blueprint for Schools of Distinction using a steering committee of twenty-five stakeholders.

June 30, 2024 to **September 30, 2024** communicate the CASD 2030 Blueprint for Schools of Distinction, continued feedback, and action plan development.

November/December of 2024 - Join the Feasibility Study and 2030 Blueprint for Schools of Distinction into a five year Development Plan.

STRATEGIC DELIMITERS

We will not:

- Allow past practices to create barriers to new and innovative ideas.
- Avoid conflict or difficult conversations, nor engage in problem solving through the lens of blame.
- Engage in initiatives that are misaligned with our mission.

