FLEETWOOD AREA
School District

Annual Report

November 2024

Agenda

- Mission and Vision
- Comprehensive Plan Goals
- Profile of a Graduate
- Demographics
- Graduate Performance
- Student Achievement
- Financial Overview
- District Goals

Mission and Vision

Mission Statement

The Fleetwood Area School District educates, inspires, and empowers each student on their journey to excellence.

Vision Statement

Fleetwood Area School District students will exemplify the skills and attributes contained in the Profile of a Graduate to positively impact our communities.

Shared Values

Students are responsible for:

- Striving for high standards of personal and academic growth and achievement. Embracing challenges as opportunities to learn and grow. Treating others with kindness and respect. Providing feedback to help improve academics and school culture. Participating in activities that benefit the local and global community.

Staff are responsible for:

- Creating an inclusive, respectful, and supportive school environment. Inspiring students to become lifelong learners while instilling a sense of community and civic responsibility. Promoting collaboration and communication with families and the community.

Shared Values - Continued

Administration are responsible for:

- Ensuring decisions, made at every level, have the best interest of the students at the forefront in an effort to grow the attributes of the Profile of a Graduate for all students.

Parents are responsible for:

- Actively partnering with the school district to empower students and respectfully advocate for their needs. Participating in school events and activities. Being a support system to the students, school district, and community.
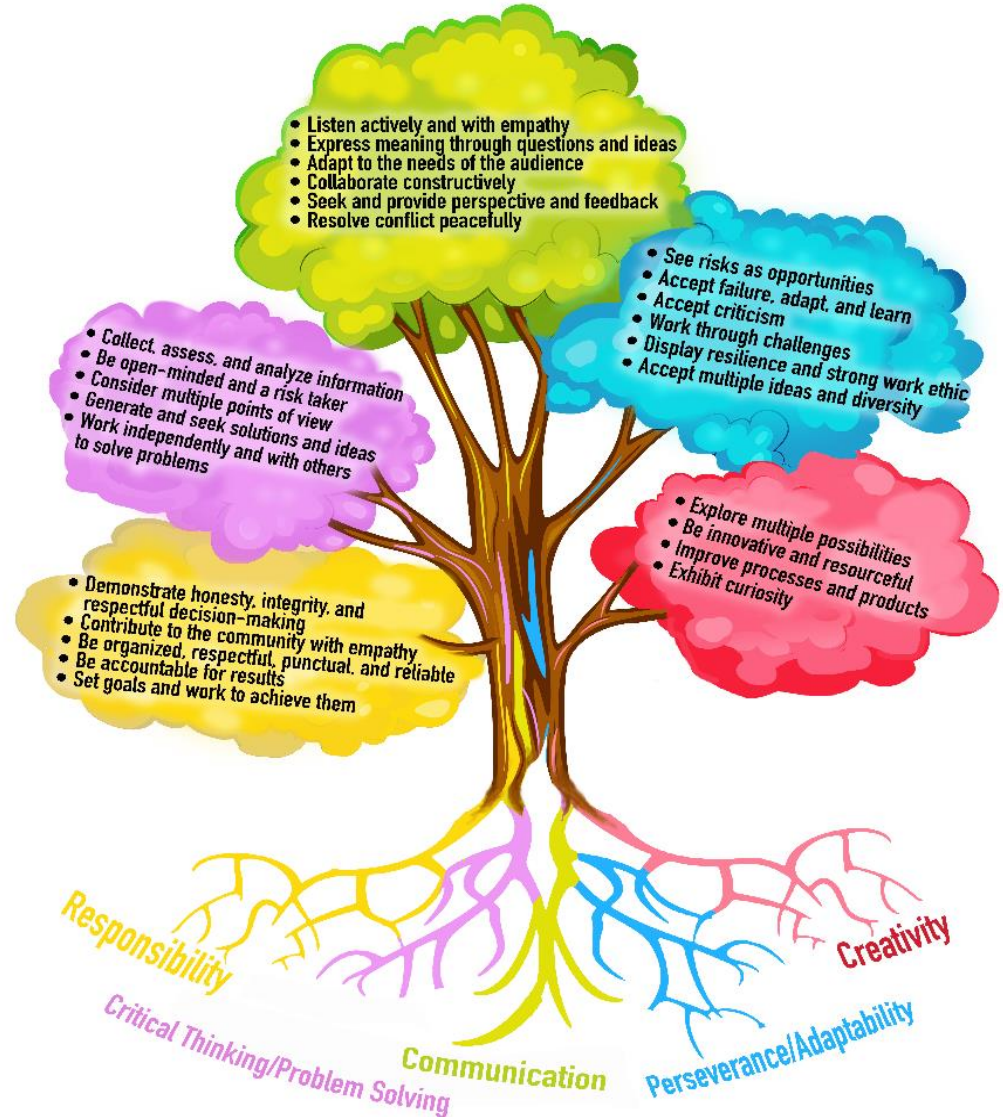
Shared Values - Continued

Community is responsible for:

- Demonstrating empathy, respect, and support for the students, families, and educators within the Fleetwood Area School District. Fostering active engagement with Fleetwood Area School District in both school and community events and activities. Valuing and participating in quality, two-way communication between the Fleetwood Area School District and the community.

FASD Profile of a Graduate Competencies

- Communication
- Creativity
- Responsibility
- Critical Thinking/Problem Solving
- Perseverance/Adaptability

Profile of a Graduate
Fleetwood Area School District

- Listen actively and with empathy
- Express meaning through questions and ideas
- Adapt to the needs of the audience
- Collaborate constructively
- Seek and provide perspective and feedback
- Resolve conflict peacefully

- See risks as opportunities
- Accept failure, adapt, and learn
- Accept criticism
- Work through challenges
- Display resilience and strong work ethic
- Accept multiple ideas and diversity

- Collect, assess, and analyze information
- Be open-minded and a risk taker
- Consider multiple points of view
- Generate and seek solutions and ideas
- Work independently and with others to solve problems

- Explore multiple possibilities
- Be innovative and resourceful
- Improve processes and products
- Exhibit curiosity

- Demonstrate honesty, integrity, and respectful decision-making
- Contribute to the community with empathy
- Be organized, respectful, punctual, and reliable
- Be accountable for results
- Set goals and work to achieve them

Responsibility

Critical Thinking/Problem Solving

Communication

Perseverance/Adaptability

Creativity

Comprehensive Plan Goals (2024-2027)

Priority: *If we engage teachers in ongoing professional learning related to effective instructional practices, and teachers implement those practices in the classroom, then students will meet academic performance goals.*

Goal: All schools will continue to meet/exceed, or close the gap by 80% by the end of the 2026-2027 school year (baseline year is 2023 data), the annual PDE 2033 academic performance goals.

2024-2025 Targets	AMES	WCES	FAMS	FAHS
Math	58.25%	53.92%	45.03%	66.37%
ELA	66.79%	65.14%	60.96%	80.74%
Science	74.20%	74.2%	64.56%	70.88%

Comprehensive Plan Goals (2024-2027)

Priority: If we develop clear and consistent expectations for communication, and it is monitored using a checklist/rubric, then families and the community will be more informed and better able to support the education of our students.

Goal: 100% of schools and teachers will meet the communication expectations developed and outlined in a checklist/rubric, for communication with families and the community. Criteria for the checklist/rubric will be developed in collaboration with teachers, administrators, families, and community members.

Comprehensive Plan Goals (2024-2027)

Priority: *If we provide ongoing professional development in the areas of inclusion and co-teaching, then teachers and students will be more successful in our inclusionary model.*

Goal: 100% of teachers and instructional paraprofessionals will participate in ongoing professional learning related to inclusionary practices, including co-teaching.

Priority: *If educators are engaged in examining ways to make learning experiences more relevant, and aligned to student interests, then student engagement will increase.*

Goal: 100% of teachers will identify areas, through the sharing of examples/artifacts, where instruction and student learning are relevant to the current and future lives of students and/or related to students' interests. This may include making connections to the current local and global community.

Demographics
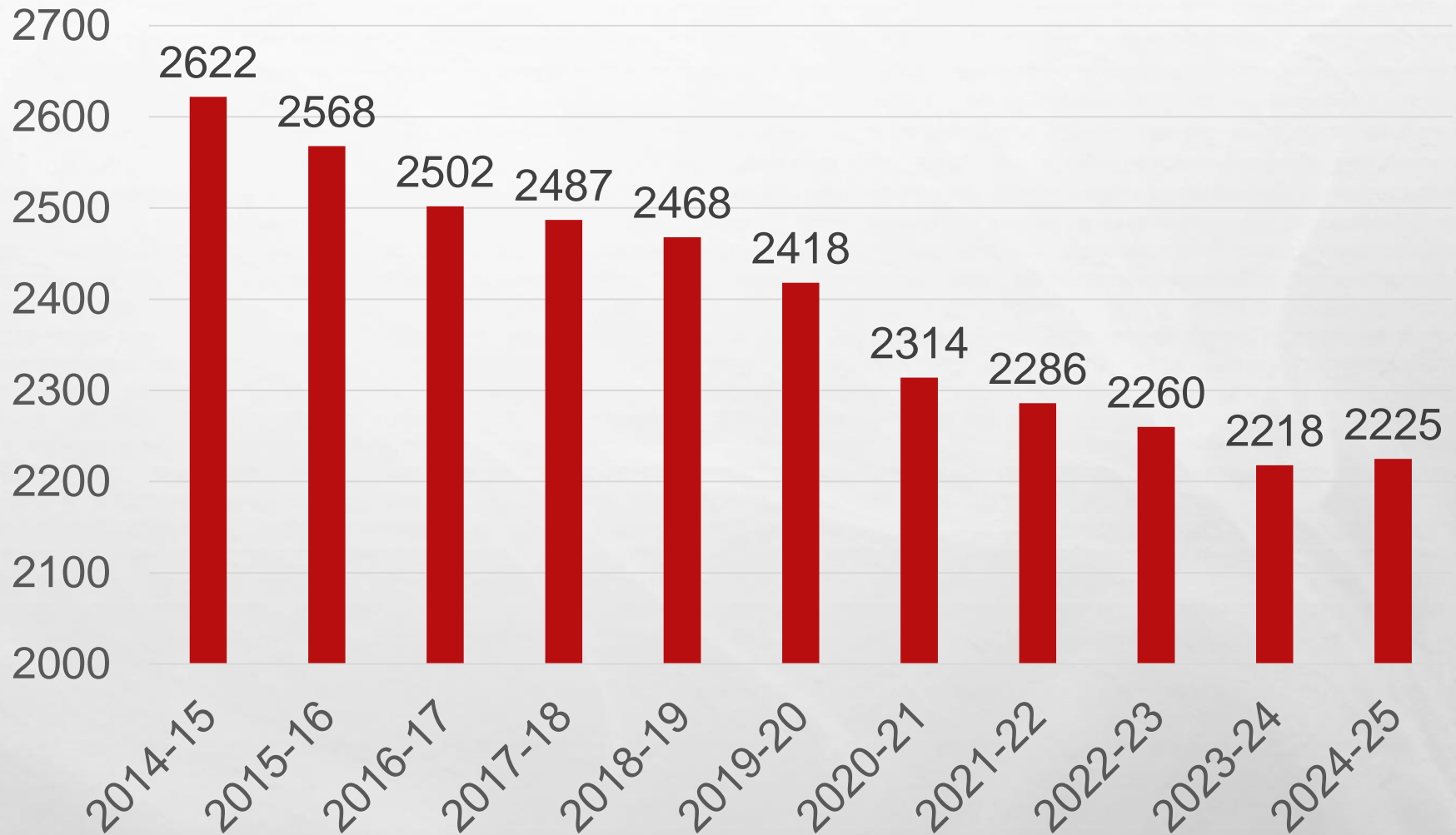
Student Population 2,225 (2,218)

- 94.3% Attendance rate (92.9%)

- 93% Graduation rate (Future Ready) (90%)

- 77% of 2024 graduates planned to continue their formal education (self reported) (71%)

*Unofficial

Student Population 2,225 (2,218)*

- 40% Economically Disadvantaged (38.5%)

- 21.5% Special Education (20.4%)

- 1.6% Gifted IEP (4.1%)

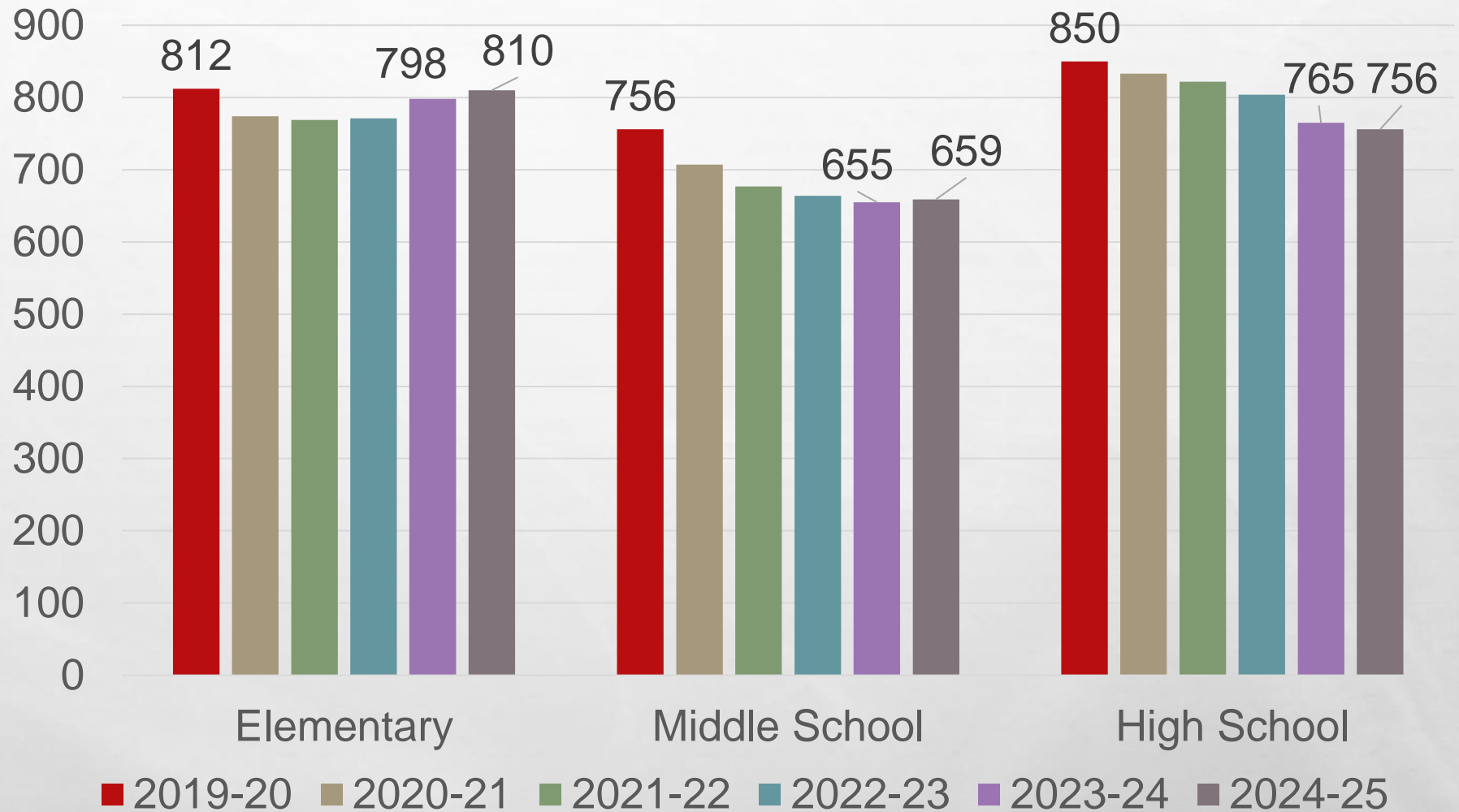- 48 Limited English Proficient Students (49)

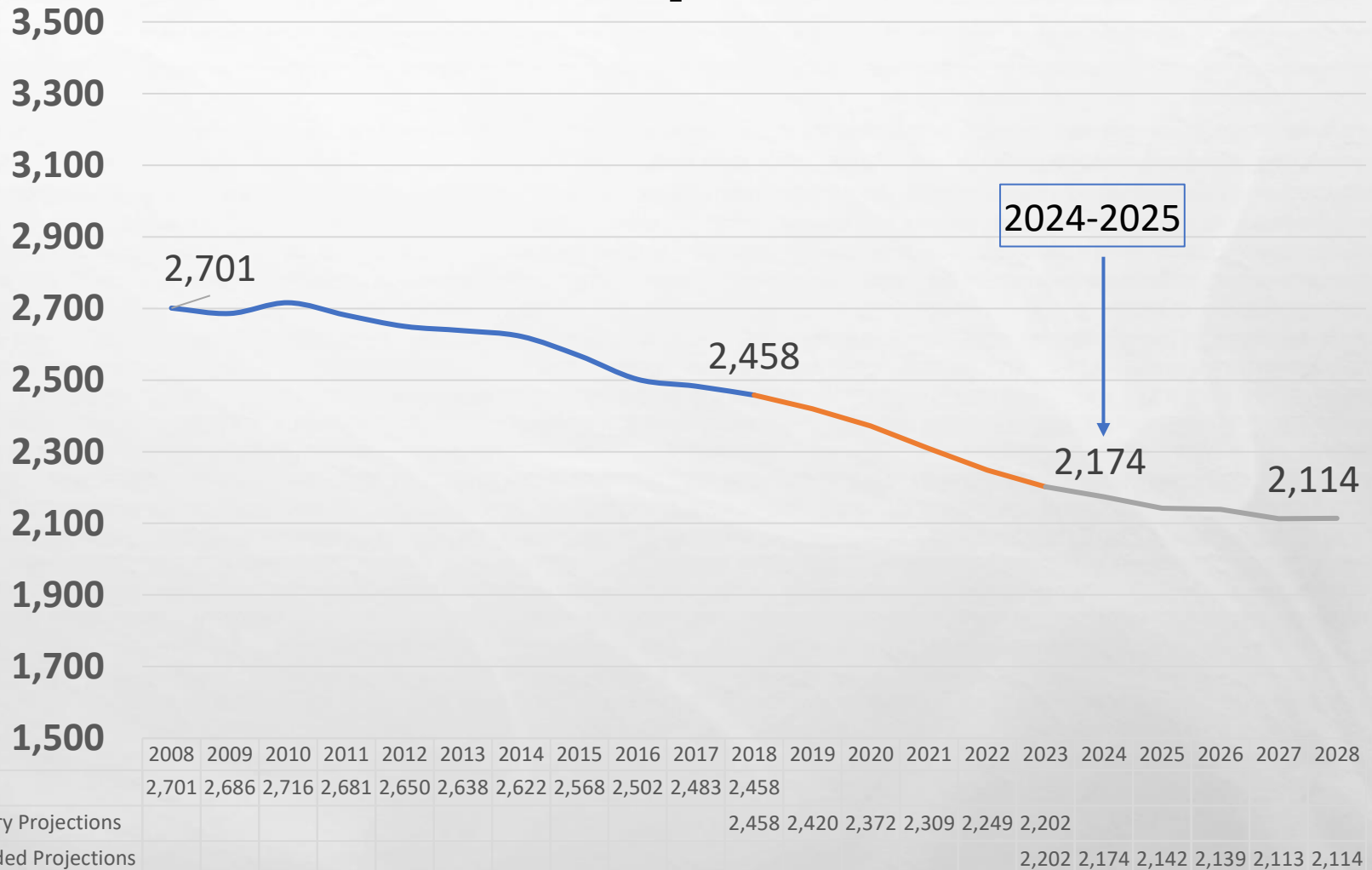*October 1st enrollment

Student Enrollment

Year	Enrollment
2014-15	2622
2015-16	2568
2016-17	2502
2017-18	2487
2018-19	2468
2019-20	2418
2020-21	2314
2021-22	2286
2022-23	2260
2023-24	2218
2024-25	2225

Demographic study shows 2024-2025 to be 2,174

Student Population

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Actual	2,701	2,686	2,716	2,681	2,650	2,638	2,622	2,568	2,502	2,483	2,458										
Primary Projections											2,458	2,420	2,372	2,309	2,249	2,202					
Extended Projections																2,202	2,174	2,142	2,139	2,113	2,114

As presented by P.E.L.

Student Population

Student Population

45%
40%
35%
30%
25%
20%
15%
10%
5%
0%

27% 30% 32% 31% 33% 33% 32% 37% 39% 40%

2015-16 2016-17 2017-18 2018-19 2019-20 2020-21 2021-22 2022-23 2023-24 2024-25

— Economically Disadvantaged
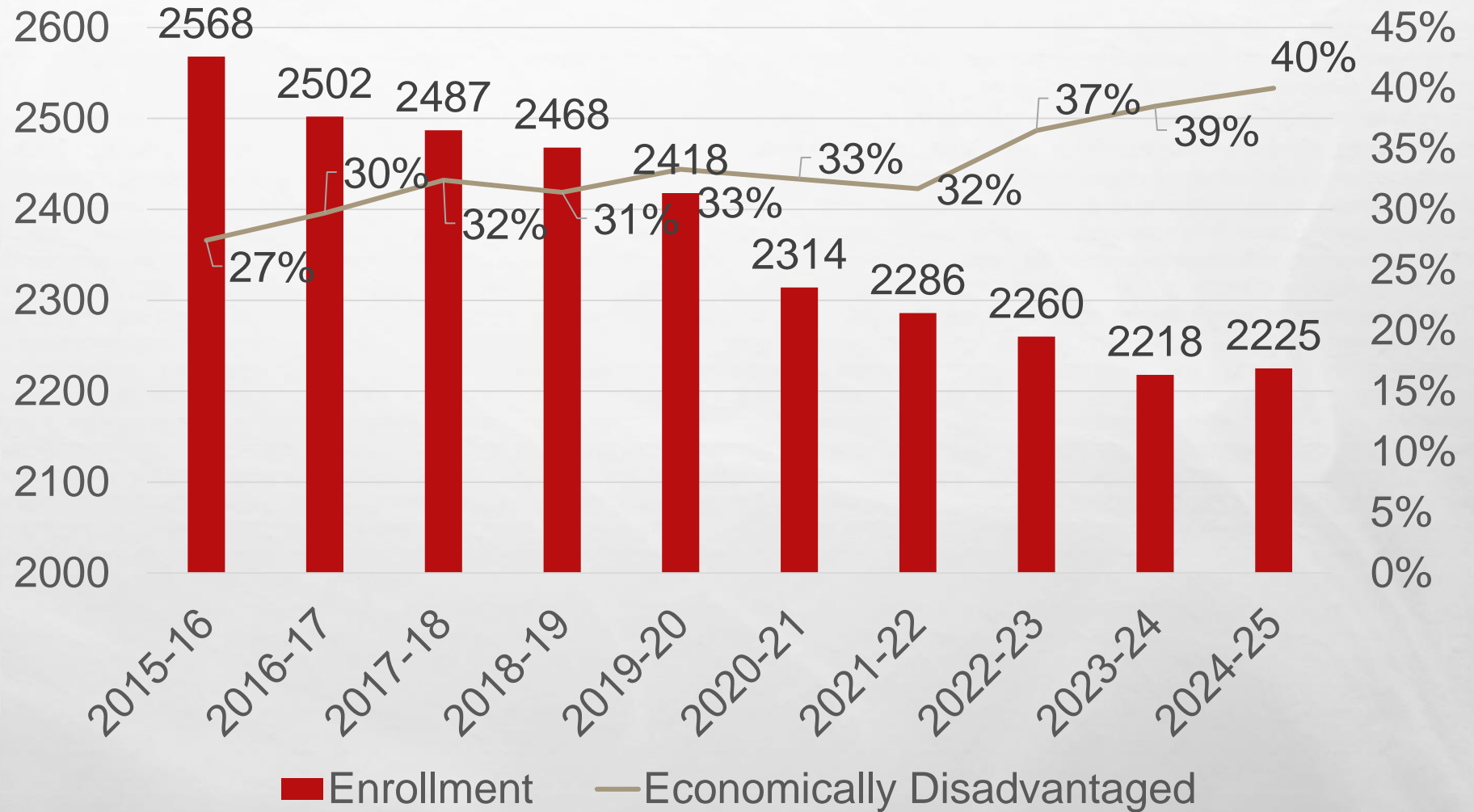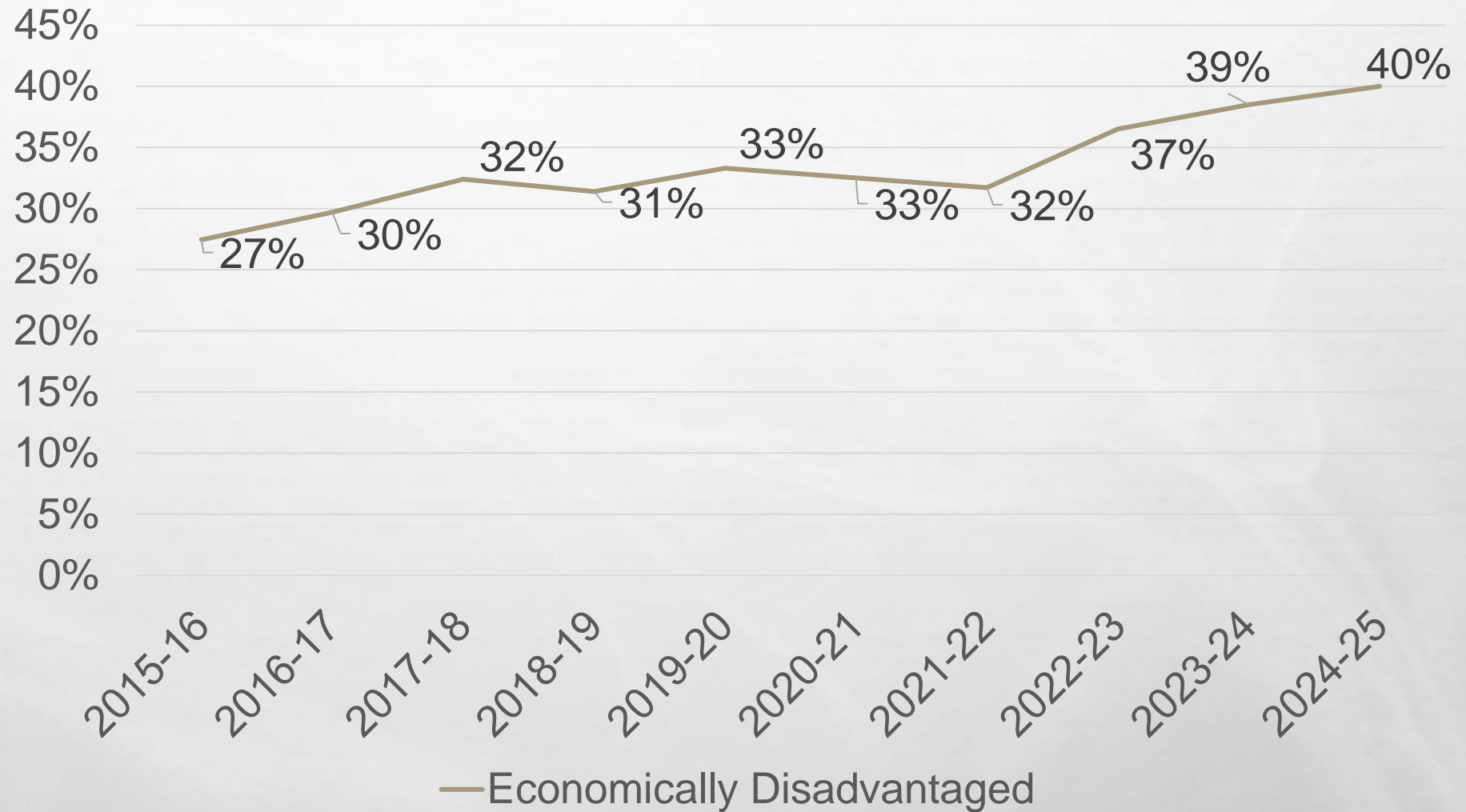
Special Education

Special Education
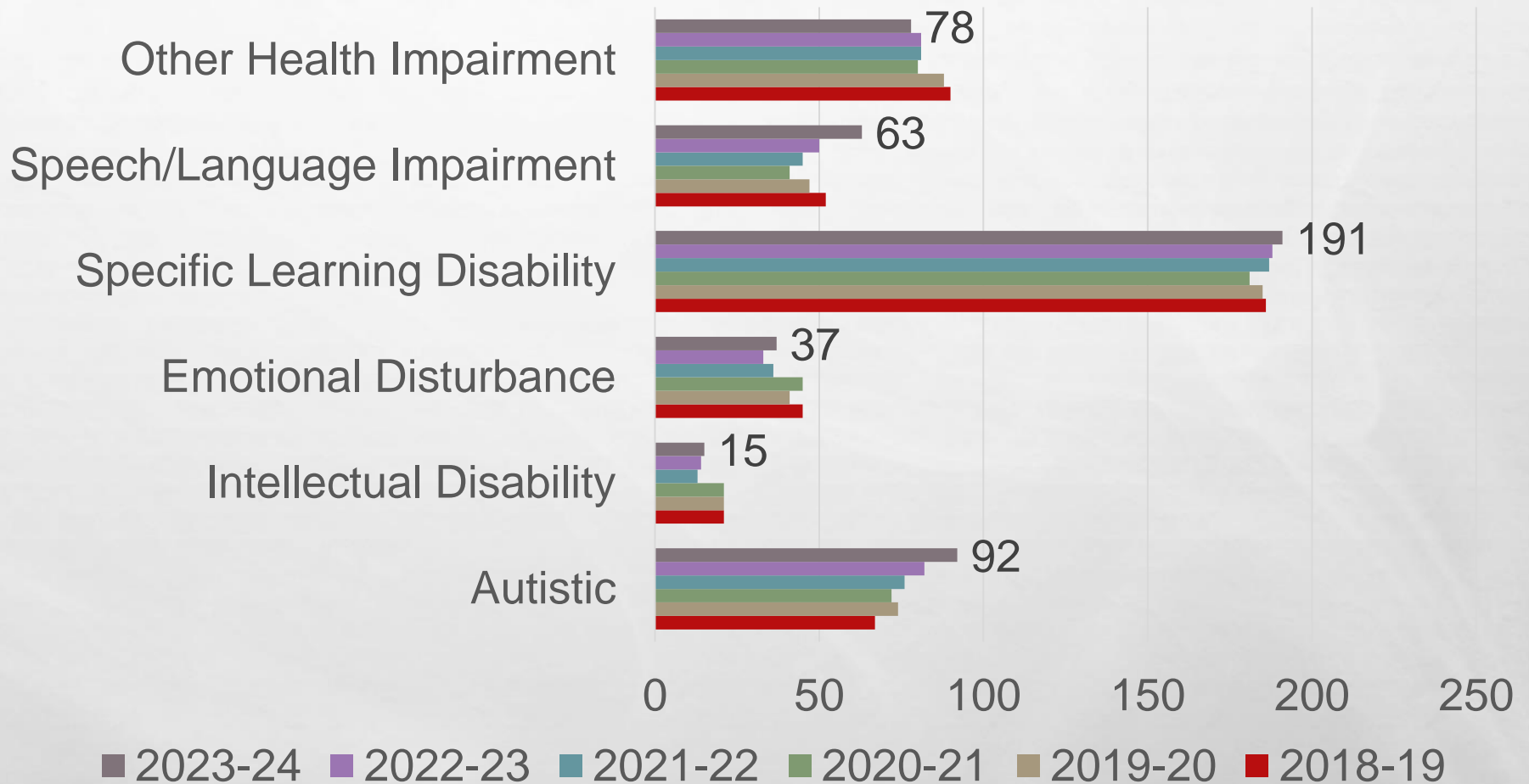
	2019	2020	2021	2022	2023	2024
Total	470	462	442	441	452	479

Chart legend: ■ 2023-24 ■ 2022-23 ■ 2021-22 ■ 2020-21 ■ 2019-20 ■ 2018-19

Other Health Impairment: 78
Speech/Language Impairment: 63
Specific Learning Disability: 191
Emotional Disturbance: 37
Intellectual Disability: 15
Autistic: 92

Special Education

Primary - Disability	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	Change
Autistic	67	74	72	76	82	92	+10
Deaf/Blindness	2	2	2	1	0	0	--
Hearing Impairment	4	2	3	2	2	1	-1
Intellectual Disability	21	21	17	13	14	15	+1
Multiple Disabilities	1	1	0	0	2	2	--
Emotional Disturbance	45	41	45	36	33	37	+4
Specific Learning Disability	186	185	181	187	188	191	+3
Speech/Language Impairment	52	47	41	45	50	63	+13
Other Health Impairment	90	88	80	81	81	78	-3
Total	**470**	**462**	**442**	**441**	**452**	**479**	**+27**

Fleetwood Virtual Academy

K-5 Virtual Program:
- 2 students in grades K-4 (2)

6-8 Virtual Program:
- 9 students in grades 5-8 (12)

9-12 Virtual Program:
- 108 students in grades 9-12 (86)
- Of the 108…
  41% of the students have 1 or 2 courses
- 67% of the 9-12 courses are taught by FAHS teachers (58%).

All of the classes are asynchronous instruction with monitoring and support from the Virtual School Facilitator

Current number of students 119

100 in 2023-24, 82 in 2022-2023, 119 in 2021-2022, 598 in 2020-2021

2024 FASD Graduates

- 74%   Attending a college or university (68%)
- 4%   Attending a trade/technical school (4%)
- 1%   Military (1%)
- 17%   Employed or seeking employment (26%)
- 5%   Other or unknown (1%)
         Gap Year, Return to Italy, Unknown

Data is self reported prior to graduation.

4-Year Cohort Graduation Rate

*Data is based on what we submitted to the state.

How did our students meet the state graduation requirement?

Bar chart showing:
- Keystone Proficiency: 50%
- Keystone Composite: 26%
- CTC (BCTC): 10%
- Alternative (PSAT ,…): 6%
- IEP Goals: 5%
- Waiver: 2%
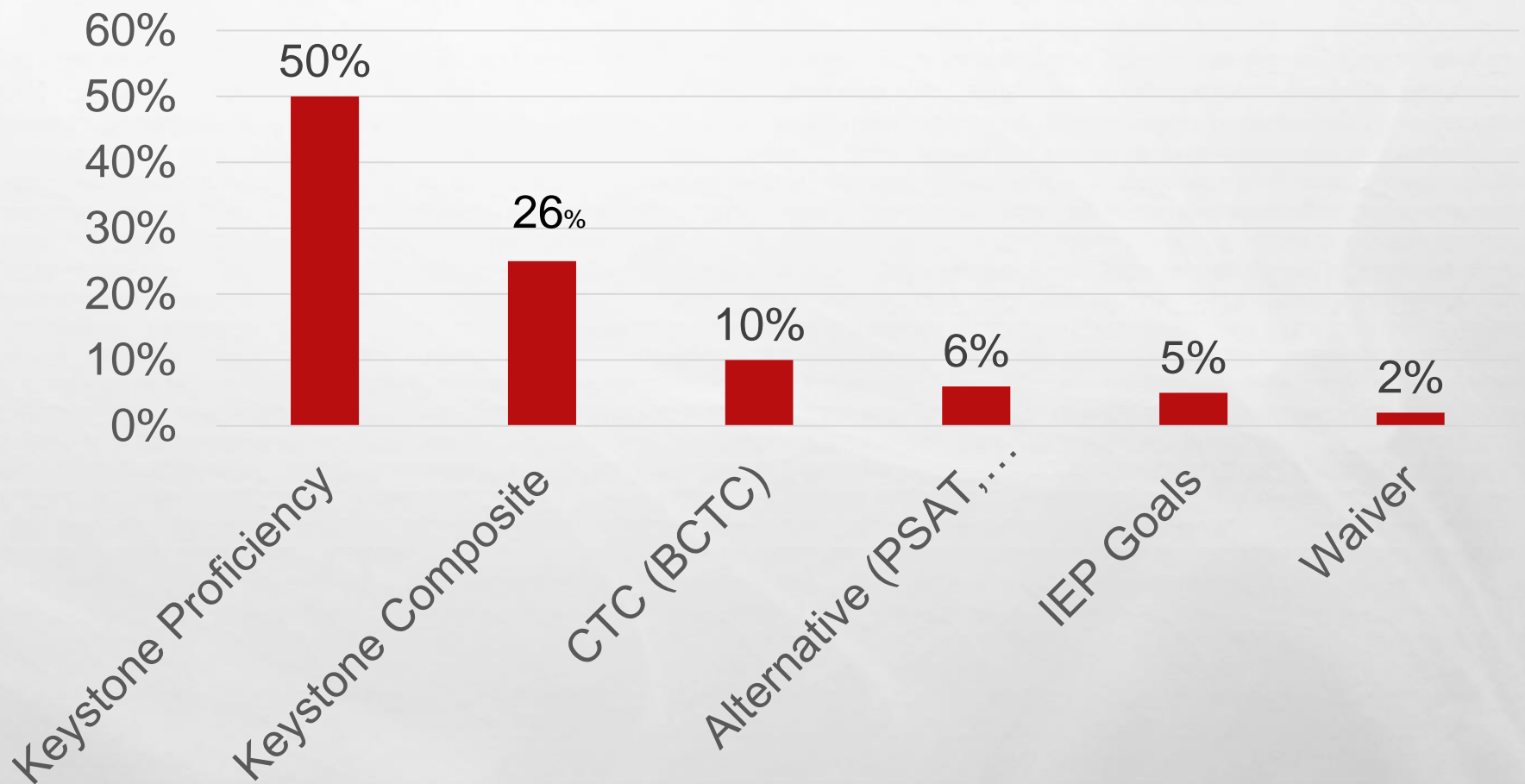
76% met the graduation requirement through Keystone Exams.
92% of our students demonstrated college and/or career readiness.

Student Percentage Enrolled in College
(fall immediately after high school)
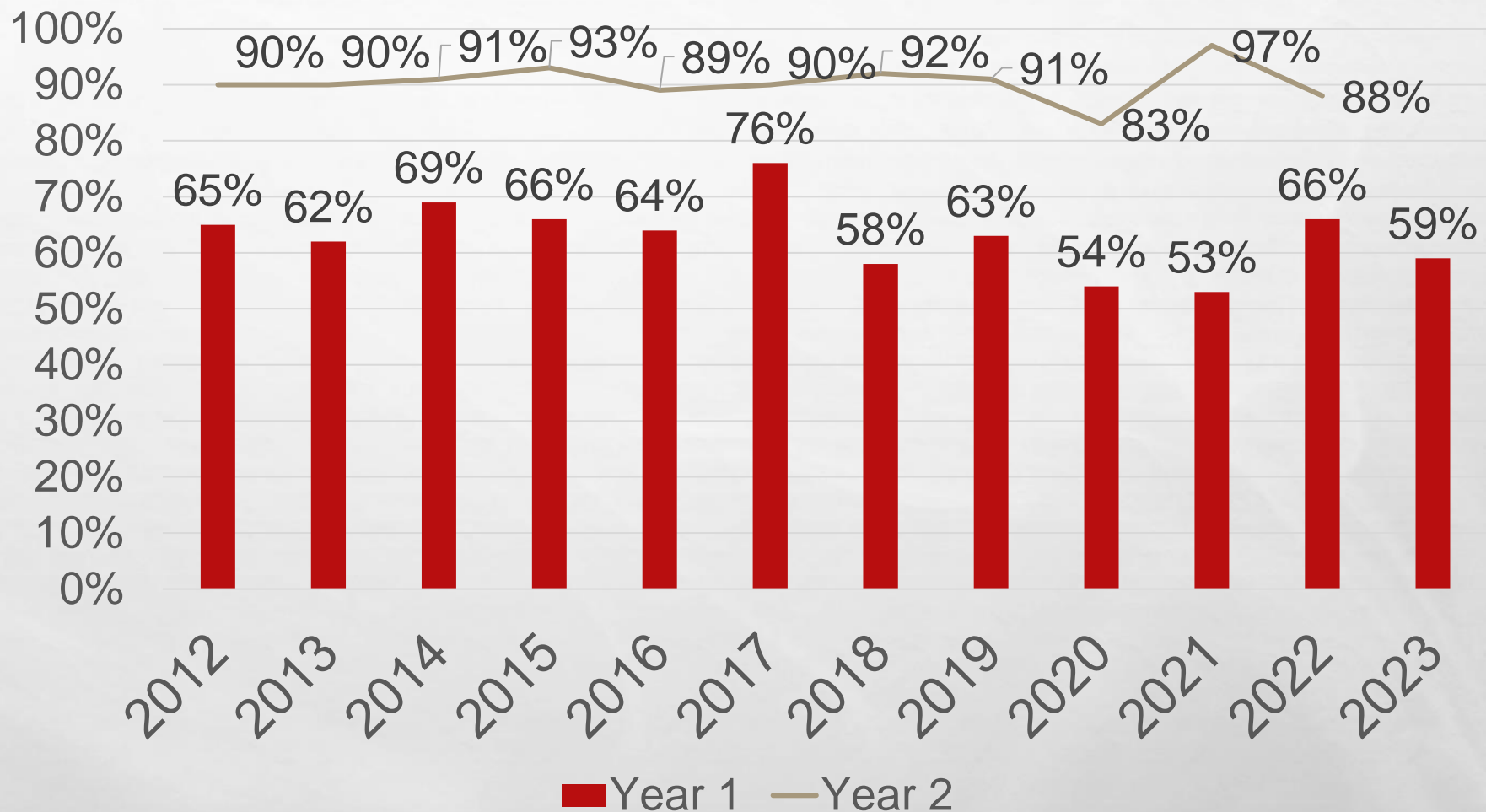
Date listed refers to the fall enrollment of that year.

College Outcome by Class
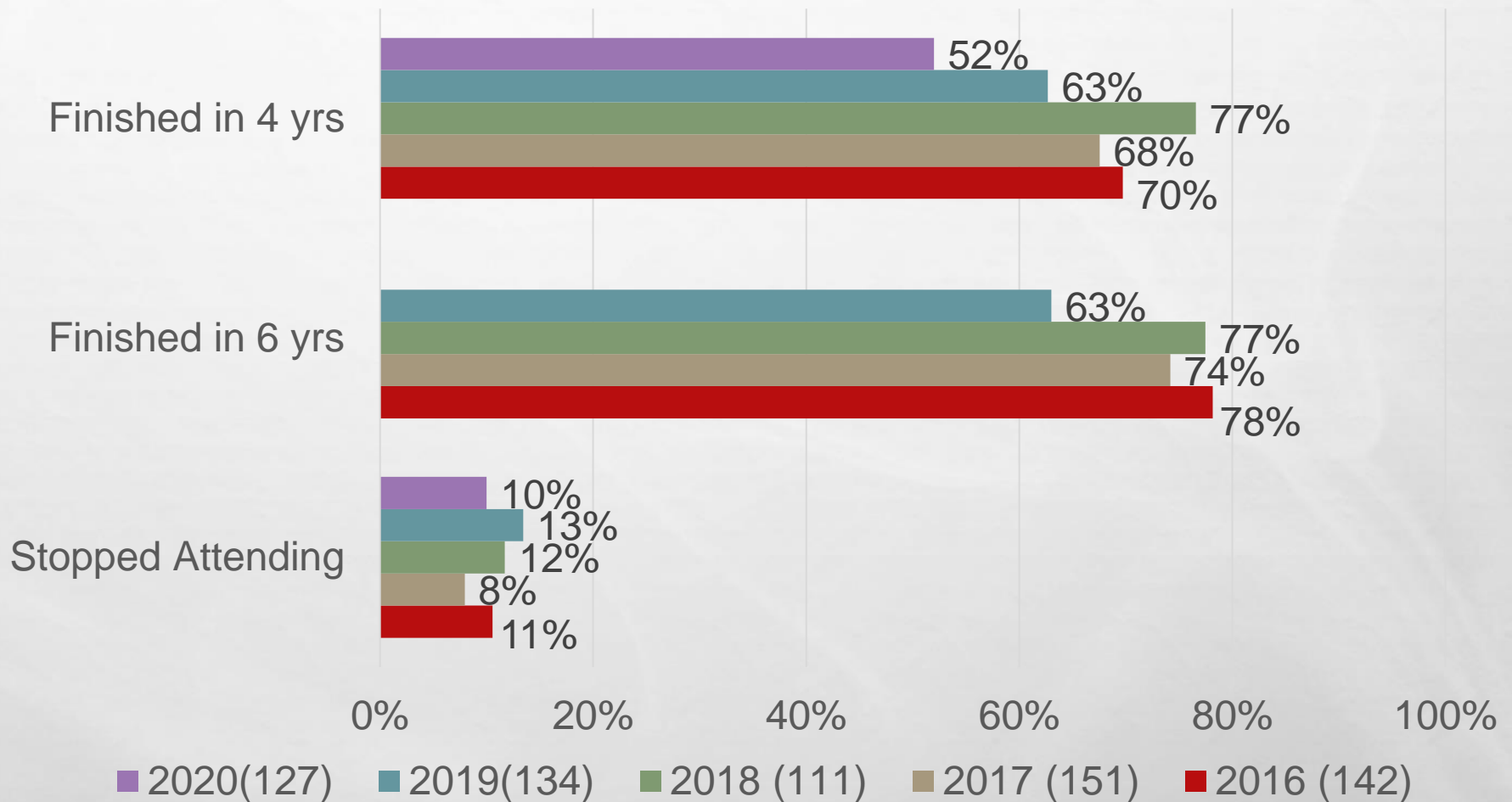
Most Common Institution of Enrollment in the Fall Immediately Following High School Graduation by Number of Students

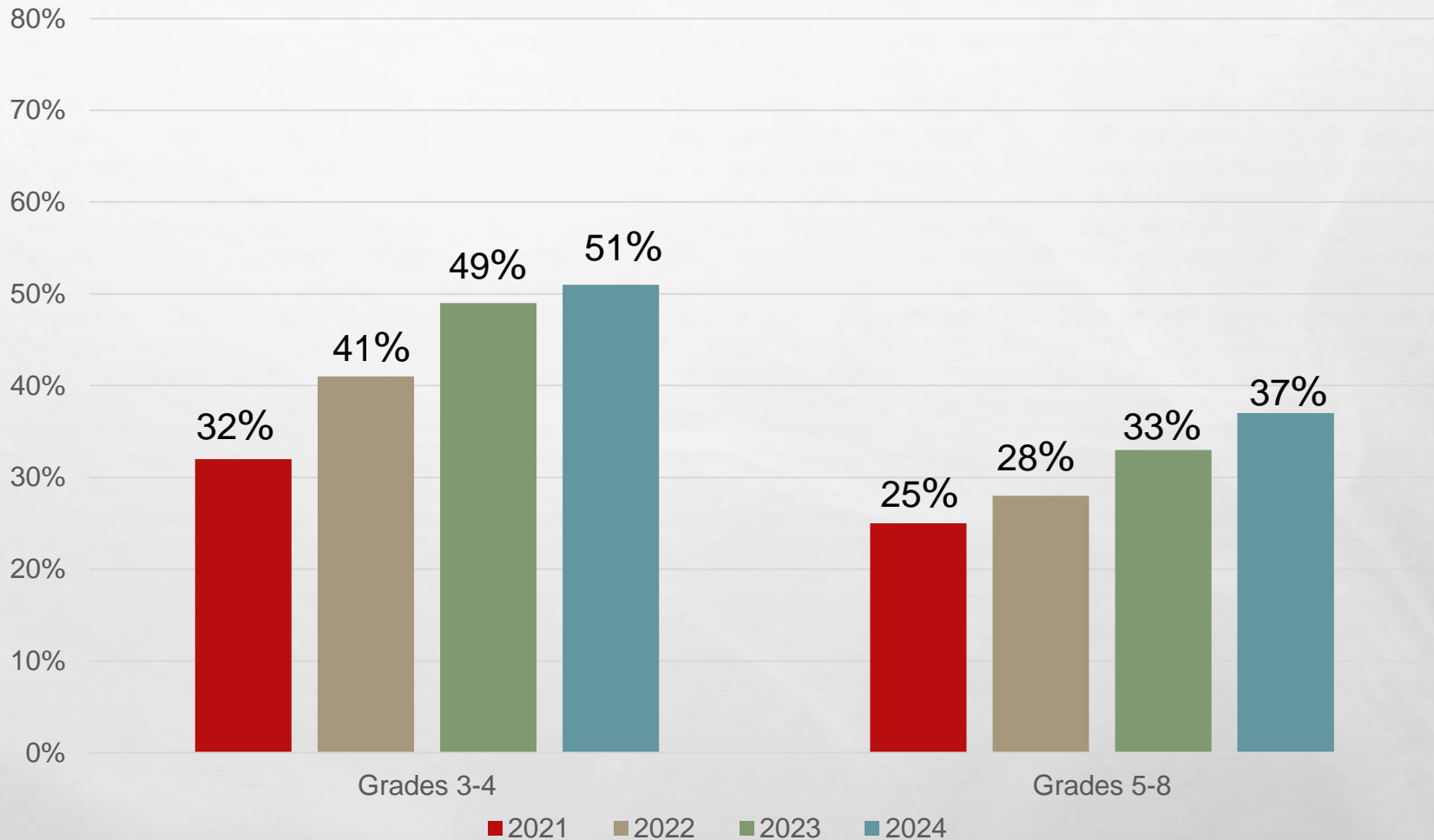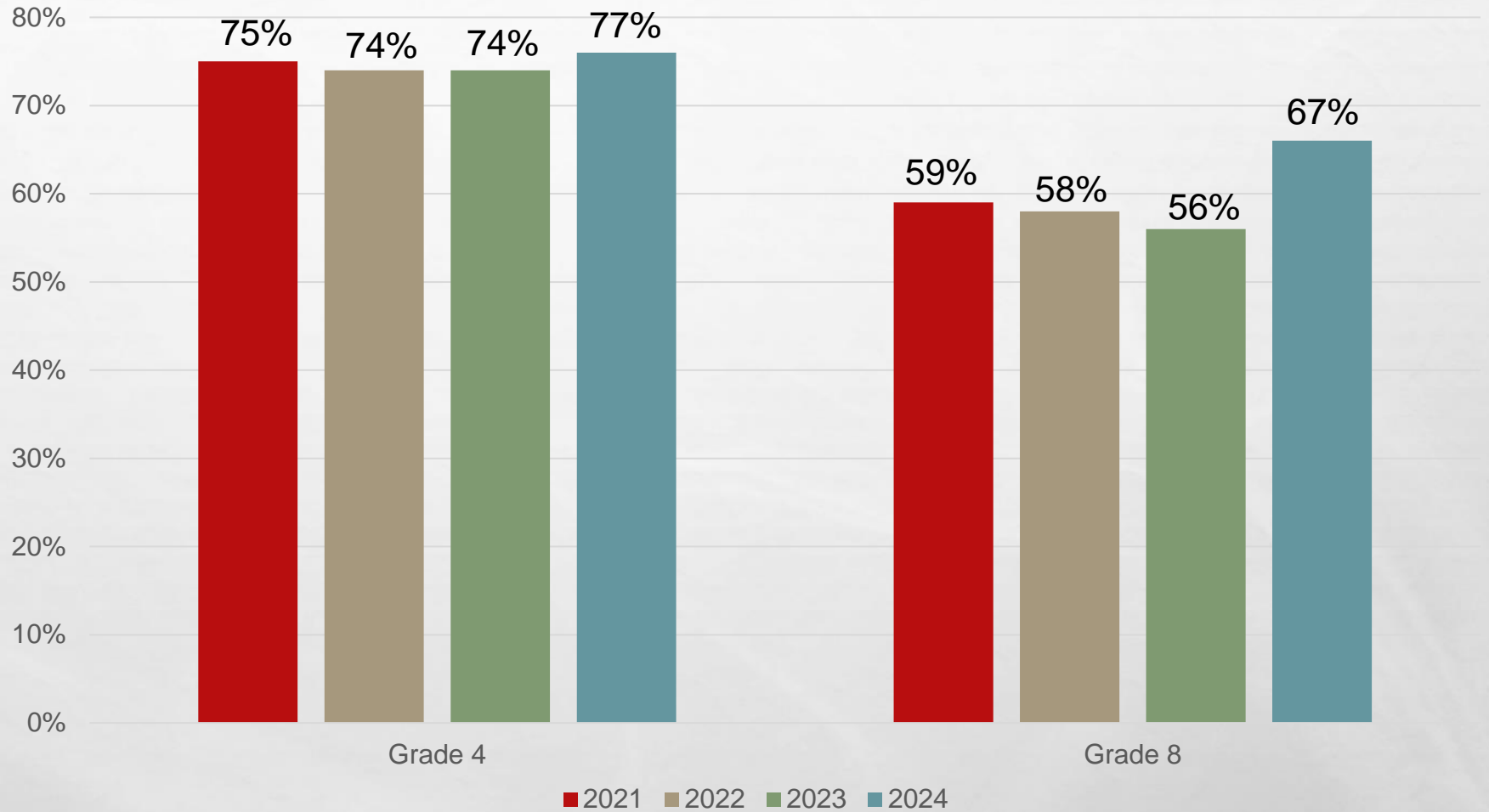| Institution	Number
Kutztown University of Pennsylvania	74
Pennsylvania State University	60
Reading Area Community College	54
West Chester University of Pennsylvania	27
Alvernia University	25
Millersville University of Pennsylvania	16
Commonwealth University	14
Temple University	14
Lehigh University	11
Albright College	8
Pennsylvania College of Technology	8
Drexel University	7
Elizabethtown College	7
Lehigh Carbon Community College	6
DeSales University	5
Lebanon Valley College	5
Misericordia University	5
East Stroudsburg University	4
Indiana University of Pennsylvania	4
Slippery Rock University of Pennsylvania	4
Syracuse University	4
Thomas Jefferson University	4
University of Pittsburgh-Pittsburgh Campus	4

Student Achievement

ELA PSSA Longitudinal Data
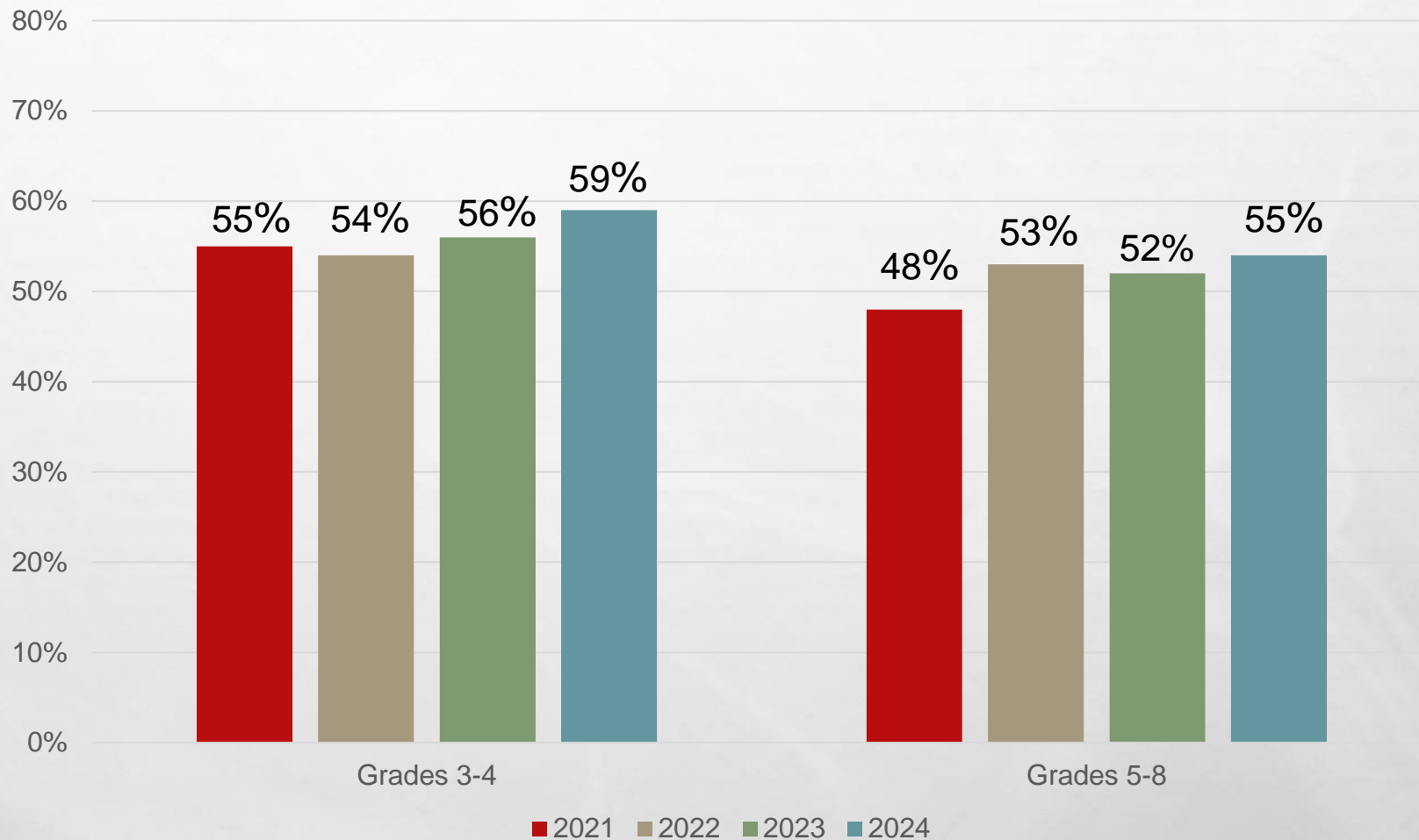
Math PSSA Longitudinal Data
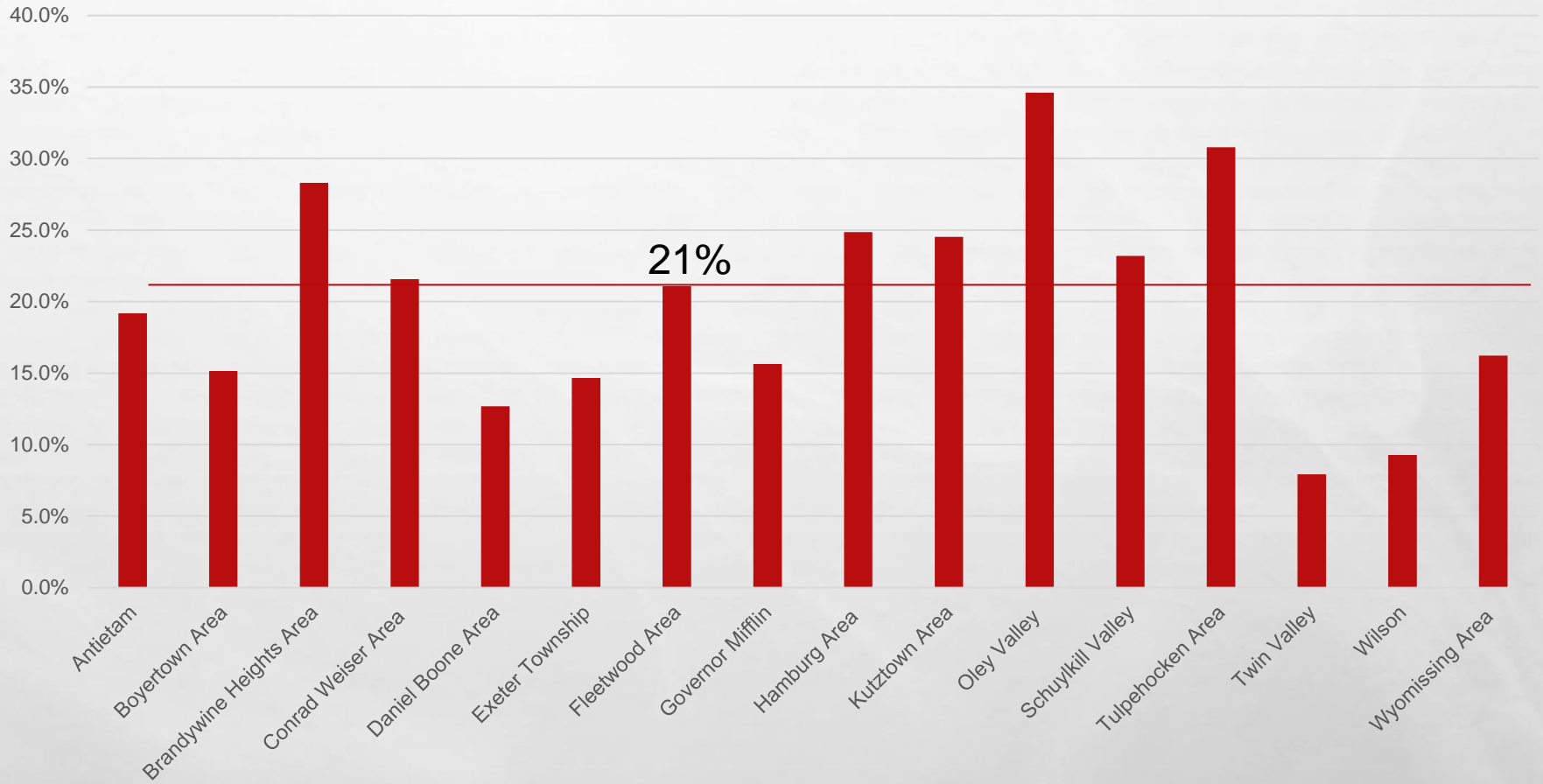
Science PSSA Longitudinal Data

KEYSTONE EXAMS (11th Grade Cohort)

Algebra I: 2020 72%, 2021 72%, 2022 86%, 2023 39%, 2024 51%
Biology: 2020 70%, 2021 No Data, 2022 68%, 2023 67%, 2024 57%
Literature: 2020 79%, 2021 No Data, 2022 78%, 2023 82%, 2024 74%

Legend: 2020, 2021, 2022, 2023, 2024
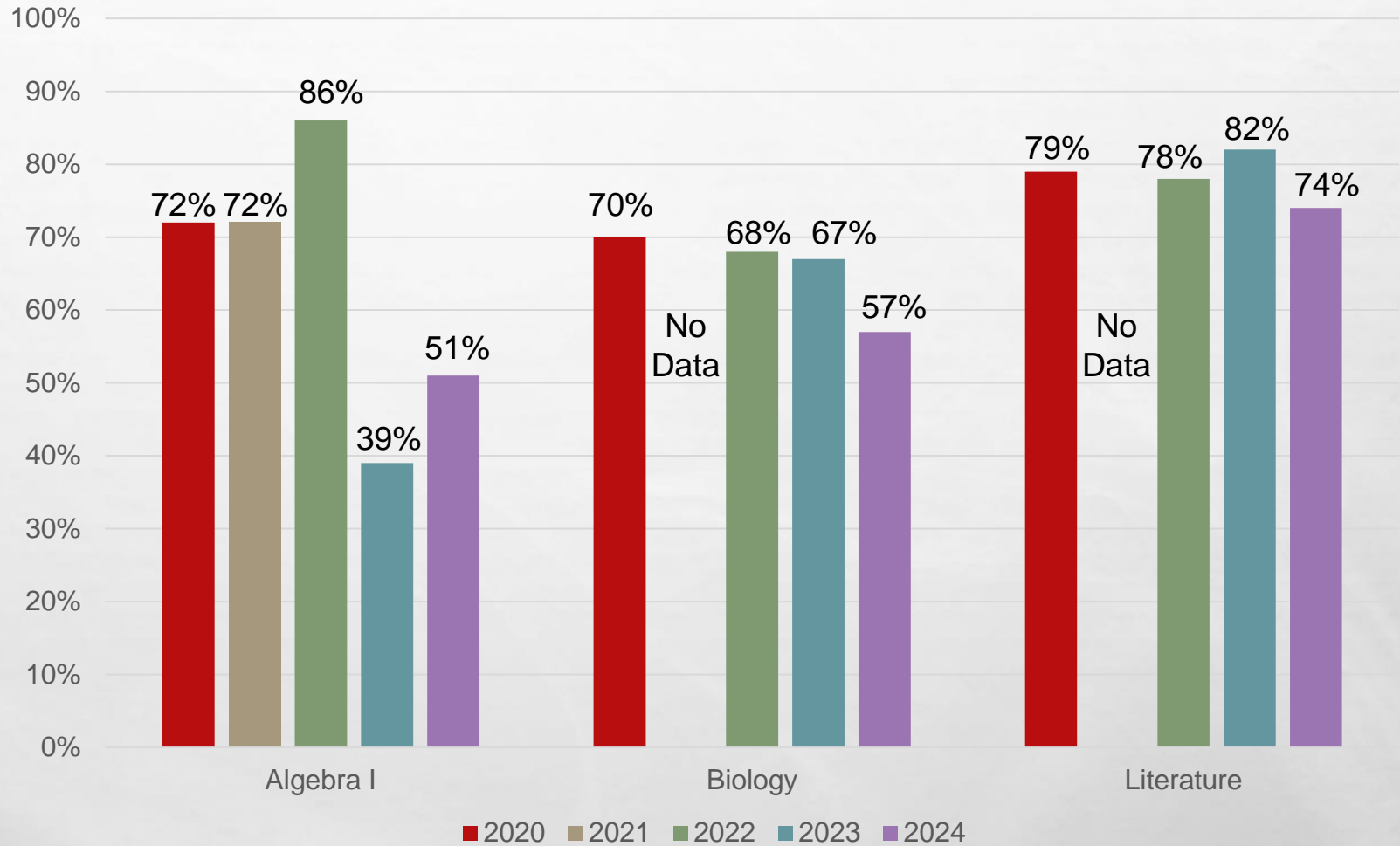
District Participation at BCTC

District Participation at BCTC

21%

Fleetwood's 2024-2025 percentage was 23%

BCTC Student Participation by Cluster

Cluster	2020-21	2021-22	2022-23	2023-24	2024-25
Business & Information Technology	7	8	6	7	9
Communications Cluster	9	7	11	7	7
Construction Cluster	24	21	19	17	23
Engineering & Manufacturing Technology	16	16	15	13	14
Healthcare	27	25	27	22	15
Services	42	41	45	40	36
Transportation	21	26	24	20	17
Total Students	**146**	**144**	**147**	**126**	**120**

BCTC Clusters

Engineering and Manufacturing Technology Cluster
- Drafting Design Technology
- Electronic Engineering Technology
- Mechatronics Engineering Technology
- Precision/Computerized Machining Technology
- Robotics and Automation Technology
- Welding Technology

Healthcare Cluster
- Dental Occupations
- Health Occupations
- Medical Health Professions
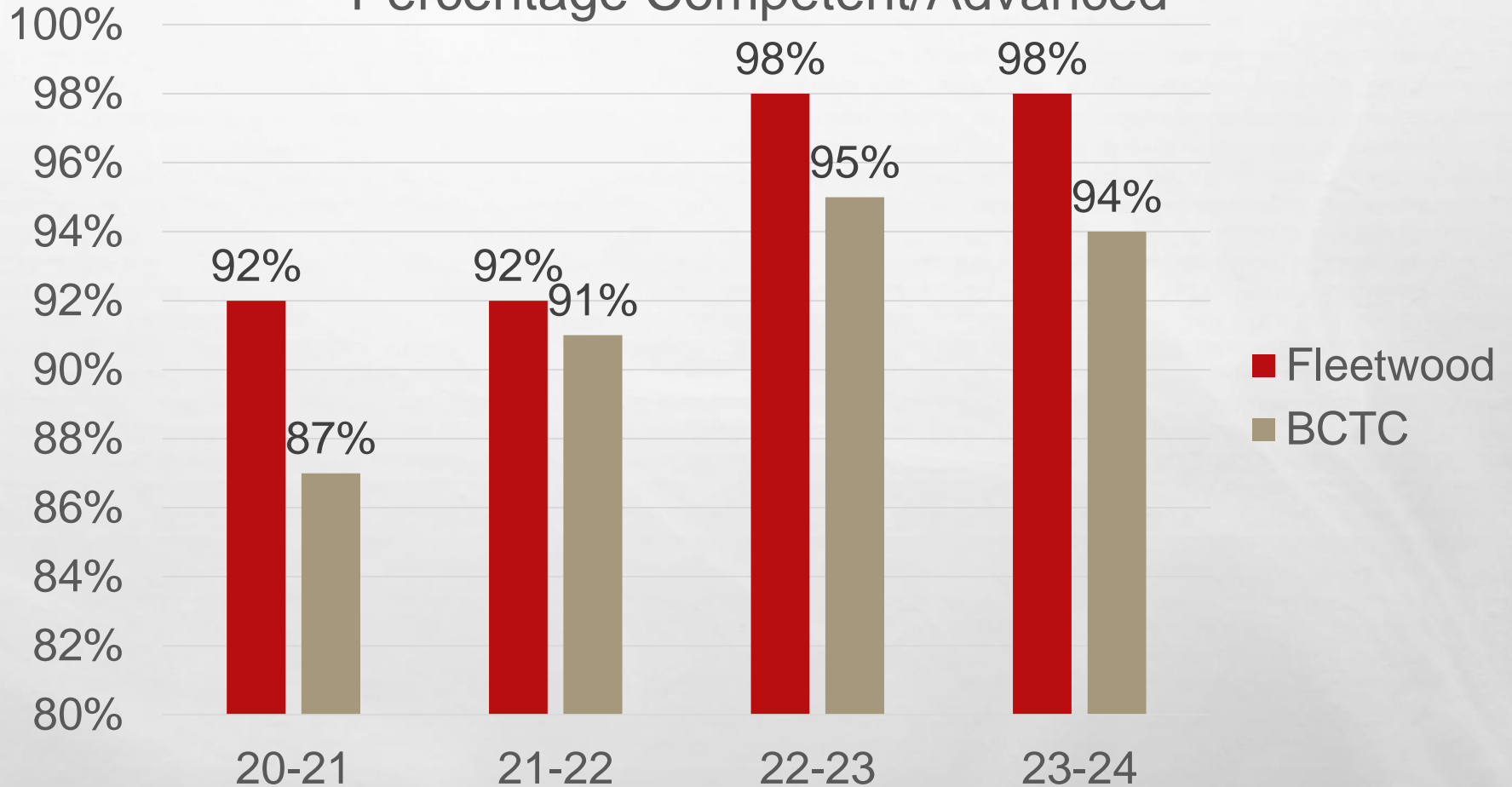- Sports Medicine and Rehabilitative Therapy

Services Cluster
- Cosmetology
- Culinary Arts
- Early Childhood Education
- Protective Services - Homeland Security
- Protective Services - Law Enforcement
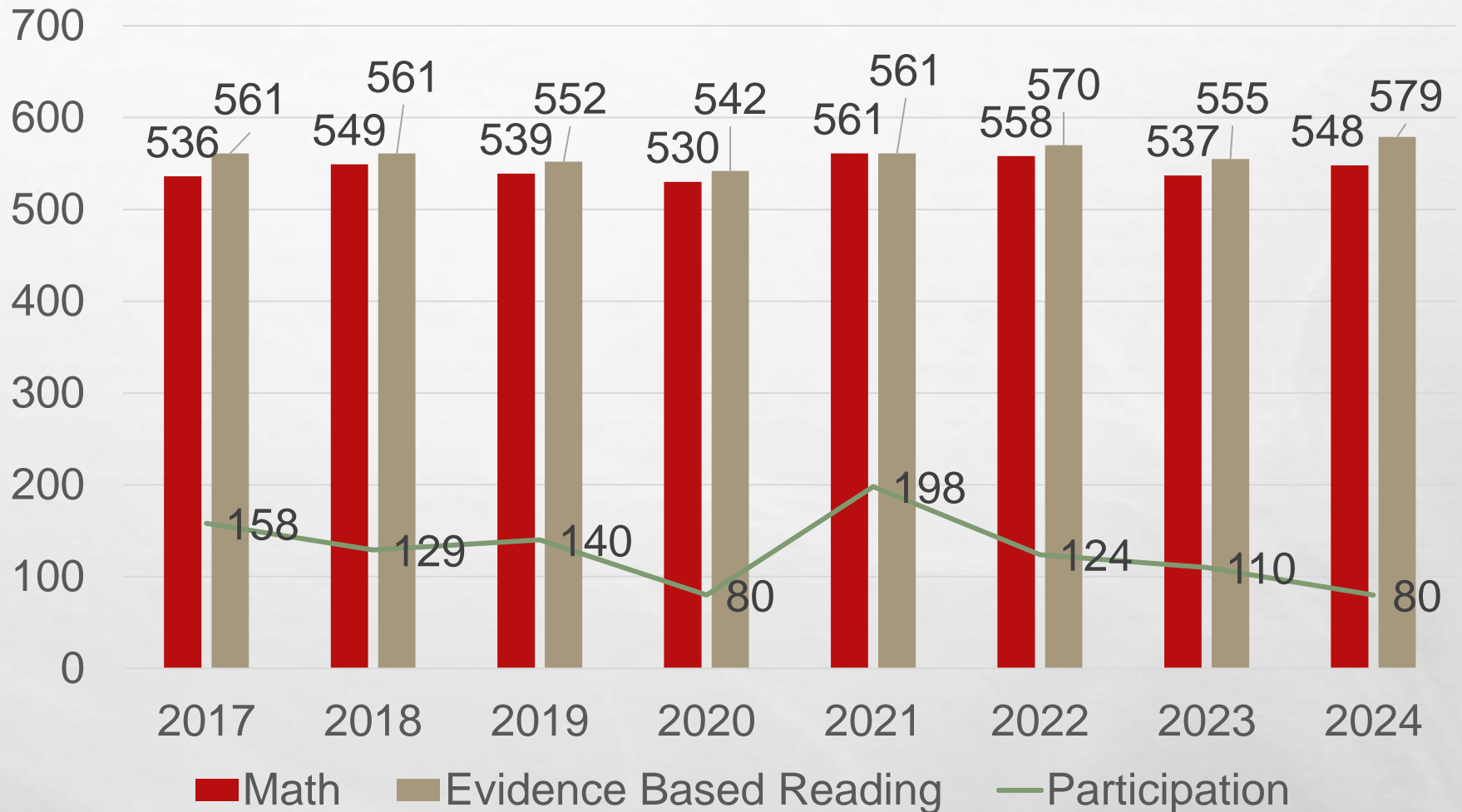- Service Occupations/Work Partners

Transportation Cluster
- Automotive Collision Repair Technology
- Automotive Technology
- Diesel Technology
- Heavy Equipment Technology
- Recreational and Power Equipment Technology

Business & Information Technology
- Business Management and Entrepreneurship
- Computer Systems Networking and Security
- IT-Programming

Communications Cluster
- Advertising Art and Design Technology
- Communication Media Technology
- Printing Production Technology
- Photo Imaging Technology

Construction Cluster
- Building Construction Occupations
- Cabinetry and Wood Technology
- Carpentry
- Electrical Occupations
- Heating, Ventilation, Air Conditioning, Refrig
- Horticulture
- Masonry
- Painting and Decorating
- Plumbing and Heating

NOCTI Results


Percentage Competent/Advanced

SAT Results

National Average (2024): 530 in Math & 480 in EBR

College and Career Readiness is indicated by a score at or above 530 in Math and 480 in Evidence Based Reading

Advanced Placement (2023-2024)

AP Exam	Exams Taken	Scores of 3 or Higher
Biology	6	2
Calculus AB	5	4
Computer Science	3	2
Computer Science Princ.	3	2
English Lit.	12	11
Human Geography	1	1
Macroeconomics	10	7
Physics	1	1
Spanish	2	1
US Govt & Politics	12	9
US History	25	22
World History	22	17
Total	**111**	**86 (77%)**
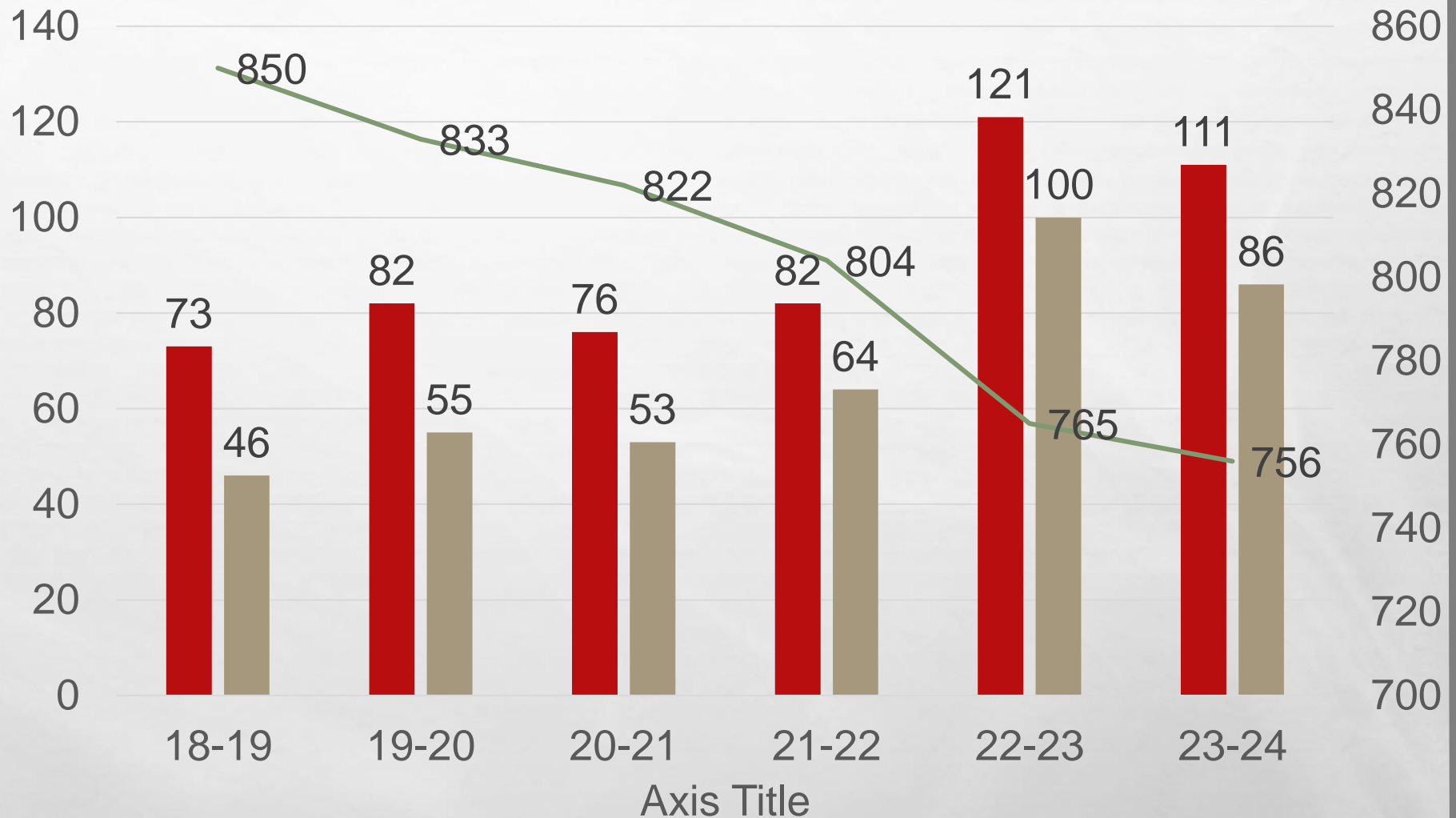
Dual Enrollment

Course	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Anatomy & Physiology						12
Biology	4	4	4	11	9	30
Calculus 1 & 2	7	10	3	8	18	21
Chemistry	3	2	0	0	2	3
English Literature	10	3	8	15	22	23
Internship						3
Macroeconomics	12	3	4	13	15	9
Physics					4	1
PreCalc and Trig.					23	14
Spanish III	9	7	6	14	6	7
Spanish IV	10	0	5	14	6	3
Spanish V	2	7	1	5	5	5
Statistics					7	8
US Government			5	13	14	9
US History	9	9	7	20	14	33
World History	11	1	9	11	18	14
TOTAL:	77	46	52	124	163	195
HS Population	853	850	833	822	804	756

Internships

Number of Students in Internships:

2021 – 2022: 6 students
2022 – 2023: 15 students
2023 – 2024: 17 students
2024 – 2025: 19 students so far…

Student Participation
Extra Curricular Activities

In 2023-2024:

- 538 students participated in a high school club;
- 498 students participated in a high school sport;
- 234 students participated in high school band, chorus, and/or orchestra.

Some students may be in multiple activities and therefore counted more than once.

High School Total Population - 756

Athletics Participation

	Middle School	High School
2016-2017	320	478
2017-2018	328	458
2018-2019	325	514
2019-2020	307	546
2020-2021	229	500
2021-2022	245	513
2022-2023	322	467
2023-2024	333	498

Middle School Total Population - 659
High School Total Population - 756

Music Participation

Orchestra	2019-20	2020-21	2021-22	2022-23	2023-24
Elementary	116	59	95	100	114
Middle School	111	66	84	92	99
High School	74	51	54	57	67
Total	301	176	233	251	280

Band	2019-20	2020-21	2021-22	2022-23	2023-24
Elementary	67	59	37	52	43
Middle School	189	127	119	152	140
High School	122	84	95	89	74
Total	378	270	251	293	257

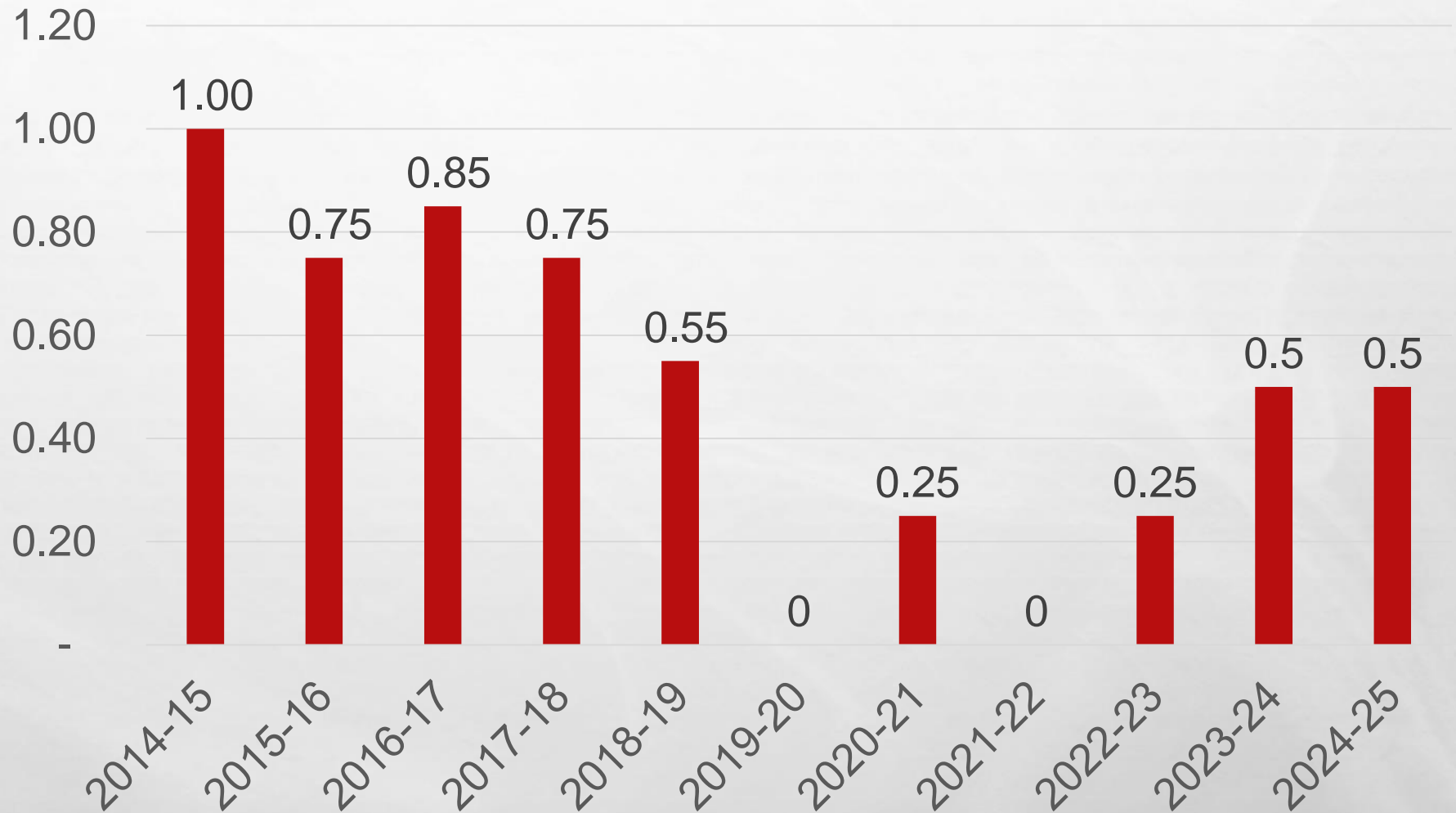| Chorus	2019-20	2020-21	2021-22	2022-23	2023-24
Middle School	252	124	122	172	215
High School	146	96	84	99	93
Total	398	220	206	271	308

Middle School Total Population - 659
High School Total Population - 756

Financial Overview

Millage Rate

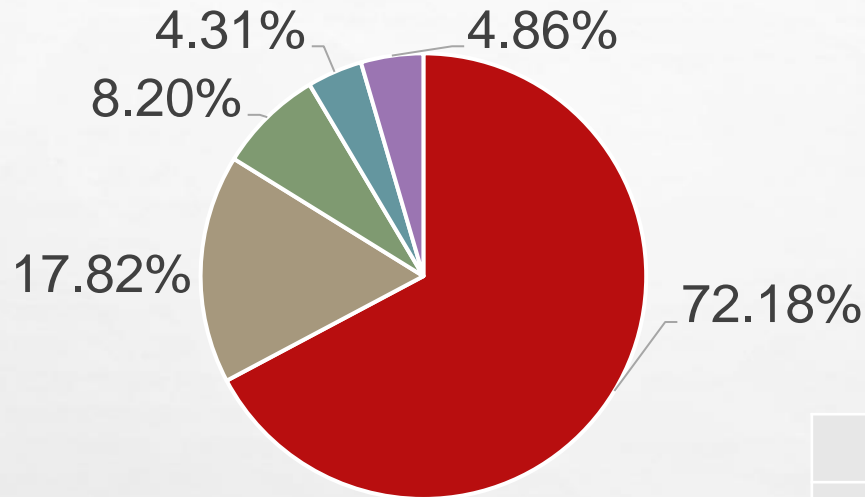# Millage Increase

Year	Value
2014-15	1.00
2015-16	0.75
2016-17	0.85
2017-18	0.75
2018-19	0.55
2019-20	0
2020-21	0.25
2021-22	0
2022-23	0.25
2023-24	0.5
2024-25	0.5

Revenue Breakdown

Revenue Breakdown stacked bar chart by school year.

Year	Federal Rev %	State Rev %	Local Rev %
2013-2014	1.1%	30.7%	68.2%
2014-2015	0.9%	33.6%	65.4%
2015-2016	0.8%	32.5%	66.7%
2016-2017	0.8%	32.8%	66.4%
2017-2018	1.0%	32.8%	66.2%
2018-2019	1.3%	32.0%	66.6%
2019-2020	1.1%	32.4%	65.7%
2020-2021	1.7%	32.9%	65.4%
2021-2022	2.4%	32.0%	65.6%
2022-2023	5.4%	32.4%	62.2%
2023-2024	2.2%	33.7%	64.1%
2024-2025	0.9%	35.4%	63.7%

Legend: Local Rev % | State Rev % | Federal Rev %

Major Budget Categories 23-24

4.31%   4.86%

8.20%

17.82%   72.18%

- Salaries & Benefits
- Special Ed (includes S&B)
- Facilities (includes S&B)
- Debt Service
- Transportation (inc. S&B)

Total Budget	$51,868,777
Salaries & Benefits	$37,436,327
Special Ed. (w/ S&B)	$ 9,241,384
Facilities (w/ S&B)	$4,254,967
Debt Service	$2,233,490
Transportation (w/ S&B)	$ 2,519,800

2024-2025 Grants

- PaTTAN SPEL Reading Grant - $10,000 - WCES

- Capital Blue Grant - $2,500 - FAMS

- PCCD Competitive Grant - $450,000

- PCCD Meritorious Grant - $40,000

- PDE Developing Future Special Educators Grant - $20,000

- Dollar General Literacy Grant - $4,000

- Dollar General Summer Program Grant - $3,000

- Berks Community Foundation Attendance Grant - $1,000 - AMES

- Berks Community Foundation Attendance Grant - $1,000 – WCES

- Public-Schools Facility Improvement Grant -$800,000 - FAHS

Total: $1,331,500

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Total: $1,331,500

District Goals

Student Growth and Achievement:

- Ensure there is a process to address identified student academic gaps.

    - Monitor the implementation of small group instruction and intervention plans (including WIN time) at the elementary level.

    - Support the successful implementation of MTSS process and intervention plans at the elementary, middle, and high schools. (review progress monitoring data and student growth). Structure and attend MTSS/Data Meetings to provide support.

    - Continue to support the implementation (Year 2) of the Reveal Math program in grades K-8.

    - Support the continued implementation of high-quality intervention resources.

    - Support the implementation and use of iReady (K-9)

    - Support building administration in the achievement of their state assessment goals (PSSA and Keystone).

- Further develop high school opportunities for all students such as dual enrollment, internships, and college courses.

District Goals

Staff Development and Training:

- Develop a K-12 Professional Development Calendar for the 2024-25 school year.
  - Inclusive of:
    - Inclusion and instructional strategies.
    - Small group instruction, co-teaching, flexible grouping.
    - Identifying and implementing effective instructional strategies in the classroom.
- Support teachers participating in the Alvernia TExpL Cohort

- Schedule training for teachers, counselors, and psychologists for the new Gifted Screener.

- Support the implementation of PLCs at the high school.

District Goals

Organizational Leadership:

- Continue to work closely with surrounding district superintendents to help us grow as a district.

- Develop partnership within the community to support Fleetwood Area School District Initiatives.
    - Begin to establish the Fleetwood Business Education Coalition
    - Re-Establish the Fleetwood Education Foundation

- Monitor and support the growth of the FASD Virtual school program.

- Continue to develop our District Instructional Leadership Team.
    - Develop a Differentiated Supervision Plan
    - Create consistency and cohesion in our parent/community communications and engagement

- Facilitate the development and finalization of the Counseling Plan (Chapter 339 Plan).

District Goals

District Operations and Financial Management:

- Demonstrate fiscal responsibility through thoughtful and consistent oversight of budget development, inclusive of a three-year budget forecast that allows for the replenishment of the unassigned fund balance.

- Complete quarterly reviews of budgetary areas of concern such as transportation, charter schools, and special education to guard against any potential budgetary shortfalls.

- Seek additional grant opportunities that will help to enhance/support our current educational programs or expand programs through additional funding.

- Continue review of the capital improvements plan to address areas of concern raised in the FASD feasibility study.

- Assess and refine the growth plan for the capital reserve funds for upcoming capital projects and further enhance the district's financial stability.

- Negotiate an employment contract with FEA and Act 93 that will provide competitive wages and benefits and enhance the district's ability to retain and attract new staff.

District Goals

Strengthen Communications and Community Relations:

- Provide the necessary communications with the community to help with transparency and to keep everyone informed.
- Create and share an annual report to highlight the strengths and areas of need for the district.
- Engage stakeholders in the implementation of our District Comprehensive Plan.
    - Involvement in improving Family/Community Communication and Engagement

- Support the implementation of social media channels at all buildings, and the district level.

- Assist in designing a recent graduate survey and feedback mechanism.

- Develop and share a district newsletter to be circulated throughout the community.

District Goals

Human Resources Management:

- Increase awareness and usage of Employee Assistance Programs (EAP) and other available benefits to support staff's mental, emotional, and physical well-being, thereby reducing stress and improving retention.

- Continue to improve communication effectiveness by fostering transparency and enhancing information sharing across all levels of the organization to ensure staff are well-informed and engaged.

- Regularly reach out to staff to gather feedback, address concerns, and foster open communication to build connections and improve overall involvement.

- Keep growing and improving our recruiting by finding new ways to reach potential candidates, spreading the word about our job openings, and making our organization a great place to work so we attract top talent.

- Continuously analyze exit survey data to identify patterns, understand reasons for turnover, and explore practical improvements that enhance employee satisfaction and retention.

District Goals

Professionalism:

- The superintendent will continue to seek and participate in opportunities to develop additional knowledge and skills to be an effective school leader.

- Perform all duties in a manner consistent with expectations of the board and community.

- Provide a service to the district and community by participating in committees, being active and visual at district events, and participating in community-based organizations.