

Elizabethtown Area School District

2025 Annual Impact Report

Board of Education

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James R. Gilles Jr., Vice President
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Stephen T. Lindemuth
Menno E. Riggleman
Lynda D. Shrum
Tina M. Wilson
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Meeting Schedule and Agendas: The school board meets twice a month, typically on the second and fourth Tuesdays at 6 p.m. Meeting dates and agendas are posted on the District's website at www.etownschools.org.

Attendance Options: Community members can attend meetings in person, watch them live on the District's Zoom channel, or access recorded meetings on the District's YouTube channel for up to one year.

Community Input: The school board welcomes community input during meetings, as it helps guide their decisions and enhances the overall student learning experience.

Introducing the 2025 Annual Impact Report

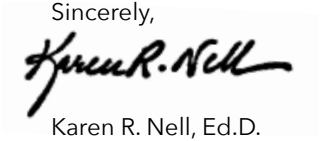
The **2025 Annual Impact Report** reflects the 2024–2025 school year, but the story it tells goes far beyond individual charts or data points. Each metric matters, and while it can be tempting to focus on one or two highlights, the whole picture emerges only when we consider all the data together—alongside the day-to-day growth, the supportive school environment, and the unique journeys of every student. With each chart, narrative, and highlight, we provide context to explain why the information is important and what it suggests for preparing students for future success.

This report showcases the combination of academic progress, personal development, extracurricular experiences, and community partnerships that shape our students' learning. Together, these elements demonstrate the dedication, effort, and achievements that prepare students for success—today, tomorrow, and beyond.

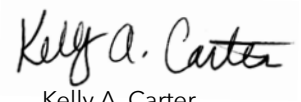
At the heart of everything we do is our vision: "**Every Student Graduates Ready to Live, Learn, and Thrive in a Global Community.**" For us, this means equipping students with the knowledge, skills, and experiences to pursue higher education, meaningful careers, or service in our nation's armed forces. It means fostering critical thinking, resilience, and a sense of purpose—preparing every graduate to engage confidently, contribute positively, and succeed in a complex and interconnected world.

We invite you to explore the pages that follow with an eye toward the **full story of our students' growth and achievement**. Each chart, narrative, and highlight represents a piece of the larger picture—together showing how our district supports every learner. Thank you for your continued interest, partnership, and commitment to our mission. Your support makes it possible for all students to thrive and succeed.

Sincerely,



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



Kelly A. Carter
School Board President

Building a Holistic Path to Student Success

The Elizabethtown Area School District promotes student success through a **comprehensive, three-pronged approach** that emphasizes **academic excellence through the Life Ready Model, robust student support services,** and a **vibrant culture of belonging.** Together, these elements form the foundation of our educational framework—ensuring every student not only achieves academically but also feels connected, supported, and prepared to thrive in and beyond the classroom.

At the heart of this approach is our **Benefits-Based Accountability Framework**, which is built around **seven pillars of success**:

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

Each pillar plays a vital role in advancing our mission, but it is their collective strength that drives excellence. Together, they integrate academic achievement, comprehensive support, and a strong sense of belonging—creating a unified system that empowers every student to grow and succeed.

Academic Excellence and Student Success

The first three pillars—**Student Learning, Student Readiness, and Engaged, Well-Rounded Students**—focus on academics and student development. Through the **Life Ready Model**, students engage in rigorous instruction, hands-on learning, and personalized opportunities that prepare them for college, careers, or military service.

Our **Student Support Services** division ensures that every child has access to the resources they need to excel. By addressing academic, emotional, and physical challenges, support teams collaborate closely with teachers to remove barriers and create an environment where all students can reach their full potential.

Culture of Belonging

A strong **Culture of Belonging**—reflected in the fourth pillar, **Well-Being**—is essential to our success. We know that learning flourishes when students feel safe, valued, and included. By fostering a supportive environment where every student is seen and heard, we nurture confidence, engagement, and resilience. Prioritizing well-being ensures that students not only grow academically but also develop a lasting sense of purpose and connection to their school community.

Effective Operations and Community Support

The final three pillars—**Community Connections, Effective Adults, and Effective Systems**—strengthen the foundation of our District. Through Community Connections, we build partnerships with families, local businesses, and organizations to enhance the educational experience.

The **Effective Adults** pillar reflects our commitment to investing in staff development, ensuring educators and support professionals have the tools and training to inspire success. And through **Effective Systems**, we use data-driven decision-making to manage resources efficiently, continuously improving operations to keep our focus on students.

A Unified Approach to Success

By uniting **Academics, Student Support Services, and a Culture of Belonging**, the Elizabethtown Area School District has created a cohesive framework for student success. Guided by our seven pillars, every aspect of our work—from classroom instruction to district operations—is aligned with our mission: **Every student graduates ready to live, learn, and thrive in a global community**.

This unified approach reflects not just what we do—but why we do it: to ensure every student has the opportunity to reach their fullest potential and build a bright, meaningful future.

Academic Programming

At Elizabethtown Area School District, our mission is clear: *Every Student Graduates Ready to Live, Learn, and Thrive in a Global Community*. While the words may sound aspirational, they carry real meaning in the lives of our students and families. To us, "Live, Learn, and Thrive" means that every graduate leaves Etown with the knowledge, skills, and character to successfully pursue their chosen path—whether that is continuing their education at the post-secondary level, entering the workforce in a career that provides a livable wage, or serving in our nation's armed forces.

Our Academic Programming is intentionally designed around our **Life Ready Model**. This model represents the core goal of our school system: ensuring that students are not only academically prepared but also equipped with the critical thinking, problem-solving, communication, and social-emotional skills that position them for long-term success. By connecting classroom learning with real-world application, we help students build the knowledge and skills that support their growth throughout their years in Etown and carry with them long after graduation.

The charts and data in this section highlight key benchmarks we use to measure progress toward this goal. They represent more than numbers on a page; they show how our students are growing, how our educators are supporting them, and how together we are preparing the next generation to thrive in a rapidly changing world.

Graduation: Opening Doors to Opportunity

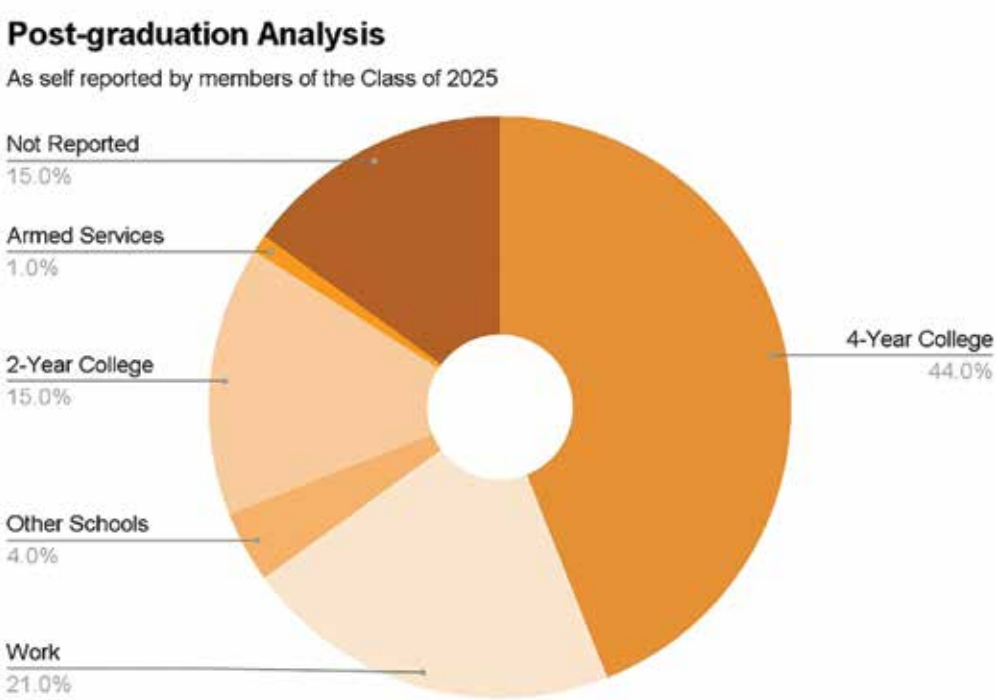
Earning a high school diploma remains one of the most critical milestones in a student's educational journey. During the **2024-2025 school year**, Elizabethtown Area School District viewed graduation not only as a celebration of individual achievement but also as a key indicator of the effectiveness of our learning environments, instructional practices, and student support systems. Tracking graduation rates helped us ensure that all students had the opportunity to reach this critical benchmark, opening doors to higher education, meaningful careers, and service to our nation.

A Closer Look at the 2024-2025 School Year:

- **Elizabethtown Area School District:** 94% graduation rate for the Class of 2025.
- **Pennsylvania's Future Ready Index:** 92.4% statewide graduation rate goal by the 2032-2033 school year.

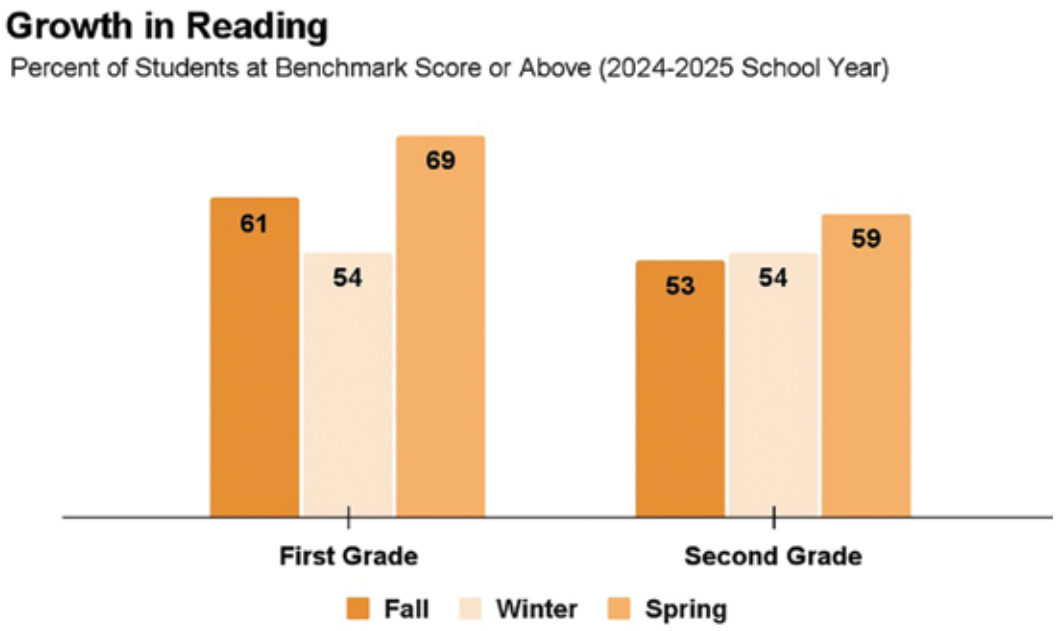
Shaping the Future: Post-Graduation Plans

During the 2024–2025 school year, we surveyed our graduating seniors to learn about their post-graduation plans. Monitoring this data provided valuable insight into the effectiveness of our programs and student preparedness, while also guiding curriculum development, resource allocation, and support services. By identifying trends in students pursuing higher education, entering the workforce, or serving in the military, we were able to adapt opportunities to meet their goals and strategically plan for future cohorts—ensuring every graduate is ready to live, learn, and thrive beyond high school.



Building Strong Foundations in Literacy

A strong start in reading is essential to long-term academic success. During the **2024-2025 school year**, Elizabethtown Area School District utilized the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to assess early reading development and identify areas where students may require additional support. These benchmarks helped us monitor progress, adjust instruction, and ensure every child built the foundational literacy skills necessary for future learning. By tracking early growth, we were able to intervene quickly, celebrate progress, and set students on a path to becoming confident, lifelong readers.



Rising to the Challenge: Success in Rigorous Coursework

At Elizabethtown Area High School, students were encouraged to push themselves academically through weighted and advanced courses during the **2024-2025 school year**. These opportunities promoted critical thinking, problem-solving, and deeper knowledge acquisition—skills essential for success beyond high school. Equally important was ensuring students thrived in these challenging courses. Tracking enrollment and performance helped us understand both how many students chose to challenge themselves and how effectively we supported them in meeting those challenges.

A Closer Look at the 2024-2025 School Year:

- **Weighted Course Enrollment:** 43% of high school students were enrolled in at least one weighted course.
- **Multiple Weighted Course Enrollment:** 30% of high school students took multiple weighted courses.
- **Course Passing Rate:** A remarkable 1,432 out of 1,438 weighted courses (99.5%) were successfully passed.

Instant Decision Week: Opening Doors to College

Elizabethtown Area High School is one of only a few schools in Pennsylvania to host an Instant Decision Week, where college admissions representatives meet with students and provide on-the-spot acceptance decisions. During the **2024-2025 school year**, this unique opportunity reduced barriers to higher education, built student confidence, and celebrated their hard work and dedication. By connecting directly with colleges, we helped students see immediate results from their efforts while reinforcing our commitment to preparing every graduate for life after high school.

A Closer Look at the 2024-2025 School Year:

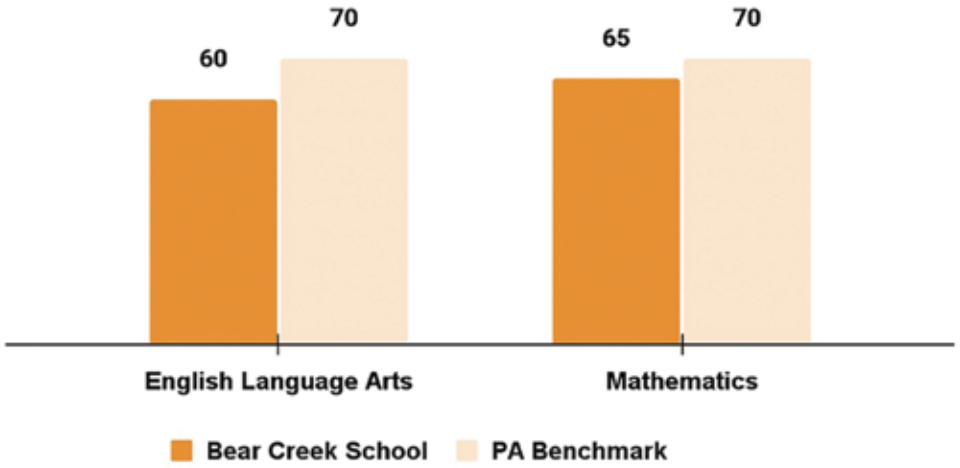
- **Appointments Scheduled:** 126 appointments were arranged with 21 participating colleges, universities, and military branches.
- **Acceptance Rate:** The acceptance rate for students who applied to a participating college or university reached 98%, up from 97% the previous year.

Growth Matters: Insights from PVAAS

During the **2024-2025 school year**, the Pennsylvania Value-Added Assessment System (PVAAS) measured the academic growth students achieved from year to year, regardless of their starting point. Unlike achievement scores that capture a single moment, PVAAS shows progress over time. A strong PVAAS score indicates that students made steady gains, even if they had not yet reached the highest levels of proficiency on state assessments. These insights helped us evaluate instruction, celebrate growth, and target support where it was most needed—ensuring every student's learning journey was valued.

Meeting Annual Academic Growth Expectations

Bear Creek School Score versus the Statewide Benchmark



Hands-On Learning for Career Success

Elizabethtown Area School District's **Cooperative Education programs** provide students with real-world training through hands-on experiences, helping them develop the skills needed for a variety of careers. These opportunities allow students to apply classroom learning in practical settings, preparing them for life after high school.

In the **2024–2025 school year**, Elizabethtown Area School District provided students with a variety of **real-world experiences** to develop career skills and explore industries firsthand.

- **95 students** completed internships.
- **89 students** participated in work experiences.

Our **Pre-Apprenticeship programs** gave students an early start in career exploration:

- **Electrical:** 3 students
- **Emergency Medical Technician:** 13 students
- **Manufacturers Program:** 5 students

Additional opportunities included:

- **119 students** engaged in programs at the **Lancaster County Career and Technology Center**
- **8 students** completed the **Lancaster Chamber's Discovering Paths program**, a career exploration and mentoring initiative

Through these pathways, students apply classroom learning in real settings, build critical skills, and prepare for success in careers, postsecondary education, or service after graduation.

Career Ready: Meeting Pennsylvania's Benchmark

The Pennsylvania Career Standards Benchmark measures how effectively schools prepare students for success in college, careers, or the military. At Elizabethtown Area School District, students in **5th, 8th, and 11th grades** are assessed at key milestones: exploring careers in grade 5, creating individualized plans in grade 8, and implementing plans with portfolios and real-world experiences in grade 11. These results help us evaluate programs, guide career exploration opportunities, and ensure every student develops the skills needed to confidently pursue the next stage of their journey.

A Closer Look at the 2024-2025 School Year:

- **Grade 5:** 97% of students met the Career Readiness Indicator.
- **Grade 8:** 96% of students met the Career Readiness Indicator.
- **Grade 11:** 98% of students met the Career Readiness Indicator.

FFA: Developing Leadership and Agricultural Excellence

During the 2024-2025 school year, Elizabethtown Area High School's agriculture program continues a legacy of leadership, hands-on learning, and community involvement. Through the program's FFA chapter, students gain practical experience in agriculture while building skills in leadership, teamwork, and responsibility—preparing them to excel in both agricultural careers and their communities.

A Closer Look at the 2024-2025 School Year:

- **Agriculture Program Enrollment:** 180 students actively participated in the District's in-house agriculture program.
- **FFA Membership:** Over 65 students joined the FFA, an affiliate of the National FFA Organization and Pennsylvania FFA Association.
- **Keystone Degrees:** Five students earned Keystone Degrees at the PA Farm Show, honoring their achievements in agricultural education.
- **FFA Jackets:** Three students received FFA jackets at the PA Farm Show, with 13 others earning jackets through the PA FFA Alumni Jacket Program with support from the Elizabethtown Grange.

Exploring Real-World Careers

In addition to structured pre-apprenticeships, students gained valuable experience through a wide variety of **internships and work experiences** during the **2024–2025 school year.** These opportunities allowed students to explore industries firsthand, apply classroom learning in real-world settings, and develop critical skills for future careers. The following examples highlight the diverse pathways students pursued, reflecting the breadth of options available and the district's commitment to preparing graduates for success beyond high school.

Internships:

- Companion Animal Hospital
- Breakthrough Music Therapy
- PHEAA
- Elizabethtown Area School District
- Elizabethtown Lions Club
- GEARS

Work Experiences:

- Masonic Village
- Spooky Nook Sports
- Penn Central Spring Corporation
- Messick's
- B.R. Kreider and Sons, Inc.

NNDCC: Leadership and Career Readiness

The National Naval Defense Cadet Corps (NNDCC) provides high school students with the opportunity to explore military careers while developing skills for the future. The curriculum emphasizes civics, national security, oceanography, and technology, complemented by leadership activities, community service, and experiences grounded in military values. Students develop essential life skills—such as teamwork, discipline, and problem-solving—that prepare them for military service or any career path.

A Closer Look at the 2024-2025 School Year:

- **Participation:** 22 cadets were involved in the NNDCC program.
- **Field Trips:** 3 field trips enhanced practical learning experiences.
- **Competition Team:** 12 members showcased their dedication and talent on the competition team.
- **Competitions:** 8 competitions fostered teamwork and skill development.
- **Color Guard Performances:** 13 performances highlighted discipline and pride.
- **Community Engagement:** 9 community events allowed cadets to contribute their time and skills.
- **School Events:** 14 school events facilitated cadet engagement with peers and faculty.
- **Completed Program:** 5 students completed the two-year program.
- **Outside Awards:** 8 students received awards from external organizations.

ASVAB: Assessing Career and Military Readiness

During the 2024–2025 school year, Elizabethtown Area High School administered the Armed Services Vocational Aptitude Battery (ASVAB) to help students explore career options and assess their skills in areas such as mathematics, verbal ability, and technical knowledge. This assessment provides valuable insight into student strengths, informs guidance and counseling, and helps students make informed decisions about college, career, or military pathways.

A Closer Look at the 2024-2025 School Year:

- **Participation:** 13 students took the ASVAB.
- **Enlistment Qualifications:** 9 students qualified for enlistment in a military branch.
- **Above Average Performance:** 4 students scored between 50–64, placing them in the above-average range.
- **Top Tier Performance:** 2 students scored 65 or higher, qualifying them for advanced Navy programs such as Advanced Electronics and the Advanced Nuclear Field.
- **Graduation Requirements:** 9 students utilized their ASVAB score as an alternative assessment to meet EAHS graduation requirements.

Dual Enrollment Course Opportunities

During the **2024-2025 school year**, students participated in Dual Enrollment courses at several esteemed institutions, including:

- Elizabethtown College
- Harrisburg Area Community College
- Messiah College
- Northampton Community College
- West Virginia University

The program offered a **broad range of courses**, such as Advertising, Creative Writing, Criminal Law and Procedure, Digital Media Marketing, General Psychology, Intro to American Government, Intro to Human Anatomy, and Medical Terminology.

These courses provided students with **advanced academic enrichment**, allowing them to experience college-level learning, strengthen critical skills, and prepare for success in higher education.

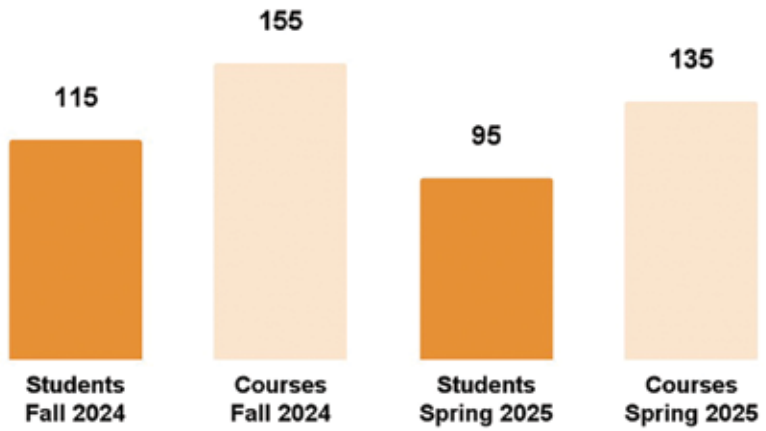
Dual Enrollment: College-Level Learning in High School

During the **2024–2025 school year**, a total of **153 students** participated in the **Dual Enrollment program**, earning college credits while completing high school coursework. Students achieved an impressive **99% pass rate** across all courses taken, demonstrating readiness for college-level expectations and strengthening skills for future academic and career pathways.

By combining rigorous high school classes with college coursework, students gain a head start on their higher education journey, build confidence in their abilities, and reduce future college costs—all while meeting their graduation requirements.

Dual Enrollment Analysis

Number of Students and Courses

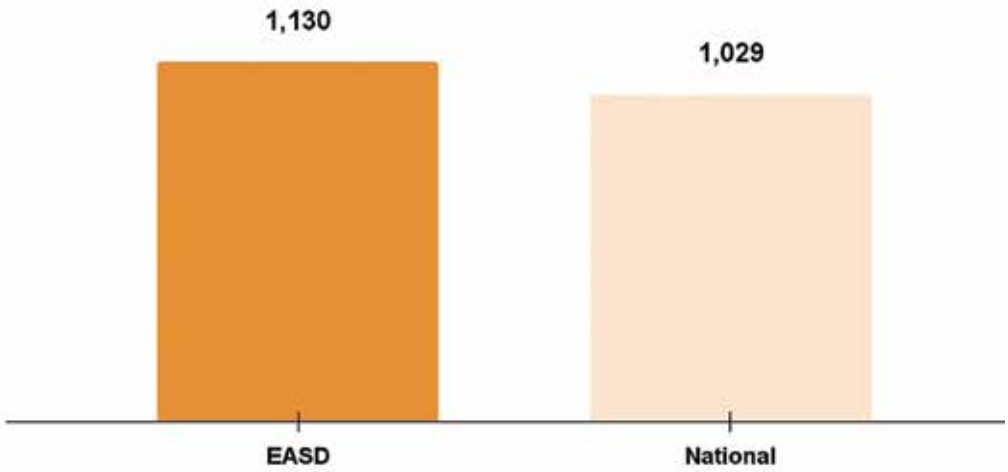


SAT Performance: Measuring College Readiness

The SAT (Scholastic Aptitude Test) serves as a key indicator of college readiness, providing colleges and universities with insight into students' academic preparation. Within the Elizabethtown Area School District, SAT results also help us evaluate the strength of our instructional programs and guide continuous improvement. By monitoring performance trends, we ensure that students receive the support and opportunities needed to reach their postsecondary goals and thrive in college and beyond.

Class of 2025

Average SAT Score



Preparing Students for College-Level Success

Offering Advanced Placement (AP) courses and exams enhances the high school academic experience and prepares students for the demands of college-level work. These rigorous courses challenge students to think critically, solve complex problems, and engage deeply with educational content.

While taking the AP exam is optional, doing so demonstrates commitment to learning and can earn students college credit or advanced placement in college courses. Regardless of exam participation, AP coursework strengthens academic foundations and gives students a competitive advantage in the college admissions process.

A Closer Look at the 2024-2025 School Year:

- **Enrollment:** 124 students enrolled in at least one AP course.
- **Exam Participation:** 111 students participated in at least one AP exam.
- **Total Exams Administered:** 213 AP exams were administered in total.
- **Test Scores:** 95% of test takers scored three or higher.
- **Overall Exam Performance:** 91% of all exams taken received a score of three or higher.

Personalized Support: Helping Every Student Succeed

The Elizabethtown Area School District recognizes the importance of tailoring programs and services to meet each student's unique needs. Our dedicated educators use evidence-based practices to support students with diverse abilities, helping them achieve their full potential and succeed academically, socially, and beyond the classroom.

A Closer Look at the 2024-2025 School Year:

- **Total EASD Students Receiving Special Education Services:** 632 or 18% of overall enrollment

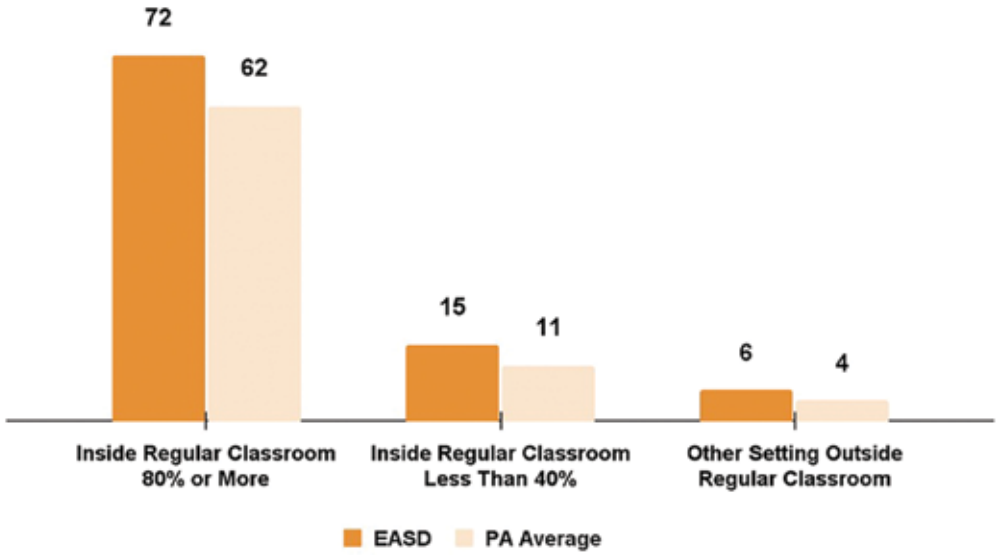
- **Percent of Special Education Enrollment by Disability:**
  - Specific Learning Disability: 42%
  - Other Health Impairment: 17%
  - Speech/Language Impairment: 12%
  - Autism: 11%
  - Emotional Disturbance: 8%
  - Intellectual Disability: 7%

Special Education: Supporting Independence and Success

The Elizabethtown Area School District is committed to providing students with disabilities a high-quality education tailored to their unique needs. Our goal is to empower every student to develop independence, reach their full potential, and succeed both academically and personally. By fostering an inclusive environment and offering personalized resources and support, we ensure that all students can thrive and actively contribute to our school community.

Learning Environment

Percent of Students (2024-2025 School Year)

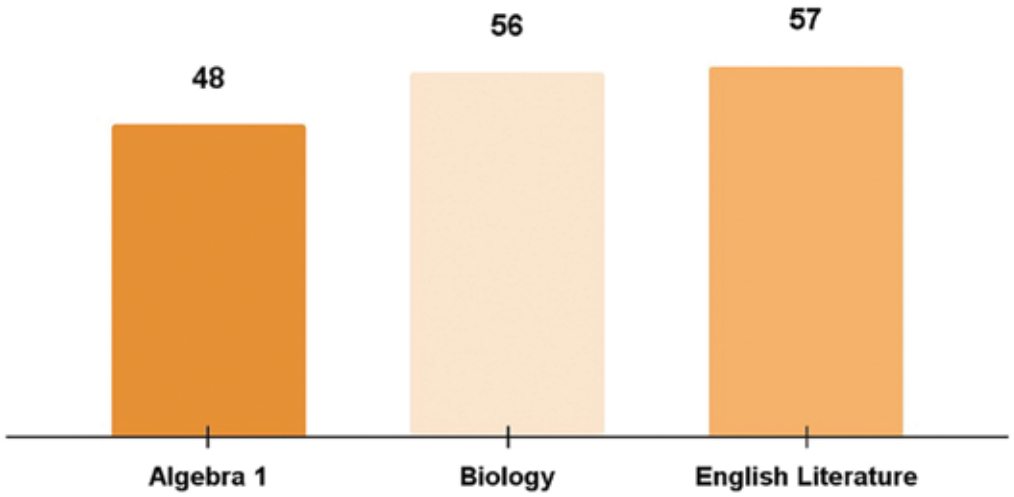


Keystone Exams: Measuring Academic Readiness

Pennsylvania's Keystone Exams in Algebra I, English Literature, and Biology provide valuable insight into student proficiency and the effectiveness of our curriculum and instruction. Success on these exams is important for graduation and college readiness, but standardized tests represent just one measure of student achievement and the overall quality of our schools.

Keystone Exams Performance

Percent Proficient or Advanced (Class of 2025)



Early College and Career Opportunities

Through partnerships with Thaddeus Stevens College of Technology and the Lancaster School of Cosmetology, our Early Enrollment program enables high school seniors to begin college or vocational training while still in twelfth grade, providing them a head start on achieving their career goals.

Additionally, eligible seniors can participate in Early Graduation, completing their diploma mid-year. This option enables students to start college, enter the workforce, or join the military sooner, ensuring a smooth transition to the next stage of their lives.

A Closer Look at the 2024-2025 School Year:

- **Early Enrollment Participation**: 3 students participated in an Early Enrollment program.
- **College Credit Success**: 67% of students who completed the Early Enrollment program successfully gained college credits.
- **Early Graduation**: 26 students took advantage of the Early Graduation initiative and received their diploma in February 2025.

Honor Roll: Recognizing Academic Excellence

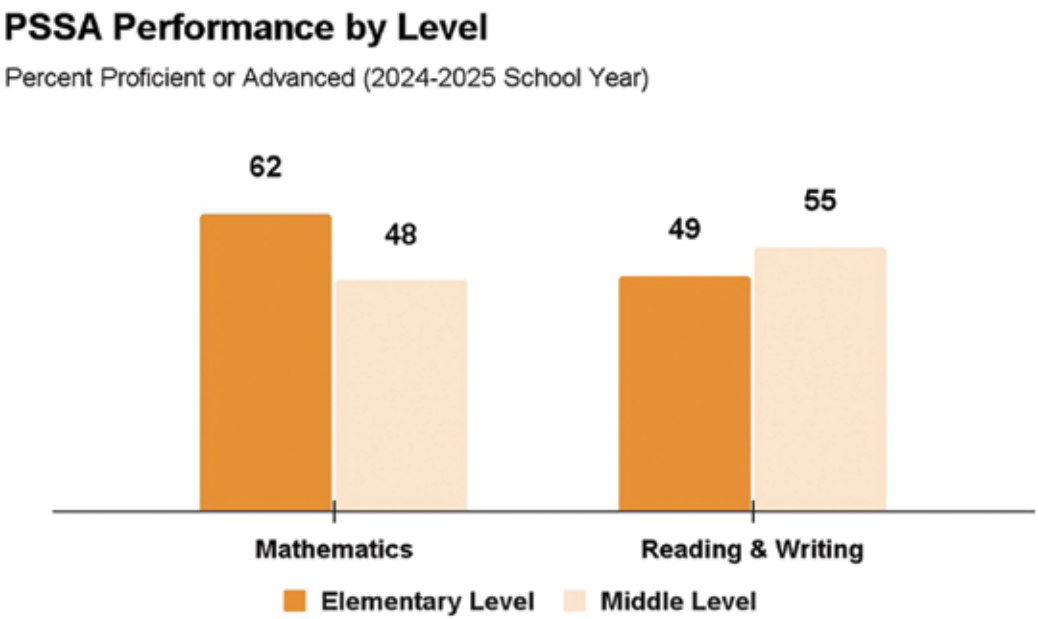
Maintaining a strong academic record is crucial for college readiness and helps students develop essential skills, such as discipline, time management, and goal-setting—all of which are valuable for future careers. Achieving honor roll status celebrates consistent high performance, demonstrates personal responsibility, and sets a standard of excellence that inspires peers to strive for success.

A Closer Look at the 2024-2025 School Year:

- **Middle School Honor Roll Participation:** 53% of middle school students made at least one honor roll.
- **High School Honor Roll Participation:** 50% of high school students made at least one honor roll.
- **Consistent Honor Roll Achievement:** 25% of middle school students earned honor roll status for every marking period.
- **Consistent Honor Roll Achievement:** 21% of high school students earned honor roll status for every marking period.

PSSA: Tracking Student Growth

Pennsylvania's System of School Assessment (PSSA) measures how students in grades 3–8 perform in math, reading, science, and writing relative to state standards. These results offer important insights into student learning and the effectiveness of our instructional practices. While PSSA performance is a key indicator, it represents just one of many ways to assess student achievement and the quality of our schools.

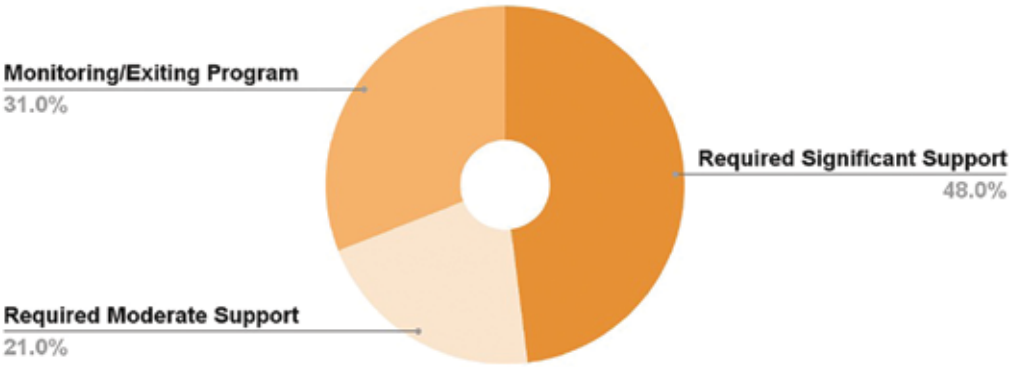


ELD: Preparing Students for Academic and Career Success

The English Language Development (ELD) program supports non-native English speakers in strengthening their language proficiency. By developing essential reading, writing, listening, and speaking skills, the program helps students thrive academically, engage confidently in school, and expand opportunities for success in higher education and future careers.

2024-2025 Level of Support

Percent of Students Receiving ELD Services



English Learners: Supporting Language Development

With a growing and diverse student population, the Elizabethtown Area School District is committed to supporting students in the English Language Development (ELD) program. Our goal is to help students achieve English proficiency, transition confidently into mainstream classes, and access meaningful academic and vocational opportunities.

A Closer Look at the 2024-2025 School Year:

- **Students Served:** 162 students received ELD services, marking a 2.5% increase compared to last year.
- **New Students:** 11% of ELD students were new to the district.
- **Language Diversity:** 16 different languages are spoken by ELD students.
- **Reclassification Success:** 26 ELD students were reclassified, meeting the criteria for grade-level English proficiency.
- **Grade-Level Transition:** 98% of ELD students successfully transitioned to the next grade level.
- **Internships and Training:** 4 ELD students participated in full-day vocational training programs, including culinary, electro-mechanical engineering, and interior painting certification programs

Student Support Services

Elizabethtown Area School District is committed to ensuring all staff understand their vital role in providing targeted interventions and support so every student can thrive. Our **Student Support Services** team works tirelessly to remove barriers that may hinder students from fully engaging in and benefiting from our personalized learning environments. These services foster collaboration among students, school staff, community organizations, and families to promote each student's success.

The District focuses on addressing challenges arising from family circumstances, evolving learning needs, exceptionalities, or physical and mental health conditions. By removing these obstacles, we empower students to pursue meaningful, relevant pathways as they prepare for graduation.

Our dedicated team partners with students, families, and external resources to deliver targeted support strategies, equipping each student with the tools and guidance needed to flourish academically and personally.

This section of the Annual Impact Report provides insight into our Support Services division, showcasing the comprehensive programs and resources designed to remove barriers, promote well-being, and advance student achievement.

School Health Services: Supporting Student Well-Being

School nurses play a crucial role in promoting the health and well-being of students. They manage acute and chronic conditions, conduct screenings to identify previously undiagnosed health issues, and provide timely interventions that help students stay in school and fully engage in learning. Beyond direct care, nurses collaborate with families to connect them with medical resources and ensure compliance with state immunization and examination requirements, reducing health-related barriers to education.

A Closer Look at the 2024-2025 School Year:

- **Screenings Conducted:** 5,838 students underwent hearing, vision, and scoliosis screenings, with 222 referred for further evaluation.
- **BMI Screenings:** 3,687 students participated in BMI assessments, which promote overall well-being by enhancing physical health and concentration in school.
- **Nurse Visits:** 28,413 visits were made to the nurse's office for illness or injury, ensuring prompt care and minimizing lost instructional time.
- **Chronic Condition Management:** School nurses managed 946 chronic conditions, minimizing school absences and enabling students to fully participate in their education.
- **Medication Distribution:** 12,823 medications were administered safely, helping students remain healthy and engaged in their studies.

Supporting Student Mental Health and Crisis Intervention

Through our partnership with **Empower the Mind**, the Elizabethtown Area School District provides specialized crisis counseling services to support students experiencing significant emotional distress, including suicidal ideations, self-harm, or other urgent mental health concerns. Immediate intervention helps students stabilize, resume daily routines, and maintain both academic and social well-being.

A Closer Look at the 2024-2025 School Year:

- **Unique Students Served:** 104 unduplicated students accessed our crisis counseling services.
- **Total Interventions:** 291 total crisis counseling interventions.

Student Assistance Program: Removing Barriers to Learning

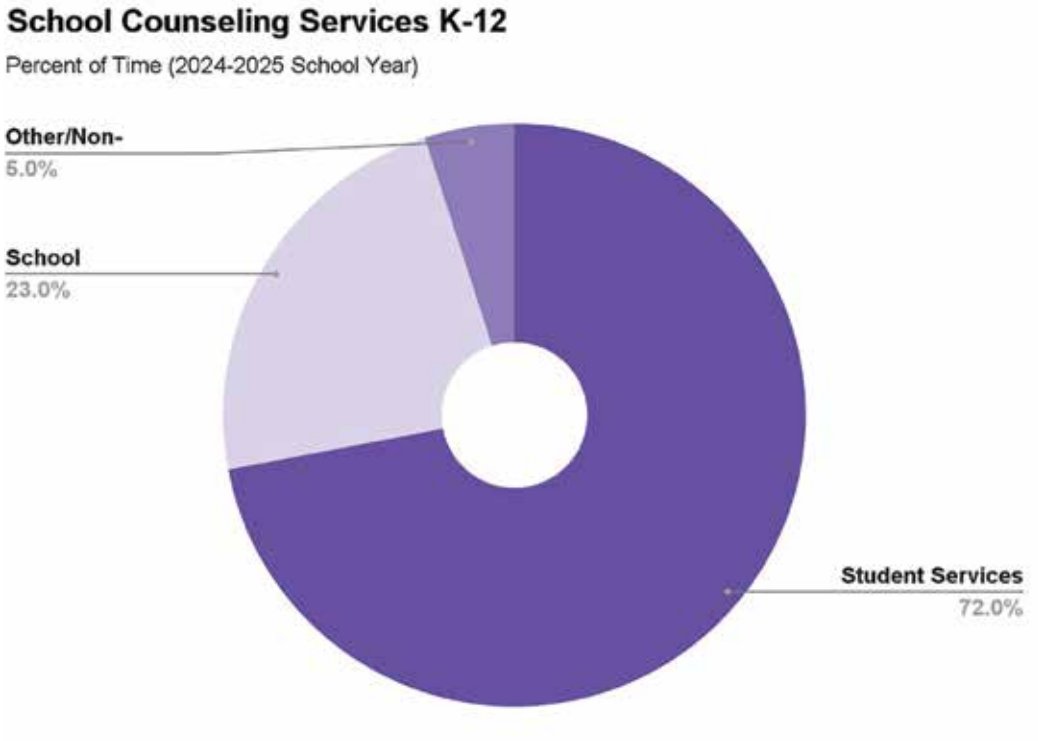
The Elizabethtown Area School District's **Student Assistance Program (SAP)** supports students facing challenges in their educational journey. Through a structured approach, identified students and their families are connected with critical school and community resources. By addressing obstacles to learning, SAP helps create an environment where every student can reach their full potential and thrive academically.

A Closer Look at the 2024-2025 School Year:

- **Elementary Level:** 10 SAP referrals were made at the elementary school level (Grades 3-5 only).
- **Middle School Level:** 32 SAP referrals were made at the middle school level.
- **High School Level:** 26 SAP referrals were made at the high school level.
- **Main Reasons for Referrals:** Externalizing behaviors, academic concerns, social concerns, substance abuse, and internalizing behaviors.

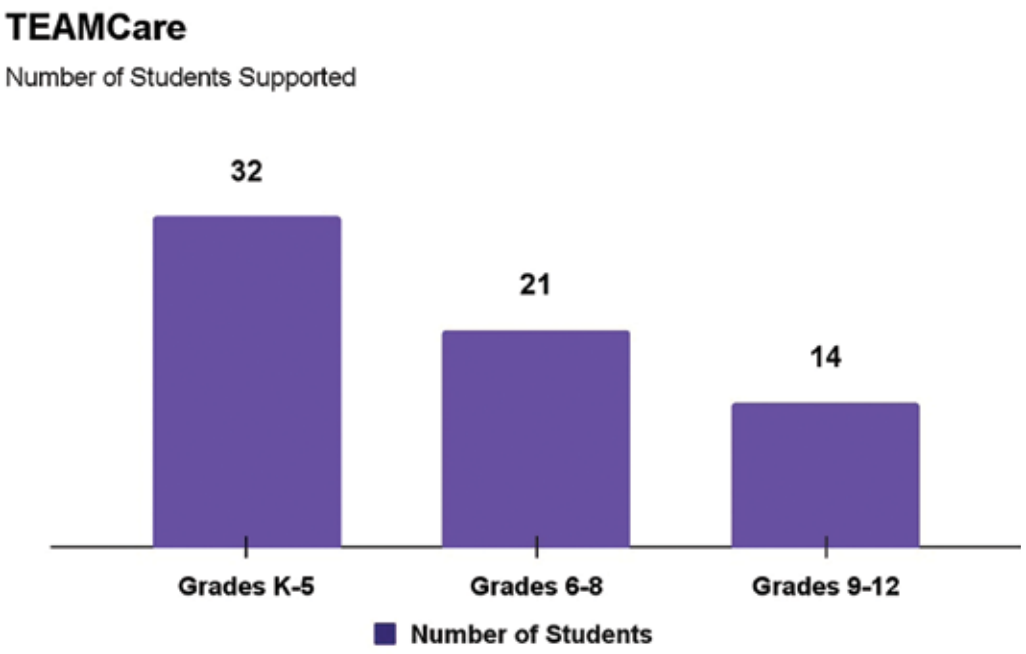
Guiding Students Toward Success

School counselors play a critical role in helping students navigate academic and personal challenges. They provide guidance and support that foster resilience, personal growth, and social-emotional development. By equipping students with the skills and strategies to succeed both inside and outside the classroom, counselors empower them to overcome obstacles, reach their full potential, and build a strong foundation for future success.



Accessible School-Based Support Services

By providing services directly within schools, the Elizabethtown Area School District removes transportation barriers, ensuring that students and families can access support without missing valuable class time. Programs like **TEAMCare** help students build resilience, develop healthy coping strategies, and adopt positive behaviors, supporting both academic success and personal growth.



Nurturing Resilience: Trauma Counseling for Young Minds

The Elizabethtown Area School District offers trauma-informed counseling for elementary students coping with difficult experiences, such as the loss of a loved one, abuse, or serious accidents. Trained counselors from Empower the Mind offer support to help students develop resilience, practice healthy coping skills, and achieve academic and personal success. This program fosters a caring environment where every child has the opportunity to succeed and grow.

A Closer Look at the 2024-2025 School Year:

- **Referrals:** 32 referrals at the primary and intermediate elementary levels (Grades K-5).
- **Students Served:** 26 elementary-level students received trauma counseling.
- **Successful Discharges:** 9 students were successfully discharged from trauma counseling services.
- **Continuing Services:** 11 students were recommended to continue receiving services at the start of the 2025-2026 school year.

Supporting Students Experiencing Homelessness and Foster Care

The Elizabethtown Area School District is committed to supporting students who are experiencing **homelessness or living in foster care**, ensuring they feel valued, connected, and ready to succeed in school. By providing direct, school-based services and partnering with community resources, we address both educational and social needs. These efforts foster a sense of belonging and ensure that every student has the support necessary to thrive academically and personally.

A Closer Look at the 2024-2025 School Year:

- **McKinney-Vento Support:** 46 families received assistance under the McKinney-Vento Act to address homelessness.
- **Homelessness Support:** 69 students benefited from McKinney-Vento services, promoting stability in their education.
- **Foster Care Services:** 10 students in foster care placements received support within our school district, ensuring a sense of belonging and continuity.

Bear Bags: Supporting Families Experiencing Food Insecurity

The Elizabethtown Area School District's Bear Bags program is a key initiative of our Support Services Division, providing food to students and families in need. By addressing food insecurity, the program helps students focus on learning without the distraction of hunger.

Access to consistent, nutritious meals supports student well-being, improves concentration, and promotes regular attendance and engagement. Programs like Bear Bags ensure every student has the opportunity to succeed academically and thrive socially.

A Closer Look at the 2024-2025 School Year:

- **Family Support Reach:** 55 families received assistance through our Bear Bags program.
- **Student Impact:** 110 students were supported through our Bear Bags program.
- **Distribution Milestone:** 1,840 food distributions completed to meet student and family needs.

Culture of Belonging

Elizabethtown Area School District's **Culture of Belonging** initiative is a districtwide effort to create learning environments where every student feels valued, safe, and connected. By cultivating an atmosphere of respect, voice, and engagement, we aim to make school an inspiring and meaningful place for all students.

We recognize that each student's journey is shaped by unique motivations and experiences. That's why we focus on programs and services that build emotional readiness, social skills, and collaboration—key elements in helping students connect, contribute, and thrive.

At the heart of this initiative is the integration of rigorous academics with enriching opportunities that inspire students to grow academically, socially, and emotionally. By helping students find relevance and purpose in their learning, and by promoting healthy relationships and responsible decision-making, we prepare them for success well beyond graduation.

This section of the annual report features data and insights related to safety and security, extracurricular participation, and social-emotional learning—key components of our commitment to fostering belonging and well-being for every student.

Empowering a Brighter Future

Remaining engaged in school opens doors to lifelong opportunities–from stronger career prospects to greater earning potential. At Elizabethtown Area School District, we are committed to helping students stay connected to their learning by fostering curiosity, motivation, and hope for the future. Through encouragement and meaningful engagement, we nurture each student's path toward success beyond graduation.

A Closer Look at the 2024-2025 School Year:

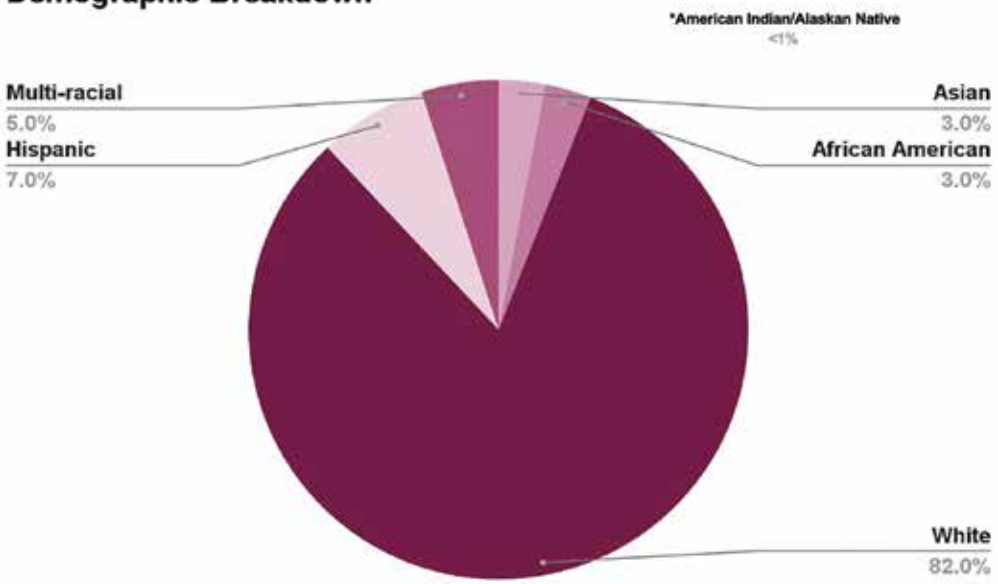
- **High School Dropout Rate:** Over 99% of students stayed enrolled in high school, with less than 1% meeting the dropout criteria.

Empowering Every Learner Through Belonging

For the 2024–2025 school year, Elizabethtown Area School District serves approximately 3,650 students whose diverse backgrounds enrich our school community. Our dedicated faculty and staff work to create an environment where every student feels seen, supported, and valued.

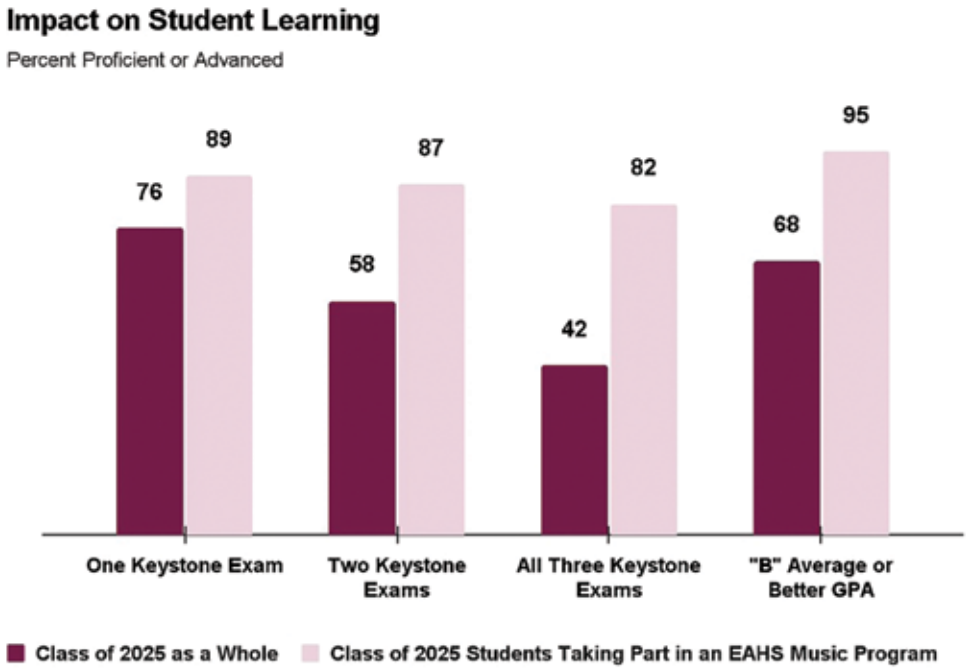
Through meaningful relationships and a culture that celebrates individuality, we help each student discover their strengths and reach their full potential. Together, we are building a community where belonging fuels learning and every child can thrive.

Demographic Breakdown



Cultivating Growth Through the Arts

Participation in music, theater, and visual arts creates an environment where students feel valued and engaged. These opportunities nurture creativity, critical thinking, and problem-solving skills while enhancing academic success. Beyond academics, the arts foster communication, collaboration, and civic responsibility, helping students build a sense of community and motivation that enriches their overall educational experience.



Outstanding Student Achievements in the Arts (Part 1)

- **PMEA Elementary Songfest Participation:** 11 elementary students participated.
- **PMEA Elementary Stringfest Participation:** 13 elementary students participated.
- **LVC Bandfest Participation:** 9 middle school students participated in Bandfest.
- **LVC Stringfest Participation:** 16 middle school students participated in Stringfest.
- **LLMEA County Band Festival Participation:** 14 high school students participated.
- **LLMEA County Chorus Festival Participation:** 11 high school students participated.
- **LLMEA County Orchestra Festival Participation:** 16 high school students participated.

PMEA - Pennsylvania Music Educators Association

LLMEA - Lancaster-Lebanon Music Educators Association

LVC - Lebanon Valley College

Outstanding Student Achievements in the Arts (Part 2)

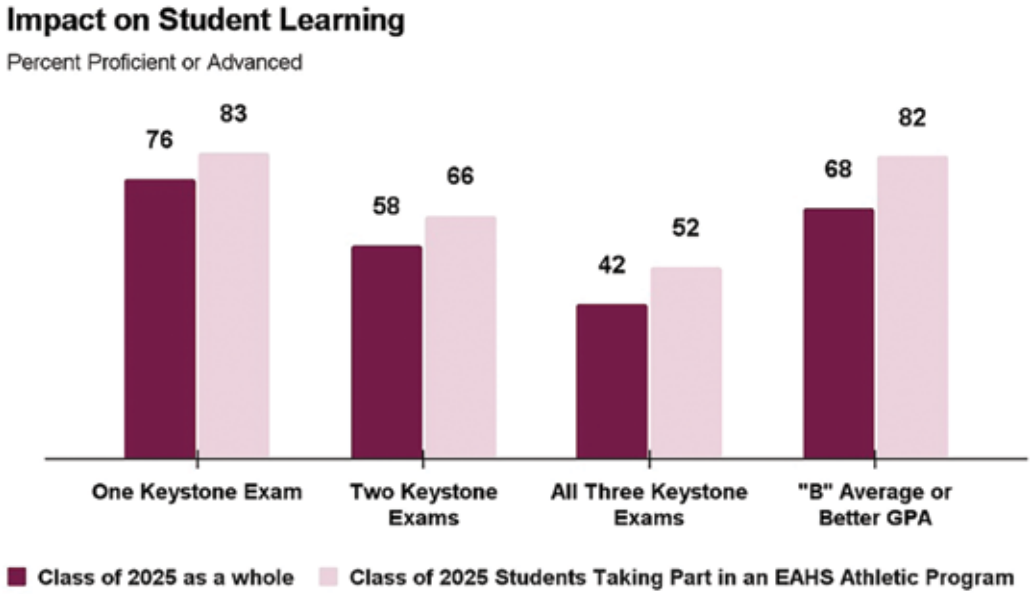
- **PMEA District Band Festival Participation:** 7 high school students participated.
- **PMEA District Jazz Band Festival Participation:** 2 high school students participated.
- **PMEA District Chorus Festival Participation:** 6 high school students participated.
- **PMEA District Orchestra Festival Participation:** 6 high school students participated.
- **PMEA Regional Band Festival Participation:** 3 high school students participated.
- **PMEA Regional Chorus Festival Participation:** 2 high school students participated.
- **PMEA Regional Orchestra Festival Participation:** 2 high school students participated.
- **PMEA All-State Band Festival Participation:** 2 high school students participated.
- **Hershey Theatre Apollo Awards:** District theater productions received 4 nominations for its Fall Play and 6 nominations for its Spring Musical.
- **National Association of Music Merchants (NAMM):** Named the Elizabethtown Area School District one of the Best Communities for Music Education.

The Arts Participation Levels

	EAHS	EAMS	ELEMENTARY
Concert Band	84	149	204
Marching Band	96	160	N/A
Jazz Band	30	46	33
Orchestra	84	97	131
Chamber Orchestra	23	24	N/A
Chorus	87	170	118
Chamber Choir/Show Choir	29	29	N/A
Fall Play	52	N/A	N/A
Spring Musical	101	153	N/A

Building Character and Community Through Sports

Participation in athletics strengthens peer connections and creates a supportive environment where students feel valued. Team sports foster collaboration, character development, and healthy habits, while also boosting engagement and motivation in academics. By promoting physical well-being, social growth, and resilience, our sports programs help students thrive both on and off the field.



Outstanding Student Achievements in Athletics

- **Section Champions (LLL):** 9 teams won the section championship.
- **District Qualifiers (PIAA):** 9 teams qualified for the district playoffs.
- **State Qualifiers (PSHSBBC):** 4 teams qualified for the state playoffs.
- **National Signing Day:** 25 students took part in Athlete Recognition Days to declare their intent to play collegiate athletics.

LLL - Lancaster-Lebanon League

PHSBBC - Pennsylvania High School Boys Bowling Championship

PIAA - Pennsylvania Interscholastic Athletic Association

2024-2025
Athletic Participation Levels

FALL

	EAHS	EAMS
Cheerleading	22	18
Cross Country (Boys)	15	7
Cross Country (Girls)	11	9
Field Hockey	27	23
Football	55	46
Golf	8	N/A
Soccer (Boys)	37	29
Soccer (Girls)	36	20
Tennis (Girls)	21	N/A
Volleyball (Girls)	26	N/A

WINTER

	EAHS	EAMS
Basketball (Boys)	19	20
Basketball (Girls)	18	17
Bowling	17	N/A
Cheerleading	20	15
Rifle	17	N/A
Swimming (Boys)	15	N/A
Swimming (Girls)	23	N/A
Unified Bocce	10	N/A
Wrestling (Boys)	22	29
Wrestling (Girls)	9	9

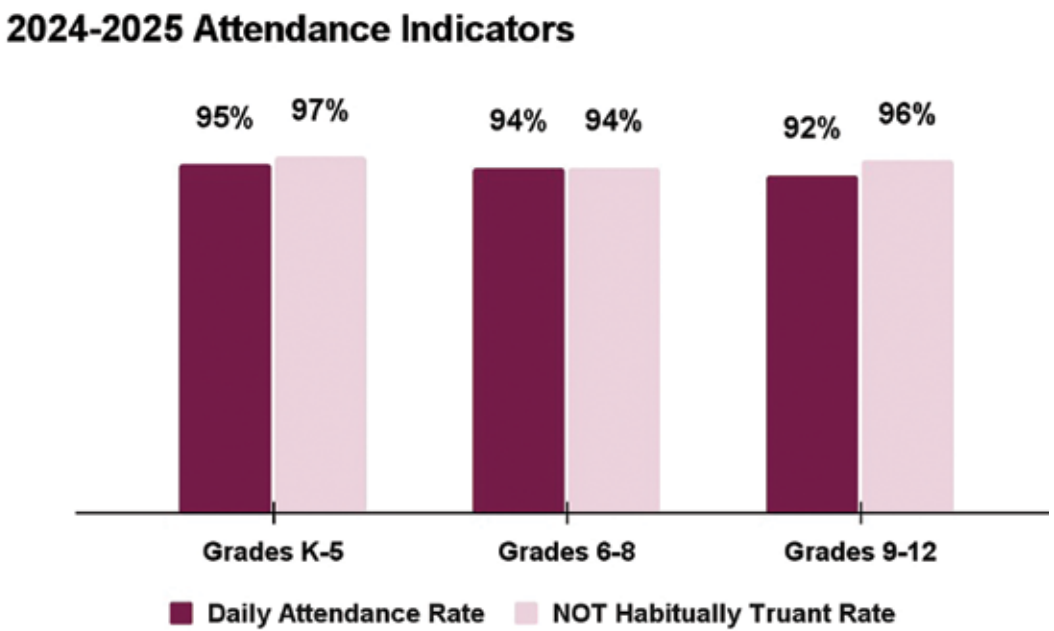
SPRING

	EAHS	EAMS
Baseball	34	N/A
Lacrosse (Boys)	21	N/A
Lacrosse (Girls)	36	N/A
Softball	28	N/A

	EAHS	EAMS
Tennis (Boys)	14	N/A
Track & Field (Boys)	38	24
Track & Field (Girls)	49	25
Volleyball (Boys)	17	N/A

Promoting Student Engagement

The Elizabethtown Area School District actively promotes regular student attendance through a variety of strategies. These include fostering strong connections with students and families, creating a positive school climate, supporting families facing attendance challenges, and maintaining clear, consistent attendance expectations. The District also tracks two key indicators: Daily Attendance and Habitual Truancy Rates. Habitual truancy, defined as six or more unexcused absences in a school year, helps the District gauge student engagement and commitment to learning.



Unlocking Potential Through Attollo

The Attollo Recruit program guides students in setting personal goals and planning steps to achieve them. High-performing participants can advance to the Attollo Scholar program, gaining access to mentoring, SAT/PSAT preparation, and college application support. Together, these programs build collaboration, academic skills, and confidence, equipping students for success in school and beyond.

A Closer Look at the 2024-2025 School Year:

- **Students Participating in Attollo Recruit:** 20
- **Students Completing Attollo Recruit:** 20
- **Attollo Recruits Continuing to Attollo Scholar:** 13

Commitment to Safe Learning Environments

The Elizabethtown Area School District is dedicated to providing a safe environment where all students can thrive. Our approach combines prevention and response, emphasizing secure facilities, advanced safety technology, regular emergency drills, partnerships with first responders, and proactive engagement with students and staff. These strategies help ensure that our schools remain safe, supportive spaces that foster belonging, well-being, and academic success.

A Closer Look at the 2024-2025 School Year:

- **Total Incidents Reported:** 698
- **Offenders Identified:** 316
- **Incidents Involving Law Enforcement:** 30

Sampling of Reportable Incidents: Minor Altercations; Student Code of Conduct Violation; Possession, Use, or Sale of Vaping Materials; Theft; and Fighting.

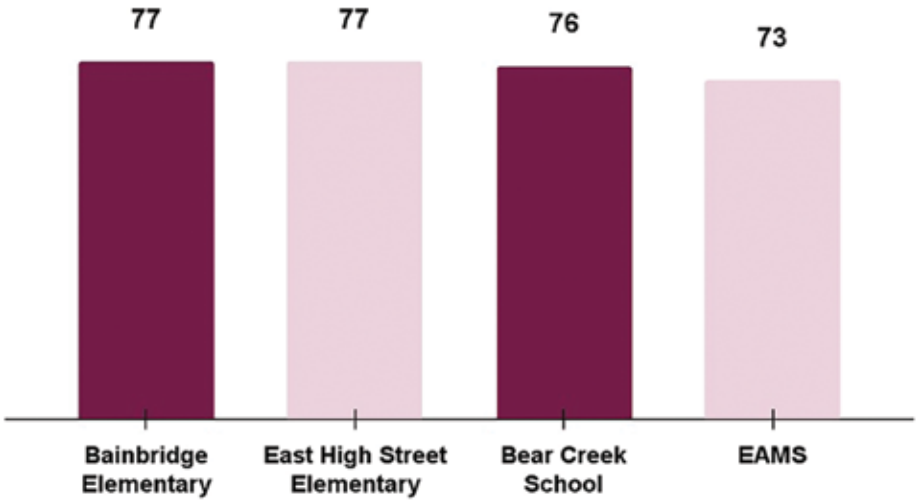
Transforming Our Schools: Leader In Me

The Leader in Me program, offered at the elementary and middle school levels, supports students in setting personal goals and developing social and leadership skills. It fosters character development, promotes academic success, and contributes to a positive school environment. The program also encourages student empowerment and active community involvement. To evaluate its impact, the schools utilize the program's Measurable Results Assessment (MRA), collecting feedback from students, teachers, parents, and administrators.

MRA Scoring Guide:

- 90-100: Exemplary
- 80-89: Effective
- 70-79: Satisfactory
- 50-69: Needs Improvement

MRA Results



Operational Efficiency

Operational efficiency is essential for school districts to maximize resources, elevate educational quality, and strengthen community trust. A well-managed district not only improves student outcomes but also boosts teacher morale and fosters strong support from families and the broader community—key ingredients for long-term success.

Why Operational Efficiency Matters:

- **Enhanced Academic Success:** Strategic and efficient resource allocation ensures students have the tools, support, and opportunities they need to thrive.
- **Higher Teacher Satisfaction and Retention:** Streamlined processes reduce operational friction, enabling educators to focus on instruction and increasing overall job satisfaction.
- **Greater Community Trust and Accountability:** Transparent, responsible management of district resources reassures stakeholders that investments are being used wisely and effectively.
- **Stronger Long-Term Planning:** Efficient operations allow the district to plan proactively, ensuring consistent delivery of high-quality education year after year.

This section of the annual report provides an overview of our key operational departments—business services, communications, food service, transportation, and human resources—highlighting how we steward resources to benefit both students and the community.

Educator Expertise and Experience

Supporting a highly skilled teaching staff is essential to improving student achievement, growth, and attendance. The District advances this goal through strong recruitment and retention strategies that value experience, educational excellence, and mentorship. Ongoing professional development and clear opportunities for career advancement keep educators engaged, prepared, and dedicated to student success.

A Closer Look at the 2024-2025 School Year:

- **Experienced Faculty:** 184 faculty members have 10+ years of teaching experience.
- **Faculty with Advanced Degrees:** 205 faculty members hold master's degrees.
- **Faculty with Doctorates:** 4 faculty members hold doctorate degrees.
- **Administrators with Graduate Degrees:** 14 administrators hold master's degrees.
- **Administrators with Doctorates:** 7 administrators hold doctorate degrees.
- **Administrators with 10+ Years in Education:** 19 administrators have 10+ years of experience in the education field.

Strengthening Instruction Through Ongoing Professional Learning

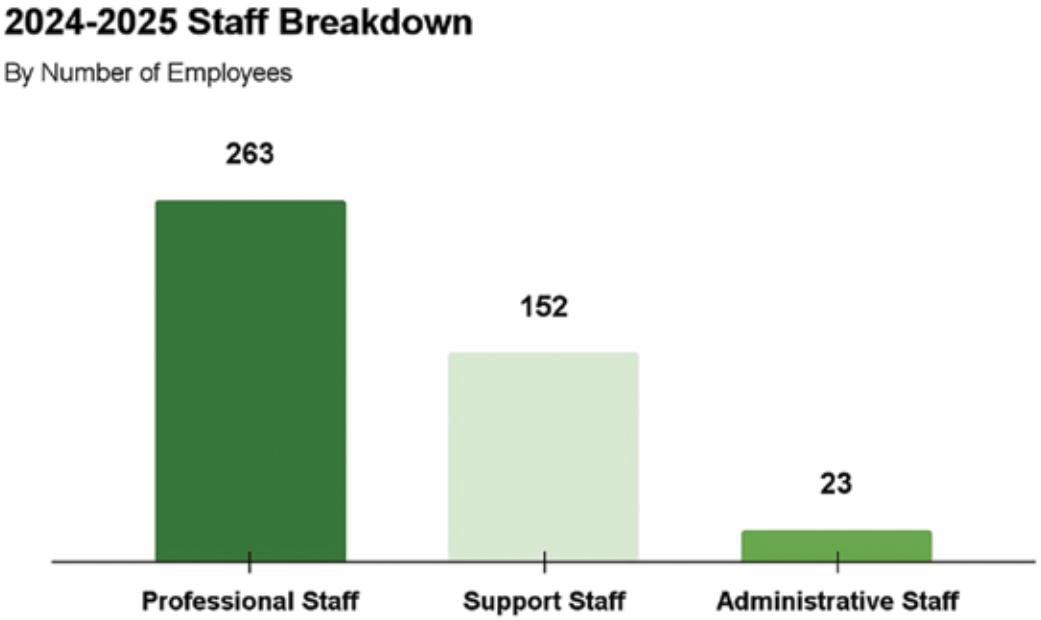
The Elizabethtown Area School District is committed to supporting the professional growth of teachers and administrators to enhance student learning. Professional development is a priority and provides educators with ongoing opportunities to stay current with instructional strategies, technology integration, and social-emotional learning practices. These efforts reflect our dedication to fostering a community of lifelong learners equipped to meet the evolving needs of our students and the broader educational landscape.

A Closer Look at the 2024-2025 School Year:

- **Teachers:** 26,064 hours completed in a variety of sessions.
- **Sampling of Courses Completed by Teachers:** Special Education Law, Using Data to Plan Instruction, Leader in Me Strategies, Multi-Tiered System of Supports, Safe Crisis Management and De-escalation, Curriculum Writing and Common Assessments, and Student Supports/Reducing Barriers to Learn.
- **Sampling of Courses Completed by Professional Staff:** Special Education Law; Curriculum, Instruction & Using Data; Leader in Me; MTSS (Multi-Tiered System of Supports); Safe Crisis Management & De-escalation; Curriculum Writing & Common Assessments; Student Supports/Reducing Barriers to Learning.

Together Supporting Student Growth

Building a dedicated and skilled team of professionals and support staff is essential to enriching the student learning experience. The District believes that every employee—regardless of role—contributes to the well-being, growth, and academic success of our students. Through meaningful engagement, genuine care, and a shared commitment to our mission and vision, each staff member helps create an environment where all students can thrive.



Allocation of Educational Resources

A school district budget serves as a crucial framework for allocating resources efficiently and effectively in support of educational goals. Central to this framework is a strong investment in instruction and student services, ensuring that funding directly enhances the learning experience and meets the diverse needs of all students.

A Closer Look at the 2024-2025 School Year:

- **Student Instruction:** 62%
- **Student Support Services:** 27%
- **Debt Service:** 9%
- **Extracurricular Activities:** 2%

Expenditure Categories

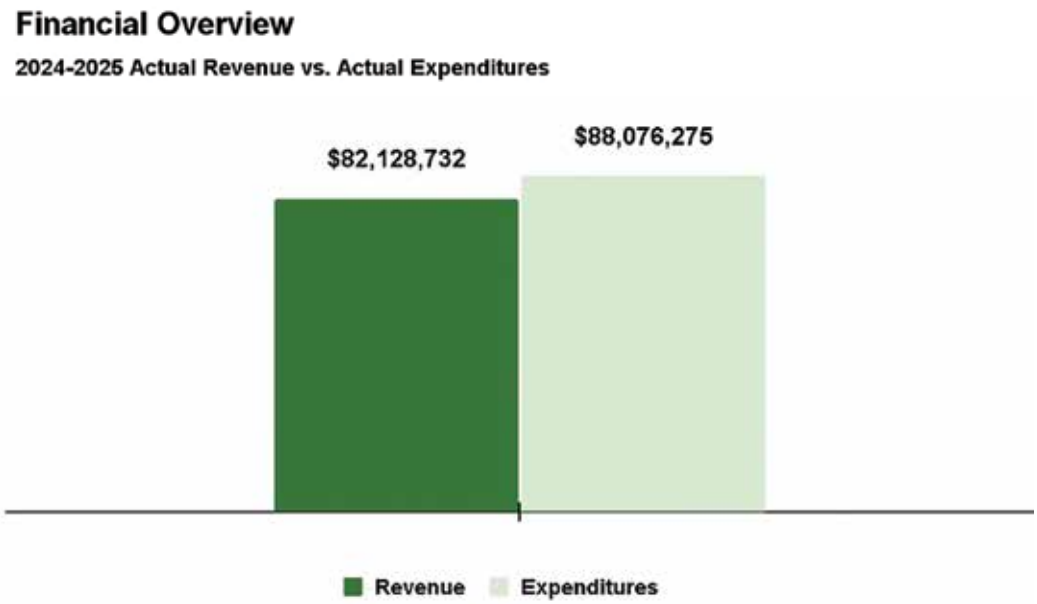
Expenditures are ranked from largest to smallest, with Salaries and Benefits accounting for the largest share at 68% of total spending.

A Closer Look at the 2024-2025 School Year:

- **Salaries:** 44%
- **Benefits:** 25%
- **IU, Substitutes, and Professional Services:** 9%
- **Debt Service:** 5%
- **Transportation:** 4%
- **Cyber/Charter Schools and Tuition:** 6%
- **Supplies:** 4%
- **Other Expenses:** 3%

Revenue and Expenditure Variability

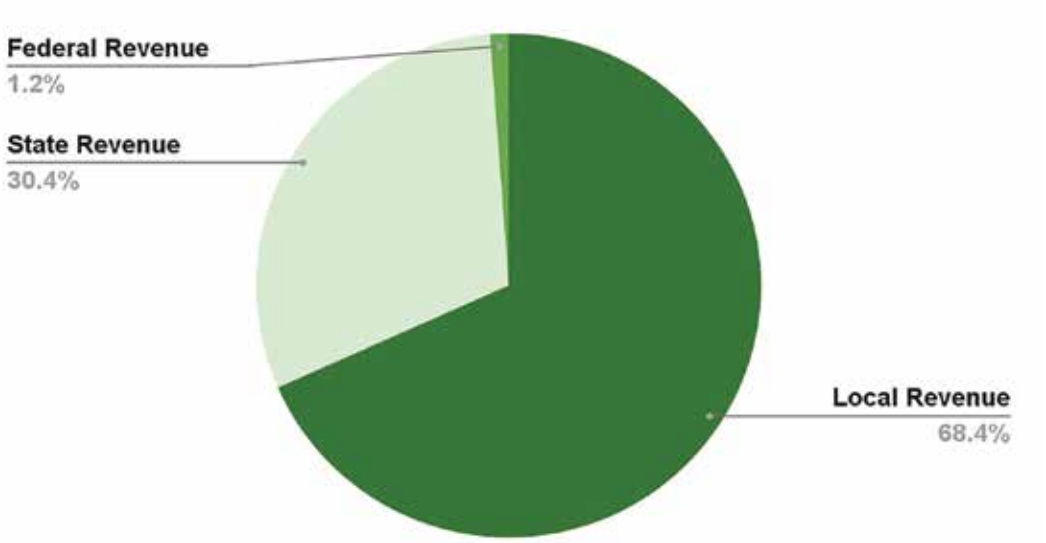
The District is committed to maintaining a fiscally responsible budget that prioritizes students' educational needs while safeguarding taxpayers from undue financial burden. A key challenge in this process is the unpredictability of revenue, as state and federal funding levels are often finalized after local budgets are approved. On the expenditure side, costs are shaped by the specialized needs of our students and the increasing necessity to invest in aging facilities and critical infrastructure. Managing these evolving demands is essential to sustaining high-quality educational services and long-term financial stability.



Revenue Management

A school district's budget is supported by multiple revenue streams—primarily local, state, and federal funding—each contributing uniquely to the district's financial stability. Effective budgeting, strong financial oversight, and transparent reporting are essential to maximizing these resources while meeting educational goals and regulatory requirements. The balance among revenue sources varies across districts, influenced by local economic conditions, tax base strength, state funding formulas, and the availability of federal grants. Navigating these complexities ensures the district can continue delivering high-quality education and services to students and the community.

2024-2025 Revenue By Source



Fast Facts

Per Pupil Spending

Per pupil spending data is based on the 2024-2025 school year, as compiled by the Pennsylvania Department of Education (PDE), and lags one year. This data shows that the District invested less in its students than other schools on average, reflecting a commitment to fiscal responsibility.

- Elizabethtown Area School District: **$18,228**
- Lancaster & Lebanon County Average: **$22,816**
- Pennsylvania Average: **$20,812**

Property Tax Details

- Average Annual Increase Over the Last 10 Years**: 2.94%**
- Average Act 1 Index with Exceptions Over the Last 10 Years: **4.2%***

** The potential average annual increase a school district could have implemented, considering factors such as inflation and local economic conditions, as determined by PDE.*

Tax-Exempt Properties

- Percentage of Tax-Exempt Property Values in Elizabethtown Area School District: **15%**
- Percentage of Tax-Exempt Property Values in Lancaster County: **10.7%**

Bond Rating

- Moody's Bond Rating: **Aa3*** (Reaffirmed May 2024)

** Indicates low credit risk due to strong financial management*

Elizabethtown Area School District
600 East High Street
Elizabethtown, PA 17022
(717) 367-1521
www.etownschools.org

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2025 Annual Impact Report