

2nd Annual



Measuring

SUCCESS

at Halifax Area School District

2019



Message from the Superintendent



The administrative team, our staff, and our school board of directors often have conversations about how to define “success” as it pertains to a school district. Some measure school districts through graduation rates, rankings, and test scores. Here at Halifax Area School District, we believe that there is more to success than just statistics and lists.

This Measuring Success Framework emphasizes the areas of: academic achievement and growth, character development, school climate, the arts, wellness, and future readiness. By looking at success holistically for each student, we are able to see beyond the typical metrics and ensure that each student knows that he or she is more than just a test score.

We are excited to share this publication that is a true reflection of the dedication and hard work of both our students and our staff. Our students continue to excel in academics, arts, and athletics, while also committing their time and energy to extracurricular activities and service that often have an impact beyond our community, region, and state. Our staff members are dedicated to making connections with their students and are committed to their social, emotional, and academic growth.

We are proud to present the 2nd Annual Measuring Success 2019 Report to students, families, staff, and our community. While this publication contains many elements of a typical annual report, including student demographics and financial information, it also paints a picture of our achievements, our focus, and our values as we continue to prepare all students for success in a changing world and to make a difference.

Thank you for your support of the Halifax Area School District,

David R. Hatfield, Ed.D.

Superintendent of Schools



Follow me on [Twitter](#) @HalifaxAreaSD

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mission

The Halifax Area School District, in partnership with students, parents, and community members, will provide each child with a safe, supportive, and challenging environment that will empower and inspire them to reach their potential as prepared, engaged, and responsible citizens.

Empowering and Inspiring Students to be Prepared, Engaged, and Responsible Citizens.

vision

our goals

DISCOVERY CHARACTER DEVELOPMENT PROGRAM

Challenge all the staff to connect with students and to model respect, curiosity, courage, concern, leadership, and integrity. Challenge students to discover and achieve their best. **This year's theme is "Make a Difference."**

ACADEMIC ACHIEVEMENT

We will promote the achievement of all students at the highest levels of their individual abilities in all areas.

SAFE AND SUPPORTIVE SCHOOLS

We will provide a safe, welcoming, and well-maintained learning environment.

STEWARDSHIP

We will maximize efficiencies in all areas of the District for continuous improvement and optimization of resources.

CURRICULUM AND PROFESSIONAL PRACTICE

We will foster high quality instruction built upon a dynamic curriculum that fosters creativity, collaboration, critical thinking, and life-long learning.

INNOVATION

We will innovate our educational practices and become leaders in technology integration.

COMMUNITY ENGAGEMENT

We will foster a collaborative culture that invites and celebrates community support and participation.

The 2019
Comprehensive
plan is available
at
www.hasd.us

DEMOGRAPHIC INFORMATION

Halifax Area School District is a small, rural, public school district located in Dauphin County in Central Pennsylvania. The school district was founded in 1958 and serves students from Halifax Borough, Halifax Township, Wayne Township, and Jackson Township. The school district encompasses 83 square miles.

The Halifax Area School District's educational program is organized into three age appropriate levels: Halifax Elementary School (grades Pre K-5), Halifax Area Middle School (grades 6-8), and Halifax Area High School (grades 9-12). Our middle and high school programming is housed in one building. High school students have the opportunity attend to Dauphin County Technical School, participate in the Vocational Agriculture Program housed at Upper Dauphin Area High School, or attend Harrisburg Area Community College. Pictured above is the 2019 Enders-Fisherville Faculty and Staff.



| School | Fall 2019 Enrollment |
|---|----------------------|
| Halifax Elementary (grades PreK-5) | 423 |
| Halifax Area Middle School (grades 6-8) | 246 |
| Halifax Area High School (grades 9-12) | 256 |
| Dauphin County Technical School (grades 9-12) | 59 |
| Vocational Agriculture Program (grades 10-12) ½ day | 1 |
| Full Time HACC | 8 |
| Total Enrollment | 994 |



DEMOGRAPHIC INFORMATION

| Student Demographics K-12 | |
|--|---------------------------|
| 90.1% | White or Caucasian |
| 2.0% | Black/African American |
| 2.7% | Multi-racial |
| 2.6% | Hispanic |
| 1.3% | Asian |
| *1.3% | other |
| <i>*includes pacific islander, native American</i> | |
| 37.3% | low socioeconomic status |
| 18.3% | special education |
| 1.8% | gifted |
| 0.5% | English language learners |



Human Resources Overview 2019-2020

| classification of position | employees |
|------------------------------|-----------|
| teaching staff | 87 |
| instructional support staff | 27 |
| administrative support staff | 16 |
| custodial/maintenance | 12 |
| cafeteria staff | 11 |
| administrators | 10 |



Graduating Class of 2019

- 62 students in senior class
- 19 students in national honor society
- 55 students graduating with above 3.0 GPA
- 37 students attending two/four year colleges
- 7 students entering the military
- 13 students entering the workforce
- 2 apprenticeships
- 57 scholarships awarded totaling over \$60,000



includes full-time, part-time, and long-term substitutes

MEASURING SUCCESS FRAMEWORK

Halifax Area School District's Measuring Success Framework includes four primary areas of focus:



SCHOOL CLIMATE

THE DISCOVERY CHARACTER DEVELOPMENT PROGRAM

“Putting Character at the Center of Everything We Do”

Halifax Area School District is dedicated to providing our students with a quality education that includes a program for **character development**. As a School Community we are committed to providing our students with a **positive school environment** and a **supportive school culture**. We expect each student to take responsibility to do his or her best as well



as have the courage to hold others accountable to do their best. To implement these activities at the secondary level our entire student body is organized into multi-grade Discovery Groups consisting of approximately four students from each grade level. The multi-grade level setting promotes a larger sense of community in our school and creates our Discovery Families. **HS Students (pictured left) from Mrs. Stone's Discovery delivered a character lesson to Mrs. Tanner's Kindergarten class.**

Discovery Activities include:

Seminars and Discussions- All students are involved in lessons and discussion groups that focus on issues of character.

Intramurals- Discovery groups compete together to learn sportsmanship and cooperation to promote a sense of teamwork and form the basis of the action/reflection discussion.

School-Wide Jobs- Students take ownership of the school and participate in keeping the school clean.

School & Community Service- Students organize activities such as food and clothing drives, collections for charitable organizations, and community clean ups.

Performing Arts- Students are challenged to participate in performances including talent shows, courtyard concerts, Veterans' Day Assemblies, and other public performances.

At the elementary level the student body is organized into multi-grade Discovery Groups to participate in lessons and activities where students are introduced to our key words and principles including:

*Destiny, Humility, Conscience, Truth,
Brother's Keeper, Respect, Concern, Courage, Curiosity,
Leadership, Integrity, Responsibility*

2019-2020
theme:

**Make a
Difference.**

School Climate

Discovery &
Connectedness

Positive
Environment

Safety



*“My child’s
Discovery Teacher
is phenomenal!
She has been a
blessing and has
positively
impacted my son’s
attitude towards
education!”*

- A Halifax Parent



SCHOOL CLIMATE

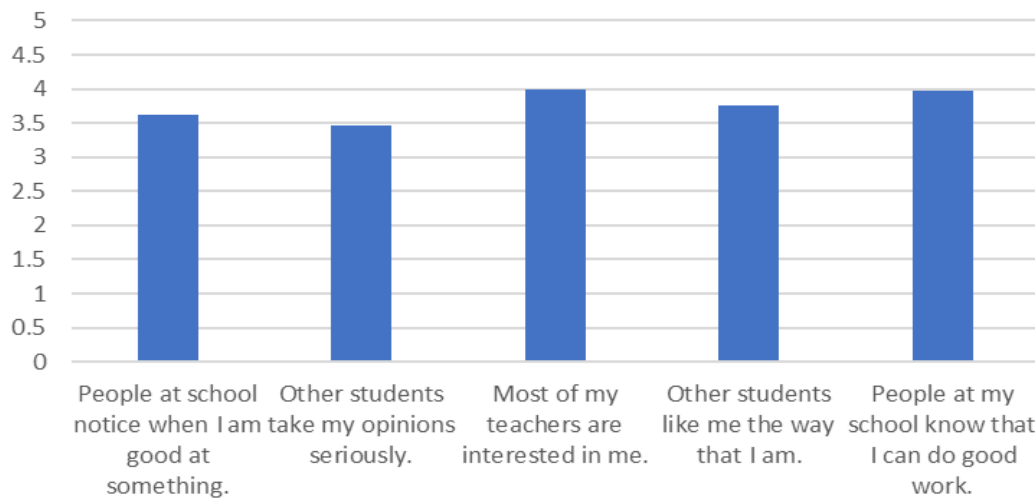
HASD surveys students in grades 6-11 and families on school climate and feelings of connectedness. Studies have shown that students who report feelings of connectedness have fewer disciplinary incidents, higher attendance rates, and are more frequently engaged in learning activities.

Discovery & Connectedness

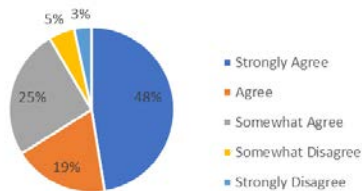
Positive Environment

Safety

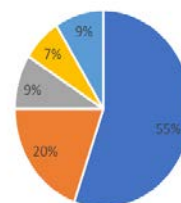
2019 HAMS Survey Results (5-1 Scale Averaged)



I FEEL LIKE A PART OF MY SCHOOL (2018 Underclassmen Survey)



THERE IS AT LEAST ONE TEACHER OR ADULT I CAN TALK TO IN MY SCHOOL IF I HAVE A PROBLEM (2019 HAMS Survey)



Winter 2019 Survey.

Parents Agree:

I feel welcome at my child's school:

91%

The school leader is accessible to me:

95%

Adults at school treat my child with respect:

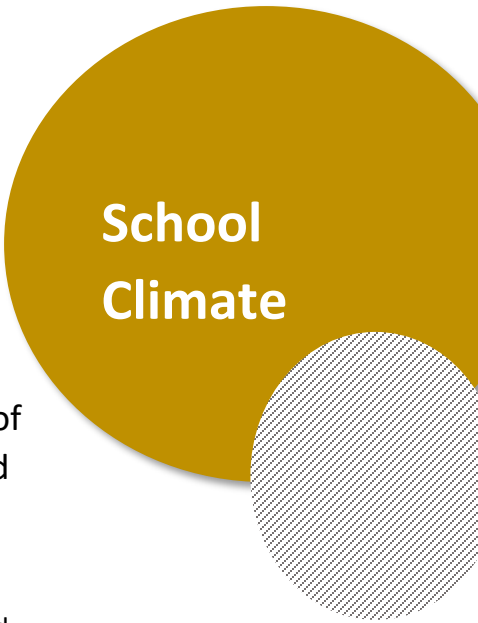
99.5%

My child has developed meaningful relationships at school:

90.4%

SCHOOL CLIMATE

COMMUNITY ENGAGEMENT



The commitment to school and community service is a cornerstone of the Discovery Character Development Program that is complimented by several other school and community programs.

HALIFAX COMMUNITIES THAT CARE [\(CTC\)](#)

Since 2001, the mission of CTC is to have community members and others with a vested interest, work effectively and efficiently together to identify risk and protective factors; then implement evidenced based programs to enhance our community thereby decreasing risk to our students and community. CTC offers free events and activities including: Trunk or Treat, Deck the Halls, Community Family Fun Day, and many other free movie/family nights. CTC Facilitator **Heather Crook** is pictured right with **Julia Grill & Maddie Singer**.



CTC also offers the following parenting/family programs: Guiding Good Choices, Supporting School Success, Botvin Parenting Life Skills, and Strengthening Families.

CTC Programs and Student Engagement

Halifax CTC provides age appropriate programs to protect our children and help them develop into healthy, productive adults. Some of the programs offered are: On Applebee Pond Puppets, Too Good for Violence, Too Good for Drugs, Botvin Life Skills, Jr. Ophelia & Club Ophelia, Interrupted Series on Gateway Drugs, Marijuana, Underage Drinking, Tobacco/Vaping, and Project Towards No Drug Abuse.



CTC provides clubs in the Elementary, Middle & High School. Clubs include: Friends of Rachel (pictured right top), Aavidum, Stand Tall, CTC Club & Cool Caring Cats Club.

Big Cats Little Cats

The Big Cat Little Cat Program pairs over 50 responsible, mature, helpful high school students with elementary/middle school students who need additional friendship, guidance, and academic support. These hour long, valuable visits happen each week during the school day throughout the school year.



Day of Caring in honor of Mike Bower

Members of CTC are coordinating May 16, 2020, as a day dedicated to community service. Volunteer groups and donations will be organized to complete projects. There will be a kick-off rally, a 5k Run, and a "family dinner".

Pre School Partners and Early Intervention

Our PreK Counts program and full-day kindergarten programs partner with regional day care providers and [Dauphin County Early Interventions](#) to help families prepare for school readiness by collaborating on academics, behavior, and social-emotional growth.

Our Therapy Dog Program, featuring **Abby** is nominated for an Outstanding Program from Shippensburg University.

School Climate

Mini-THON & Make-A-Wish Day

Part of the mission of the High School Student Council has become philanthropy and community service. Mini-THON and Relay Day are student run events that spread awareness and ensure funding for cancer research. Students raise thousands of dollars annually and have twice received the Bob D. Schiller Memorial Cancer Research and Support Award. Pictured right are elementary students participating in the “Mini-Mini-Thon.” In 2020, Student Council will direct their spring fundraising efforts for the [Make-A-Wish Foundation](#). Make-A-Wish is working with one of our students to completely refurbish Deppen Park.

Relay for Life

Every year Northern Dauphin County comes together to raise money and awareness for the American Cancer Society through the [Upper Dauphin Relay for Life](#). Held at Halifax Athletic Stadium, last year over \$40,000 was raised to fund research, patient care programs, education, and prevention. This year, on June 20th, the stadium will be transformed into a carnival with games, entertainment, and food at our, “Come One, Come All...Carnival for a Cure.” A Survivor and Caregiver ceremony and meal, as well as a Luminary Ceremony will be held to honor those whose lives have been touched by cancer.

Community Partnerships

HASD makes developing partnerships to benefit our students a priority. Some of our most valuable partnerships are with organizations that are committed to our community such as the [Northern Dauphin County Human Services Center](#), the [Halifax Wildcat Education Foundation](#), Together We Stand Foundation, the [HUMC](#) Youth Center, the Valley Church Backpack Program, and our First Responders. The success of the **Northern Dauphin Joint School Safety Task Force** has led to the formation of a county-wide JSST. Schools work together with first responders on matters of school safety and provide mutual assistance in the event of an emergency incident affecting a member school district.



The 2020 **Mini-THON** raised **\$14,000+** for the **Four Diamonds Fund**, a new record for HASD.



HASD is focused on continuous improvement in the areas of instruction, student engagement, achievement, and growth.

The mission of HASD is to prepare all students for success in a changing world. As part of this goal, the District completed a revision of our [Comprehensive Plan](#). Part of this process is to continue to analyze student achievement and growth. Also, faculty and administration look closely at curriculum and instruction and its impact on the performance by students on standardized assessments that include: Pennsylvania System of School Assessment (PSSA), Scholastic Aptitude Test (SAT), Keystone Exams, Classroom Diagnostic Tests (CDT), and Advanced Placement (AP) Exams.

Growth refers to changes in student performance over time. The Pennsylvania Department of Education measures this concept using the Pennsylvania Value Added Assessment System (PVAAS) as reported on the School Performance Profiles (SPP). The score is based on indicators of academic achievement, academic growth, closing the achievement gap, and graduation/attendance rates.

Academics

Academic achievement and growth at HASD are measured through both state and national assessments which use local, state, and/or national norms to determine students' performance compared to peers, as well as a student's performance over time. Academic achievement and growth are measured in content areas through standardized tests administered by the Pennsylvania Department of Education and through college placement exams.



Comparator School Districts

For the purpose of academic comparisons, the district identified 10 other “comparator” school districts in Pennsylvania. The **Forecast 5 Sight Analytics** tool was used to generate a list of school districts across the Commonwealth of Pennsylvania that were most similar to HASD in terms of student enrollment, socio-economic status, and per pupil expenditures. We have also compared results to other schools in Dauphin County. Below is a list of comparator school districts:

Brentwood Borough

Canton Area

Clarion Area

Fort Cherry

Lackawanna Trail

Line Mountain

Millersburg

Mountain View

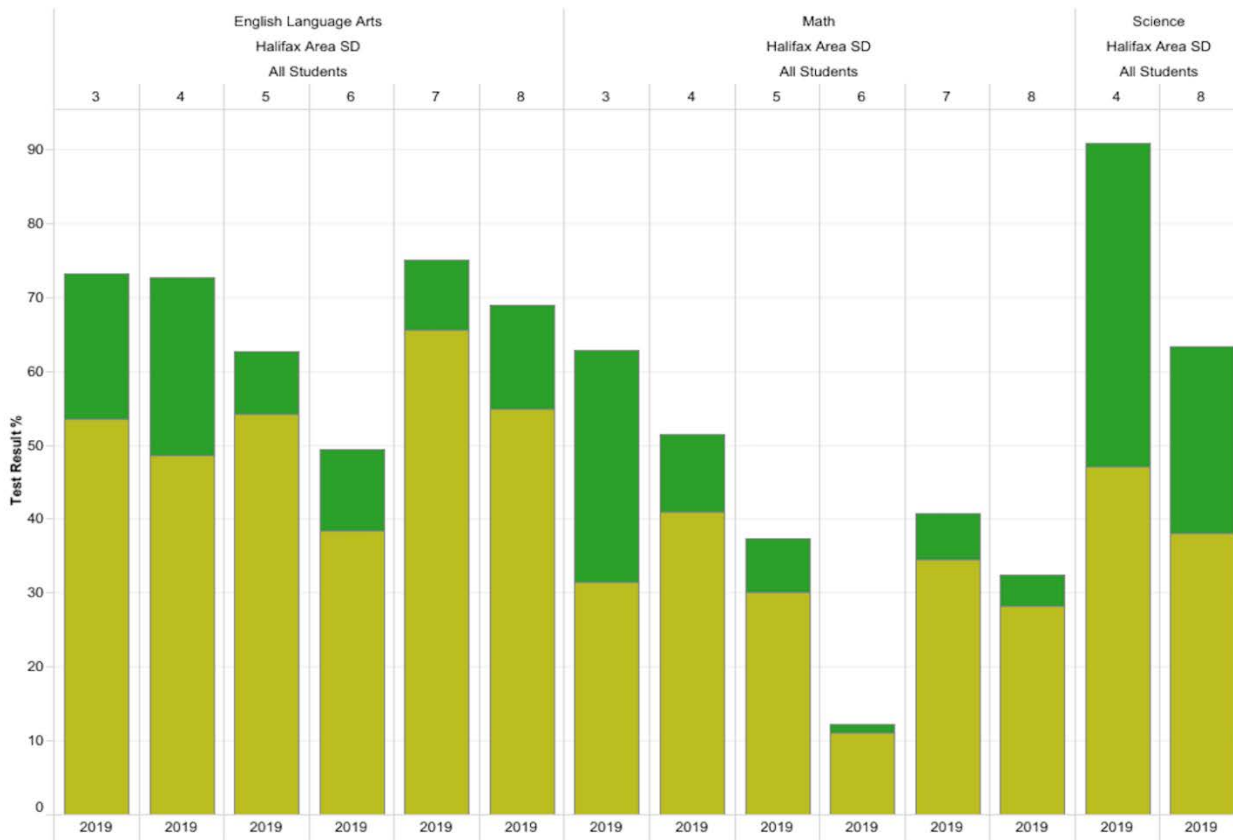
Northwest Area

Ridgway Area



The Commonwealth’s assessment system for students in grades 3-8 is known as the Pennsylvania System of School Assessment (PSSA). Tests are required under the Chapter 4 Regulations of the PA State Board of Education and the Federal Every Student Succeeds Act (ESSA). The tests are based on the PA Core Academic Standards in Mathematics, English Language Arts, and Science. The focus of the assessment is to determine the degree to which students and schools in the Commonwealth of Pennsylvania are proficient in achieving content contained in the Standards. Additionally, the PSSA provides information to teachers and schools to guide the redesign of curriculum and instructional strategies to enable students to master the Pennsylvania Core and Academic Standards.

2019 PSSA Test Results are graphed below by **PROFICIENT** and **ADVANCED**.

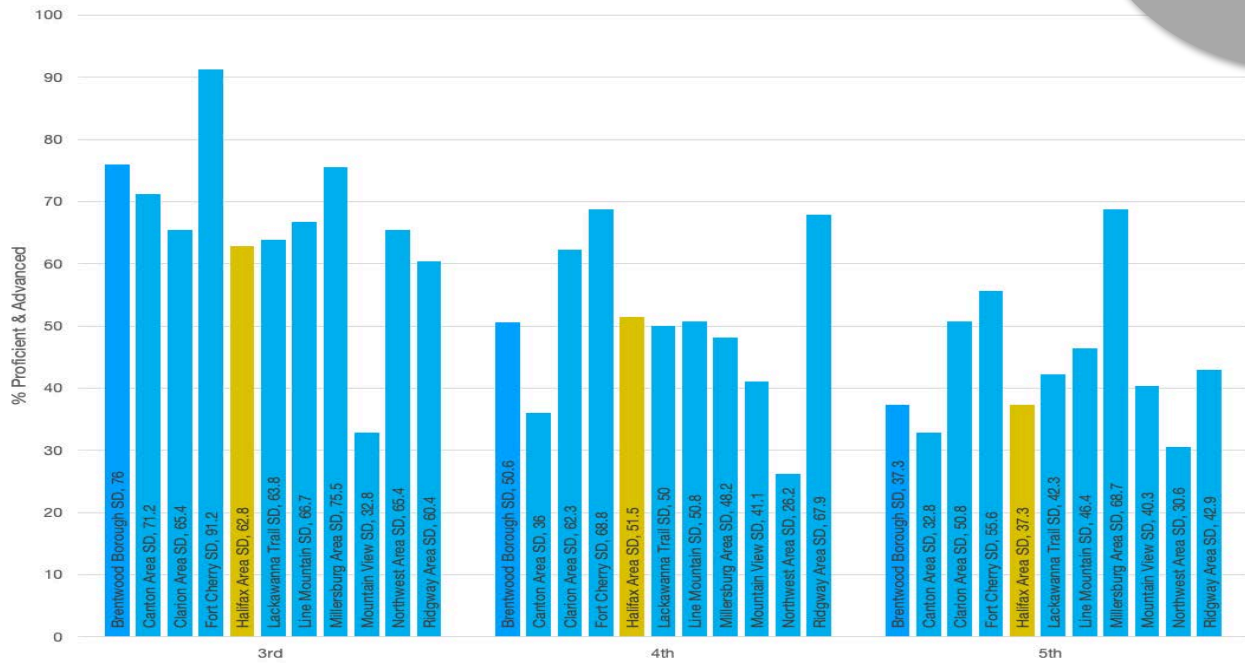


A series of initiatives are underway to maximize student learning including the use of Classroom Diagnostic Tests to determine areas of need. Halifax Elementary and Middle Schools have adopted a Multi-Tiered System of Support framework. **MTSS** is a framework to provide targeted support to all students. It is a comprehensive, multi-tiered, standards aligned strategy to enable early identification and intervention for students at academic risk. Students’ needs are identified, then students are grouped based on their needs, instruction is then tailored to the needs of the grouped students.

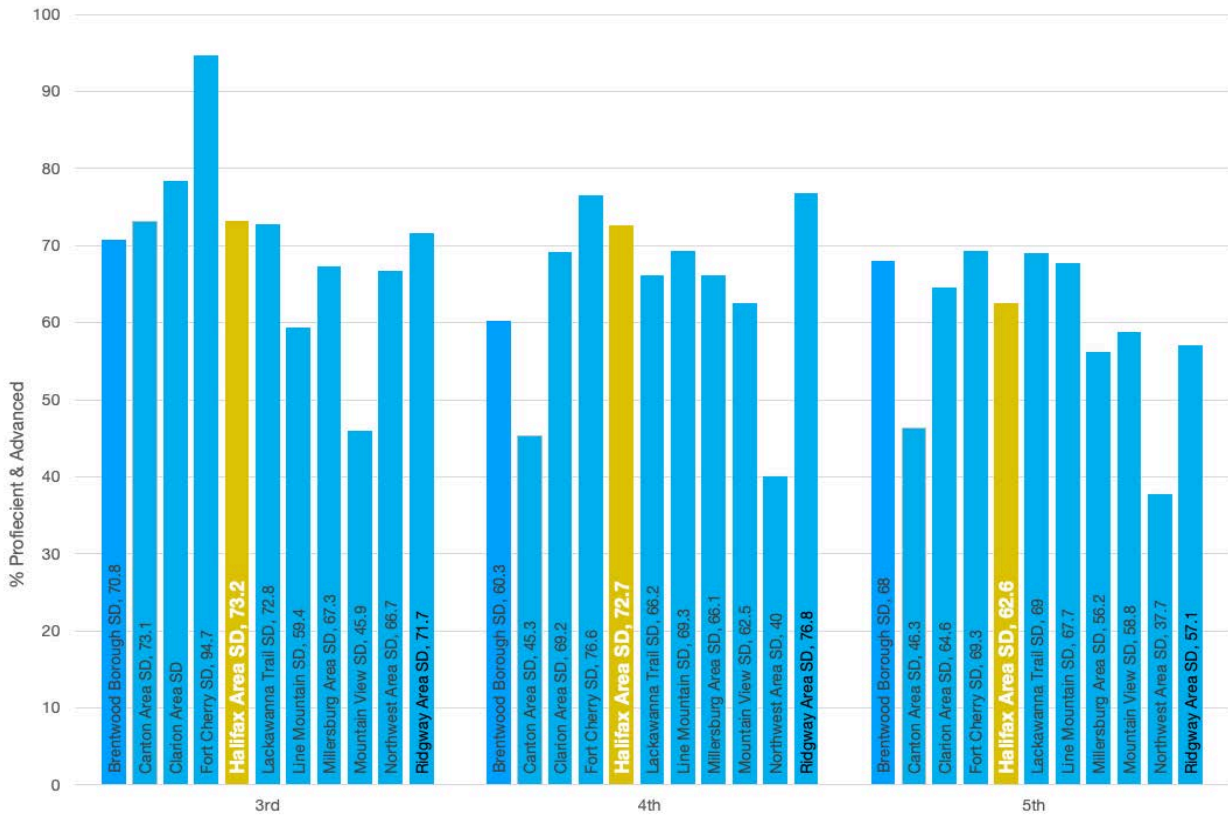
Additionally, over 90 [curricula](#) have been written or revised to better align with PA Core Standards.

PSSA Exams (continued)

2019 PSSA Math Elementary School



2019 PSSA ELA Elementary School



PSSA Exams (continued)






Growth Data

| Math | 4th GRADE | 5th GRADE | 6th GRADE | 7th GRADE | 8th GRADE | GROWTH MEASURE OVER GRADES STANDARD FOR PA ACADEMIC GROWTH |
|-------------------------------|-----------|-----------|-----------|-----------|-----------|--|
| 2017 | 0.9 | -4.6 | -3.5 | 1.7 | 2.9 | 1.3 |
| 2018 | -0.8 | -3.4 | -2 | 1.5 | -1.2 | 1.0 |
| 2019 | -3.4 | -1.2 | -4.2 | 1.1 | 1.3 | -1.3 |
| 3-year Average Growth Measure | -1.1 | -3.1 | -3 | 0.3 | 1 | -1.2 |

| English Language Arts (ELA) | 4th GRADE | 5th GRADE | 6th GRADE | 7th GRADE | 8th GRADE | GROWTH MEASURE OVER GRADES STANDARD FOR PA ACADEMIC GROWTH |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|--|
| 2017 | -2.8 | -8.6 | -2.4 | -1.2 | -0.2 | -3.1 |
| 2018 | -3.1 | -4.4 | 3.6 | 3 | 2.4 | -1.2 |
| 2019 | -2.1 | 2.5 | 2.3 | -0.5 | 3.2 | 1.1 |
| 3-year Average Growth Measure | -2.6 | -3.4 | 1.2 | 0.4 | 1.8 | 0.5 |

| Science 4th GRADE | AVG. SCALE SCORE | GROWTH MEASURE |
|-------------------------------|------------------|----------------|
| 2017 | 1426.7 | 41.6 |
| 2018 | 1412.3 | 4.5 |
| 2019 | 1463.6 | 2.8 |
| 3-year Average Growth Measure | 1432.4 | 16.3 |

| Science 8th GRADE | AVG. SCALE SCORE | GROWTH MEASURE |
|-------------------------------|------------------|----------------|
| 2017 | 1273.3 | 13.8 |
| 2018 | 1285.9 | 5.7 |
| 2019 | 1352.3 | 18.7 |
| 3-year Average Growth Measure | 1300.9 | 12.7 |

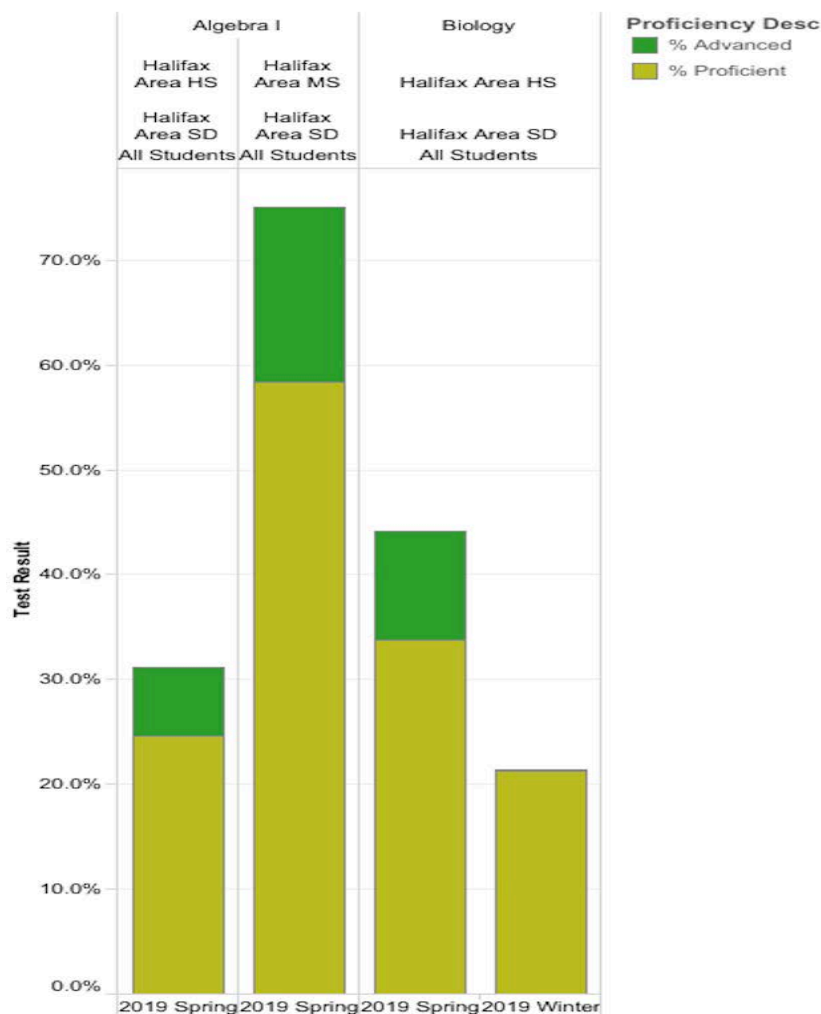
| | |
|---|---|
|  | Significant evidence that the District exceeded the standard for PA Academic Growth |
|  | Moderate evidence that the District exceeded the standard for PA Academic Growth |
|  | Evidence that the District met the standard for PA Academic Growth |
|  | Moderate evidence that the District did not meet the standard for PA Academic Growth |
|  | Significant evidence that the District did not meet the standard for PA Academic Growth |

Keystone Exams

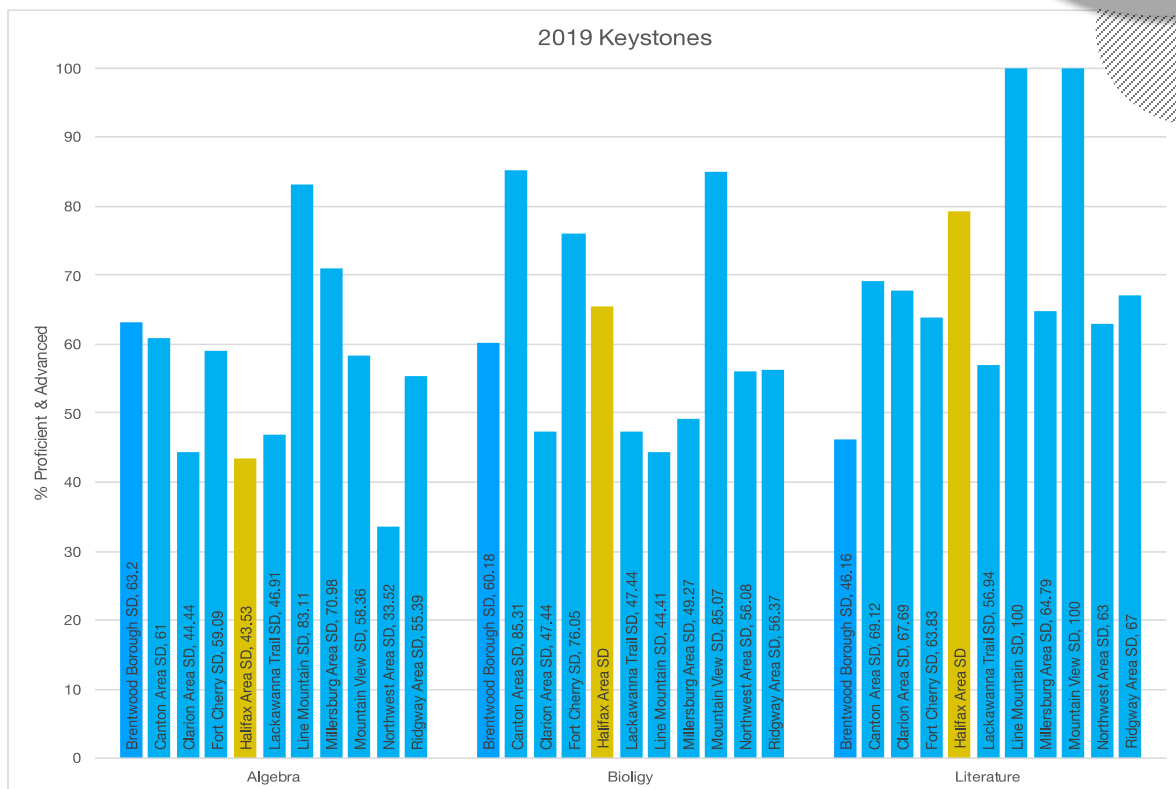


The **Keystone Exams** are end-of-course assessments designed to assess performance in the content areas of **Algebra I, Biology, and Literature**. Only one section of students take Algebra I while in the Middle School.

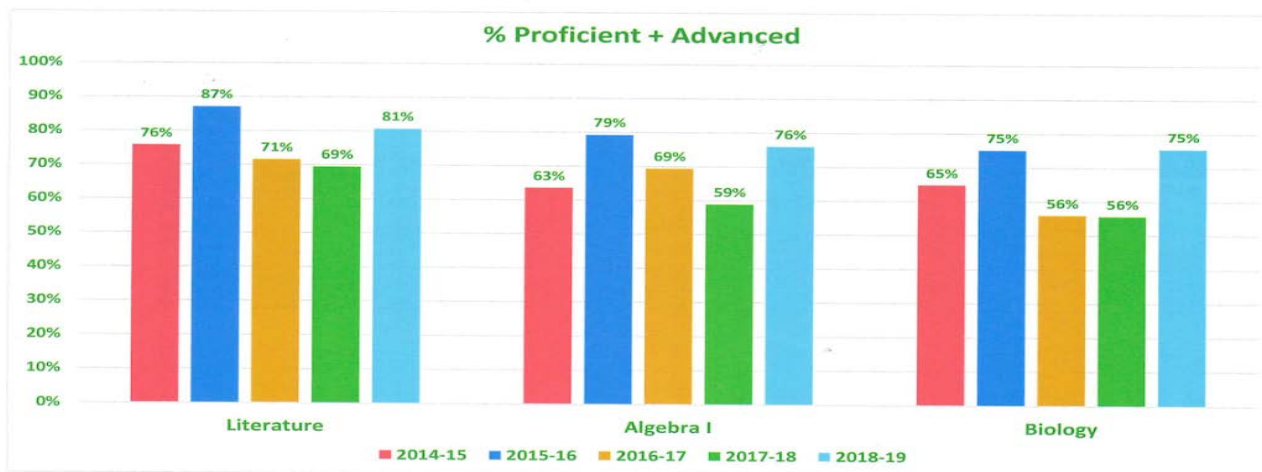
The Keystone Exams were developed by Pennsylvania educators and are aligned to the Pennsylvania Core Standards. These Exams are one component of Pennsylvania’s system of high school graduation requirements.



Keystone Exams (continued)



Halifax Area SD Keystone Achievement Summary








Keystone Exams (continued)

Growth Data

| Algebra | AVG. SCALE SCORE | GROWTH MEASURE |
|-------------------------------|------------------|----------------|
| 2017 | 1491.2 | 1.8 |
| 2018 | 1489.3 | 2.7 |
| 2019 | 1496.2 | 3.3 |
| 3-year Average Growth Measure | 1491.9 | 2.6 |

| Biology | AVG. SCALE SCORE | GROWTH MEASURE |
|-------------------------------|------------------|----------------|
| 2017 | 1496.5 | -5.1 |
| 2018 | 1516.1 | 3.5 |
| 2019 | 1496.1 | -4.4 |
| 3-year Average Growth Measure | 1502.9 | -2.0 |

| Literature | AVG. SCALE SCORE | GROWTH MEASURE |
|-------------------------------|------------------|----------------|
| 2017 | 1497.2 | -5 |
| 2018 | 1505.2 | -7.1 |
| 2019 | 1497.4 | -1.2 |
| 3-year Average Growth Measure | 1500 | -4.4 |

| | |
|---|---|
|  | Significant evidence that the District exceeded the standard for PA Academic Growth |
|  | Moderate evidence that the District exceeded the standard for PA Academic Growth |
|  | Evidence that the District met the standard for PA Academic Growth |
|  | Moderate evidence that the District did not meet the standard for PA Academic Growth |
|  | Significant evidence that the District did not meet the standard for PA Academic Growth |

School Performance

In the Fall of 2018, the PA Department of Education (PDE) introduced the [Future Ready PA Index](#) – a new, public-facing, one-stop location for comprehensive information and data on student and school success.

Achievement & Growth

Future Ready PA Index

Pennsylvanians wanted a more holistic tool for evaluating schools. In 2015, Governor Wolf charged the Department of Education with developing a new school measurement tool that would include a broader set of meaningful indicators. Over three years, PDE leaders met with thousands of educators, parents, advocates, policymakers, and business leaders to determine what that new tool should look like.



The Future Ready PA Index recognizes that students, and the schools that serve them, are more than just results on standardized tests. It features a collection of indicators that illustrate academic proficiency, on-track progress, and college and career readiness – helping to demonstrate how schools are doing in preparing students for post-secondary success.

The Future Ready PA Index's dashboard heightens transparency around school and student performance by including data on achievement and growth by student groups, including economically disadvantaged students, English learners, students receiving special education services, and racial and ethnic groups.

The Future Ready dashboard is easy to navigate – searchable by district, school, career and technical center, or location; and it includes basic information and demographic data for each school. The Future Ready PA Index also features helpful filters and options to compare multiple schools.



Pictured left are the 2019 Middle School recipients of the School Board Academic Excellence Medal

AWARDS AND RECOGNITION

Halifax has been recognized nationally for the Discovery Character Development Program and for our outstanding Student Council organization. Halifax is also recognized for our extra-curricular activities and the overall student experience. This section will highlight a few of the awards and recognitions received by our school, our staff, and our students.



Emily Deibler and Jaime Popp (pictured above with Mike Sim and Matt Czaplicki) received the Shippensburg University School Study Council's **Outstanding Teacher Award**. *Previous Outstanding Teacher Award recipients include Jessica Clisham, Christina Masser, Marie Suhr, Jessica McGuire, Heather Frantz, Nicole Czaplicki, Jennifer Diehl, Traci Aunkst, Mike Weaver, and Sharon Manning.*

The Class of 2020 will mark only the 4th time in the last 50 years that HAHS will have 2 Valedictorians, **Lenka Platt** and **Ezekiel Bugda**. Both are a credit to their families, school, and community. Ezekiel earned his Eagle Scout this year with his project to refurbish the HS track (pictured with Justin Hoover). Lenka (pictured with Emily and Evelyn Snyder at the [Fox Island Environmental Education Center](#)) attended HACC for her senior year and is very active in the Chesapeake Bay Foundation.

Stephanie Hoover and Susan Ziegler (below) accepted the Shippensburg University School Study Council's Exemplary Program Award for the **Big Cats Program**. *Halifax has been recognized previously for the Discovery Program, CTC, and the CAOLA blended on-line learning program.*



Halifax Middle School received the [Meaningful Watershed Educational Experience Award](#) for their **Environmental Field Day Event**.





Arts

It is not uncommon to be left in awe of the creativity and talent that Halifax students possess. Ambitious student actors, artists, dancers, musicians, and singers amaze audiences with their talents and garner recognition beyond the District boundaries.

Our musical productions are unique in that they include students of all ages and members of the community. Sold out performances have been common place. This year's show will be **Beauty and the Beast!**

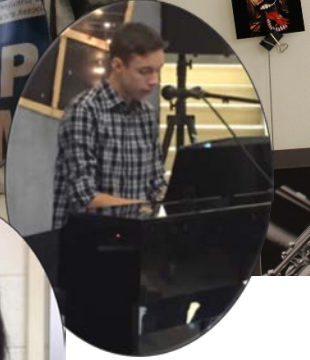


Band students are not just talented musicians, but also great role models. They provide welcoming music, brass ensembles, travel to entertain senior citizens, and encourage younger musicians. New for 2019-2020 is a Studio Band which challenges our first chair players and the addition of 12 clinics that students may attend. HASD also has 16 members in our Tri M Chapter (National Music Honor Society).

Serena Knauss will represent Halifax at Region V Orchestra and band. **Cameron Thompson** will represent Halifax at District VII Band. Also, Serena and Cameron will be performing with the Susquehanna University Honor Band. Five of our students, **Emily Scheib, Cameron Thompson, Lauren Kofalt, Serena Knauss, and Tanner Wright** will be performing in the Dauphin County Band.

Tanner Wright was chosen by audition to perform in both District and Regional Chorus 2020.

This year's TV NITE talent show was put on by a cast and crew of 96 people, including current students, current staff, former staff and alumni. Richard Lyter, class of 1959, performed "Climb Ev'ry Mountain" his graduation solo of over sixty years ago. Mr. Lyter was accompanied by Mrs. Sally Lisi, Charlotte Gingrich and Clint Funk.



Each year our Art students are featured at area fairs and art shows including the Gratz Fair. This year **Savannah Spicher's** artwork was featured at Thomas Jefferson University.



Athletics



Aside from succeeding in the classroom, student athletes also train and practice year round in order to carry on the tradition of the Halifax athletics program. Halifax students understand what it takes to be a Wildcat both on and off the field. The Halifax Area Wildcats have an achievement standard of “athletes first, winning second.” We believe the well-being of our athletes as individuals and community members supersedes the goal of winning. Character comes first, both on the field and off, to call a season a success.

The [2019 Boys Soccer](#) team earned our 12th District III Team Championship.

Past District Champions include:

- Football (2018)
- Girls Volleyball (2011, 2012)
- Softball (2002, 2014)
- Boys Basketball (2017, 2018)
- Wrestling (2002)
- Baseball (2004, 2005)

HASD has over 41 League [Championship](#) teams and are the [defending champions](#) in Soccer and Boys Basketball.

New banners celebrate individual accomplishments including 1000 points for [M. Paul](#) and [N. Blasick](#)



The Giz award is the most prestigious award presented at Halifax HS and is awarded to a senior athlete only if desire, cooperation, leadership, and excellent abilities are displayed. Named after Gary Lee Zimmerman, this award carries an honor that extends beyond the field of play. The 2018-2019 Giz Award Recipient was **Dylan Wells** (*pictured left*) for his accomplishments on and off the field in Basketball and Baseball.

Our gym lobby and mat room are adorned with the pictures of our championship teams and individual champions starting with Paul Weaver (1976) through **Nathan Tanner** and **Ethan McCarron** (2019).



FUTURE PREPARATION

Future
Preparation

The goal of Halifax Area School District is to prepare every student in:

- Digital Literacy
- Career Awareness
- College & Career Readiness

There are a number of initiatives underway that will help the District achieve this goal.



Digital Literacy

Halifax is integrating technology based resources in classrooms that enhance students' opportunities in personal learning, collaboration, critical thinking, creativity, and communication. Digital citizenship skills are increasingly taught in the content areas and in Discovery. Intertwining digital citizenship into instruction makes learning more authentic and helps to prepare students for appropriate on-line behavior.

1:1 Computing Environment in grades K-12

In grades Pre K-5 students are assigned an iPad for use in the classroom to enhance student learning and engagement. In grades 6-12 students are assigned Chrome Books. Middle and High School students are permitted to take their devices home.

HASD was awarded a PA DEP grant for \$35,000 to expand STEM



STEM (Science, Technology, Engineering, & Math)

At Halifax Elementary, lessons that emphasize STEM are increasingly integrated into the core subject areas and also in Art & Library classes. At the Middle & High School buildings, STEM is integrated into the classroom and specific courses are offered to students including Introduction to Technology and Advanced Design. Pictured left are Middle School students working on a collaborative STEM project focusing on how plastics impact the environment with Mrs. Howard, Mrs. Marsden, and Mrs. Casner.

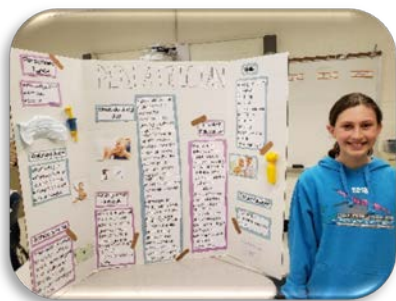
The TechCats

When our students and staff have trouble with devices, they turn to our TechCats! This is the fourth year that our student technicians (TechCats) have served as the first line of defense. The number one goal of our TechCats is to make sure that all students have a device that is operational during instruction. We currently have 32 students in grades 4-12 who have met the requirements to become a TechCat this school year. Thanks to our partners at Screen Surgeons for providing tool kits for all of our students.

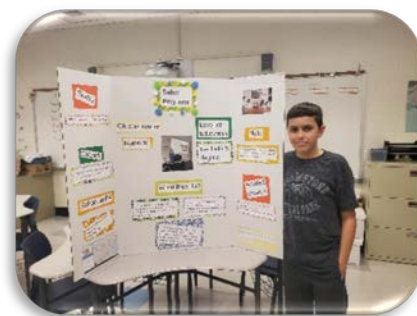


Career Awareness

Connecting students' interest to their potential career paths early in the educational process ensures active participation in their own academic success and opens their eyes to the wide world of career opportunities. Career awareness activities allow students to understand how their strengths, goals, skills, aspirations, and interests lead to fulfilling careers.



The District's Comprehensive Guidance Plan uses data to insure that PA Career Education and Work Standards are being met at the elementary and secondary levels. Students participate in lessons directed at improving their career and college readiness. By the secondary level, all students will have had experiences such as attending career fairs, job shadowing, mock interviews, and preparing their graduation project. Students also develop resumes and cover letters.



SAT Exam

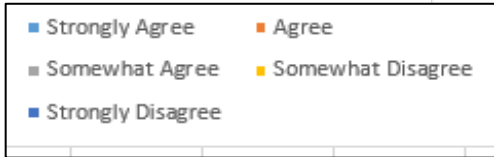
The Scholastic Aptitude Test (SAT) is an entrance exam used by colleges and universities that is published by the College Board. The test is typically taken by juniors and seniors. The scores are one indicator of a student's potential to complete college work. Colleges use SAT results for admission in specific programs and as a basis for awarding merit-based financial aid. From 2005-2016, the SAT was comprised of 3 categories: Critical Reading, Writing, and Mathematics. Each section had a maximum score of 800 for a total possible score of 2400. In the spring of 2016, the College Board changed the assessment to just two categories: Math and Evidence-Based Reading and Writing (ERW). Each section has a maximum score of 800 for a total possible score of 1600. The SAT is designed to ask questions that focus on the skills that matter most for college readiness and success, according to the latest research.

| 2019 SAT Average Score | | | |
|------------------------------|---------|--------------|----------|
| | Halifax | Pennsylvania | National |
| Mean Score (Max 1600) | 1080 | 1082 | 1059 |
| EBRW Mean Score | 558 | 545 | 531 |
| Math Mean Score | 522 | 537 | 528 |

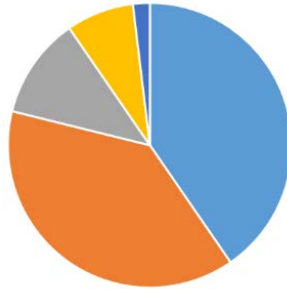
| HASD SAT Mean Score | Year | Students Taking | Evidence-Based Reading and Writing | Math |
|---------------------|--------------|-----------------|------------------------------------|------|
| | Class of '19 | 29 | 558 | 522 |
| | Class of '18 | 36 | 551 | 528 |
| | Class of '17 | 23 | 590 | 539 |

Graduate Survey

Future Preparation



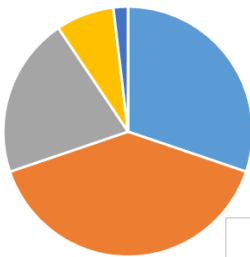
I felt safe at HAHS.



Graduate Survey

In addition to looking at test scores, it is also important to receive feedback from our graduates. Each year we survey our graduates in the days before graduation. The survey asks students about their plans for the future and asks them to reflect on their time at Halifax.

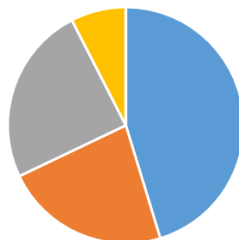
My high school experiences have prepared me to be a flexible, productive, lifelong learner.



Survey Findings

Graduates indicated overwhelmingly that they felt safe and respected at Halifax. Additionally, they consistently indicated that administrators, counselors, teachers, and staff had caring attitudes and were helpful in their education and development.

I put forward my best efforts in meeting my responsibilities as a high school student.



Areas for growth included streamlining the Graduation Project and increasing student participation in the decision making process.

Moving On

The [2018-2019 Class Profile](#) provides information on the Class of 2019 including their choices of Institutions of Higher Ed ranging from Bloomsburg to West Virginia University. Several students are entering the health care field pursuing majors such as Nursing, Physical Therapy, and Biology. We are proud that several members of the Class of 2019 have continued our region's commitment to our nation by serving in the Army, Navy and Marine Corps.



The Class of 2019 received over 50 scholarships valued over \$60k



STUDENT AND STAFF WELLNESS

While Halifax continues to focus on continuous growth in the areas of academics, school climate, and future preparation, there is also an emphasis on cultivating happy and healthy students and staff members. Wellness is defined as the quality or state of being in good health and involves a variety of sustainable healthy habits.

The **Wellness Committee** consists of teachers, parents, administrators, and student representatives. In conjunction with HASD, the Wellness committee works to improve the physical, social, and emotional wellness of the students, staff, and community. The Wellness Committee works to engage the students, staff, and community in events throughout the year. Events and challenges this year included Summer Wellness Bingo, Walktober, and Spring into Wellness.

Second Chance Breakfast is a wonderful program introduced by our Food Service Director, **Lori Weber**, that has increased High School breakfast participation by 100% over last year's breakfast service. It has also made a large impact on the A la Carte sales revenue during the same time frame. Not only has this program increased our sales in a positive way but it has given our HS students and staff a much needed, good source of nutrition to get them through the day.

Girls on the Run inspires girls to be joyful, healthy, and confident using a fun, experience-based curriculum which creatively integrates running in a 10 week after school program – culminating in students participating in a 5k. This program has doubled in its third year to 30 participants in grades 3-8.

Drug Awareness- For several years, the high school health students prepare interactive engaging age-appropriate drug and alcohol prevention presentations to our 5th grade students. At the middle and high school level, local agencies and organizations come to the school to educate the students on a variety of topics and provide resources for help with any issues regarding alcohol, tobacco, and drugs.

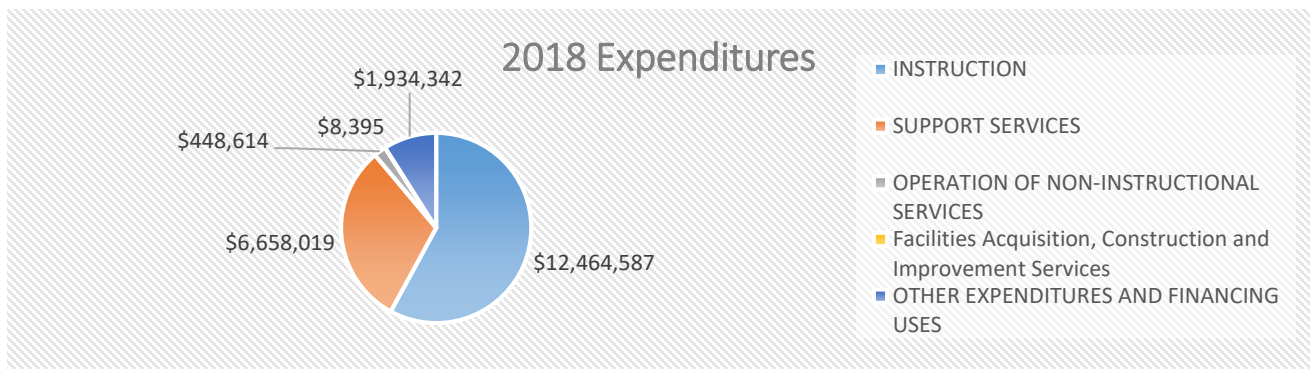
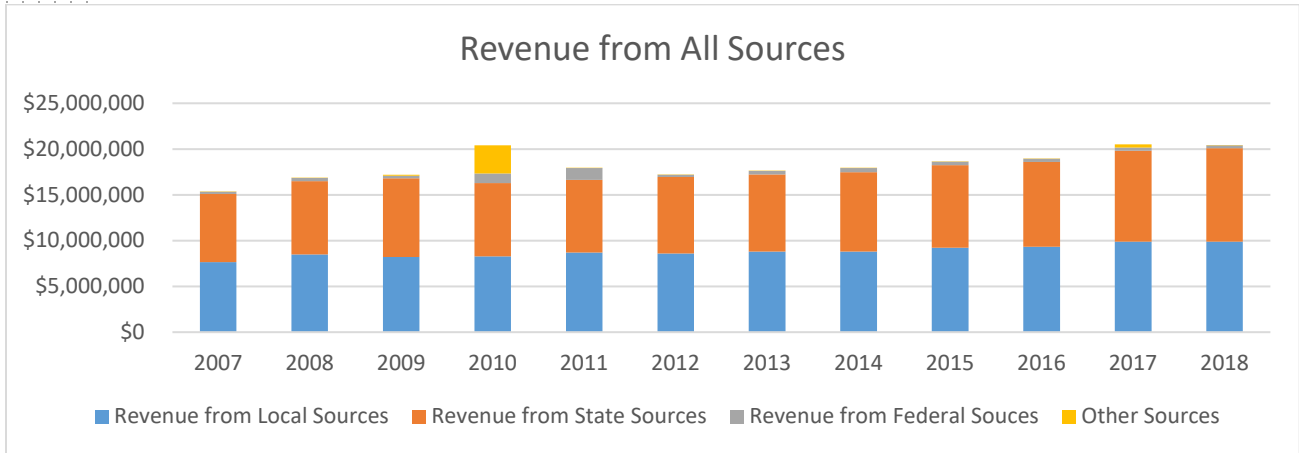
Wildcat Wellness 5k- In what has become an annual community event, participants run, walk, or roll five kilometers through the Enders-Fisherville countryside. This year the 5k will be held on **May 16**, the Mike Bower Day of Caring.

HEA Day Activities – Each year the Halifax Education Association plans and implements an in-service day for teachers and staff. One aspect of the in-service day is a focus on staff wellness. In addition to sessions on educational technology, instructional strategies, and engaging students, there are sessions including: **Mindfulness, Nutrition, and Emergency Preparedness.**

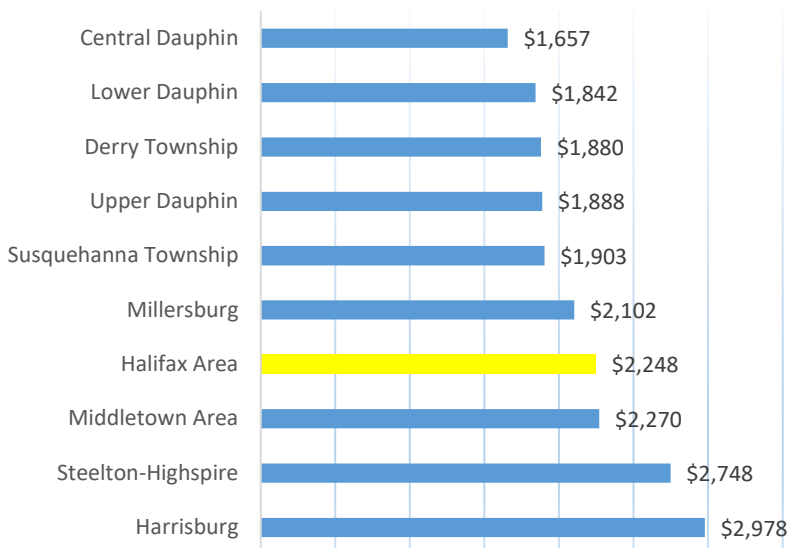


FINANCIALS

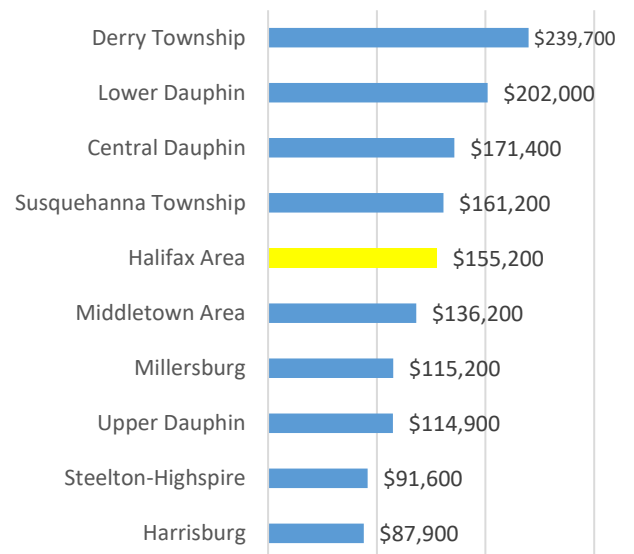
Included are charts for Revenue Sources, 2018 Expenditures, and information on how HASD compares to other county schools on both taxes and median home values.



School District Taxes on a \$100,000 Assessed Value (2019-2020)



Median Home Value (2015)



SCHOOL DISTRICT LEADERSHIP



School Board of Directors: Scott Corsnitz, Thomas Weber, Trudy Withers, Robbie Eyster, Brad Harker, Ricky Grosser, Emily Hoffman, Dean Hile, Bruce Warshawsky (Solicitor). Not pictured: Nathan Wilbert.

The Board of School Directors is the policy-making body of the District, deriving its legal authority from the statutes of the Commonwealth of Pennsylvania. Board members are elected by popular vote to four-year terms. Service as a Director is voluntary.

Board meetings are generally held on the second and fourth Tuesday of each month and are streamed live at www.hasd.us/domain/356



Administrators at the 2019 Goal Setting and Team Building Day: Carla Sauer (Director of Curriculum, Instruction, and Assessment), Matt Ulmer (Business and Operations Manager), Matthew Czaplicki (Middle School Principal), Lisa Slover (Director of Special Education), Tammy Martz (Assistant Business Manager), Dave Hatfield (Superintendent), John Osuch (High School Principal), Rick Ansel (Elementary Principal), Mike Sim (Elementary Principal). Not pictured: Lori Weber (Director of Food Services) and Jacob Sprengle (Athletic Director).

School Board Policies are available and meeting agendas are available on [BoardDocs](#)

For more information about the administrators and programs at HASD, please visit www.hasd.us