



GENEVA | 2030

Investing in our children. Cradle to career.

2019 COMMUNITY REPORT

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Cradle to career.*

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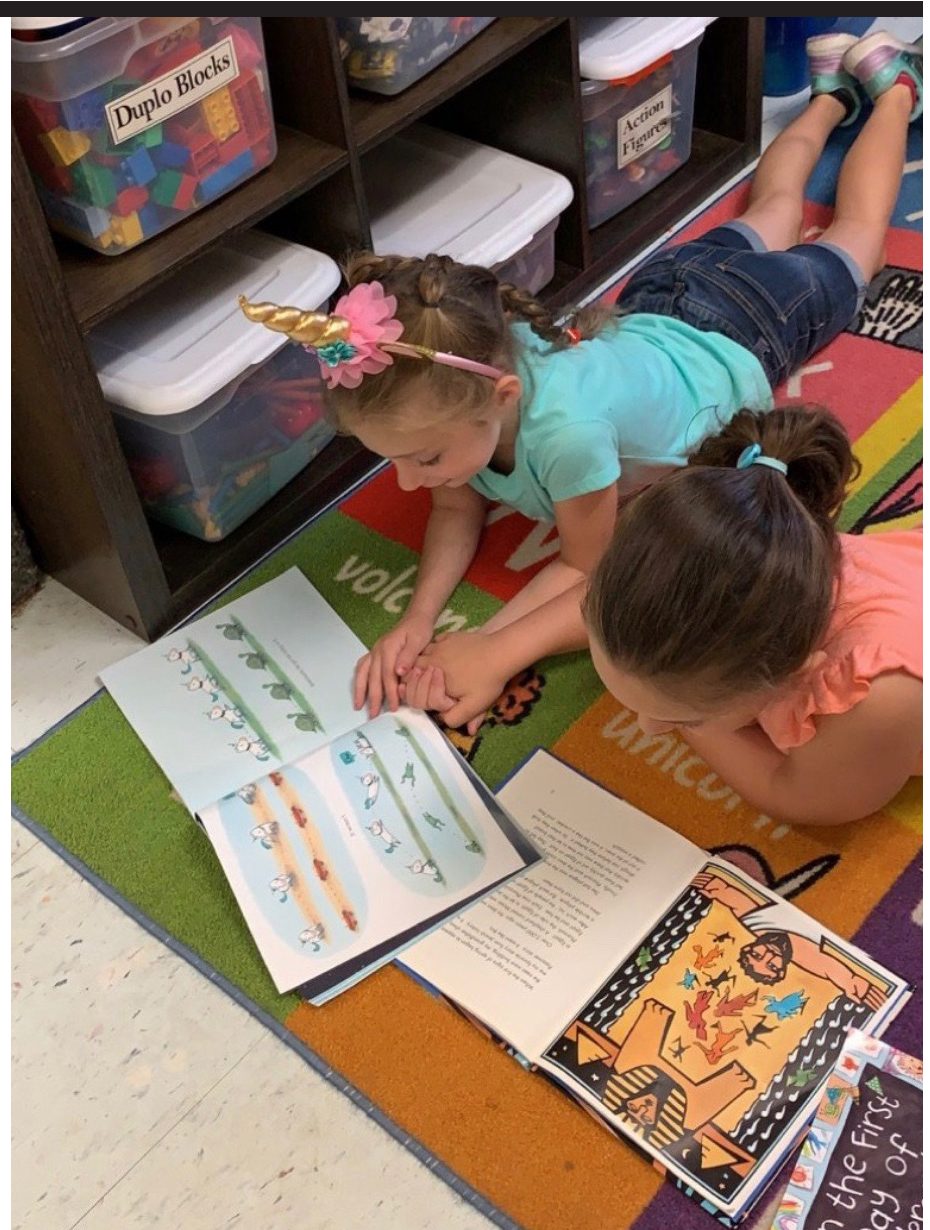


Photo credit: Geneva Reads



Oct. 23, 2019

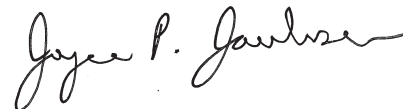
Hobart and William Smith Colleges are again proud to collaborate with the businesses and non-profit organizations of the Geneva community to support the goals of the Geneva City School District.

Geneva 2020, now renamed Geneva 2030, is a strong reflection of the spirit of this community. Since arriving in Geneva in July, it has been clear to me that is a very special place. Geneva is experiencing a renaissance of transformational ideas, engagement and new business opportunities. At the center of this innovation and progress are the people who are committed to ensuring that all members of our community, especially our children, can thrive. I would posit that the success of Geneva as a whole is due in very large part to the kind of compassion and cooperation that defines Geneva 2030.



With deep respect for the work that has been accomplished to date and with confidence that we can continue to achieve our collective goals, we enter into a new year of partnership and cooperation.

Sincerely,



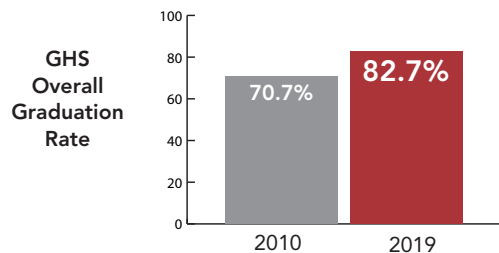
Joyce P. Jacobsen
President

GENEVA 2030 LOOKS TO THE FUTURE:

GENEVA'S YOUTH DESERVES OUR CONTINUED COMMITMENT



A Geneva student learns more about CSI at the FLCC Summer STEAM Camp.



In 2011, a New York state review of the Geneva schools showed a need for significant and immediate improvement. The timing was fortuitous because the Stanford Social Innovation Review published an article in the winter of 2011 about a relatively new model of community organization and problem-solving called “Collective Impact.” The basic idea was that in order to address community issues, organizations must work together around a clearly defined goal. Community leaders in Geneva welcomed the idea and Geneva 2020 was created. Now, on the cusp of 2020, we look toward the future and the continued success of our youth by turning our focus to 2030.

Since our inception, Geneva 2030 has brought together community members to work on key goals surrounding kindergarten readiness, literacy success, STEAM (Science, Technology, Engineering, Art and design, and Math) success, graduation rate improvement, and advancing college and career readiness. One only has to look at our graduation rate improvement, from 70.7% in 2010 to 82.7% in 2019, to see how far we’ve come.

But as we close in on 2020, we see how much work still needs to be done. Geneva continues to fall short in supporting Hispanic students on their paths from kindergarten to graduation, as only 62% crossed the graduation stage in 2019, and our literacy scores in 3rd grade, despite improving, still show only 24% proficiency. Our work is far from done.

As we look towards the next decade of collective impact efforts in Geneva, we know we will need to address underlying challenges for students, such as those rooted in equity and diversity issues, in order to create sustainable educational success for our community’s youth. Geneva 2030 is up to the challenge, and we urge you to join us in this rewarding work of supporting Geneva’s youngest citizens see inside back cover for specific examples of ways you can help or go to www.geneva2020.org.

This year’s Geneva 2030 Community Report shares data that supports and informs our partners’ programming. This report represents Geneva 2030’s “cradle to career” commitment to the youth of Geneva, and, with your collaboration, we will continue to make a positive difference in the lives of all Geneva students.

Collective Impact	
<ul style="list-style-type: none"> • A group working toward the same outcome • Looking at the same data • To continuously improve practices over time 	= ⇔ ⇔ ⇔ ⇔ ⇔
Coordinated Impact	
<ul style="list-style-type: none"> • A group working on the same issue • Sharing information about what they do • To better coordinate efforts 	= ⇔ ⇔ ⇔
Individual Impact	
<ul style="list-style-type: none"> • Individual practitioners working on specific issues • Collecting qualitative and quantitative data • To demonstrate impact with individual students 	= ↑ ↻ ↓ ⇔ ↻

“The road to these improvements involved a multifaceted evaluation of many long standing systems and programs—which is to say there was no quick fix. Some of these changes included developing more than 50 new courses and giving students the opportunity to take courses at Hobart and William Smith Colleges; creating a restorative justice model to address underlying behavior issues; creating a meditation room and a mentor program to encourage minority students to take advanced classes. Perhaps most importantly, we needed to remove as many barriers to student success as possible.” — GHS Principal Greg Baker

VISION	Geneva is a vibrant community of vast opportunities where people prosper and all our children thrive.					
STRATEGY	We will build a stronger Geneva by harnessing the resources of the entire community in support of our children so that they may graduate prepared for lives of consequence.					
GOALS	Every child enters school ready to learn (kindergarten readiness).	Every student is supported and engaged and succeeds in school.			Every graduate attains employment or a post-secondary credential.	
OUTCOMES	Early Childhood Success (Cognitive, social, emotional, physical health, and language and literacy)	Literacy Success	STEAM Success	High School Graduation Rate	College Readiness	Career Readiness
INDICATORS	TBD based on 2015-2016 analysis of 0-4 surveys and data.	90% of students at grade level in ELA in 3rd and 6th grade.	90% of students proficient in Algebra by the end of 9th grade.	90% graduation rate in all groups in the district.	TBD based on 2015-16 analysis of focus group/ data.	TBD based on 2015-16 analysis of focus group/ data.
Attendance rate at 95% in all buildings.						



In September 2016, Geneva 2020 became an Emerging member of the nationally recognized StriveTogether network. In November 2018, Geneva 2020 became a Sustaining member. Geneva 2030 is grateful for the wealth of shared resources and innovative ideas that StriveTogether’s almost 70 partners offer to all members. (To find out more, go to www.strivetogether.org)

WHEN TRAUMA IMPACTS LEARNING, RESILIENCY MAKES THE GRADE

Defining ACEs and Trauma

ACEs are specific Adverse Childhood Experiences that when experienced in a higher number or magnitude can negatively impact academics when younger and health when older. While ACEs are rooted in traumatic effects, trauma isn't bound by the ACE questionnaire, which includes home-life events such as divorce and separation, incarceration, mental health issues and abuse.

According to Susan McGowan, GCSD District-Level Personalized Learning Coach, "The definition of trauma isn't the event or the exposure, it's the fact that it overwhelms the coping responses systems. So what might be traumatic for one person might not necessarily impact someone else the same way. ACE scores are the assessment of adverse childhood experiences, which trauma is a significantly negative response to an event."

Increased rigor, state tests, AP courses, higher expectations, and challenging coursework can drain any student. Unfortunately, many Geneva students simultaneously manage a number of personal burdens, such as food insecurity, depression or mental illness in the home, drug addiction at home, divorce, poverty, and violence or abuse. The combination of juggling academics with co-curricular commitments and challenging home circumstances can become a potentially disastrous combination.

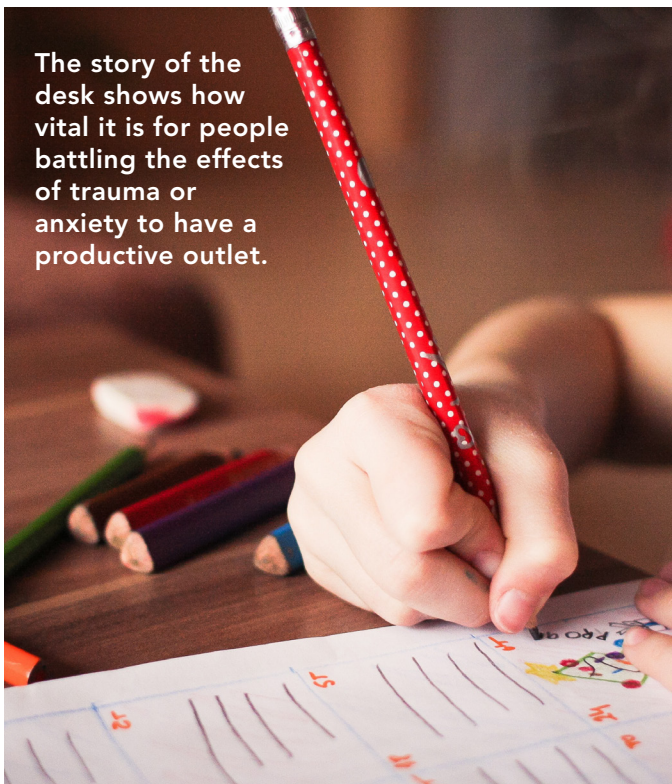
There is clearly no single, easy fix for such a complex blend of challenges, but thankfully educational specialists and mental health professionals have been working to help young people manage their personal struggles in a way that supports their academic careers—and the answer is rooted in Trauma Informed Care (TIC).

According to Lindy Powers, Co-located Counselor at Family Counseling Services of the Finger Lakes and West Street School, Trauma Informed Care doesn't focus on the trauma itself, and that is what makes it appropriate for everyone. Powers says, "Trauma Informed Care is not looking at exactly what a child's ACEs [Adverse Childhood Experiences—see box for full definition] are but looking at everyone through a trauma-informed lens. TIC is about being mindful that everyone has something that they are bringing in with them." When schools and businesses and organizations become trauma-informed, they help their students, members, and employees (who are often local parents) manage work, school and life in ways that promote resilience and success.

But the solution can't come before identifying the problem, and it's important to understand the problem that is facing students, in particular, in order to fully grasp the importance of Trauma Informed Care. Susan McGowan, GCSD District-Level Personalized Learning Coach who previously served as the School Social Worker at North Street School, illustrates this point well with the "The Story of the Desk":

When students are little, school staff tend to use soft language around challenging behavior, such as, "They are having a bumpy day or a big feeling," but in adolescence,

The story of the desk shows how vital it is for people battling the effects of trauma or anxiety to have a productive outlet.



too often the language around the behavior changes to harsh language such as “oppositionally defiant or disrespectful.” But the behavior is the same, just adjusted for developmental stages, and the behavior is often rooted in trauma. Our reactions to the behavior change as the student ages, but the student is still just following a path laid bare from trauma, and what they need is a way out to break the cycle and create new, constructive behaviors to build resiliency around that trauma instead of only defeat.

We had a third grader who had a history of a lot of bumpy days and misbehavior. This student would typically struggle with anxiety and that would lead to an escalation of inappropriate conduct in the classroom, and then he would completely shut down. Often he would walk out of the classroom and become a little aggressive with desks and chairs, but he was never aggressive towards other children or the teacher. One day I got called to his classroom, and as I was talking to his teacher, I noticed that he had started writing on his desk. The staff tried to stop him from damaging the desk, but he kept writing. At that point, he was nonverbal, but he was writing all over the desk. So I said to him, “Help me know what is in your mind. Your writing is showing me that you are having a big feeling. Show me more.” And his feelings just poured out onto that desk. He was using his language—and that is what I wanted. I wanted him to use whatever language he could to help me help him. I allowed him to communicate the way he needed to communicate, which was writing on his desk. It was amazing to watch his frustration level going down. I was aware that I was modeling this response to him and to the teacher, and she started to lean into that response too. She started talking to him and encouraging him. We also engaged the family, and at one point, he got up and got a piece of paper and said he wanted to write an apology to the teacher for how he had behaved. I’ll never forget that moment when the student broke through and found a way to communicate—it was profoundly moving.

The story of the desk shows how vital it is for people battling the effects of trauma or anxiety to have a productive outlet. Writing on a desk is obviously not a sustainable outlet for anyone, but having a breakthrough, having a trusted person to talk to, writing down the challenges, going to a safe, calm space to collect your thoughts, can all help a student adjust and start down a different path—one towards success.

When Systems are Failing Our Kids

Kathy Collins, Geneva High School and Middle School Social Worker, shared that many students are fighting a bigger system that doesn't have the resources to help them effectively deal with challenging home lives. Collins says, "There was one middle school student who was found under the influence, suicidal, and homicidal at a local park. The regional hospital where they were taken to couldn't admit them because of specific admittance limitations, and they couldn't be taken home because it wasn't safe. So CPS ended up sitting with the student 24/7 for almost a week in the hospital's emergency room until a space opened up in a facility that could take and treat the student. Ultimately this child was removed from the home and placed in foster care to ensure their safety. What was most startling was that this child had been begging for help by acting out. They had to get into trouble in order to get what they needed. And it was traumatic. I see a lot of kids doing this and that is saddening."

This story doesn't represent the majority of students in Geneva—it's a rarity overall. But Collins says, "There are lots of students that are struggling with stuff simmering under the surface that still need help to manage those emotions and the situations that are causing them. But it's important to know that we do have those heavy, terrible kinds of stories in Geneva too. They exist in our backyard."

How ACEs and Trauma Impact Learning

Clearly children facing traumatic issues in their lives will struggle at home, but if school is a safe space, why can't they learn well during school hours? According to Lindy Powers, "When your basic needs aren't being met, it makes it hard to show up to school, to appointments, to work. When you are in the fight, flight or freeze zone that trauma creates, you are reacting to everything as if you are in survival mode—because you are in survival mode. Your focus is on fixing that basic need. It's not about being proactive. It's about right now, not next week." That impacts students at every level, as it's not something children can just leave at home. Susan McGowan points out that someone dealing with trauma "doesn't have access to some of the higher functioning or executive functioning parts of the brain, such as language." This can make teaching incredibly challenging, as that child isn't functioning in a way that's open to learning. That child is stuck in fight, flight or freeze mode. This can impact everyone else in the classroom as well. McGowan says, "So if there are early or pervasive traumatic experiences, students will bring them into the classroom. They will feel frustrated or angry or anxious or afraid. They don't have access to their 'thinking brain' when they are in that state."

More Than a Quick Fix

So what can schools do to address these kinds of issues? McGowan points to relevant professional development, lots of supervision, support for teachers and professionals who also need to process their experiences so that they can continue to do the work day after day. McGowan also says that having access to best practices, responsive classroom techniques, and conscious discipline all play an important role in providing a better chance of academic success to students with a high trauma load.

The Geneva City School District continues to build on best practices in this field. The fact that McGowan, as a social worker, is now a Personalized Learning Coach, a spot typically reserved for teachers, shows that the GCSD is fully behind this effort. But in Geneva, it's not just the GCSD that is working towards mitigating the fallout of trauma. Family Counseling Services of the Finger Lakes and the City of Geneva are working together to create more support for families struggling with high trauma loads.

How Can the Geneva Community Help?

To support the GCSD's efforts to create calming spaces for students in need, such as meditation rooms and safe rooms, please consider donating to the Geneva Education Foundation in honor of GCSD Resiliency Support. Students who can be successfully guided to manage and overcome their states of fight, flight, or freeze are more capable of achieving success in the classroom. Furthermore, this shift toward more prosocial, less "bumpy" behavior in the classroom benefits not only the child impacted by trauma, but everyone within the child's learning environment.

Contributions can be sent to:
Geneva Education Fund Treasurer
Michael Roulan
407 S. Main St.
Geneva, NY 14456

Genevaeducationfoundation.org

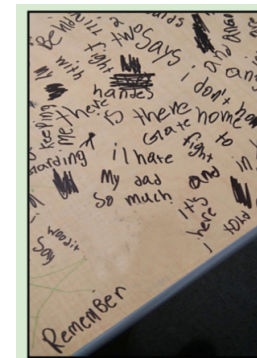
In addition, to find out more about local efforts to build and support individual, family and community resilience please contact:

Barb Pierce-Morrow, Executive Director
Family Counseling Service of the Finger Lakes, Inc.
bpierce-morrow@fcsfl.org

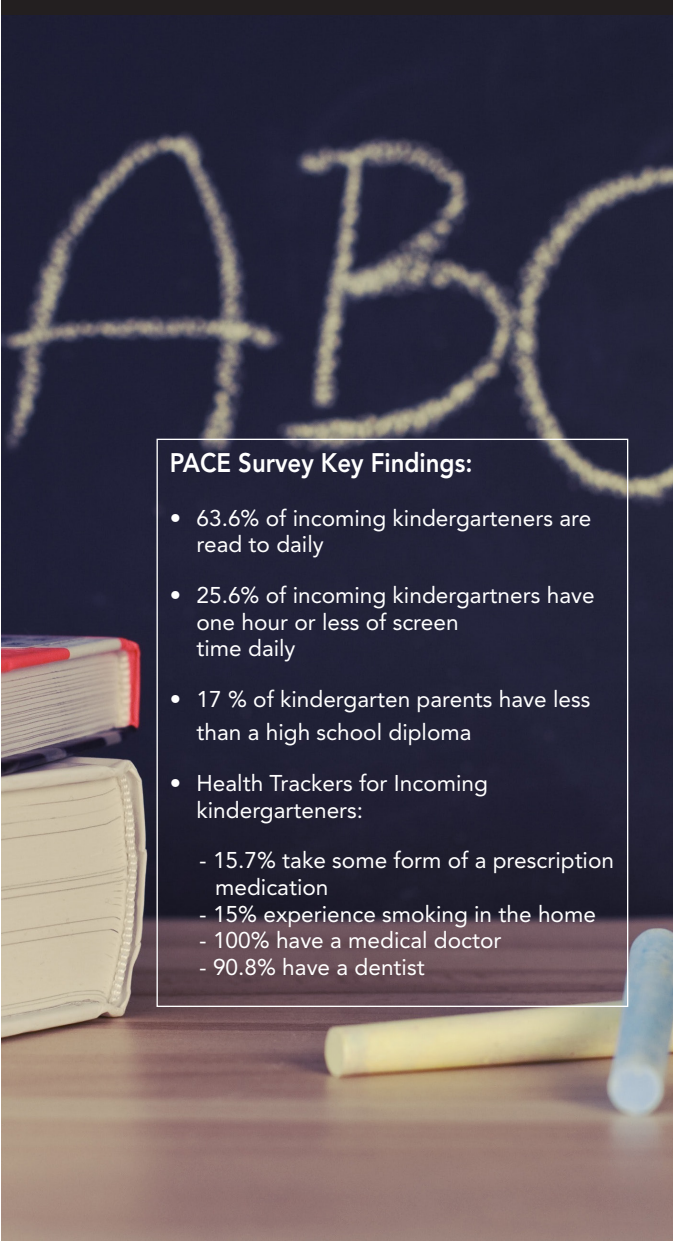
Powers says, "One thing I love about Geneva is that Geneva has key players talking about trauma and looking at how to help families and the community to help address trauma issues. We can't fix trauma, but we are talking about building resilience. Strong resilience skills are a better predictor of success than high ACE scores are for long-term negative impact."

The Finger Lakes Resiliency Network is an initiative that guides schools, organizations and businesses to become trauma informed. Powers says, "It benefits everyone—even businesses, which too often don't examine their practices from a TIC perspective. But by becoming trauma informed, the entire staff is educated on all areas of customer, client, student, and staff interaction that is respectful and trauma informed. And it starts at the top—with the highest level of leadership. It's not a trauma treatment—it's about being mindful and how we choose to do things to help people feel safe and secure."

From the local work of the Finger Lakes Resiliency Network, the idea for the Geneva Resiliency Center came to light, and Family Counseling of the Finger Lakes has been able to secure grant funding to get it off the ground. The idea is that the Geneva Resiliency Center will be a physical location where members of the community can come for their trauma-related needs.



"Help me know what is in your mind. Your writing is showing me that you are having a big feeling. Show me more. And his feelings just poured out onto that desk."
— from the "Story of the Desk" by Susan McGowan



PACE Survey Key Findings:

- 63.6% of incoming kindergarteners are read to daily
- 25.6% of incoming kindergarteners have one hour or less of screen time daily
- 17 % of kindergarten parents have less than a high school diploma
- Health Trackers for Incoming kindergarteners:
 - 15.7% take some form of a prescription medication
 - 15% experience smoking in the home
 - 100% have a medical doctor
 - 90.8% have a dentist

KINDERGARTEN READINESS

The situation

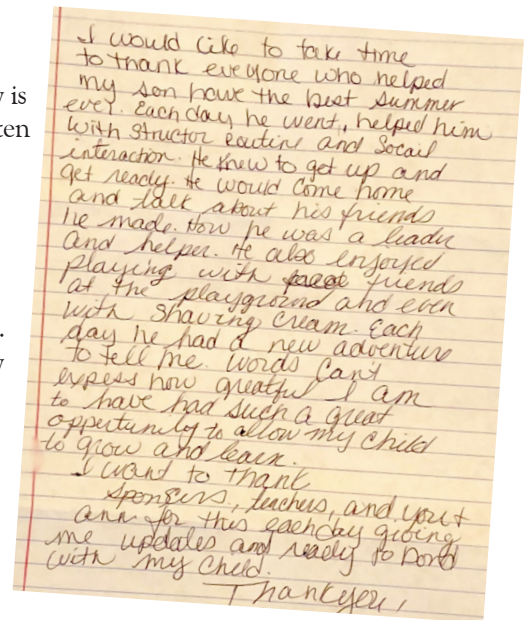
Kindergarten is a time of significant change for all students. It represents a new building, new teachers, new friends and a long day spent learning new social, emotional and academic skills. This is challenging for all students, but it's especially daunting for those who haven't attended preschool. For these students, preschool programs can offer young children both the social and emotional skills they need to successfully start their educational journeys off on the right foot.

The work so far

To gather data about our youngest students, Success for Geneva's Children has distributed the PACE (Parent Appraisal for Childhood Experiences) Survey to parents and caregivers annually since 2016, gathering information on a wide range of topics, including previous preschool experience, health history and ACE scores. This data is used to help teachers prepare for the needs of their students and to connect mental health services with families so that children have the support they need to succeed in school.

The work yet to be done

One positive result from the PACE survey is that it reveals which upcoming kindergarten students haven't previously attended a preschool. Success for Geneva's Children then works with local childcare centers to secure spaces for those children, and, in some instances, Success for Geneva's Children also secures their transportation. That helps certain students who are ready to enter kindergarten, but there is still a struggle for Geneva parents to find affordable childcare for younger children and infants.



SUCCESS FOR GENEVA'S CHILDREN



West Street School -- Gateway to Great Achievements

Top 10 Kindergarten Readiness Skills

Here are some ideas to practice at home so that your child can:

1. Say full name and read and write first name
2. Make rhyming words (cat/bat and nap/map) and say the first sound of words
3. Identify many letters/sounds of the alphabet, locate letters at home and on signs
4. Count and read to 10 or higher (practice counting as you walk up and down steps, try to count the number of items-pennies, stuffed animals, carrots, etc.)
5. Identify shapes and colors
6. Show kindness (even when it's difficult)
7. Name feelings
8. Play and socialize with peers (make playdates, go to the playground, go to library events)
9. Participate in conversations (talk about the world around you, practice listening and talking)
10. Practice self-care (work on using the bathroom, shoe tying, washing hands, putting on clothes independently, etc.)

■ **Success for Geneva's Children** worked with Geneva kindergarten teachers this year to create a Top Ten kindergarten Readiness list to distribute to new kindergarten parents and preschool parents. This list helps to clarify some of the key areas that parents in Geneva can work on with their children to ensure a successful entry into Kindergarten.

■ Results from this year's PACE survey showed which rising kindergarten **students hadn't yet attended any preschool**, and thanks to financial support from the Bank of the Finger Lakes, the Geneva Education Foundation, and the Wyckoff Family Foundation, three of those children were able to attend Happiness House and the Jim Dooley Childcare Center over the summer so that they could be better prepared for kindergarten in the fall.

"Our little boy came to us with very good social skills, but academically he was in need of support. He now knows the difference between letters and numbers. He can count and identify numbers to 10 and has learned to write his name. Our classroom is integrated with special education students. This little boy would make an extra effort to include and help others. One example of this is that one of our students was afraid to go under a water sprinkler. This little boy, without prompts, reached out his hand to this child to help ease his fear. He will be a wonderful asset to any kindergarten class."—**Michele VanCoppennolle, teacher at Happiness House Letter to Success for Geneva's Children**



■ With 316 total registered users in Geneva, **Ready Rosie** is helping parents and teachers in Geneva reinforce fun family engagement that is rooted in literacy, math and communication. Ask your school or teacher how to sign up today!



Photo credit: Geneva Reads

LITERACY SUCCESS

The situation

Third grade is when students are required to start reading in all disciplines, so third grade is when children need to stop “learning to read” so that they can “read to learn.” Geneva’s 3rd grade English Language Arts New York State Test scores proficiency rates have been remarkably low, with only 24% of 3rd grade students proficient in ELA in 2019. In light of these scores, which have risen 10% from a 14% proficiency rate in 2015, Geneva 2030 has been supporting community summer programs’ efforts to increase summer literacy.

The work so far

The GCSD rolled out the Wonders curriculum during the 2018-19 school year. This curriculum was chosen by a group of administrators and teachers who spent an entire year choosing the best way forward for literacy success. The results have been impressive. Teachers and students are enjoying the workbooks and textbooks, and their improved scores reflect the connections made. There is still a long way to go, but it appears the GCSD is on a much better path with Wonders.

The work yet to be done

The Geneva community has come together in the summer of 2019 to push more of a literacy focus into its summer programming with the Summer Reading Adventure, a program created by the Geneva 2030 Literacy Action Team. All student participants were entered into a raffle for six grand prizes in mid-August. This program will need to continue to grow both in terms of participants and community buy-in in order to become fully sustainable and have greater impact on summer reading in Geneva.

■ For the second year in a row, Geneva ELA teachers from K-12 created a **Suggested Summer Reading List** that went home with all Geneva students in June 2019. This list is a great resource for parents and students of all ages to ensure a steady diet of great books all summer long.



■ Thank you to our Summer Reading Adventure Community Partners for promoting reading as part of a healthy and happy summer in Geneva. Although only the first year of this “Summer Reading Adventure,” the collective effort made an important statement about summer reading.



■ Geneva Reads: Spreading the Love of Reading

In 2018-19, more than 20,000 books were distributed through Geneva Reads’ 12-plus programs, which include the new Random Acts for Reading and Project Sweet Sleep initiatives. Geneva Reads is now partnering with Reading is Fundamental, which helped fund the purchase of nearly 4,000 books for the district’s 375 summer school enrollees, who selected 10 books each this summer. One young reader’s comment said it all: “Now when my dad sees me reading a lot, he says ‘You’re going to college!’”

4,000 books
for the district’s
375 summer school enrollees, who selected 10 books each this summer

“As a parent and a librarian, I try to set a good example by reading more books, playing games, and being active outside instead of staring at screens. Too much screen time can negatively affect strong reading skills, so it’s important for parents to try to find alternatives. Of course, with thousands and thousands of books that are ready to be checked out for free at the Geneva Public Library, there are plenty of options for everyone. And there is no plug required!”
–Tanya Taylor, Geneva Public Library

“We are happy to see growth in literacy occurring year to year. With a consistent curricular approach PK-5, we expect to see this continue. Prior to the 2018-2019 school year, the Geneva City School District Board of Education adopted McGraw Hill’s Wonders as this consistent approach. Both students and teachers have had a positive reaction to this change.” –North Street School Principal Eric Vaillancourt



A GCSD student takes a closer look at a potential crime at the FLCC's Summer STEAM Camp.

STEAM SUCCESS

The situation

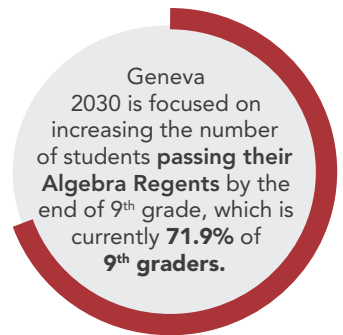
Across the nation, and in Geneva, the highest paying and most secure jobs are in the field known as STEAM—science, technology, engineering, art and design and math. To ensure this career path is an option for all students, Geneva 2030 is focused on increasing the number of students passing their Algebra Regents by the end of 9th grade, which is currently 71.9% of 9th graders. When students pass Algebra by the end 9th grade, they set themselves up for a high school career that includes more science, technology and math.

The work so far

Our STEAM work for 2018-2019 focused almost entirely on building the new Agriculture Education/ FFA program at Geneva City School District. This program is a partnership between Cornell University and Cornell AgriTech and the GCSD. Ag Ed offers a broad spectrum of STEAM interests, from drone work, to horticulture, to food science, to animal sciences and beyond, offering the students a nice variety of coursework to suit many interests. Robust enrollment for Ag-Ed Courses in 2018-19 led to the need for an additional Ag-Ed teacher who began at GCSD this fall.

The work yet to be done

It's rare to see a new program grow as quickly as GCSD's Ag Ed program has, but the key to continuing both its growth and success is continued community support. This effort requires STEAM supporters to sit on various boards and committees, and it may also need financial support from the community as it grows.





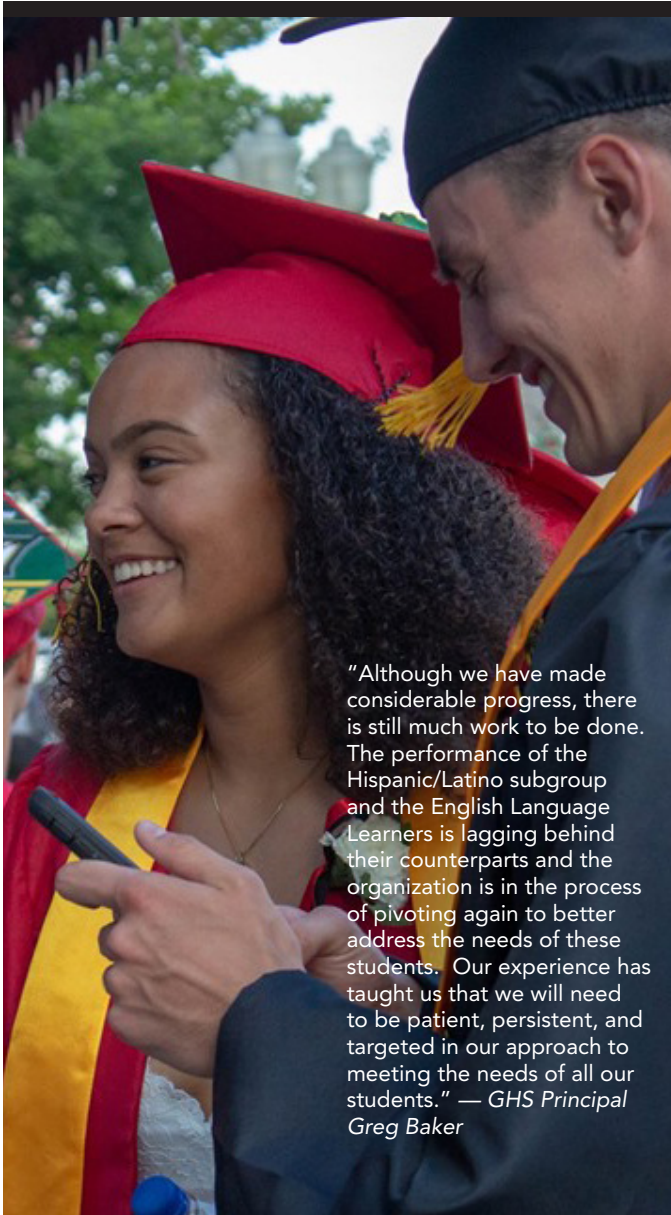
1. Introduction (S
 - a. Team (stude
 - b. Camp Descri
 - c. Camp Goals
2. Robot Dance (M
3. Follow the Line
4. Anti-Bumper Ca
5. Camp Reflectio
6. WeDo's Intrude
7. Basketball (Mia
8. Trap and Delive
9. Questions and /

HWS President Joyce P. Jacobsen watches students perform a test of the robots they built during the Geneva Robotics Camp. The week-long program, led by William Smith Rowing Head Coach Sandra Chu and Network and Systems Infrastructure Team Leader Derek Lustig, was offered to elementary school students.

■ **FLCC's Summer STEAM Camp** was developed to showcase local STEAM careers to area middle school students to help them recognize the importance of a strong STEAM education. Programs include crime scene investigation-composite art, DNA analysis, forensic chemistry analysis, microbiology, finger print collection and interviewing witnesses and suspects. Field trips to Cornell Agri-Tech, the local K9 unit and ambulance service are also part of the camp's activities.

■ **Geneva Robotics (G-Bots)** hosted a one-week camp on the HWS campus to introduce basic Robotics principles to students ages 9-13. Based on the LEGOSM EV3 and FIRSTSM Inspires platforms, the G-Bots Camp featured the introduction of the FIRST core value system, focusing on discovery, teamwork and having fun as well as basic robot design and programming. Over the course of the week, students did a team challenge each day which focused on developing problem-solving, communication and team work. Students learned basic EV3 programming skills which included steering, object sensing, color/light sensing, and using levers. Students combined those skills throughout the week to present a showcase of robot skills to parents and HWS President Joyce Jacobsen. G-Bots camp had 19 participants of which 10 were girls. Of the 19 students, 8 were students of color.

"I am so grateful to come back to Cornell for a second summer as an intern. After learning the value of translational research, I've been inspired to become a scientist in the plant sciences." –Nick King, GHS student and Cornell University summer intern
 King worked with Cornell University professor Chris Smart on industrial hemp and vegetable disease problems. For clarification, translational research is research that is done in the lab and then brought to the field to solve real-world problems.



“Although we have made considerable progress, there is still much work to be done. The performance of the Hispanic/Latino subgroup and the English Language Learners is lagging behind their counterparts and the organization is in the process of pivoting again to better address the needs of these students. Our experience has taught us that we will need to be patient, persistent, and targeted in our approach to meeting the needs of all our students.” — *GHS Principal Greg Baker*

GRADUATION RATE

The situation

The Geneva High School graduation rate has been a bright star for students in Geneva, as we have seen the high school rate rise from 70.7% in 2010 to 82.7% in 2019. Even more impressive is that the graduation rates of certain subgroups have also seen great improvement, with our Black graduation rate now at 88.9% after being only 44.8% in 2010. But not all subgroups are flourishing, as our Hispanic grad rate is struggling at 62%. According to GHS Principal Greg Baker, GHS’s successes are attributed to various actions that removed as many barriers as possible for success. These actions include changes such as adding 50 new courses, creating a restorative justice model to address behavior issues, adding a meditation room and a mentor program.

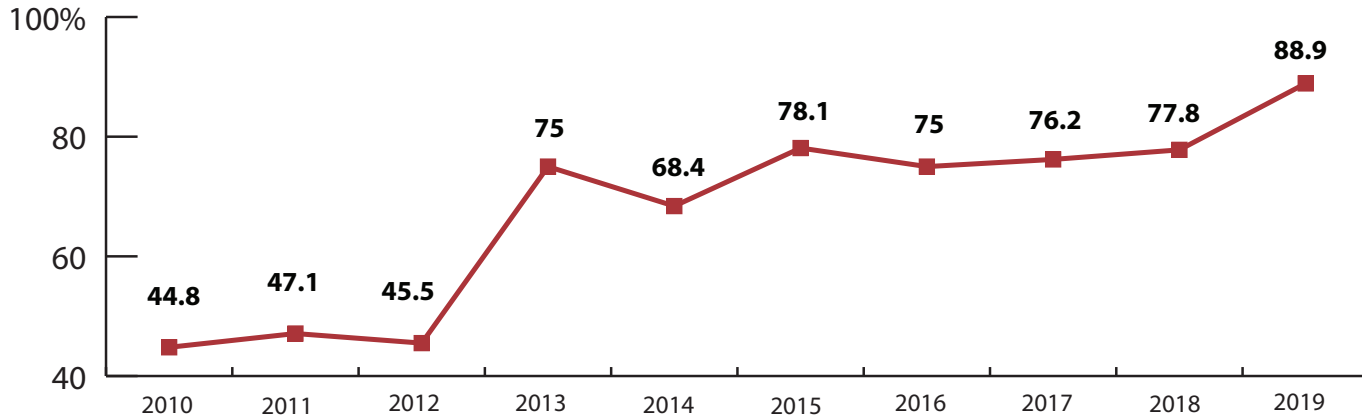
The work so far

Improving the GHS graduation rate is the result of an enormous amount of work by GHS administration, faculty, staff and students, and this work begins long before a student reaches his or her senior year. GHS focuses on the freshmen class with laser precision, thanks to the 9th grade associate principal who concentrates on lowering the drop-out rate and clarifying successful pathways for students through their next four years.

The work yet to be done

GHS students who are Hispanic or have Limited English Proficiency are struggling to succeed with the NYSED graduation requirements. Many of these students come from places, such as Puerto Rico, where the school culture is much different than in Geneva. The challenge will be finding ways to better support these students even before they get to high school and creating a culturally sensitive environment at the GCSD to ensure that these students feel engaged, connected and supported in their educations at every grade level.

Geneva High School African American Student Graduation Rates



Hispanic Graduation rate only 62%

Barriers to a higher graduation rate for Hispanic students include language barriers for both students and parents, cultural differences, housing issues, and other equity-related challenges.

The Hispanic Leadership Club is in its second year at GHS, helping Hispanic students find leadership roles in their school community, as well as the broader Geneva community, through service, discussions and collaboration.

Empowering Our Growing Hispanic Population

Empowerment comedian Ernie G's visits to Geneva High School and North Street School were one step towards finding more ways to empower our Hispanic and LEP students. As a First-Generation Hispanic college graduate, Ernie G shares his story to inspire students from all different backgrounds to make the most of their educations.



GCSD students at Finger Lakes Works' Agricultural Career Day.

COLLEGE AND CAREER READINESS

The situation

Geneva students must have enough opportunities to discover and explore their interests so they have the knowledge, skills, and confidence necessary to successfully transition to college or career. Being “college ready” means being prepared to succeed in a post-secondary academic experience. GHS graduates must have the skills necessary to qualify for and exceed in entry-level, credit-bearing college coursework, without the need for remedial coursework, as well as the ability to navigate the challenging college selection and financial aid process.

The work so far

Across the nation, experts know that Free Application for Federal Student Aid (FAFSA) completion equals more college enrollment, as students who complete the FAFSA qualify for better financial packages, making college more affordable. This year, we focused on increasing the number of GHS seniors with completed FAFSAs through more informational sessions with students and parents. Of the 113 students who stated that they were attending college on June 18, 2019, 101 of those students had completed the FAFSA, representing almost 90% of college-bound graduates.

The work yet to be done

To fully prepare Geneva students for life beyond high school, the Geneva community must find more ways to support Geneva 2030's College and Career Readiness efforts. In June, we sent a survey out to Geneva teachers to get input on ways that the community can better support in-school efforts. With that data in hand, we will use 2019-20 to reach out to our partners, including local employers, to support new college and career readiness programs in the district. Geneva 2030 also plans to broaden our outreach beyond GHS, to focus more support in the middle and elementary schools in Geneva.



2nd graders visit HWS with a focus on literacy.



Finger Lakes Workforce offers hands-on career events.

■ **HWS College Bound Visits:** Offering Three College Visits Before Sophomore Year.

- **9th Grade Visit:** Focus on college readiness from perspectives of HWS students, including GHS alumni.
- **6th Grade Visit:** Focus on Science, Technology, Engineering, Art & Design and Math.
- **2nd Grade Visit:** Focus on literacy, and encouraging participation in summer reading programs.

According to Geneva City School District Superintendent Trina Newton, “Geneva schools are admired for their close connection to Hobart and William Smith Colleges. By having three college visits before they are sophomores, our students are more aware of their options after high school—and more excited about them.”

■ **Thanks to Finger Lakes Community College,** Geneva High School now has a precollege advisor who focuses ONLY on college and career prep work. Patti Carter, a former GHS business teacher, has taken this new role and made great strides, ensuring that GHS students have access to more career-focused opportunities. For example, Carter’s students attended the Diversity Law Day at Syracuse University and then hosted current Syracuse law students at GHS to talk directly with GHS students. Carter also hosted a College Bound session for parents of GHS juniors at FLCC and took her students on a field trip to the Rochester College Fair, which was followed by an RIT college visit. By targeting students who are still undecided and need additional guidance, Carter is able to ensure that more GHS students are ready for this next stage in their lives.

■ **Finger Lakes Works: Lighting Up the Career Path**

Focusing on the local well-paid trade careers in high-demand industries, the Finger Lakes Workforce Investment Board offers three annual hands-on career events to area students. Geneva 2030 focused on increasing Geneva’s participation in these three events, which are the Healthcare Career Day (focused on healthcare careers), Finger Lakes Works with Their Hands (focused on manufacturing careers), and Agricultural Career Day (focusing on agriculture and food technology). For 2019-20, 44 Geneva students attended these events, and while this number was a significant increase over the preceding year, Finger Lakes Works is working to increase the number again this year.

2019 GHS GRADUATES: BY THE NUMBERS

157:

Total number of 2019 GHS Graduates

21:

Total number of the 2019 cohort who had not graduated by August 2019

121:

GHS 2019 graduates who are college bound

64:

College bound 2019 GHS grads enrolled in a 2-year college

57:

College bound 2019 GHS grads enrolled in a 4-year college

3:

2019 GHS grads enrolled in a trade school

3:

2019 GHS grads joined the military

17:

2019 GHS grads joined the workforce

12:

2019 GHS grads who were undecided about their future plans

1:

2019 GHS grad who is an exchange student

\$1,777,930:

Total amount of awards and scholarships garnered by the GHS 2019 grads



THANK YOU to all of the Community Members Who Serve On Our Boards and Support Our Work In Geneva.

THANK YOU

GENEVA 2030 EXECUTIVE BOARD

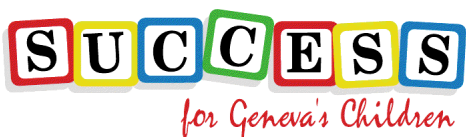
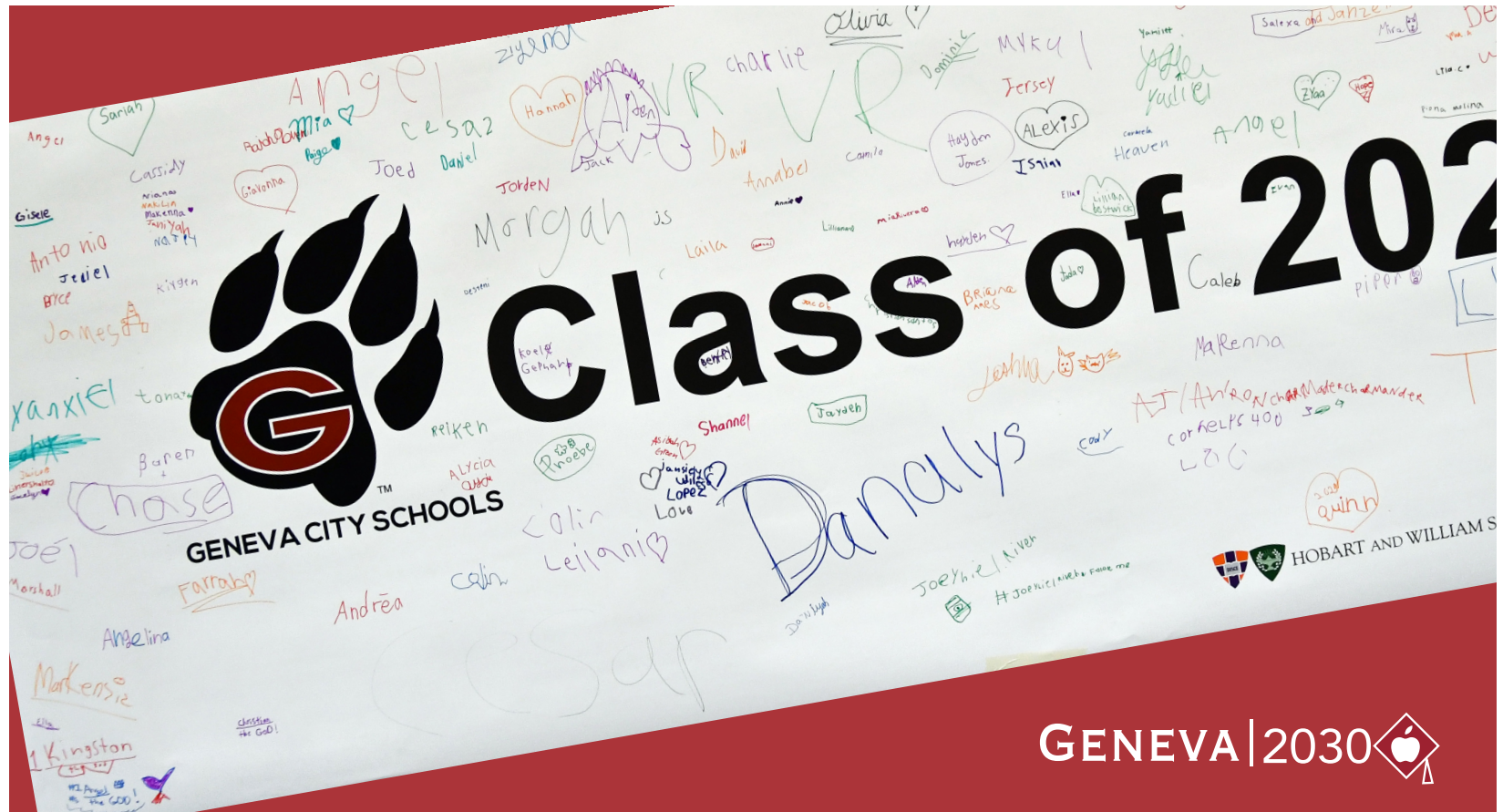
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Mark Venuti, Town of Geneva Supervisor

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2019 DATA REPORT: BEHIND EVERY DATA POINT IS A CHILD



Success for Geneva's Children, while partnering more closely with Geneva 2030, is continuing to track data in important areas affecting our community. Their latest findings can be found on the following pages. The full 2019 Success Data Report can be found at <http://www.successforgenevaschildren.org>

Thank you to Emeritus Professor of Mathematics & Computer Science Kevin Mitchell for collecting and analyzing all Success for Geneva's Children data.

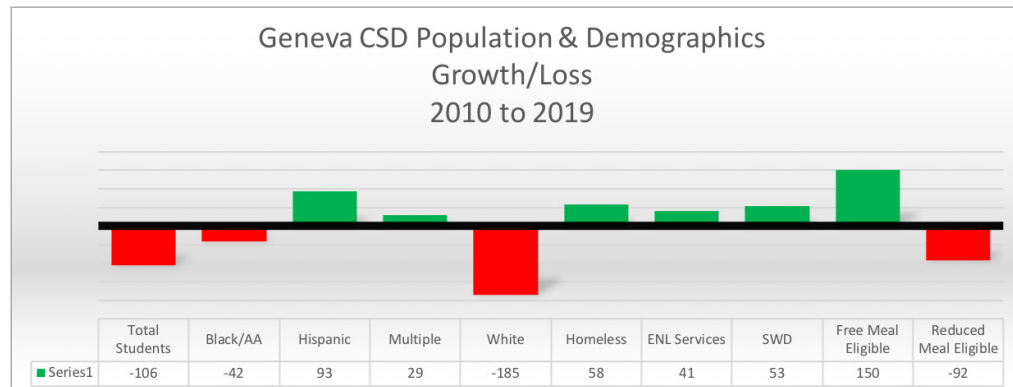
GENEVA CITY SCHOOL DISTRICT POPULATION AND DEMOGRAPHICS

	DISTRICT		DISTRICT		DISTRICT		DISTRICT		DISTRICT	
	#	%	#	%	#	%	#	%	#	%
	June 2015		June 2016		June 2017		June 2018		June 2019	
Total Students	2224	100%	2195	100%	2147	100%	2163	100%	2118	100%
Amlnd/Alaskan	2	<1%	2	<1%	2	<1%	4	<1%	1	<1%
Asian	44	2%	42	2%	33	2%	41	2%	43	2%
Black/AA	275	12%	274	12%	244	11%	243	11%	233	11%
Hispanic	595	27%	620	28%	653	30%	685	32%	688	33%
Multiple	219	10%	231	11%	240	11%	255	12%	248	12%
Native Hawaiian/Pac Islander	0	0%	0	0%	0	0%	0	0%	1	<1%
White	1089	49%	1026	47%	975	45%	935	43%	904	42%
District Numbers										
Homeless	30	1%	50	2%	71	3%	94	4%	88	4%
Incarcerated	7	<1%	11	<1%	8	<1%	6	<1%	2	<1%
ENL Services	160	7%	187	9%	204	10%	215	10%	201	10%
SWD	295	13%	307	14%	327	15%	346	16%	348	16%
504 Plans	125	6%	112	5%	107	5%	97	4%	91	4%
Free Meal Eligible	1193	56%	1241	58%	1218	59%	1448	67%	1343.00	55%
Reduced Meal Eligible	129	6%	125	6%	96	5%	37	2%	37.00	2%

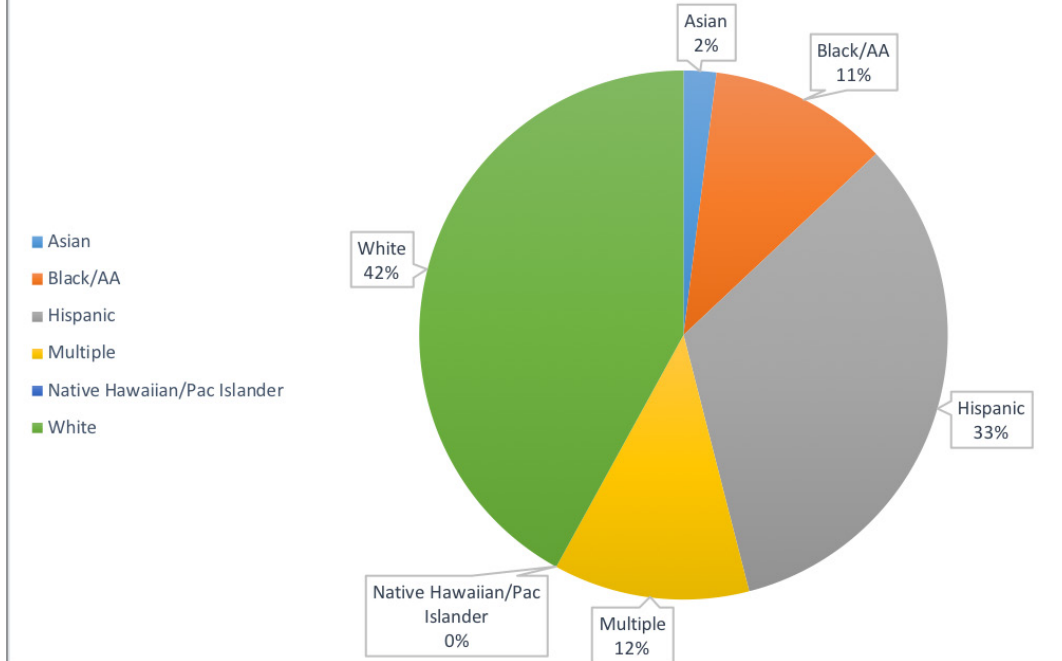
*All data noted reflect the numbers at the end of June of that year.

Data Sources: Geneva City School District Schooltool Student Management System; IEP Direct Data Report; NutriKids

SWD: Students with Disabilities



Geneva CSD Student Demographics June 2019



In a class of 25 students, the demographic make-up would look like this:



Students in Geneva City School District represent citizens of the following countries and territories:

- | | |
|--------------------|-------------|
| United States | Vietnam |
| Puerto Rico | Peru |
| Honduras | Philippines |
| Mexico | Syria |
| El Salvador | China |
| Guatemala | Brazil |
| Germany | |
| India | |
| Dominican Republic | |

*All data noted reflect the numbers at the end of June of that year.

Data Sources: Geneva City School District Schooltool Student Management System; IEP Direct Data Report; NutriKids

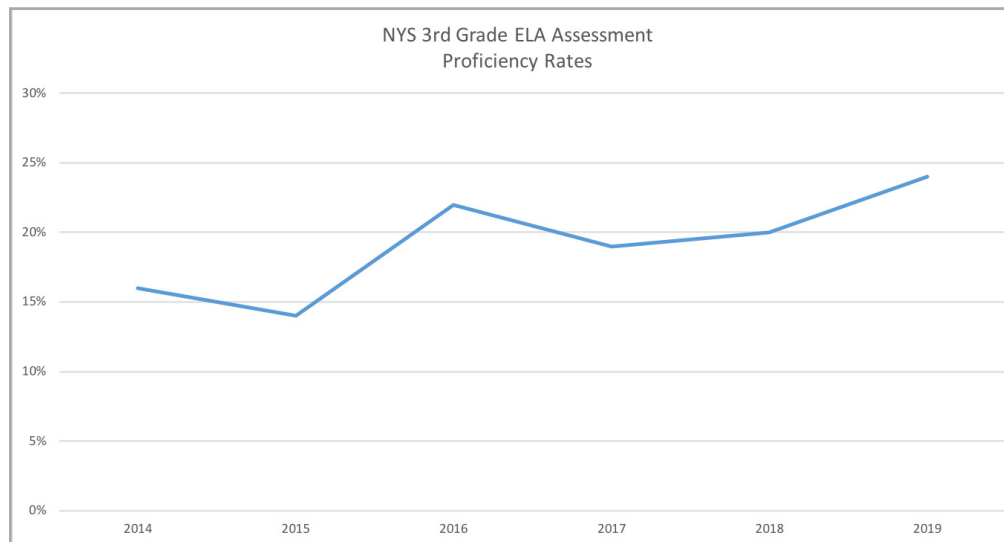
GENEVA CITY SCHOOL DISTRICT LITERACY

LITERACY						
Proficiency Rate						
	2014	2015	2016	2017	2018	2019
3rd Grade NYS ELA Assessment	16%	14%	22%	19%	20%	24%
3rd grade iReady Literacy Assessment	N/A	N/A	N/A	42%	47%	50%

As a benchmark toward progress in ELA, Geneva 2020 has set a benchmark of 90% of students reading on-grade level by the end of 3rd grade. This is monitored using the NYS 3rd grade ELA Assessment and internally using iReady, an adaptive diagnostic assessment.

3rd ELA	2014	2015	2016	2017	2018	2019
All	16%	14%	22%	19%	20%	24%
Male	14%	13%	17%	16%	9%	24%
Female	18%	10%	25%	18%	34%	24%
Multiracial	21%	0%	10%	5%	33%	17%
Amlnd	*	*	*	*	*	*
Asian	75%	0%	*	100%	50%	100%
White	20%	23%	35%	28%	24%	36%
Black	4%	0%	14%	0%	8%	7%
Hispanic	9%	2%	7%	10%	12%	16%
Non EcDis	33%	22%	42%	31%	31%	37%
Ec Dis	5%	7%	10%	11%	15%	17%

* Indicates that there were not enough students in this subgroup to report

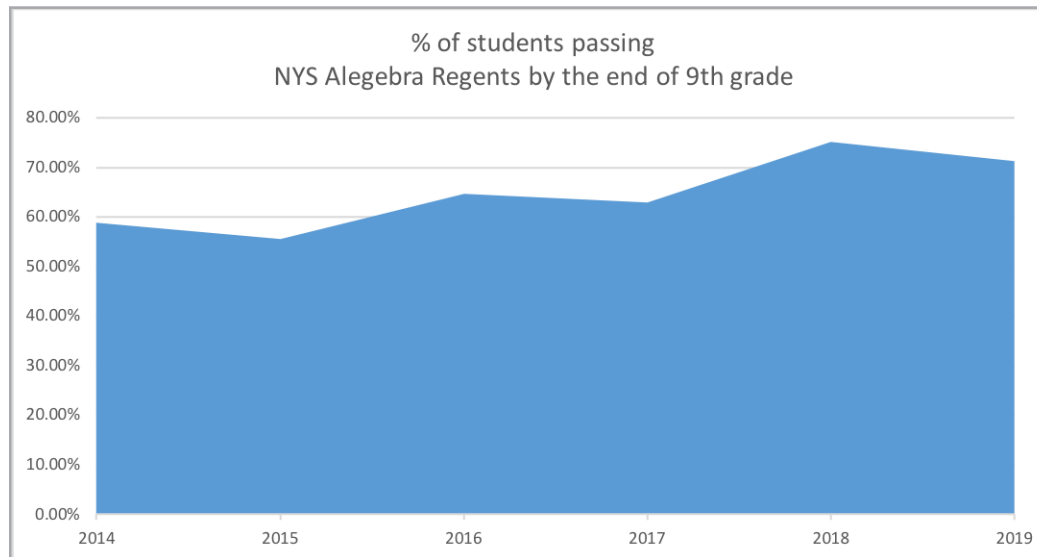


GENEVA CITY SCHOOL DISTRICT STEAM

Algebra Regents Passing Rate by the end of 9th grade*						
	2014	2015	2016	2017	2018	2019
	58.90%	55.60%	64.60%	62.90%	75.20%	71.20%

*These results account for students taking Algebra prior to 9th grade as well.

Algebra is often referred to as the “gateway” to higher level mathematics and is a high school graduation requirement as well as a benchmark when schools are reporting on academic achievement. In Geneva City Schools, Algebra is most often taken in the 8th grade or 9th grade year. All students are required to take the course for high school graduation.



GENEVA CITY SCHOOL DISTRICT STEAM

Math	2014	2015	2016	2017	2018	2019
6th NYS Assessment Proficiency (Level 3 & 4)	18%	27%	13%	14%	19%	17%
6th grade iReady Math Assessment (On/Above grade level)	N/A	N/A	N/A	19%	14%	18%

As a benchmark toward progress in Math, districts often look at 6th grade math as an indicator of potential success in Algebra. Geneva City Schools uses the NYS Math Assessments and iReady, an adaptive diagnostic assessment to monitor student growth.

6th Grade NYS Math						
	2014	2015	2016	2017	2018	2019
All	18%	27%	13%	14%	19%	17%
Male	19%	17%	9%	11%	23%	16%
Female	14%	17%	8%	11%	14%	18%
Multiracial	18%	33%	18%	12%	16%	12/%
Amlnd	*	0%	*	0%	0%	*
Asian	75%	0%	80%	50%	50%	100%
White	22%	24%	6%	16%	32%	33%
Black	0%	0%	0%	0%	0%	10%
Hispanic	3%	9%	6%	0%	5%	2%
Non EcDis (Economically Disadvantaged)	28%	34%	20%	26%	33%	33%
Ec Dis	8%	5%	2%	2%	12%	11%
* Indicates that there were not enough students in this subgroup to report						

NYS Science Proficiency	2014	2015	2016	2017	2018	2019
4th grade	78%	71%	82%	65%	68%	70%
8th grade	53%	53%	42%	52%	57%	44%

As a benchmark toward progress in Math, districts often look at 6th grade math as an indicator of potential success in Algebra. Geneva City Schools uses the NYS Math Assessments and iReady, an adaptive diagnostic assessment to monitor student growth.

GENEVA CITY SCHOOL DISTRICT GRADUATION AND DROP OUT RATES

GRADUATION RATES										
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
All	70.7	74	78.2	83.3	84.8	83	84.9	81.2	83.4	82.7
Black	44.8	47.1	45.5	75	68.4	78.1	75	76.2	77.8	88.9
Hispanic	43.5	51.5	60.7	54.3	63.3	65	74.3	63.2	58.3	62
White	82.3	85.2	89.5	92.9	92.2	92.4	92.3	91.4	91.1	91.5
Multiracial	n/a	100	66.7	85.7	100	75	70.6	77.8	95.5	83.3
SWD	37	26.9	68.2	70	65.5	69.6	81	53.3	80	58.8
ELL	57.1	20	25	57.1	40	14.3	40	57.1	16.7	26.3
SES	58.5	65.4	73.3	76.8	82.6	72.6	77.7	73.4	73.7	74.1

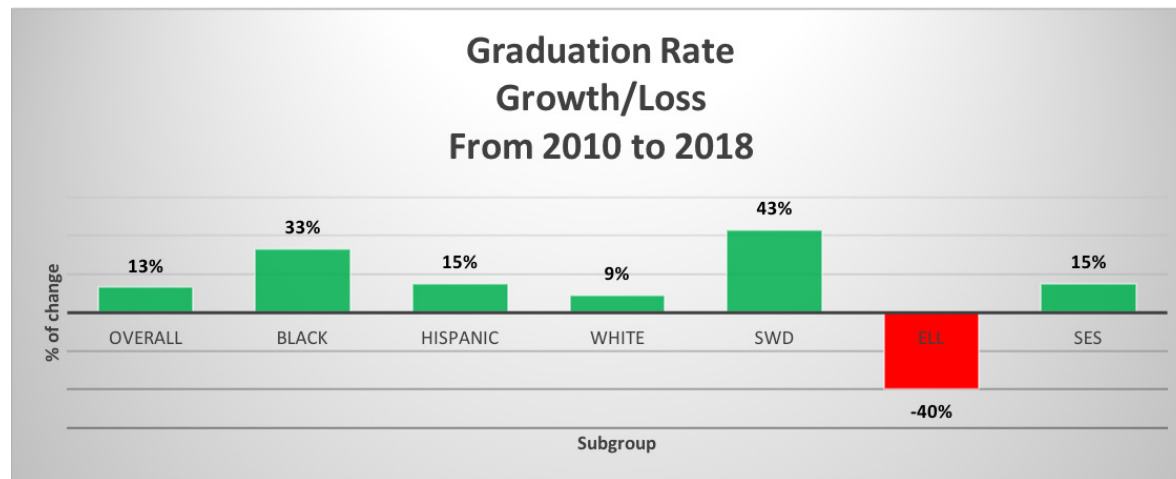
DROP OUT RATE										
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
All	15.0	13.5	12.1	8.9	7.9	6.8	8.6	8.1	11.2	11.9
Black	17.2	17.6	36.4	8.3	21.1	12.5	8.3	4.8	11.1	7.4
Hispanic	39.1	24.2	25	34.3	13.3	12.5	14.3	23.7	35.1	28
White	9.7	10.4	4.4	2.4	4.9	3.3	4.8	2.5	3.3	6.4
SWD	22.2	26.9	18.2	13.3	17.2	8.7	19	13.3	10	23.5
LEP	42.9	40.0	37.5	28.6	40.0	28.6	20	0.0	66.7	52.6
SES	18.5	7.4	6.7	13.4	7.2	10.5	10.7	12.8	19	18.5

Data Sources: Greg Baker, GHS Principial; NYS School Report Card; WNYRIC Data Warehouse

SWD: Students with Disabilities LEP: Limited English Proficiency SES: Low Socio-Economic Status

GENEVA CITY SCHOOL DISTRICT GRADUATION AND DROP OUT RATES

- The GHS Graduation Rate for all students continues to increase at a steady rate.
- Most notable is the increase of the graduation rate for Black students from 44.8% in 2010 to 88.9% in 2019.
- Students with disabilities also show a dramatic increase in graduation rate from 37% in 2010 to 58.8% in 2019.
- However, the graduation rate for English Language Learners shows the most significant decrease from 57.1% in 2010 to 26.3% in 2019. This decrease can be contributed to many factors including year of entrance, increased number of students qualifying for English as a New Language services and level of proficiency. The district continues to focus on interventions and supports for this subgroup.



Advanced Placement Longitudinal Data 2010-2019										
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Number Students	75	92	94	104	111	117	162	139	140	139
Number of Exams	136	155	177	175	206	216	293	276	275	293
% Scoring 3+	64	66	59	63	76	74	59	63	69	65
# AP Scholars	N/A	22	21	24	35	47	46	36	42	44

In order to support students through graduation, GHS needed to remove as many barriers to student success as possible. That included doubling the number of students taking AP exams, the number of exams taken, as well as the number of AP Scholars. Focusing students on college and their increasing ability to do higher level work gives students a long-range view that helps the more easily navigate high school.

GENEVA CITY SCHOOL DISTRICT CAREER AND COLLEGE READINESS

College Bound	2013	2014	2015	2016	2017
% of students entering college the fall immediately after high school	70%	67%	71%	71%	66%
% bound to two-year schools	34%	36%	34%	22%	29%
% bound to four-year schools	36%	32%	37%	49%	36%
% of students enrolled in the first year after high school who return for a second year (freshman to sophomore persistence)	83%	80%	82%	N/A	N/A

Enrollment During First Fall Immediately After High School by Race/Ethnicity					
	2013	2014	2015	2016	2017
Am Indian/Native Alaskan	-	-	-	-	-
Asian	-	-	-	-	-
Black	61.9%	61.5%	67.9%	64.7%	60.0%
Hispanic/Latio	45.5%	50.0%	55.2%	42.3%	59.1%
Two or more races (multiracial)	41.7%	50.0%	-	75.0%	-
White	78.3%	72.0%	77.1%	77.3%	70.7%
- There were not enough students in this subgroup to report					

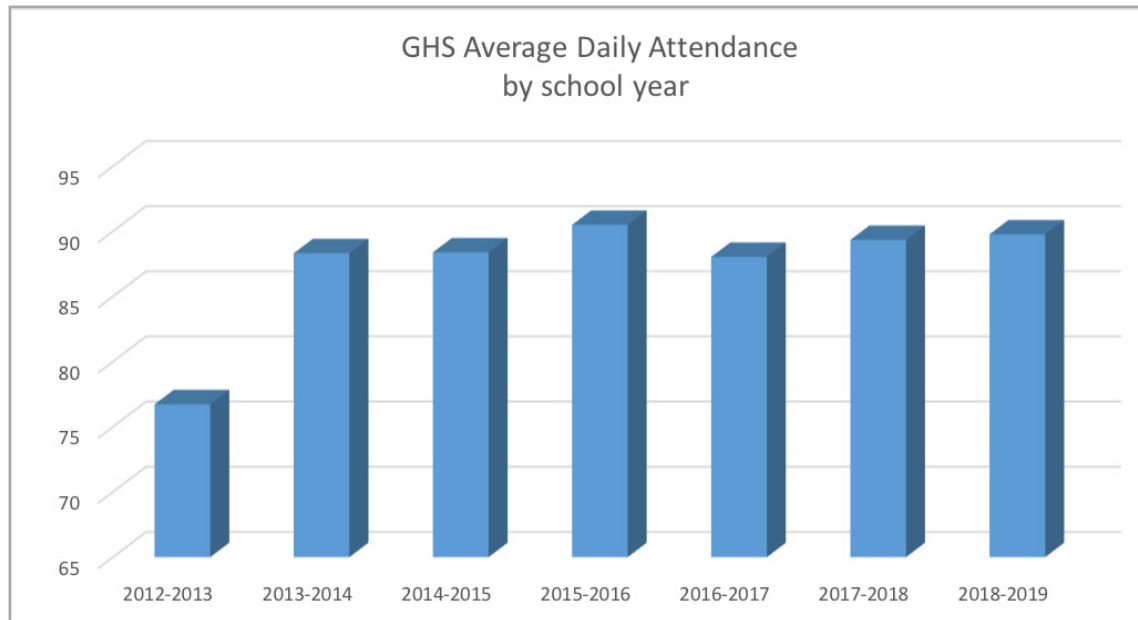
Source: National Student Clearinghouse and Kevin Whitaker, Assistant Superintendent for School Improvement and Accountability, Geneva CSD

GENEVA CITY SCHOOL DISTRICT ATTENDANCE

All schools in Geneva CSD demonstrate positive attendance rates with Geneva High School showing the most growth from 2012 to 2019.

Continued work around the district with a designated attendance counselor, family service providers and community partners contribute to the increase and steady rates around the district.

2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
76.73	88.32	88.39	90.5	88.04	89.34	89.77



2019 PACE (PARENT APPRAISAL OF CHILDREN'S EXPERIENCES) SURVEY RESULTS:

2019-2020 KINDERGARTEN FAMILIES SURVEYED

% of Incoming Kindergarteners with prior School Experience	2017-2018 137	2018-2019 138	2019-2020 121
3 year old experience	68.9%	70.8%	67.5%
4 year old experience	89.1%	92.8%	85.8%
Educational Attainment of Parents			
Parents with a less than a high school diploma	13.5%	13.8%	17%
Parents with a GED or high school diploma	31.1%	28.4%	35%
Medical Care			
Have a Doctor	98.5%	99%	100%
Have a Dentist	91.2%	86.2%	90.8%
Length of Pregnancy			
Premature	8.1%	5.9%	10%
Full Term	70.4%	76.5%	80.8%
Overdue	21.4%	17.6%	9.2%
Health Trackers that May Impact Learning			
Take Prescription Meds	8.1%	15.9%	15.7%
Asthma	8.2%	11.7%	10.7%
Behavior Problems	5.1%	4.3%	10.7%
High Lead Levels	4.4%	2.9%	5%
Hyperactivity	7.5%	3.6%	4.1%
Early Intervention Services	10.2%	9.4%	10.7%
Mother Smoked During Pregnancy	12.6%	8%	11.5%
Mother Drank During Pregnancy	1.5%	1.5%	.8%
Smoking in the Home Currently	31.6%	21.9%	15%

Fine Motor/Gross Motor Skills (Well + Very Well)			
Can hold a pencil	77.4%	84%	84.3%
Can copy shapes	70.1%	76.1%	77.7%
Can go down steps one foot after the other without using railing	92.7%	90.3%	91.7%
Ability to perform School Related Tasks (Well + Very Well)			
Listen to books being read	83.2%	83.9%	79%
Identify written alphabet letters	69.8%	70.3%	73.5%
Write his or her first and last name by self	57.4%	52.6%	57%
Learn new things	91.9%	93.5%	93.4%
Social, Emotional and Behavioral Functioning (Agree + Strongly Agree)			
Makes new friends easily	91.2%	91.2%	82.7%
Concentrates well	52.9%	65.9%	65.3%
Potential Adverse Childhood Experiences			
Child has been homeless	5.2%	4.3%	7.4%
Child has Parents Separated/Divorced	34.5%	29.2%	27.4%
Child has parent who is/has been depressed	25.3%	21.5%	19.8%
Child has Witnessed Violence in the Home	4.4%	3.6%	10.7%
Child has Witnessed Violence in the Neighborhood	5.8%	7.2%	4.9%
Child has/had an Incarcerated Parent	16.3%	10.2%	8.3%
Child has family member with drug/alcohol problem	10.2%	4.4%	11.5%

Positive Childhood Experiences			
Child has been to a library	89.6%	92%	88.5%
Child has been on an outing to a museum, zoo etc.	95.6%	95%	98.4%
Child has close relationships with three or more adults	87%	83.3%	76.9%
Child has 1 hour or less of screen time each day	26%	30.4%	25.6%
Child is read to daily	65.4%	68.4%	63.6%
Child has enough food to eat on a daily basis	97%	95.6%	99.2%

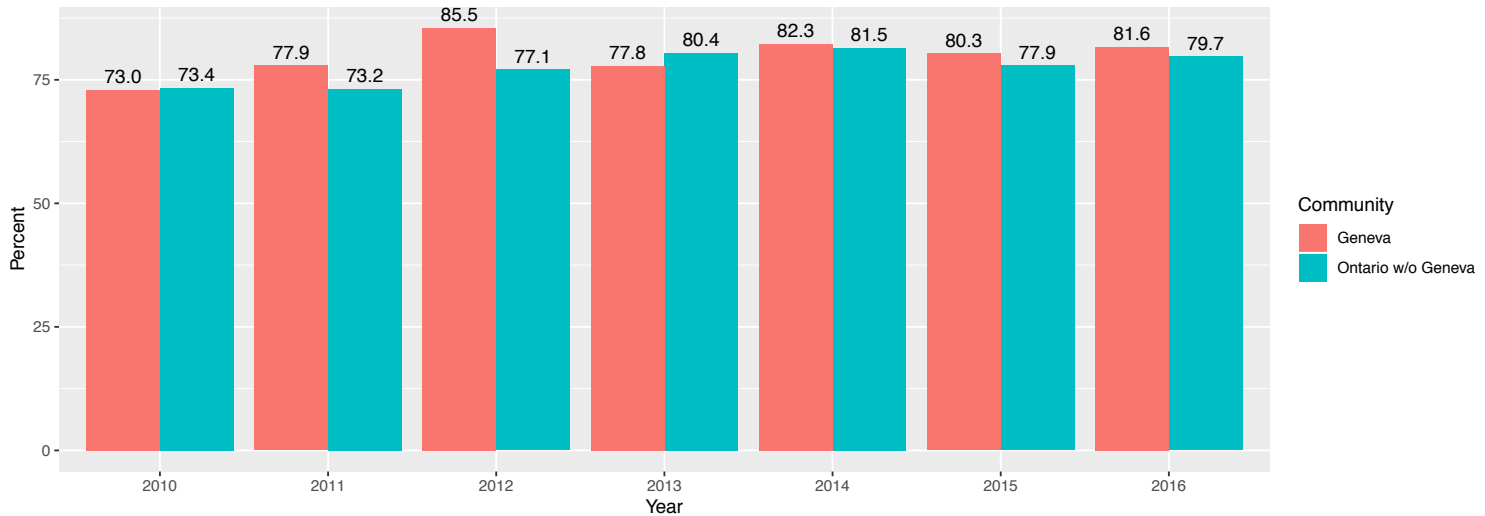
KEY FINDINGS FROM THE 2019-2020 PACE SURVEY

- For the 9 Health Trackers surveyed, it is noted that 15.7% of entering kindergarten children take some form of a prescription medication and smoking in the home had the second highest rate with 15% of incoming kindergarteners experiencing it.
- 85.8% attended a preschool program as a 4 year-old and 67.5% attended preschool as a 3 year-old.
- 100% have a family physician and 90.8% have a dentist.
- Of the 7 potential ACE indicators noted here, the largest result was that 27.4% of the incoming kindergarteners have experienced the separation and or divorce of their parents and the next highest result indicates that 19.8% of the children have experienced a parent that was depressed at some point.
- 8.3% have or have had an incarcerated parent.
- 63.6% are read to daily and 93.5% have visited a library or have been on an outing to a zoo, museum or have had some other positive life experience.
- 82.7% of parents reported that their child makes new friends easily and 93.4 % reported that their child learns new things well, important social, emotional and behavioral skills needed for success in school.
- 25.6% indicated that their child has 1 hour or less of screen time each day.
- 17% of the parents have a less than a high school diploma.

Geneva's Children are born healthy and have ongoing access to healthcare

81.6% of mothers in Geneva receive early prenatal care vs 79.7% in Ontario County. 99% of parents and caregivers surveyed over the past three years reported that their child had a doctor (from GPACE survey at time of child's kindergarten screening).

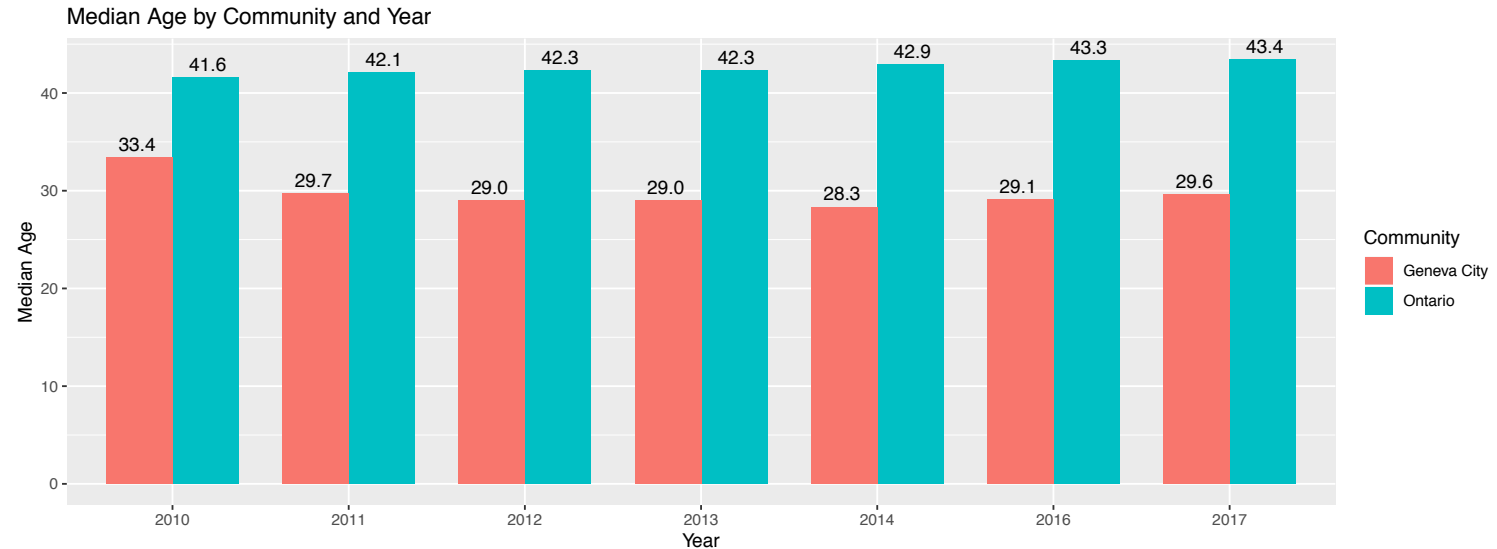
Mothers Receiving Early Prenatal Care



- Geneva's high poverty rate, relative to Ontario County, has resulted in a historically robust array of government-provided prenatal health services.
- Programs like WIC, Healthy Families New York and other programs and services keep pregnant women's prenatal health care at a level equal to or higher than Ontario County and consistently higher than New York State
- The most recent GPACE survey conducted with parents at the time of their children's kindergarten screening showed that 99% of all children entering kindergarten in the fall of 2018 had a doctor and 86.7% had a dentist. The Head Start regulations and the efforts of the Head Start staff members also contribute to the high percentages of children receiving good medical and dental care.
- Source for Ontario County and New York State data: https://www.health.ny.gov/statistics/vital_statistics/2016/table12.htm and similar for other years.
- Source for Geneva data: "Geneva 2020 Community Report, 2018" (https://www.hws.edu/about/pdfs/Geneva2020_community_report2018.pdf), "Success for Geneva's Children 2016 Data Report" (https://www.hws.edu/academics/service/pdf/data_report2016.pdf), and https://www.health.ny.gov/statistics/vital_statistics/2016/table55.htm#H1 and similar for other years.

Genevans are younger than the rest of Ontario County

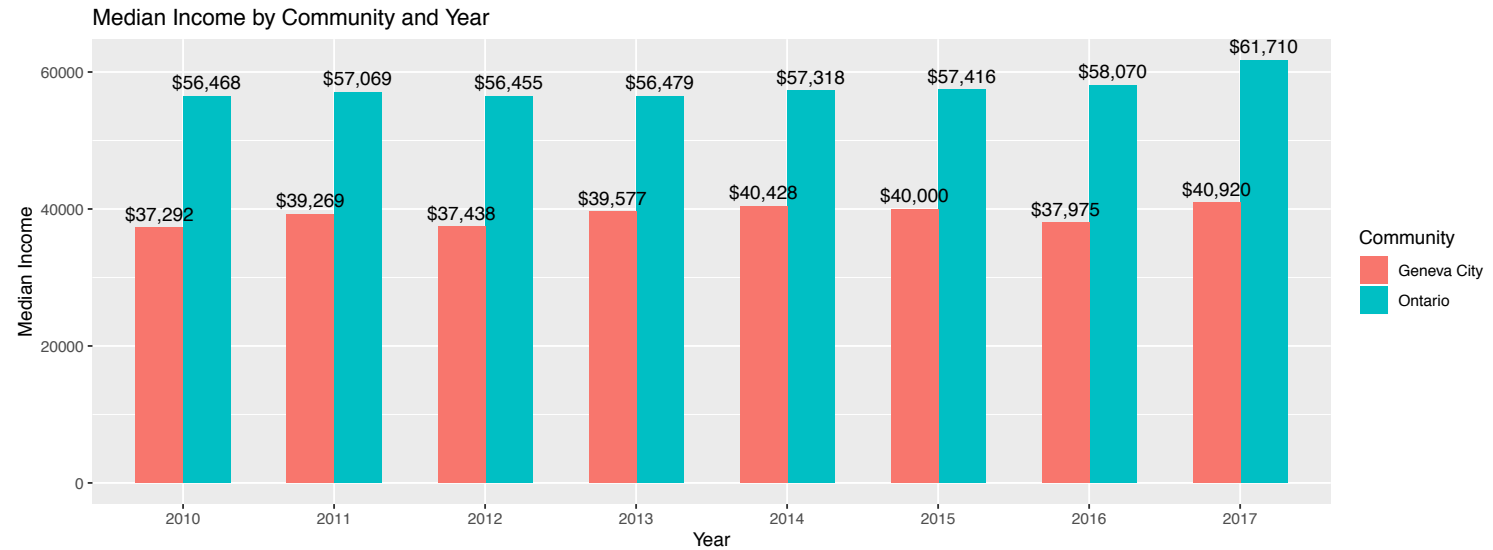
In 2017, the median age of Genevans was 29.6 years versus 43.4 years for Ontario County.



- Geneva's population is significantly younger than that of Ontario County or New York State.
- This may be partially attributable to
 1. the influx of young families with school children in the city,
 2. the lack of sufficient housing options for senior citizens,
 3. and the ability of some seniors to change their state of residence to Florida and other low tax states.
- Source: https://factfinder.census.gov/bkmk/table/1.0/en/ACS/17_5YR/DP05/0400000US36|0500000US36069|0600000US3606928640

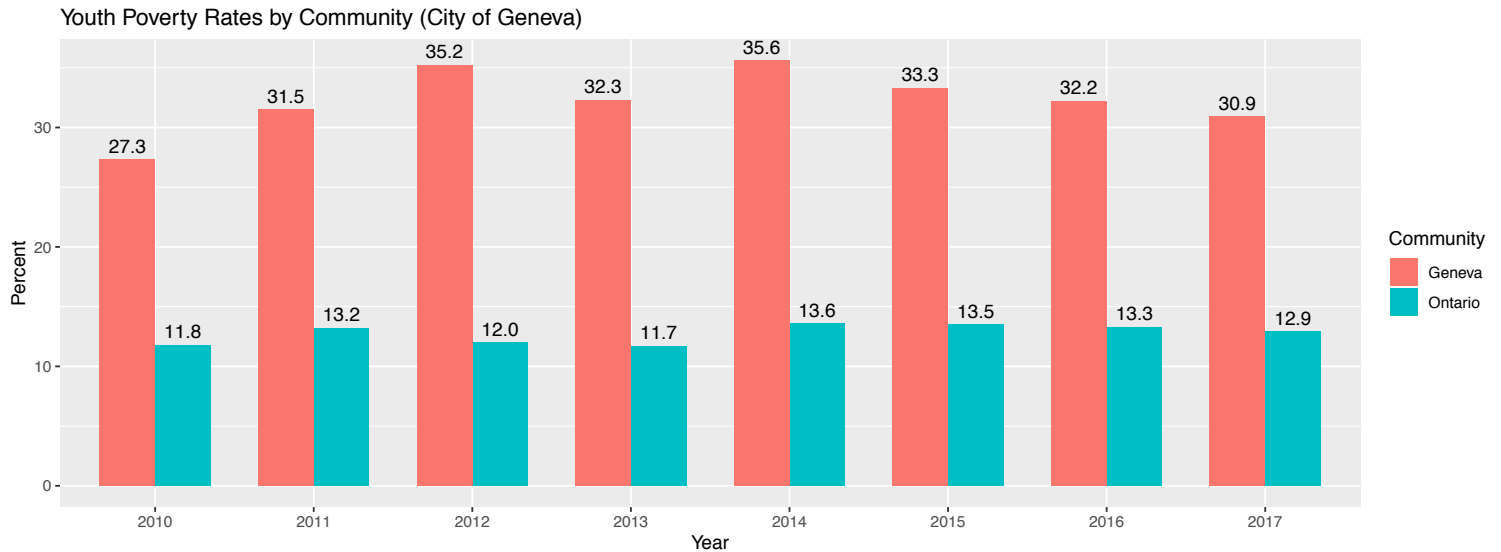
Genevans are poorer than the rest of Ontario County

- Median Household Income \$41k versus \$61k
- Poverty rate children 18 and under: 30.9% versus 12.9%
- Family poverty rate: 14.4% versus 6.3%



- Geneva (city) median household income is roughly two-thirds that of Ontario County.
- Because income tends to rise with age (until retirement), the lower median income in Geneva is explained in part by the earlier observation that the median age is lower in Geneva than in Ontario County or New York State.
- Source: https://factfinder.census.gov/bkmk/table/1.0/en/ACS/17_5YR/DP03/0400000US36|0500000US36069|0600000US3606928640.

Poverty Rate of People Under 18

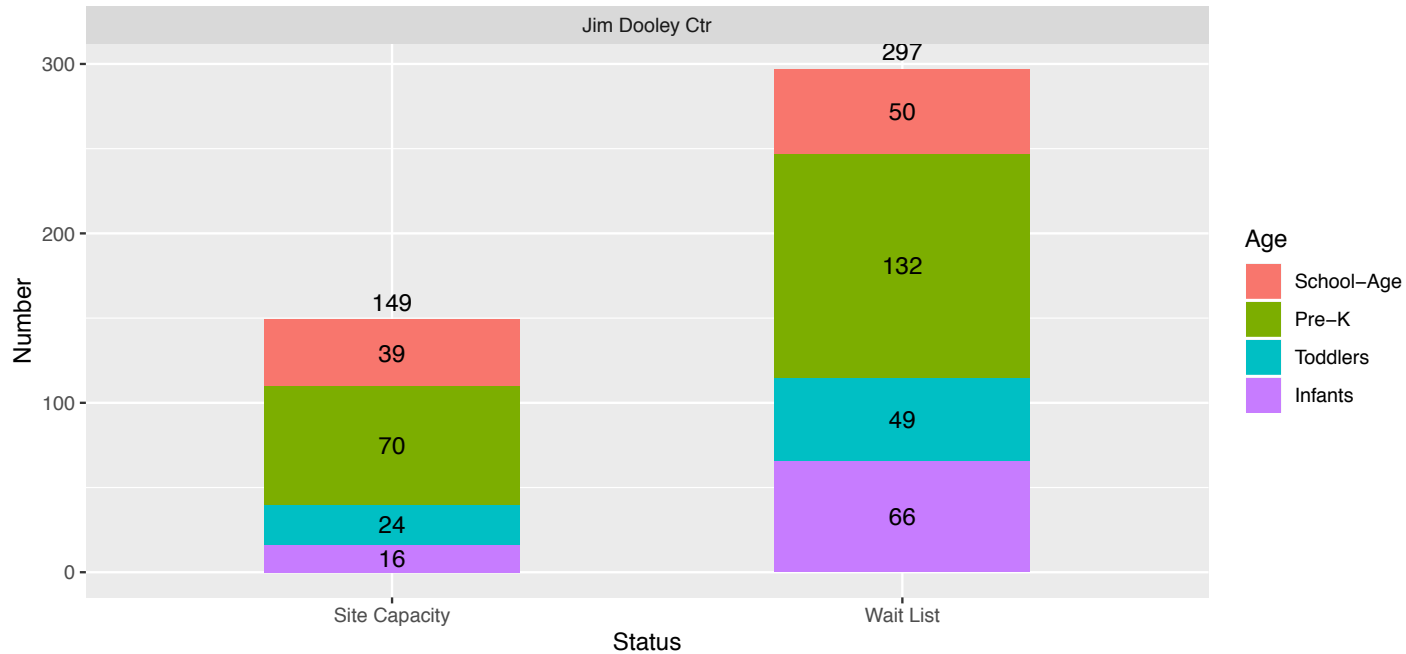


- The poverty rate among people under 18 years of age in the City of Geneva has remained 2.5 times than that of Ontario County.
- Source for 2017: https://factfinder.census.gov/bkmk/table/1.0/en/ACS/17_5YR/DP03/0400000US36|0500000US36069|0600000US3606928640 and corresponding years.

There is a lack of available childcare spaces for infants and toddlers

A recent informal survey of childcare providers revealed a significant lack of available spaces for infants and toddlers: The Jim Dooley Center, alone, reported that it had 16 spaces for infants with 66 on the waiting list and 24 spaces for toddlers with 49 on the waiting list.

Day Care Capacity and Size of Current Waiting List

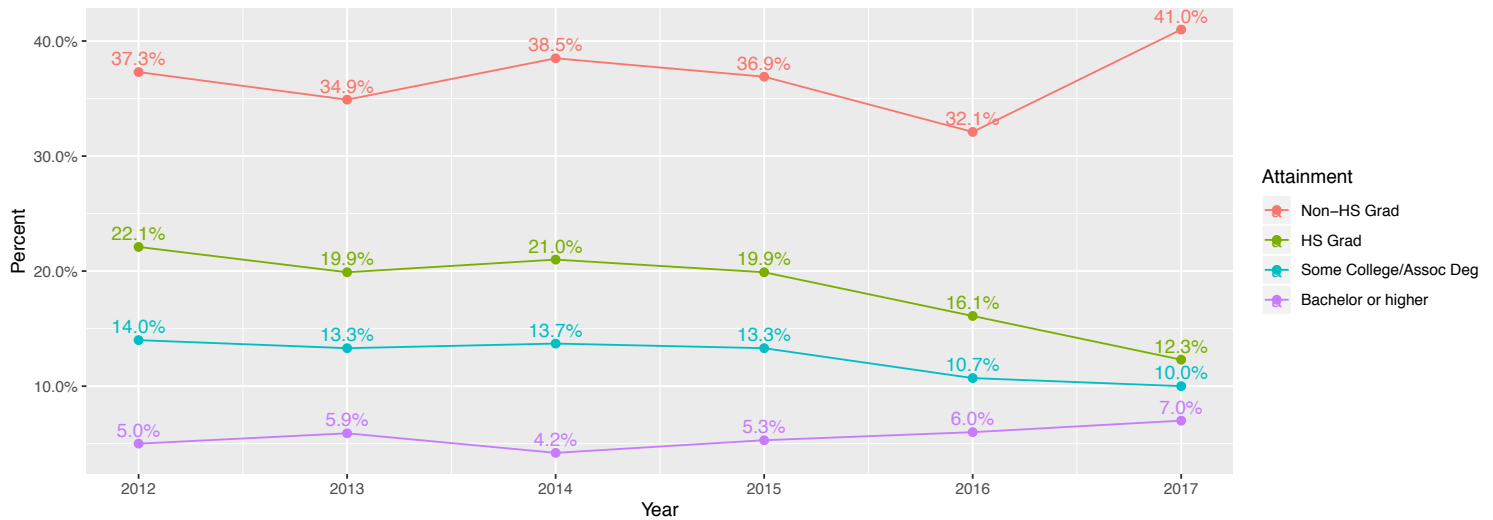


- Sources for the upper graph: For data through 2018 see Success for Geneva’s Children Data Books https://docs.google.com/spreadsheets/d/1NVCmIRnCQ43xrbwZQaKn_n2EmKxTdyFobZSEH1eNyd0/edit#gid=1966588765 and data for 2019 from Child & Family Resources, Inc.
- The graph provides a snapshot in time (May 2019) of one licensed child care provider in Geneva. Additionally, 9 Legally Exempt Family Child Care Programs (care done in a provider’s home) report a total of 16 individuals on waiting lists for infant care and 12 on waiting lists for toddler care. There is a need for additional child care slots for all age groups, especially for infants.
- Source: Jim Dooley Center for Early Learning.

Increased education decreases poverty

In 2017, 41% of those 25 and older without a high school diploma live in poverty versus 11% of those with at least a high school diploma.

Poverty rate among those 25 and older in the city of Geneva by education attainment and Year

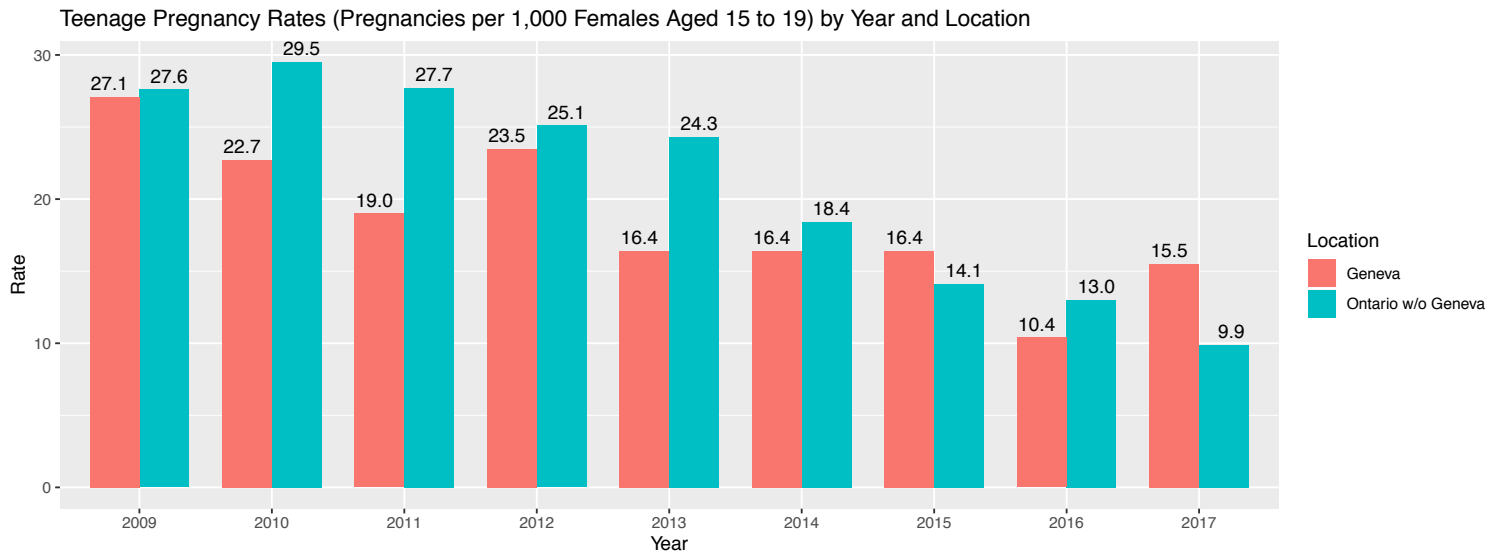


- A high school diploma is so important. The poverty rate is currently more than triple for those who do not graduate from high school.
- Source: https://factfinder.census.gov/bkmk/table/1.0/en/ACS/17_5YR/S1701/0400000US36|0500000US36069|0600000US3606928640|0600000US3606928651

Teen pregnancies are down

The teen pregnancy rate has dropped from 27.1 per 1,000 teen age women to 15.5 in 9 years.

(**Note:** Teen is defined as ages 15 to 19.)

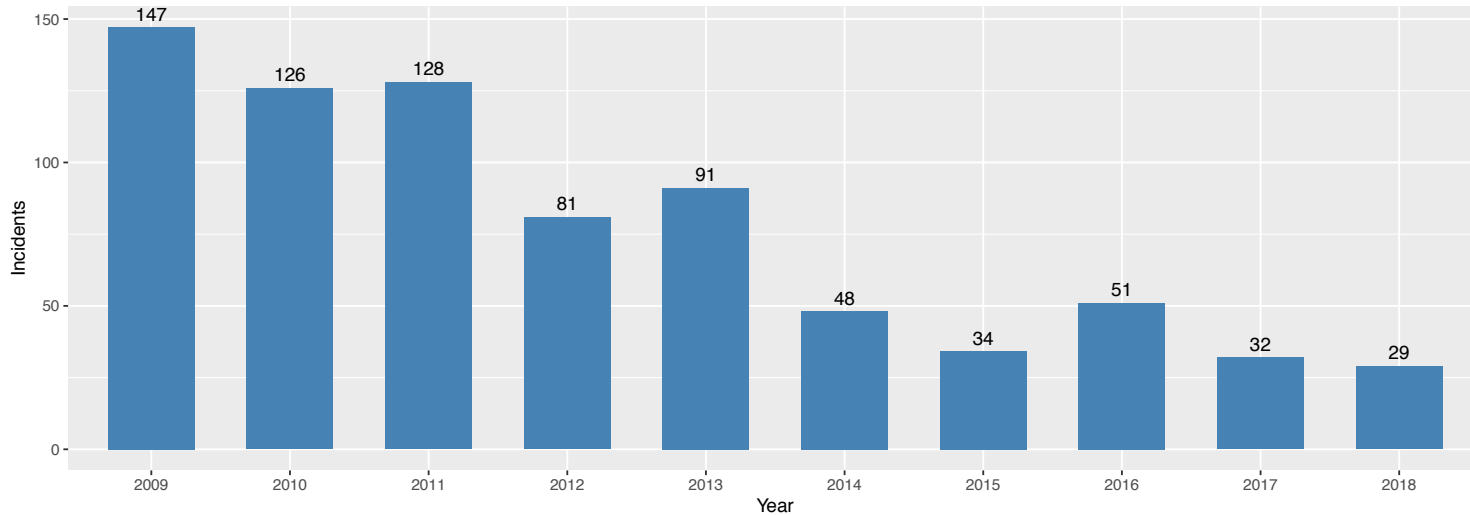


- The *teen pregnancy rate* (the number of pregnancies per 1,000 female teens) in Geneva has generally been lower than the rest of Ontario County.
- Geneva is much *younger* than the rest of Ontario County. There are more teens in Geneva and though they become pregnant less frequently than in the rest of the county, because there are more of them the raw number of teen pregnancies is high.
- Thus, despite the decreased teen pregnancy rate, Geneva still requires services for these young mothers.
- Most significant in Geneva and Ontario county is the substantial drop in the teen pregnancy rate. It has dropped by about 50% over 9 years.
- Source: https://www.health.ny.gov/statistics/vital_statistics/2017/table30.htm and other years.
- Source: https://www.health.ny.gov/statistics/vital_statistics/2017/table53.htm and other years.
- Source: https://factfinder.census.gov/bkmk/table/1.0/en/ACS/17_5YR/B01001/0500000US36069|0600000US3606928640 for population data and other years.

Criminal arrests of minors are down

There has been a precipitous drop in arrests of minors.

Arrests of Minors in the City of Geneva by Year

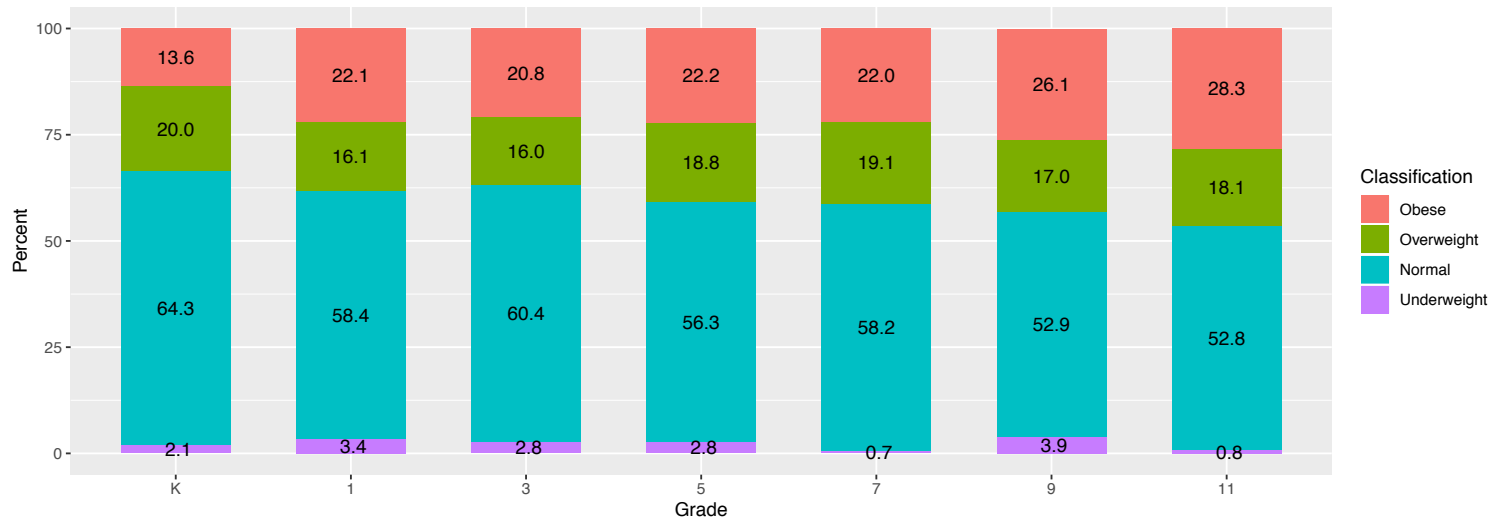


- There has been a precipitous drop in arrests of minors. Since 2009, police have had the youthful offender and their parents work with the victim in minor crimes instead of having them get arrested or go automatically to probation, Person in Need of supervision (PINS) or family court. Police work with the parent to take charge of the follow through with the victim and the youth. If it is a more serious crime, then an arrest is made. While young people are still committing smaller offenses, police have worked hard not to have them enter the system and prefer to work with the parents and the youth.
- Source for 2015–2018 data: Geneva City Police Department. Source for 2009–2014 data: Geneva City Police Department as reported in https://www.hws.edu/academics/service/pdf/data_report2014.pdf

A significant number of Geneva City School District students are overweight

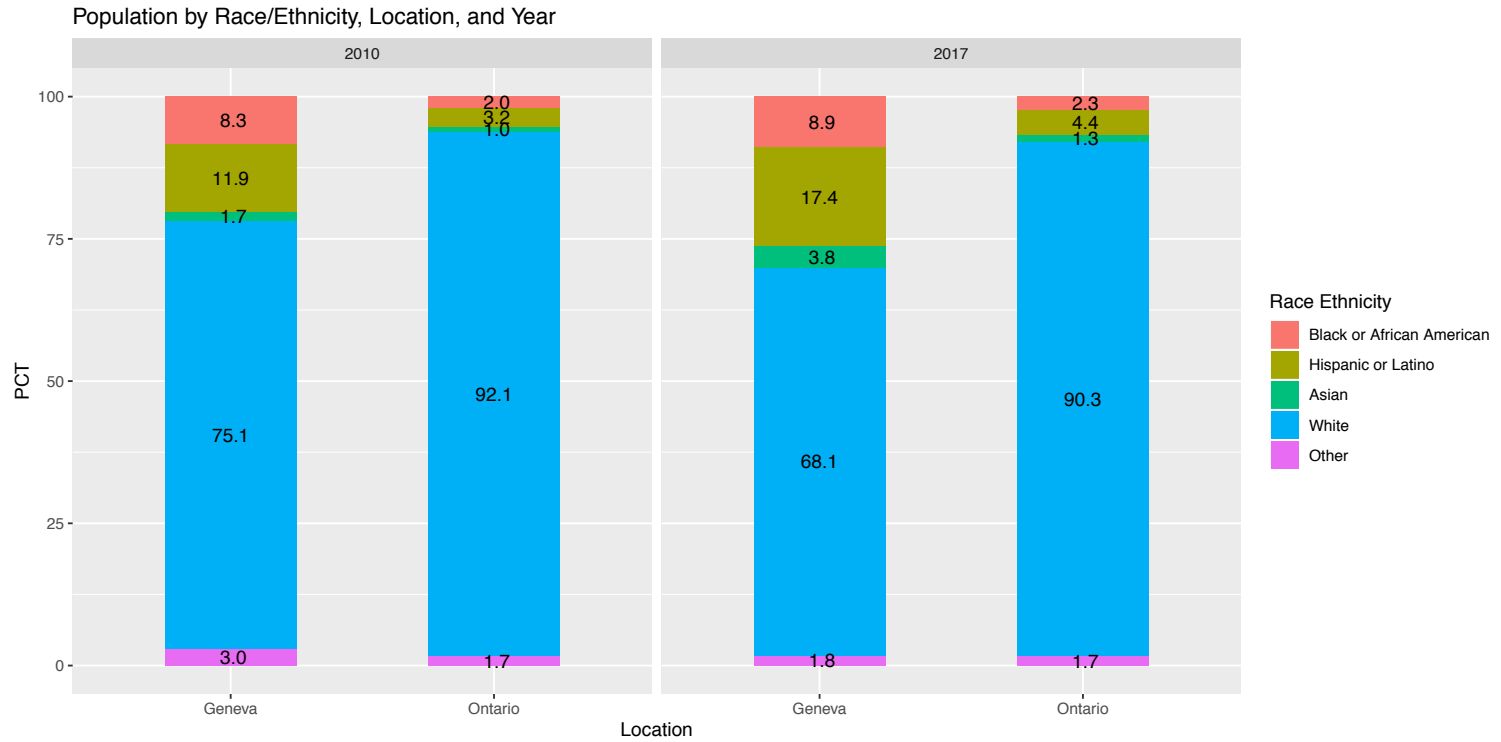
It continues to be true that a significant number of GCSD students are overweight to obese and that many get more so with time: 33.6% at Kindergarten and 46.4% by 11th grade

Weight Classification of Children in the Geneva City School District, 2018–2019



- The center for Disease Control (CDC) classifies weight status according to a BMI scale. Obese: \geq 95th percentile, overweight: between the 85th and 95th percentile, normal weight: between the 5th and 85th percentile and underweight: $<$ 5th percentile.
- Older students tend to be somewhat more overweight and more obese.
- Note: Percentages are based on the 92.5% of the school-aged children with recorded classifications in 2018–2019 and 93.1% in 2014–2015.
- Source: Geneva City School District, Nursing Department.

The City of Geneva is much more diverse than Ontario County

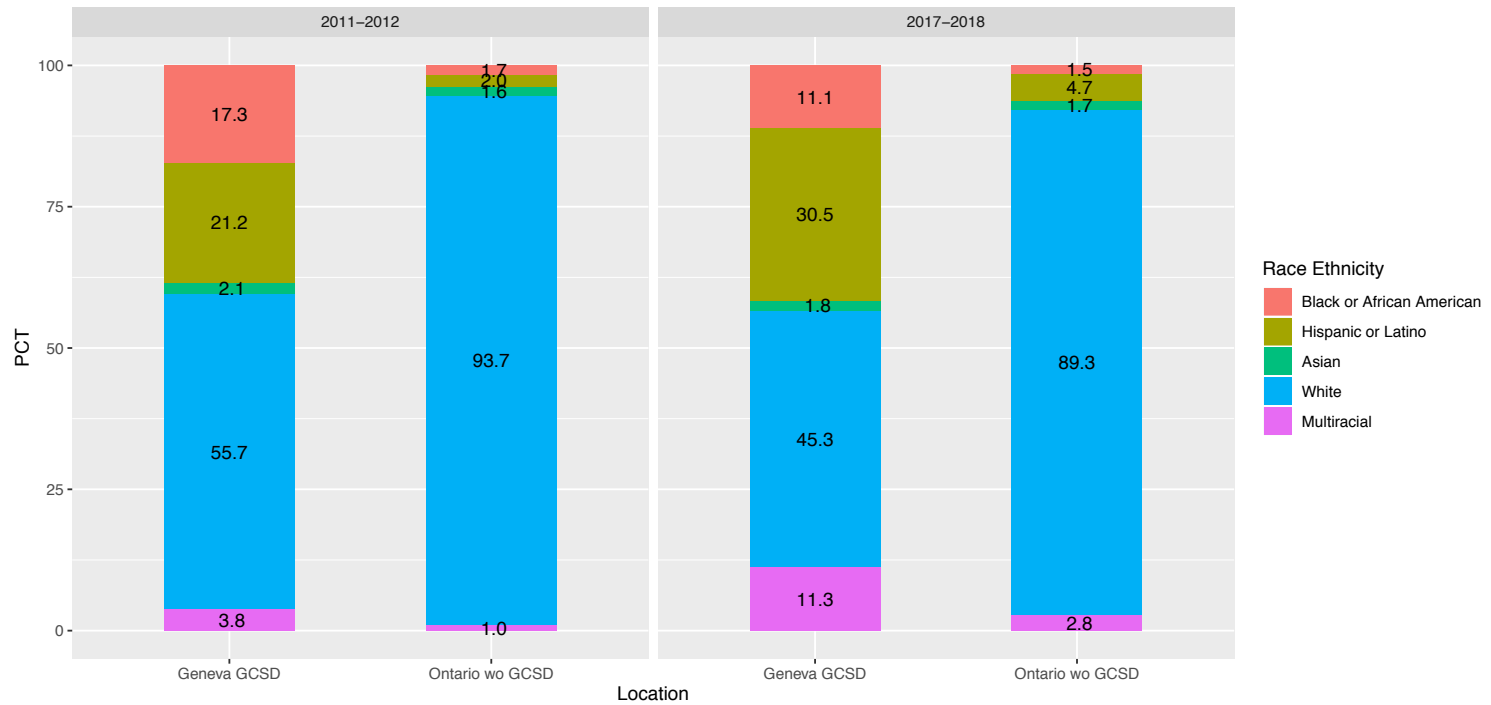


- In less than a decade the population of Geneva has become significantly more diverse with an increase in the Hispanic-Latino population and a drop in the white population.
- Source: https://factfinder.census.gov/bkmk/table/1.0/en/ACS/17_5YR/DP05/0400000US36|0500000US36069|0600000US3606928640

... and Geneva's school-aged children are even more diverse

In 2017–2018, 55% of students in the GCSD identify as non-white. The school district is one of the most diverse in upstate New York. In the rest of Ontario County, only 10.7% identify as non-white.

Student Population by Race/Ethnicity, Location, and Year



- The *Finger Lakes Times* (9/27/2018, page 7A) reported that the Geneva school district "is ranked in the top three of the most diverse school districts in the state with more than half of the city's students classified as minorities. In particular, the district has had a 5 percent increase in Hispanic students, including a number of displaced students from Puerto Rico, which was hit hard by two hurricanes in 2017.
- Perhaps using different criteria, newyorkupstate.com reports that Niche.com rated the Geneva City School District as the sixth most diverse school district in Upstate New York for 2019. (See <https://expo.newyorkupstate.com/news/erry-2018/10/a46b0823d39496/diverse-school-district-upstat.html>)

The Niche rating uses the U.S. Department of Education's Student Racial Diversity Index, Economically Disadvantaged Percent, and Gender Diversity Index, as well as Parent/Student survey data to rate schools. (See <https://www.niche.com/about/methodology/most-diverse-school-districts/>)

- Source: <https://data.nysed.gov/enrollment.php?year=2018&instid=800000040585> and other years.

Many Thanks

Success for Geneva's Children would like to thank the following groups and institutions for their assistance in providing information for this report. Without their help this document would not have been possible.

The Geneva City School District, in particular,
— The Office of Central Registration
— The Office of Health Services
— The Office of Innovative Programming
— The Office of Student Services
— The Board Clerk for the Geneva City School District
The Geneva City Police Department
The Ontario County Department of Social Services
The Ontario County Department of Health and Human Services

The Ontario County Board of Elections
Hobart and William Smith Colleges
— The Center for Community Engagement and Service-Learning
— The Office of Communications
Child & Family Resources, Inc.
Safe Harbors of The Finger Lakes
Jim Dooley Center for Early Learning
Office of the Geneva City Manager

GENEVA|2020

HOW TO HELP

PARENTS AND GUARDIANS

- Read to and with your children every night.
- Help with your child's homework.
- Attend parent/teacher conferences.
- Advocate for your child if you have questions or concerns, contact your child's teacher.
- Take part in the activities that support your child; i.e. kindergarten readiness, school concerts and plays, sporting events.
- Monitor your child's progress through the parent portal at <http://www.genevacsd.org/>
- Set achievable goals and expectations.
- Talk with your child about his/her future.
- Contact GCSD for volunteer opportunities.
- If you have a specific expertise or interest in an area supporting youth, participate in a Geneva 2030 Action Team by contacting Geneva 2030.

BUSINESS AND NON-PROFIT LEADERS

- Consider funding the work of Geneva 2030 directly or financially support the work of a Geneva 2030 Action Team.
- Help to create the youth programs you want to see by joining a Geneva 2030 Action Team.
- Provide internships, apprenticeships and job shadowing opportunities for high school and college-age students.
- Share your career expertise with students through Career Chat or other.
- Provide summer employment.
- Mentor a student.

COMMUNITY MEMBERS

- Mentor a young person.
- Attend school-sponsored events, such as plays, concerts and sporting events.
- Meet and get to know the children in your neighborhood.
- Contact the school for volunteer opportunities.
- If you have expertise in an area supporting youth, participate in a Geneva 2030 Action Team by contacting Geneva 2030.

ANYONE CAN DONATE

The Geneva Education Foundation, whose mission is to supplement and enhance the educational opportunities offered to the children and other members of the Geneva City School District, accepts donations to support the efforts of Geneva 2030. Donations with Geneva 2030 in the memo line should be sent to:
Michael Roulan, Esq.
Geneva Education Foundation
407 S. Main Street
Geneva NY 14456

WITH GRATITUDE TO:

William G. McGowan Charitable Fund

ELS Charitable Foundation

Max and Marian Farash Charitable Foundation

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