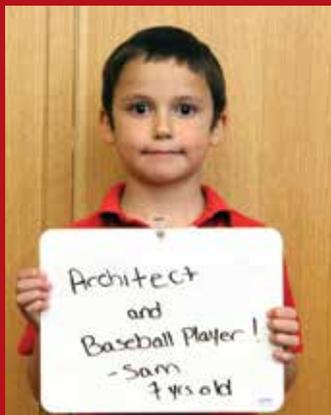
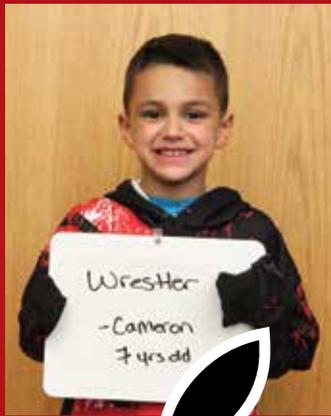


# GENEVA|2020🍏

COMMUNITY REPORT

2018





# GENEVA|2020

“Strong schools are essential to a vibrant community.

As an economist, an educator and a Genevan, I have great confidence in the direction of our schools and the leadership of the many dedicated stakeholders who have helped drive Geneva 2020’s success. Thanks to diligent work across our city and region, we know firsthand that a competitive school district and strong student outcomes can lift a thriving community like ours to new heights. Geneva’s schools are a magnet for families putting down roots and for businesses seeking to grow, while local high school and college graduates not only contribute to all levels of the local economy but critically have personal investment in the city and the Finger Lakes Region. HWS is proud of our ongoing work, and we are excited to help lead this collective impact effort.



*In June 2018, Hobart and William Smith Colleges Interim President Patrick A. McGuire welcomed 50 community leaders to the annual breakfast for Success for Geneva’s Children.*

When Geneva students succeed, the entire Geneva community succeeds.”

—Patrick A. McGuire, HWS Interim President

# GENEVA|2020

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.						



## OUR CALL TO ACTION CONTINUES

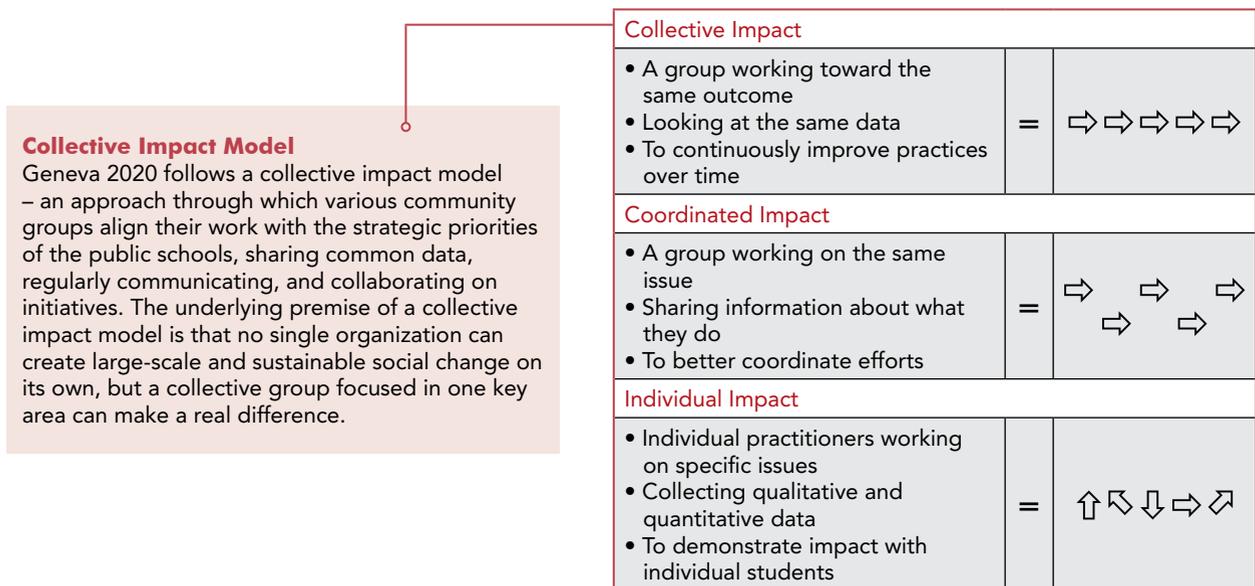
Since its launch in 2011, and with the continued support of Hobart and William Smith Colleges, the Geneva City School District and the larger Geneva community, Geneva 2020 has built connections, serving as a central source for gathering data and setting goals for the future.

Collective impact initiatives like Geneva 2020 bring communities together around reliable data and committed people. The Geneva 2020 Steering Committee and action team members promote data-informed conversations so our partners can continue to shine in their work with Geneva’s children.

In 2015, Geneva 2020’s roadmap was re-established focusing on kindergarten readiness; school success, including improved literacy, STEAM (science, technology, engineering, art and design, and math) and graduation rates; and college and career readiness.

With guidance and leadership from existing community efforts, Geneva 2020 established action teams for literacy success, attendance, college and career readiness and STEAM success. The action teams are the heart of Geneva 2020 and are composed of community members who are professionals with expertise and strong interests in the areas most important to student success. The Geneva 2020 Executive Committee and Steering Committee oversee and lead the community effort, meeting regularly and helping to create sustainability and mitigate roadblocks along the way.

While the Geneva 2020 teams are the engines that drive the work, Geneva 2020 would not exist without generous contributions from the William G. McGowan Charitable Fund, the ESL Charitable



**“Community connectedness is not just about warm fuzzy tales of civic triumph. In measurable and well-documented ways, social capital makes an enormous difference in our lives...Social capital makes us smarter, healthier, safer, richer, and better able to govern a just and stable democracy.”**

– Robert D. Putnam, author of “Our Kids – The American Dream in Crisis” and “Bowling Alone”

Foundation, the Max and Marian Farash Charitable Foundation and Hobart and William Smith Colleges.

This year’s Geneva 2020 Community Report shares data that supports our partners’ programming, as well as plans for the upcoming year. This report represents Geneva 2020’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.

**This is our community. These are our kids. This is our future. Geneva 2020 is the answer. You are the answer. You are Geneva 2020.**



*Second graders color during a group activity hosted by HWS.*

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## BUILDING ALLIANCES: Local, State and National



In July 2014, Geneva 2020 joined forces with SUNY’s Cradle to Career New York Alliance. Geneva 2020 is thankful for the significant support, mentorship and resources SUNY has provided.



In September 2016, Geneva 2020 was officially made a member of the nationally recognized StriveTogether network. Geneva 2020 is grateful for the wealth of shared resources and innovative ideas that StriveTogether’s 70 partners offer to all members.



In September 2018, Geneva 2020 and Success for Geneva’s Children combined their data to create an all-in-one source of up-to-date vital community and school data that will strengthen youth support and programming in the community.

## BY THE NUMBERS

### GENEVA COMMUNITY POPULATION AND DEMOGRAPHICS

Population	Geneva City, NY	Ontario County, NY	New York
2016	13,136	109,450	19,697,457
2014	13,202	108,975	19,594,330
2010	13,326	106,298	19,229,752
2000	13,617	100,224	18,976,457
Population Change (2010-2016)	-190	3,152	467,705
Population Percentage Change (2010-2016)	-1.4%	3.0%	2.4%
Population by Race (2016)	Geneva City, NY	Ontario County, NY	New York
Hispanic or Latino (of any race)	14.20%	4.20%	18.60%
Not Hispanic or Latino:			
White	79.00%	93.20%	64.30%
Black or African American	10.90%	2.50%	15.60%
American Indian	0.90%	0.40%	0.40%
Asian	3.20%	1.20%	8.10%
Native Hawaiian & Other Pacific Is.	0.00%	0.10%	0.00%
Other	3.40%	1.00%	8.60%
Two or more races	2.60%	1.60%	2.90%
Total Population	13,136	109,450	19,697,457

Source: Headwaters Economics Report; Retrieved 6/7/2018 from: <https://headwaterseconomics.org/tools/economic-profile-system/#demographics-report-section>  
 \*Ranked by Niche ([www.niche.com](http://www.niche.com))

#### POPULATION

##### Key Findings:

- Geneva's median age remains lower than that of Ontario County, New York State and the USA.
- Ontario County and New York state's population grew slightly from 2000-2016, while Geneva's declined by 3.5 percent.
- The Geneva City School District witnessed a 2.7 percent decrease in enrollment over the past four years.
- In 2016, Geneva's population included six races, with white residents in the majority.
- But in 2017, the Geneva City School District was ranked in the top 3 percent of the most diverse school districts in New York State, with more than half of all students registered in demographic subgroups that have historically identified as minorities. The Geneva City School District is considered a minority majority school district.\*

\*(Ranked by Niche, [www.niche.com](http://www.niche.com))

School District Enrollment Year	Total Number of Students
2015	2224
2016	2195
2017	2147
2018	2163

#### Median age (2016)

Geneva	29.1
Ontario County	43.3
New York State	38.2
USA	37.7



## INCOME AND POVERTY

### Key Findings:

- The median household income in Geneva remains below that of Ontario County and New York state.
- Although the rate of poverty in all locations decreased from 2014-2016, Geneva continues to have twice as many children living in poverty as Ontario County and New York State.
- The majority of Geneva's population living in poverty are identified as Asian yet in Ontario County and New York state, those people identified as "other race" have the highest poverty rate; in the United States, American Indians have the highest rate of poverty.

Median Household Income	Geneva	Ontario	NYS
(2014)	\$40,428	\$57,318	\$58,687
(2016)	\$37,975	\$58,070	\$60,741

### POVERTY RATE OF PEOPLE UNDER 18 (2016)

	Geneva	Ontario	NYS
2014	35.60%	13.60%	22.10%
2016	27.80%	13.00%	21.70%

### POPULATION BELOW POVERTY LEVEL BY RACE

	Geneva City	Ontario County	New York	U.S.
White	20.3%	9.3%	11.2%	12.4%
Black or African American	29.6%	28.3%	22.9%	26.2%
American Indian	0.0%	15.9%	25.4%	27.6%
Asian	45.2%	24.6%	17.7%	12.3%
Hispanic or Latino	31.5%	28.3%	25.4%	23.4%
Native Hawaiian & Oceanic	na	0.0%	19.3%	20.1%
Other race	22.1%	41.6%	29.2%	25.4%
Two or more races	17.4%	11.2%	21.2%	19.3%

~Poverty prevalence by race and ethnicity is calculated by dividing the number of people by race in poverty by the total population of that race.

Source: *Headwaters Economics 2016 report*. Retrieved from <https://headwaterseconomics.org/tools/economic-profile-system/#demographics-report-section>.

# BY THE NUMBERS

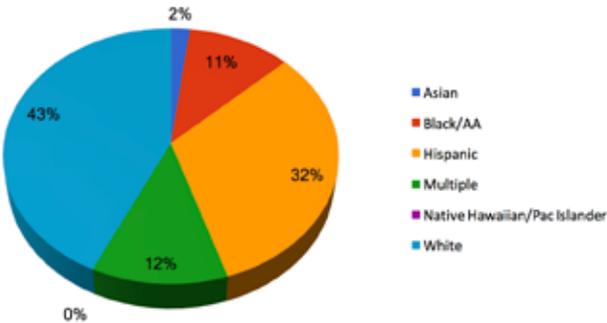
## GENEVA CITY SCHOOL DISTRICT

**Key Findings:**

- In 2017, the Geneva City School District was ranked in the top 3 percent of the most diverse school districts in New York State\*, with more than half of all students registered in demographic subgroups that have historically identified as minorities. The Geneva City School District is considered a minority majority school district. *Data Source: \*Ranked by Niche (www.niche.com)*
- Over the past four years, the District has welcomed a 5 percent increase in the enrollment of Hispanic students. This equates to more than 1 percent a year or approximately an additional 22 students per year.
- Students requiring English as a New Language service have increased by 3 percent (or 55 students) over the past four years.
- To respond to the student needs with changing demographics, Geneva City Schools have added 3.5 English as a New Language teachers and created a Dual Language Immersion program to increase literacy in English and students' home languages.
- The school district and the community have seen an increase in students who are displaced due to a variety of reasons including the hurricane that ravages Puerto Rico in 2017. This 3 percent increase (or 64 students) of students who qualify for services under the McKinney-Vento Homeless Act automatically receive meals, transportation services and additional academic assistance.

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

**GCSGD Demographics, June 2018**



*Note from the GCSGD: These numbers are a snapshot from June 2018, but it is important to note that these numbers vary greatly throughout the school year, and they are generally much higher in the fall.*

**GCSGD Enrollment**

	June 2015	June 2018
<b>Total Students</b>	<b>2224</b>	<b>2163</b>
Am Ind/Alaskan	2	4
Asian	44	41
Black/AA	275	243
Hispanic	595	685
Multiple	219	255
Native Hawaiian/Pac Islander	0	0
White	1089	935

**GCSGD Students Registered for these Services**

District Numbers	June 2015	June 2018
Homeless	30	94
ENL Services	160	215
Free Meal Eligible	1193	1448
Reduced Meal Eligible	129	37

## GOAL NO. 1:

EVERY CHILD ENTERS SCHOOL READY TO LEARN



## KINDERGARTEN READINESS

Geneva 2020 knows the importance of starting off on the right foot when it comes to education, and the early childhood years are critical for school success. Ensuring an early introduction to health, education and social supports for all children ages 0-5 is imperative to creating strong students in kindergarten and beyond.

### PACE SURVEY LEADS TO EARLY INTERVENTION AND SUCCESS

In partnership with Geneva 2020, Success for Geneva’s Children has given incoming kindergarteners’ parents and guardians the PACE (Parent Appraisal of Children’s Experience) survey (developed by the Children’s Institute in Rochester, N.Y.) since 2015. This survey helps determine incoming kindergarteners’ childcare and health history, social and emotional functioning, fine and gross motor skills, early literacy insights, and ACE (Adverse Childhood Experiences) scores.

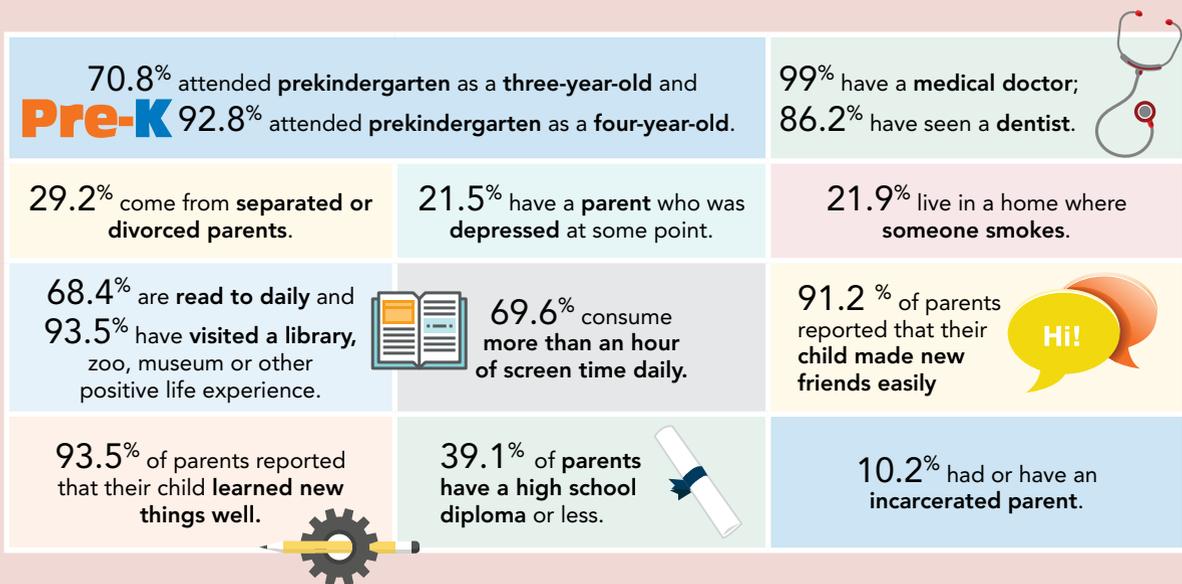
The results from the PACE survey are being used by West Street School and other local agencies to support students in more ways than ever before, while Success for Geneva’s Children utilizes the data to create a clearer picture of the many issues facing Geneva’s school children. For example, Bob McFadden, a Success for Geneva’s Children member and president and CEO of the Finger Lakes Federal Credit Union, used PACE data to examine the impact that attendance and tardiness have on kindergarteners’ reading abilities. (See *McFadden’s reports on pages 35-37.*) This analysis helps the Geneva City School District, Geneva 2020 and partner organizations support Geneva’s youth.

#### Note Regarding the PACE Survey:

Parents and guardians shared information about their incoming students during the kindergarten screening process. Collected by volunteers for Success for Geneva’s Children, the data is given to members of the Kindergarten Placement Team, West Street School Student Support Team and the West Street School principal to support student success in the first year of school.

#### Key Findings:

In August, the 2018-2019 kindergarten class consisted of 155 students, with 138 completing the PACE survey that found:



“Thank you to Success for Geneva’s Children for their partnership and sponsoring of the PACE Survey for our incoming Kindergarten Class. It is because of this survey that we are able to begin early intervention strategies to help children and families as they embark on their journey within the Geneva City School District. Administration, mental health professionals, and West Street School staff are able to strategically use the data prior to the start of the year to ensure that class needs are balanced, interventions are selected for identified students, and we have “ready to go” supports on Day 1 or even earlier to help all children and families find success at West Street School.” —Tricia Budgar, West Street School Principal

**Key Finding:** In the 2017-18 school year, 29% of incoming kindergarteners had three or more adverse childhood experiences (ACEs). ACEs are traumatic or stressful episodes that can significantly increase risk factors that can negatively impact performance outcomes.

## Adverse Childhood Experiences

Traumatic events that can have negative, lasting effects on health and wellbeing



People with 6+ ACEs can die

**20 yrs**

earlier than those who have none



1/8 of the population have more than 4 ACEs



www.70-30.org.uk  
@7030Campaign

## 4 or more ACEs

3x the levels of lung disease and adult smoking

11x the level of intravenous drug abuse

14x the number of suicide attempts

4x as likely to have begun intercourse by age 15

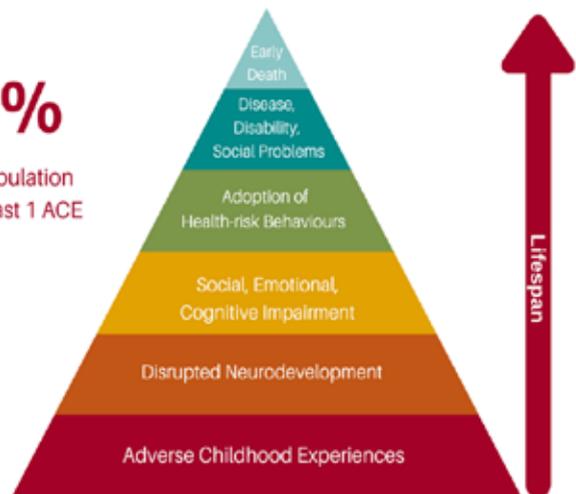
4.5x more likely to develop depression

2x the level of liver disease

“ Adverse childhood experiences are the single greatest unaddressed public health threat facing our nation today ”

Dr. Robert Block, the former President of the American Academy of Pediatrics

**67%**  
of the population have at least 1 ACE



## READY ROSIE TO THE RESCUE!

Ready Rosie is a national parent support and child engagement program that offers modeled moment videos that show simple, quick and fun activities that are rooted in learning goals for children, age 0 to third-grade. Once parents, grandparents and guardians sign up, they can watch weekly videos and use the ideas in their everyday interactions with their children, building vocabulary and math skills, as well as relationships between children and their families.



Thanks to funding from Lyons National Bank, Ready Rosie is available to the Geneva community, and on its way to signing up the first 250 families to participate in the free program. Teachers throughout Geneva can use the video library to help parents support what is happening in the classroom. Videos are available in English and Spanish.



**"We are honored to partner with Geneva 2020 and the Geneva City School District to help ensure our community's youth and their families have the resources they need to achieve academic success. The benefits of Ready Rosie and the Collective Impact model are far-reaching, preparing students to live lives of consequence. Lyons National Bank is proud to be a part of such an important community effort."**

—Kelly J. Mittiga, Executive Vice President, Chief Performance Officer, Lyons National Bank



*Geneva school children participate in Geneva Reads program.*



*Geneva's school children continue the day's learning at Discovery Playground, an after-school program led by and hosted at HWS.*

## GOAL NO. 2:

EVERY STUDENT IS SUPPORTED, ENGAGED  
AND SUCCEEDS IN SCHOOL



**Geneva Reads**  
Spreading the Love  
(of Reading)

Geneva Reads had another banner year in 2017-18, distributing 17,255 new children's books through nine Geneva Reads programs — and an estimated 4,000 books through our 13 Community Bookshelves and Farmers Market booths. That totals more than 20,000 books for Geneva! An effort requiring 70 volunteers, working 1,809 hours at 17 community events.



## OUTCOME NO. 1: LITERACY SUCCESS

Looking for a way to improve Geneva’s third-grade literacy scores, the Geneva City School District’s literacy task force adopted Wonders literacy curriculum by McGraw-Hill. Wonders offers an elementary curriculum in Spanish and pre-kindergarten versions in addition to its K-5 curriculum. The Geneva 2020 Literacy Success goal is to have 90 percent of students reading at benchmark level by the end of third grade, moving them from the “learning to read” stage to the “reading to learn” stage, and this significant change in curriculum will go a long way in helping to achieve that goal.

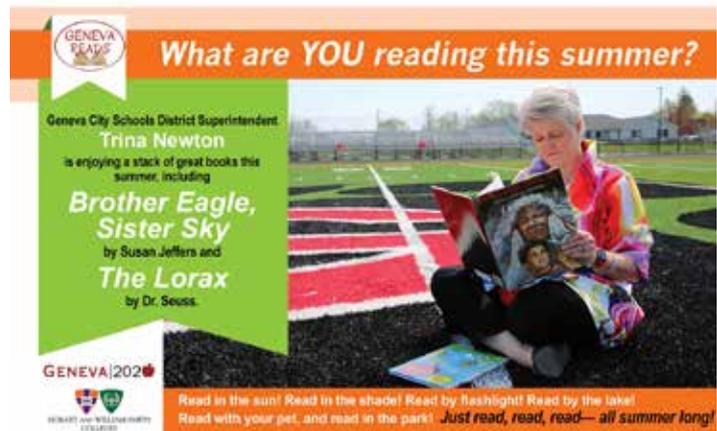
### HWS TUTOR CORPS

The Hobart and William Smith Tutor Corps supplies support to more than 150 Geneva Boys and Girls Club members each school day. Trained to help in Common Core homework and studies, the tutors spend “Power Hour” with the club members either working on homework or undertaking activities that hone math and reasoning skills. The second hour of the Tutor Corps day includes more unstructured time, sharing time between college students and club members. From September to May, the HWS tutors and club members develop friendships that have proven to be both practical help and personal inspiration. Each school year, the Tutor Corps provides more than 5,000 hours of volunteer service.

### MISSION SMART SUMMER BEGINS IN 3, 2, 1...

During the summer months, children who keep up with school skills retain more of the information that they acquired during the school year, avoiding what’s called the “summer slide.” Several programs were implemented to increase reading over the summer in Geneva:

- Teachers from the four schools in the Geneva City School District created a recommended, all-grade summer reading list that was sent home to students with their final reports cards. The Geneva Public Library made the recommended books readily available; Geneva Reads and Geneva 2020 spread the message with a “What are YOU reading this summer?” campaign.
- The Literacy Action Team created the Mission SMART (Science, Math, Art, Reading and Technology) Summer campaign, partnering with camps and summer programs to track how well Geneva students avoided the “summer slide.” Last year, the program tracked participants in the Boys and Girls Club of Geneva’s Summer University and the YMCA’s Voyager camp. Both programs showed a marked benefit for attendees. For Summer University students, more than 55 percent experienced reading gains and 32 percent retained their reading levels.



### GENEVA’S SUMMER BRIGHT SPOTS

These community partners shared data with the school district to reduce summer slide in Geneva.

GCSD Elementary Summer School	GCSD Head Start Summer School	Geneva Boys and Girls Club Summer University	Geneva YMCA Senior Camp Adventure and Junior Camp Adventure
Geneva Recreation Summer Program	Geneva Public Library	Jim Dooley Center for Early Learning	FLCC Science Camp
HWS Kids College, Kinder Camp and Kids College Art Week			

### 3RD GRADE LITERACY SUCCESS

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

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

\* Scores not available at time of printing.

3rd ELA Proficiency	2014	2015	2016	2017
All	16%	14%	22%	19%
Male	14%	13%	17%	16%
Female	18%	10%	25%	18%
Multiracial	21%	0%	10%	5%
Am Ind	*	*	*	*
Asian	75%	0%	*	100%
White	20%	23%	35%	28%
Black	4%	0%	14%	0%
Hispanic	9%	2%	7%	10%
Non EcDis	33%	22%	42%	31%
Ec Dis	5%	7%	10%	11%

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

#### Key Findings:

- Multiracial, Black and Hispanic students have a significantly lower proficiency rate on the third-grade NYS ELA Assessment than any other subgroup.
- There is a vast difference in the proficiency rate of all students on the third-grade NYS ELA assessment and the iReady benchmark assessment.
- Almost twice as many white students and students who are not designated as economically disadvantaged achieve proficiency as any other subgroup, besides the Asian subgroup.
- The performance of males and females appear to be nearly the same on this assessment.

Data Sources: Western New York Regional Information Center Data Warehouse; NYS School Report Card; iReady Reporting



## The National Writing Project

What better way to encourage more writing in Geneva than provide a one-week summer program that enables teachers to become more comfortable with their writing and with teaching writing to students? Thanks to support from the Geneva City School District, The Wyckoff Family Foundation and Hobart and William Smith Colleges, Geneva High School English teacher Jeffrey Parker shared the National Writing Project curriculum with 17 Geneva teachers, spanning a range of grades and disciplines. The teachers worked to build more writing into the daily curriculum at the Geneva City Schools.

### *Geneva Writes through the Voices of our Teachers*

"I have a renewed belief in the importance of writing across content areas. Plain and simple, students need to be writing more and it is our responsibility, as teachers, to see that it happens."

"I have more in my bag o' tricks that will help students engage in the writing process."

"It has reinvigorated my commitment to Geneva."

"I appreciated the opportunity to collaborate and work with other professionals, as well as learning how to incorporate social justice pedagogy into our writing programs."

## OUTCOME NO. 2: STEAM SUCCESS – SCIENCE, TECHNOLOGY, ENGINEERING, ART AND DESIGN AND MATH

### *Full STEAM Ahead in Geneva*

Geneva is a STEAM city thanks to local employers such as Cornell AgriTech, Hobart and William Smith Colleges, Finger Lakes Health, Quik Solar, Small Grid, CCN International, Guardian Industries, the fast-growing food and beverage industry in the Finger Lakes and so many more. With STEAM jobs being generally well-paid and in-demand in the Geneva area, STEAM skills are more important than ever.



NYS Science Proficiency	2014	2015	2016	2017
4th grade	78%	71%	82%	65%
8th grade	53%	53%	42%	52%

The STEAM Action Team's first actionable item this year was to bring Tech Trep to Geneva. Tech Trep is an online program for technology "enTREPreneurs" or students with a strong interest in technology and online design. Located at West Street School, North Street School, Geneva Middle School and the Geneva Community Center, the program provides students with easy access to building technological know-how in school and afterschool programs.

As well, Chris Smart, a Geneva 2020 Steering Committee member, Cornell University professor and director of Cornell's School of Integrative Plant Science, initiated a paid summer internship program for five Geneva High School students in the summer of 2018 to learn about cutting-edge agricultural practices.

Finger Lakes Community College made way for more STEAM opportunities this summer by offering a focused, week-long STEAM camp for students entering seventh, eighth and ninth grades. The program included forensic science activities, health emergency response training, and aquatic systems impact inquiries.

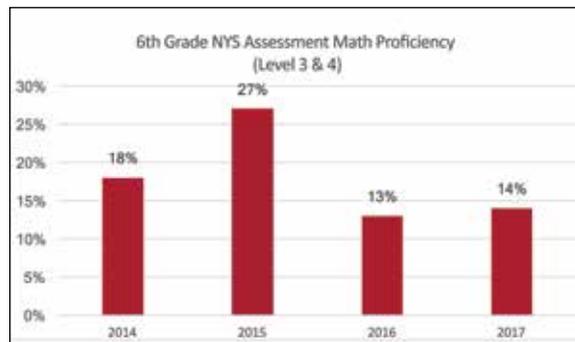
Summer school programs at West Street School and Geneva Middle School brought local STEAM experts to present to students:

- o HWS Sustainability Manager Michael Amadori presented conservation and recycling activities.
- o HWS Assistant Professor of Biology Shannon Straub and HWS students conducted a hands on activity related to monarch butterflies and DNA.
- o HWS Assistant Professor of Physics Leslie Hebb brought astronomy-themed activities related to the solar system to help demonstrate the importance of basic math.

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 eighth or ninth grade. All students are required to take the course for high school graduation. Geneva 2020 goal’s is that 90 percent of students will pass the Algebra Regents by the end of ninth-grade.

Algebra Regents Passing Rate by the end of 9th grade*			
2014	2015	2016	2017
58.90%	55.60%	64.60%	62.90%
*These results account for students taking Algebra prior to 9th grade as well. 2018 New York State test scores not available at time of printing.			

As a benchmark toward progress in Math, districts look at sixth-grade math as an indicator of potential success in Algebra. Geneva City Schools uses the NYS Math Assessments and iReady, an adaptive diagnostic assessment.



6th Grade NYS Math Tests				
	2014	2015	2016	2017
All	18%	27%	13%	14%
Male	19%	17%	9%	11%
Female	14%	17%	8%	11%
Multiracial	18%	33%	18%	12%
Amlnd	*	0%	*	0%
Asian	75%	0%	80%	50%
White	22%	24%	6%	16%
Black	0%	0%	0%	0%
Hispanic	3%	9%	6%	0%
Non EcDis	28%	34%	20%	26%
Ec Dis	8%	5%	2%	2%
* Indicates that there were not enough students in this subgroup to report 2018 New York State test scores not available at time of printing				

### Key findings:

- Male and Female students performed almost identically over the past few years.
- Black, Hispanic, and economically disadvantaged students have not reached proficiency on the sixth-grade Math assessment.
- Asian sixth-graders typically have a significantly higher proficiency rate than any other subgroup.
- Performance on the iReady Benchmark assessment is comparable to the performance on the NYS Math Assessment.
- More students reach proficiency on the NYS Science assessments than on the NYS Math assessments.
- The passing rate for Algebra is significantly higher than that of any other Math assessment shown here.

Data Sources: Western New York Regional Information Center Data Warehouse; NYS School Report Card; iReady Reporting Portal



## OUTCOME NO. 3: HIGH SCHOOL GRADUATION RATE

*“While our goal is to have 90% of our students graduate from Geneva High School, our children aren’t just statistics to us. When you are looking at raising the graduation rate by a few points, you are really talking about getting just a few more students across that stage. But often those students that sit in the gray area for graduation are facing significant challenges. Challenges like poverty, insecure housing, language difficulties and difficult family situations. Those students are working so hard to get their diplomas, and we are with them every step of the way. Not just because we want to reach 90 percent, but because we want to see those students succeed—both at GHS and in their lives.”*—Trina Newton, Superintendent of the Geneva City School District

For the inaugural baseline report in 2017, Geneva’s graduation rate improvement was big news, and with good reason, considering that in 2010 only 7 in 10 high school students graduated, leaving Geneva City School District on the inauspicious New York State “Watch list.” But by 2016, the graduation rate had risen to an impressive 84.9 percent. Those gains were made through a tremendous and sustained effort of the Geneva High School faculty, administrators and staff, and it was worth celebrating. But because each class is different and at a small school a handful of students can make a big difference in an overall percentage, the question remained: Was this a one-off? An



anomaly? Geneva 2020 is thrilled to report that, while we haven't matched our high of 84.9 percent in 2016, the graduation rate at Geneva High School has remained in the mid-80s since 2013, which shows a level of sustainability that makes it clear that this new rate is here to stay—or improve. Geneva 2020's goal—and that of the Geneva City School District—is to have 90 percent of students graduate in four years. Considering the difficulties facing so many GHS students—poverty, insecure housing, and limited English proficiency—reaching that goal won't be easy, but, as its history shows, Geneva High School is up to the challenge.

GHS Graduation Rate	2010	2011	2012	2013	2014	2015	2016	2017	2018**
All	70.7	74.0	78.2	83.3	84.8	83.0	84.9	81.2	83.4
Black	44.8	47.1	45.5	75.0	68.4	78.1	75.0	76.2	77.8
Hispanic	43.5	51.5	60.7	54.3	63.3	65.0	74.3	63.2	58.3
White	82.3	85.2	89.5	92.9	92.2	92.4	92.3	91.4	91.1
Multiracial	n/a	100	66.7	85.7	100	75	70.6	77.8	95.5
SWD	37.0	26.9	68.2	70.0	65.5	69.6	81.0	53.3	80.0
LEP	57.1	20.0	25.0	57.1	40.0	14.3	40.0	57.1	16.7
SES	58.5	65.4	73.3	76.8	82.6	72.6	77.7	73.4	73.7

GHS Drop Out Rate	2010	2011	2012	2013	2014	2015	2016	2017	2018
All	15.0	13.5	12.1	8.9	7.9	6.8	8.6	8.1	10.1
Black	17.2	17.6	36.4	8.3	21.1	12.5	8.3	4.8	11.1
Hispanic	39.1	24.2	25	34.3	13.3	12.5	14.3	23.7	33.3
White	9.7	10.4	4.4	2.4	4.9	3.3	4.8	2.5	3.3
SWD	22.2	26.9	18.2	13.3	17.2	8.7	19	13.3	10
LEP	42.9	40.0	37.5	28.6	40.0	28.6	20	0.0	66.7
SES	18.5	7.4	6.7	13.4	7.2	10.5	10.7	12.8	18.2

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

**Key findings for Graduation Rate:**

- The graduation rate at Geneva High School has grown by 12.7 percent from 2010-2018.
- From 2010-2018, the graduation rate increased the most for Black students with a 33 percent increase.
- In 2018, the subgroups of All, Black, Students with Disabilities and Low Socioeconomic students all demonstrated an increase in graduation rate.
- From 2017 to 2018, Students with Disabilities showed the largest percentage of growth in graduation rate.
- Hispanic students' graduation rate dropped by over 26 percent in 2018.

**Key findings for Dropout Rate:**

- The dropout rate for Geneva High School has decreased by 3.8 percent from 2010-18.
- Black students are 6 percent less likely to drop out of high school than they were in 2010.
- Unfortunately, the dropout rate for Hispanic students has gone up from a low of 12.5 percent in 2015 to 35.1 percent in 2018.
- The dropout rate for Limited English Proficiency students was at a new high of 66.7 percent .



### **English as a New Language (ENL) Students Face Steep Challenges**

Geneva High School has seen considerable improvement in the graduation rate for Hispanic/Latino students since 2011, despite the fact that this is our fastest growing segment of the student population. However, developing sustained and systematic improvements for students in the Hispanic/Latino subgroup has been challenging because the needs of our students are so diverse. Many of the students in this subgroup who do not graduate after 4, 5, or even 6 years come to us speaking Spanish as their only language. Still others transfer into the high school credit- or test-deficient, which means that they must not only complete their current coursework, but also make up previous classes or tests on top of a full schedule. While the size of our English as a New Language (ENL) department has increased in size from one teacher to three full-time teachers, it is challenging to prepare students for all of the classes and exams they must pass to meet the rigorous graduation standards of this school and state.

This is not to say the challenge is insurmountable. By raising awareness of this issue with the New York State Education Department to look into potential policy adjustments and by continuing to grow our in-house supports for these students, Geneva High School will continue to work hard to give these students every opportunity to succeed in their educations and lives. —Greg Baker, GHS Principal

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

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## COMMUNITY PARTNERS

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*Students participating in a reading program at the YMCA.*



*Students participating in a reading program at the Geneva Boys and Girls Club.*

## GOAL NO. 3:

EVERY GRADUATE ATTAINS EMPLOYMENT OR A  
POST-SECONDARY CREDENTIAL

A group of approximately 15 students are gathered outdoors on a paved area next to a grassy lawn. They are focused on a large, billowing cloud of white vapor that has formed on the ground. Some students are leaning over, touching the vapor, while others stand back, observing. The background shows a brick building with ivy and trees under a clear sky. The students are dressed in casual summer attire like t-shirts and shorts.

*Juniors and seniors from Geneva High School conduct a chemistry experiment during The HWS Summer Academy, a college readiness program.*

To increase the rate of Geneva High School graduates going to college, the first step is increase Free Application for Federal Student Aid (FAFSA) completion. FAFSA completion leads to more students having access to financial aid, increasing their likelihood of attending college. The College Readiness Action Team is focused on getting this message to parents and Geneva High School seniors by hosting a FAFSA event in the Fall. Our goal is to have 80 percent of seniors complete their FAFSAs by February 1. Working with the Geneva High School counselors and staff, as well as the experts at Finger Lakes Community College, will be instrumental in achieving this important first step in the college readiness process.

## GENEVA 2020 HWS CAMPUS VISITS

Going on a first college visit can be intimidating as a high school student. But for Geneva students, this process should be far more laid-back. That's because Geneva students will have already been on—not one, not two, but—three college visits well before they hit their junior year.

Since 2011, Hobart and William Smith Colleges have welcomed sixth and ninth-grade students to its campus, with second-graders first invited in 2013. The program gives all students in Geneva at least three opportunities to explore the nationally ranked liberal arts college in their own backyard. The focus for each visit is aligned with the Geneva 2020 goals, as outlined in the Geneva 2020 Roadmap.

- The ninth-grade visit focuses on the benefits of attending college, as well as the ways in which college is financially feasible for everyone. The sessions can include panel discussions by current HWS students, a campus tour, and a presentation by the Residential Education office at HWS. The day is capped off with a lunch in the Saga dining hall.
- The sixth-grade visit focuses on STEAM, and past presentations have included robotics, ecology, movement science, environmental awareness and storytelling.
- The second-grade visit focuses on literacy and empowerment. Brandon Barile, HWS Assistant Vice President and Dean of Student Engagement and Conduct, engages with these young students in activities that focus on finding your voice and the importance of self-esteem. The visit aligns with the Geneva Community Read, reinforcing the importance of literacy and reading by third-grade.



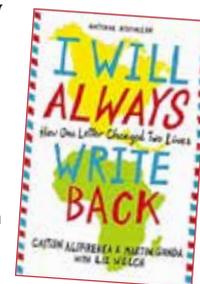
Second-graders visit the Bristol Field House at HWS and share their “thank you” cards.

## SUMMER ACADEMY

The HWS Summer Academy, established in 2005 by HWS Professor of Chemistry Walter Bowyer, is a three-week academic and co-curricular-focused program that engages a cohort of ninth, 10<sup>th</sup> and 11<sup>th</sup>- grade students from Geneva High School.

The purpose of HWS Summer Academy is to encourage students to pursue post-secondary education and contemplate career opportunities after graduation from high school. Through a series of lively discussions, interactive presentations, college visits and a common read, the students finish their three-week commitment knowing that with hard work in school, opportunities and resources exist to help ensure success.

Note: The Summer Academy 2018 Common Read was *I Will Always Write Back* by Caitlin Alifirenka and Martin Ganda, which is a non-fiction account of two pen pals, one from a wealthy Philadelphia suburb and one from an impoverished Zimbabwean ghetto. The book blends the missions of Geneva Reads and Geneva Writes by showcasing how writing can positively change lives.



Graduating Class of ...

GENEVA HIGH SCHOOL STUDENTS	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
<i>Enrollment During First Fall Immediately After High School by Race/Ethnicity</i>					
Am Indian/Native Alaskan	-	-	-	-	-
Asian	-	-	-	-	-
Black	61.9%	61.5%	67.9%	64.7%	60.0%
Hispanic/Latino	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.					

**Key findings:**

- Among the 1,173 ranked colleges that submitted these data to U.S. News in an annual survey, the average freshman retention rate for students entering in the fall between 2012 and 2015 was 78 percent.\*
- 82 percent of Geneva City School graduates persisted after their freshman year and returned for their sophomore year.
- According to a Bureau of Labor Statistics report in 2014, just 65.9 percent of people who had graduated from high school the previous spring had enrolled in college. Geneva students enroll at a rate of 66 percent which is nearly the same as the national rate.

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

\*Retrieved on June 27, 2018 from <https://www.usnews.com/education/best-colleges/the-short-list-college/articles/2017-11-14/colleges-where-freshmen-are-most-likely-to-return>



Sixth-graders walk through the HWS campus on their way to Saga, the dining hall.



Ninth-graders visit participate in an informational session at Albright Auditorium.

## CAREER CHAT

Geneva High School parents Linda Equinozzi and Beverly Burrall started Career Chats in 2016 and the concept has gained more and more fans, now drawing an average of 65 students per session. The goal of Career Chats is to help students learn about different careers and educational paths. Four times a year, a local professional comes to the Geneva High School library to talk about his or her profession in an informal setting—with pizza provided by local company C.S. Burrall & Son Insurance.



The presenters talk about their educational path to their current careers, the good and bad parts of their jobs and offer advice about how to make the most of your choices as a student. This year, the presenters were:

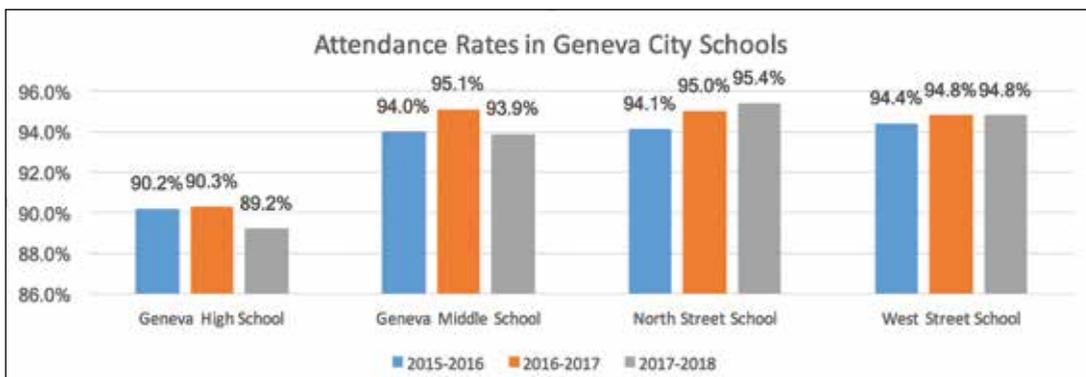
- **Tom Burrall**, GHS '79, Owner of C.S. Burrall & Son Insurance
- **Andrea Fitzgerald**, Owner of Sidco Filter Corp.
- **Ed Brinson**, Owner of Next Level Barbershop
- **Kevin Colton**, chief photographer at Hobart and William Smith Colleges
- **Greg Fix**, Physician Assistant at Finger Lakes Medical Associates
- **Tracey Meyer**, Nurse Practitioner at Lipson Cancer Institute
- **Karleigh Sharp**, Physician Assistant at Finger Lakes Health
- Representatives from the **Geneva Police Department**

Thanks to all of our Career Chat presenters over the years for making this career readiness effort such a huge success.

## SCHOOL ATTENDANCE MATTERS

While not a specific goal or outcome, the effort to push the school attendance rate to 95 percent in all buildings is included on the Geneva 2020 roadmap because school attendance impacts every goal and outcome. Without students in school, educational success is at risk.

Thanks in large part to the Ontario County Youth Bureau's Attendance Works program, overall, the attendance at all four of the Geneva City Schools is good. But, attendance rates slip as students hit high school. Seniors, in particular, tend to have high absentee and tardiness rates. Geneva 2020 is committed to help find ways to reach 95 percent attendance.



# ATTEND TODAY, ACHIEVE TOMORROW

## GOOD SCHOOL ATTENDANCE MEANS...

**PRESCHOOLERS**  
build skills and develop good habits for showing up on time

**ELEMENTARY STUDENTS**  
read well by the end of third grade

**HIGH SCHOOLERS**  
stay on track for graduation

**COLLEGE STUDENTS**  
earn their degrees

**WORKERS**  
succeed in their jobs

Too many absences—excused or unexcused—can keep students from succeeding in school and in life. How many are too many? 10% of the school year—that's 18 missed days or 2 days a month—can knock students off track.

GHS ATTENDANCE BY RACE PERCENTAGES							
	White	AA	Hispanic	Multi	Amer Ind	Asian	Pac Islan
2016-2017	91.6	90.08	87.34	88.04	97.56	98.74	N/A
2015-2016	89.3	94.67	84.12	84.88	N/A	98.55	N/A
2014-2015	94.07	88.03	74.34	88.73	71.32	98.7	88.24
2013-2014	93.94	84.97	79.74	85.97	83.77	97.92	N/A
2012-2013	82.9	65.64	68.66	68.8	93.48	94.93	N/A

**Going forward:** Hispanic students show the lowest attendance rates at the high school. To make stronger connections between the Hispanic community and the school community, each school building in the Geneva City School District will have a Hispanic Leadership Club, starting in the 2018-19 school year. These clubs are structured to help members develop leadership skills and service opportunities, while also focusing on cultural learning and fundraising.

Sources for Attendance data: Geneva City School District, Kevin Whitaker, Assistant Superintendent for School Improvement Susan McGowan, Social Worker; School Tool Student Management System



# GENEVA | 2020

## THANK YOU

**Thank you for your generous financial support.**

- **Hobart and William Smith Colleges**
- **William G. McGowan Charitable Fund**
- **Max and Marian Farash Charitable Foundation**
- **ESL Charitable Foundation**

**GENEVA 2020 STEERING COMMITTEE:**

- Dr. Jose Acevedo, President and CEO of Finger Lakes Health
- Greg Baker, Geneva High School Principal, Geneva City School District
- Jerry Buckley, Director of Corporate and Foundation Relations and Legislative Affairs, Hobart and William Smith Colleges
- Pat Collins, Professor of Education, Hobart and William Smith Colleges
- Juan Colon, pastor of the Hispanic Church of God in Geneva
- Martha Colon, pastor of the Hispanic Church of God in Geneva
- John Cromartie, Geneva Campus Center Administrator, Finger Lakes Community College
- Katie Flowers, Director for the Center for Community Engagement and Service Learning, Hobart and William Smith Colleges
- Mark D. Gearan, President Emeritus, Hobart and William Smith Colleges, honorary member
- Jane Gerling, Board Member, Success for Geneva's Children and Geneva Reads
- Jim Gerling, Board Member, Success for Geneva's Children
- Sage Gerling, City Manager, City of Geneva
- Chris Lavin, Executive Director of the Boys and Girls Club of Geneva and the Geneva Community Center
- Lucile Mallard, President of the Geneva Chapter of the NAACP
- Kelly Mittiga, Executive Vice President, Director of Performance Improvement, Lyons National Bank
- Patrick McGuire, Interim President of Hobart and William Smith Colleges
- Alejandra Molina, Director of Intercultural Affairs, Hobart and William Smith Colleges
- Trina Newton, Superintendent, Geneva City School District
- Leigh Pitifer, Campus Center Specialist, Finger Lakes Community College
- Susan Pliner, Director of Center for Teaching and Learning, Hobart and William Smith Colleges
- Chris Smart, Professor, Cornell University
- Karen Springmeier, Executive Director, Finger Lakes Workforce
- Montrose Streeter, Assistant Vice President for Student Affairs, Hobart and William Smith Colleges; Member of NAACP and The African American Men's Association
- Heather Swanson, Public Relations Office, Geneva City School District
- Lara Turbide, Vice President of Community Services, Finger Lakes Health
- Carol Urbaitis, Vice President of Enrollment Management, Finger Lakes Community College
- Mark Venuti, Town Supervisor, Town of Geneva
- Cathy Williams, Vice President for Marketing and Communications, Hobart and William Smith Colleges

## *With Gratitude*

### **OUR ANCHOR ENTITY: HOBART AND WILLIAM SMITH COLLEGES**

Every collective impact initiative must have an anchor entity with the capacity to support the daily management of the partnership. Geneva 2020 is grateful to Hobart and William Smith Colleges and Interim President Patrick A. McGuire for their steadfast support.

### **WILLIAM G. MCGOWAN CHARITABLE FUND, FARASH FOUNDATION, ESL CHARITABLE FOUNDATION**

All support is vital to our progress and we are especially indebted to the financial support provided by The William G. McGowan Charitable Fund, the Farash Foundation and the ESL Charitable Foundation. Without these grants, the collective impact efforts in Geneva could not be maintained.

### **GENEVA CITY SCHOOL DISTRICT**

The Geneva City School District has backed Geneva 2020 since its inception, sharing its data and being transparent about the issues facing our schools and our students. Superintendent Trina Newton is dedicated to doing what is best for Geneva's students—and to doing what's needed to support Geneva 2020's mission.

### **ALL ACTION TEAM MEMBERS**

A hearty thank you to all the members of Success for Geneva's Children's Kindergarten Readiness Task Force and the Literacy, Attendance, STEAM and College and Career Readiness Action Teams. You are integral to moving our work forward.

### **DATA SUPPORT**

Thank you to Tracy Marchionda (Geneva 2020 Consultant and Geneva City School District Director of Innovation and Multilanguage Learners) for compiling and analyzing the data for this report. As well, thanks to Success for Geneva's Children, Kevin Whitaker (Assistant Superintendent for School Improvement and Accountability, Geneva City Schools), Kim Kerr (Student Registration, Geneva City Schools), Gerry Barker (Director of Food Services, Geneva City Schools), Donna McGinley (Administrative Assistant, Office of Student Services, Geneva City Schools), Kevin Henry (Data Coordinator, Wayne-Finger Lakes BOCES/Geneva City Schools) and Bob McFadden (President and CEO of the Finger Lakes Credit Union, Co-President of Success for Geneva's Children).

### **NATIONAL AND STATE PARTNERS**

As we work together to support our students' success, Geneva 2020 offers our deepest gratitude and appreciation for New York's Cradle to Career Alliance and the StriveTogether Cradle to Career Network. Through these partnerships, Geneva 2020 enhances its collaborative efforts across priority areas, while gaining key resources, support and guidance essential for making positive change for Geneva students.

**Not Sure Where To Get Help?**

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- Parenting Resources
- Children's Programs
- Children's Safety Items
- Parent Groups
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- Community Resources & Agencies Who Help Families

**Call 1-800-881-5786**

 **Child & Family Resources, Inc.**  
...serving Ontario, Seneca & Yates County



## SUCCESS FOR GENEVA'S CHILDREN 2018 DATA REPORT

Success for Geneva's Children, while partnering more closely with Geneva 2020, is continuing to track data in important areas affecting our community.

Their latest findings can be found on the following pages.

The full 2018 Success Data Report can be found at  
<http://www.successforgenevaschildren.org>

## PACE (PARENTAL APPRAISAL OF CHILDHOOD EXPERIENCES) DATA

2017-2018 Responses=137  
2018-2019 Responses = 138

% of Incoming Kindergartners with prior school experience	2017-2018	2018-2019
3 year old experience	63.90%	70.8%
4 Year old Experience	89%	92.8%
Medical Care	2017-2018	2018-2019
Have a doctor	98.5%	99.3%
Have a dentist	91.2%	86.2%
Length of Pregnancy	2017-2018	2018-2019
Premature	8.1%	5.9%
Full Term	70.4%	76.5%
Overdue	21.5%	17.6%
Health Trackers that may impact learning	2017-2018	2018-2019
Take Prescription Meds	8.1%	15.9%
Asthma	8.2%	11.9%
Behavior Problems	5.1%	4.3%
High Lead Levels	4.4%	2.9%
Hyperactivity	7.5%	3.6%
Mother Smoked during Pregnancy	12.6%	8%
Mother Drank During Pregnancy	1.5%	1.4%
Smoking in the home currently	31.6%	21.9%
Social, Emotional and Behavioral Functioning	2017-2018	2018-2019
Makes new friends easily	91.2%	91.2%
Concentrates well	52.90%	66%
Potential Adverse Childhood Experiences	2017-2018	2018-2019
Child has been homeless/displaced	5.2%	4.3%
Child has parents Separated/Divorced	35%	29.20%
Child has witnessed violence in the home	4%	3.6%
Child has witnessed violence in the neighborhood	5.80%	7.2%
Child has/had Incarcerated Parent	16.3%	10.2%
Child has family member with drug/alcohol problem	10.2%	4.4%
Child has difficulty listening to/following directions	21.3%	19.7%
Child has experienced a parent who is depressed	27.60%	24.60%

For more data, please visit: [www.successforgenevaschildren.org](http://www.successforgenevaschildren.org) for the full 2018 Data Report

Positive Childhood Experiences	2017-2018	2018-2019
Child has experienced a museum, zoo, etc.	95.6%	94.9%
Child has been to a library	89.6%	92.0%
Child has close relationships with three or more adults	87.0%	83.3%
Child has less than 1 hour of screen time a day	26.5%	30.7%
Child is read to on a daily basis	65.40%	68.4%
Child has outside agencies/professionals involved	10.4%	5.1%
Child has enough food in the home	97.8%	98.5%
Child goes to bed by 8pm on school nights	22.6%	25.4%

Source: The Child Institute's PACE survey results as administered to the West Street School 2018-2019 Kindergarten Class; June 2018.

For more data, please visit: [www.successforgenevaschildren.org](http://www.successforgenevaschildren.org) for the full 2018 Data Report

## HEALTH AND WELLBEING OF CHILDREN IN GENEVA

### Key Findings:

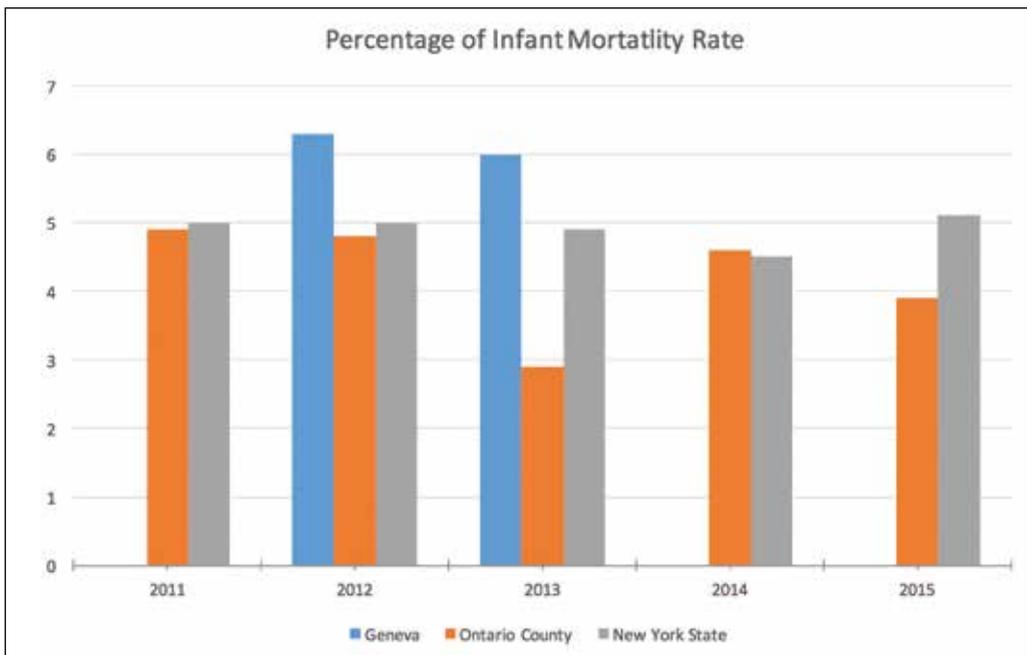
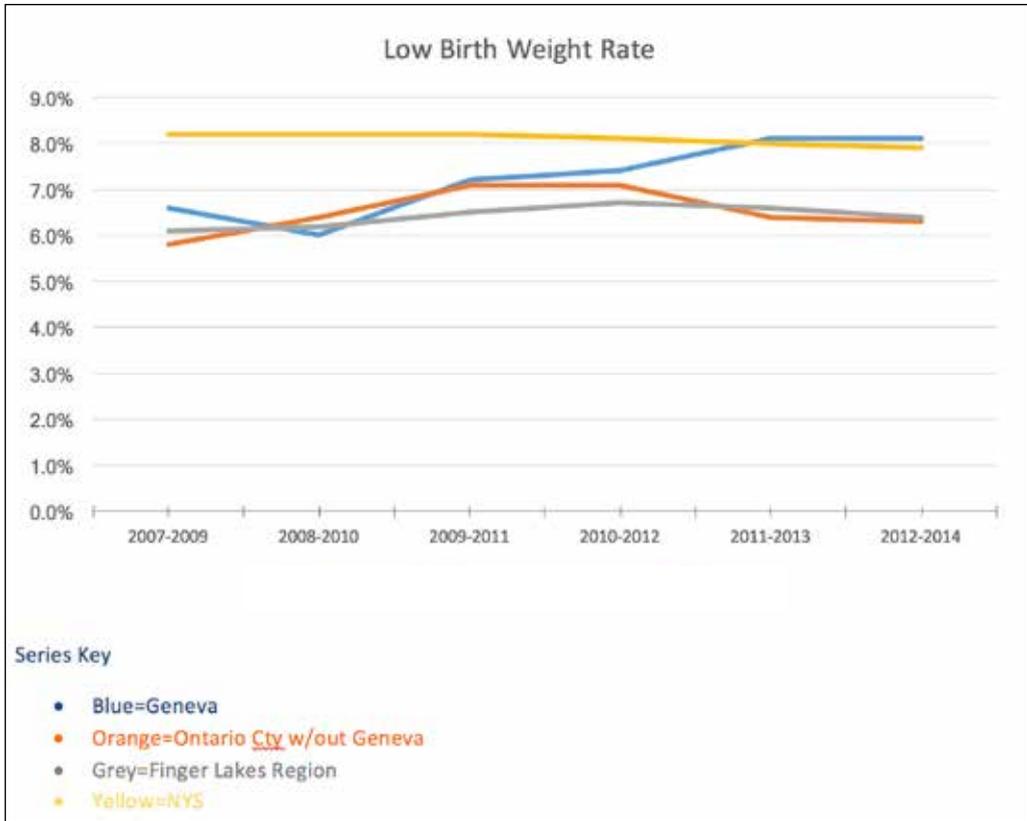
- New York state's rate of low birth weight has been fairly level for years, but Geneva saw an approximate 1.5 percent increase from 2007 to 2014.
- Geneva's rate of low birth weight is higher than that of Ontario County, the Finger Lakes Region and New York state.
- However, Geneva's infant mortality rate tends to be lower than that of Ontario County and New York state with the exception of two years (2012 & 2013).

Mothers Receiving Early Prenatal Care						
	2011	2012	2013	2014	2015	2016
Geneva	77.9%	85.5%	77.8%	86.1%	80.3	81.6%
Ontario County w/o Geneva	73.2%	77.1%	80.4%	79.5%	75.7%	77.2%
New York State	69.7%	71.8%	72.7%	72.60%	73.9%	not available

Sources: NY State Department of Health, Vital Statistics: [http://www.health.state.ny.us/nysdoh/vital\\_statistics](http://www.health.state.ny.us/nysdoh/vital_statistics)



"While we cannot prove definitive cause and effect, it is our assumption that involvement in preschool programming strongly contributes towards mitigating the negative effects of adverse childhood experiences and poverty that many of our Geneva children endure while also providing positive experiences, community connections, and better outcomes in regards to school readiness and overall health." –Steven Schulz, President of Success for Geneva's Children and pediatrician at Finger Lakes Medical Associates



Sources: NY State Department of Health, Vital Statistics: [http://www.health.state.ny.us/nysdoh/vital\\_statistics](http://www.health.state.ny.us/nysdoh/vital_statistics)

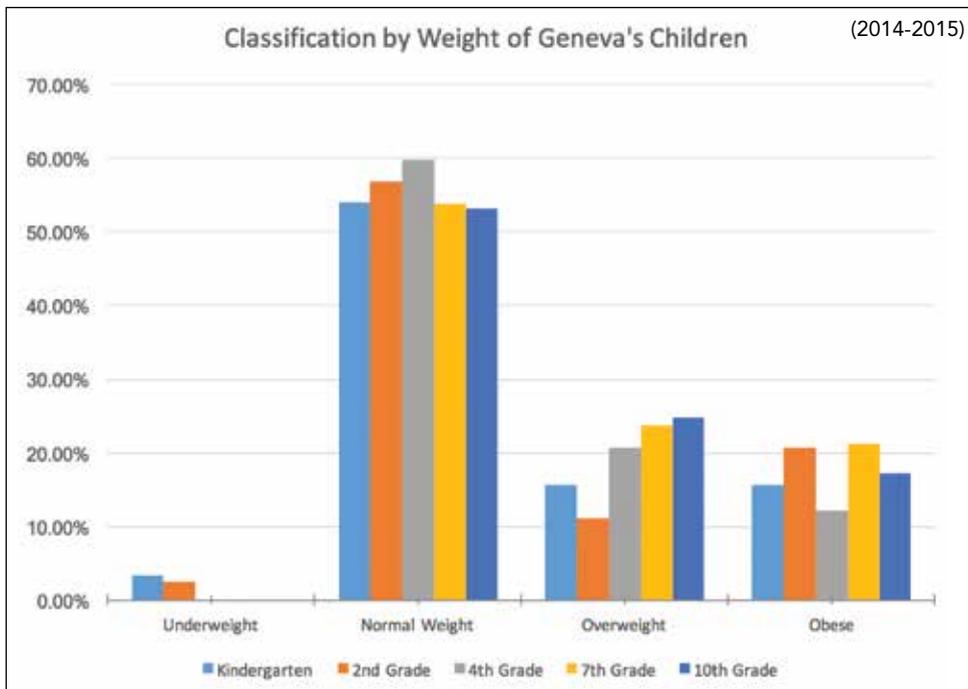
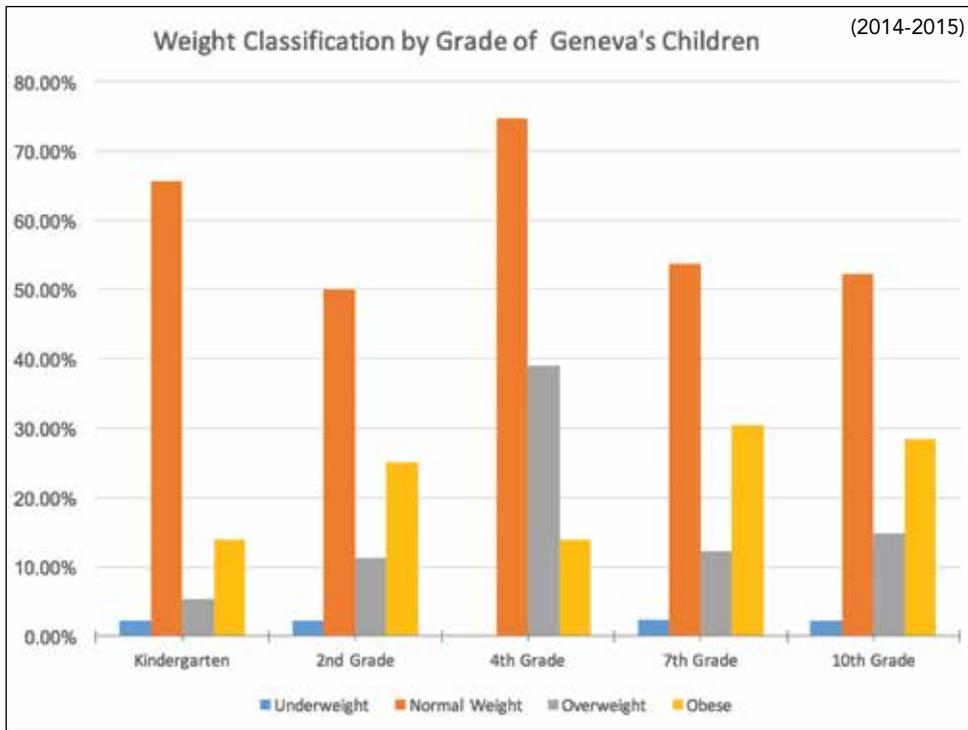
## PREVENTATIVE AND PRIMARY HEALTH CARE FOR CHILDREN IN GENEVA

### Key Findings:

- Less than 1 percent of all elementary and middle school students in Geneva City Schools were identified as needing further hearing evaluations.
- 1.8 percent of Geneva elementary and middle school students were referred for further vision evaluation.
- The majority of children in Geneva City Schools are considered within normal weight limits.
- 39 percent of fourth-grade males are considered overweight but less than 15 percent of 10th grade males are considered overweight.
- The rate of obesity among males almost doubled between Kindergarten and 10th grade, but females' rate of obesity was fairly level from Kindergarten to 10th grade.

Asthma, Hearing and Vision		
Asthma 2015-2016		
Male	Female	Total
124	80	204
Hearing Referrals 2015-2016		
Male	Female	
1	2	
Not even 1% of all elementary and middle school children		
Vision Referrals 2015-2016		
Male	Female	
15	13	
1.8% of all elementary and middle school students in Geneva		

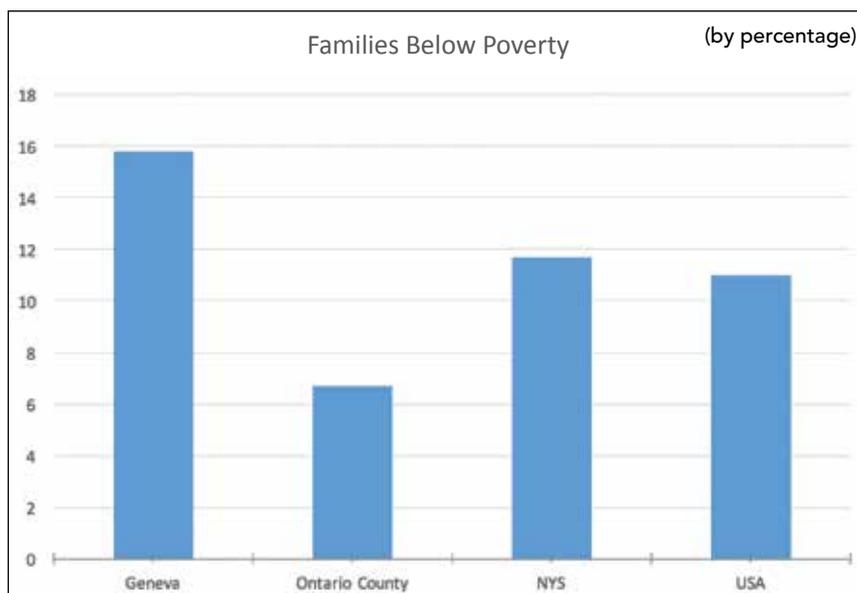
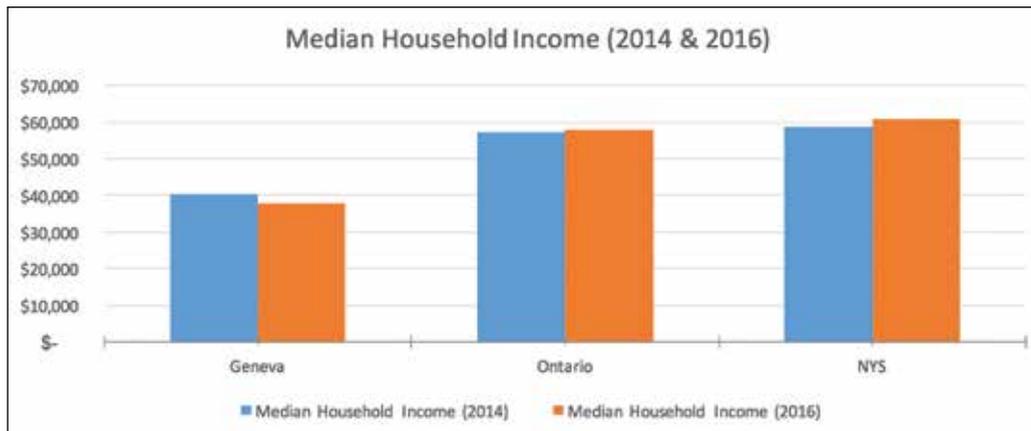
“The American Academy of Pediatrics recommends NO screen time for children less than 2 years of age, and limited amounts of educational programming in the setting of adult supervision thereafter. Excessive and unsupervised screen time can negatively affect children’s development, behavior, and health. It is my hope that we see trends of more children being read to daily and less consuming more than an hour of screen time daily in future years.” –Steven Schulz, *President of Success for Geneva’s Children and pediatrician at Finger Lakes Medical Associates*



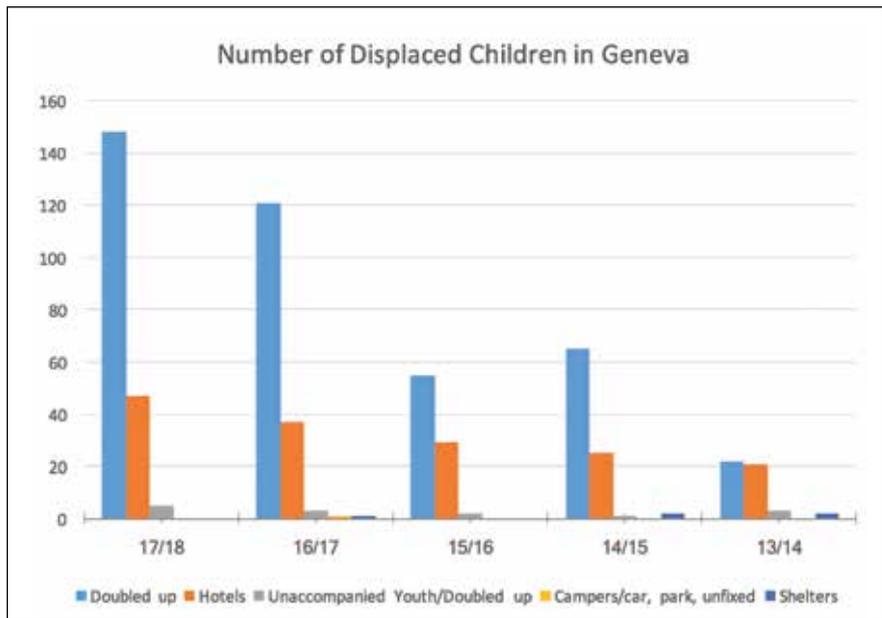
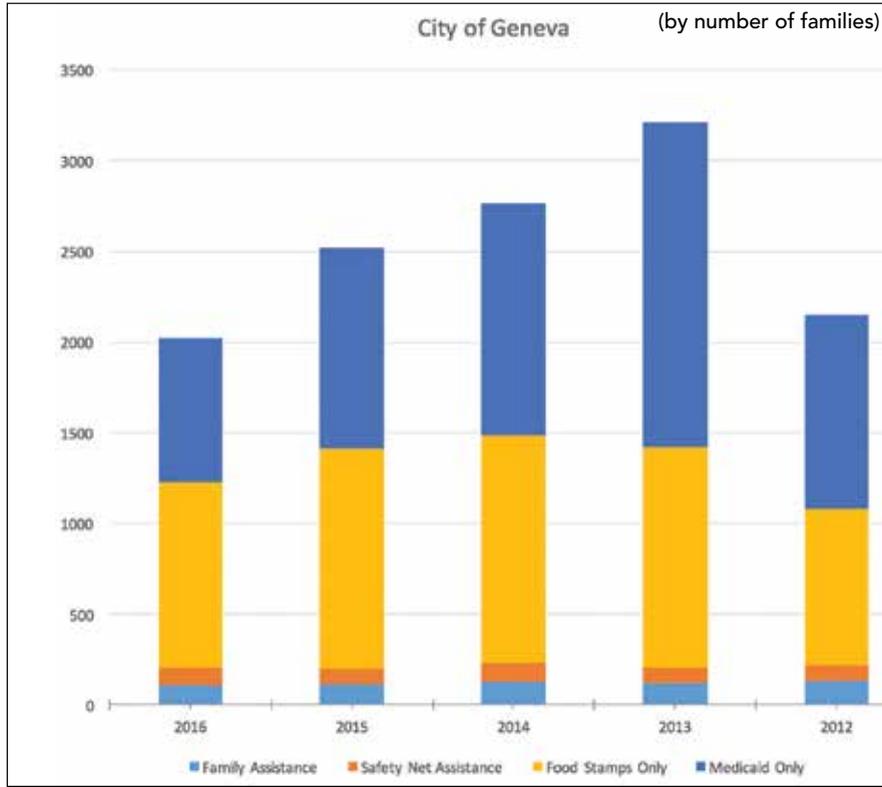
## ECONOMIC RESOURCES AVAILABLE FOR GENEVA CHILDREN'S BASIC NEEDS

### Key Findings:

- New SNAP applications decreased 7 percent from 2015 to 2016.
- 2013 was the year that saw the greatest number of cases requiring assistance from Ontario County.
- In 2016, the highest percentage of families living in poverty were residents of the City of Geneva.
- Geneva's rate of poverty is 9.1% higher than Ontario County's rate; 4.1 percent higher than NYS' rate; and 5.8 percent higher than the national rate.
- Geneva City Schools have seen a steady increase in displaced children. Between the 2013-2014 school year to the 2017-2018 school year, the total number of displaced students increased by 152 students.
- In the 2017-2018 school year, 200 students were designated as "displaced"—that's 9 percent of the total school population.
- The majority of displaced students are in "doubled up" situations, which means they are temporarily staying with another family/individual in their home.



## FAMILIES RECEIVING AID



Sources:

Headwaters Economics 2016 report. Retrieved from <https://headwaterseconomics.org/tools/economic-profile-system/#demographics-report-section>.

Ontario County Social Services Annual report: <https://www.co.ontario.ny.us/118/Social-Services>

Kim Kerr, Geneva City Schools, District Registrar/Census taker

**Kindergarten June 2017 Percentage Reading at Benchmark**

--- Attendance Works ---

Frequency of Office Referrals	Attendance Works			Row Summary:
	Satisfactory	Warning Signs	Chronic Absence	
None	70%	56%	11%	60%
1 to 5	35%	50%	0%	35%
5 to 10	50%	-	-	50%
10+	0%	0%	0%	0%
Column Summary:	61%	50%	8%	52%

Footnote 1: Results based on a sample size: 113 who took PACE Survey and had complete F&P reading assessments at the end of the year.

Footnote 2: Reading at or above Benchmark is based on reading at level D or above based on the Fountas & Pinnell Benchmark Assessment System.

**Commentary:**

This chart looks at different success rates in the levels of reading proficiency when we also consider how both attendance and office referral frequency impact reading performance.

52% of this sample of 113 students were reading at the Fountas & Pinnell ("F&P") reading level D or above by June-2017.

It is not surprising that the **best performance** occurred with the best attendance without any office referrals made. This pocket of students had the highest rate of success in this matrix of 70% reading at or above benchmark, and half of the students in this sample (59/113) registered in this group.

We can observe in this Kindergartener performance matrix that the risks associated with Chronic Absence is devastating. 11.5% of the sample were categorized with Chronic Absences, and the success rate was 8% (1/13).

**Methodology:** This chart looks at de-identified student data from the 2016-2017 Kindergarten class of the Geneva City School District. The chart above is based on a sample of 113 students who have both completed the Parental Appraisal of Childhood Experiences ("PACE") survey, and who had complete records of both attendance and assigned a June-2017 F&P reading level by GCSD.

**Author:** Success for Geneva's Children (March-2018); Bob McFadden, M.B.A.



### Kindergarten June 2017 Mean Reading Achievement Level

--- Attendance Works ---

Frequency of Office Referrals	Attendance Works			
	Satisfactory	Warning Signs	Chronic Absence	Row Summary:
None	E	C	A	D
1 to 5	C	C	AA	C
5 to 10	E	-	-	E
10+	AA	AA	AA	AA
Column Summary:	D	C	AA	C

Footnote 1: Results based on a sample size: 113 who took PACE Survey and had complete F&P reading assessments at the end of the year.

Footnote 2: Reading at or above Benchmark is based on reading at level D or above based on the Fountas & Pinnell Benchmark Assessment System.

**Commentary:**

With the same reading performance matrix based on attendance and frequency of office referrals, what was the mean reading level for each sub-group? How many steps behind are those with Chronic Absence as of June-2017?

Students with Chronic Absences were as of June were on average reading at the AA level. Students with Satisfactory Attendance were reading at Expectations at level D, 4 reading levels higher than those with Chronic Absences.

**Methodology:**

To find the mean, the researcher converted each F&P reading level to a number, then found the average value, then converted the numeric value back to the F&P reading level. Each reading level is considered one step (+1). There was no rounding used. The group was assigned the reading level with the full number of steps taken.

This chart looks at de-identified student data from the 2016-2017 Kindergarten class of the Geneva City School District. The chart above is based on a sample of 113 students who have both completed the Parental Appraisal of Childhood Experiences ("PACE") survey, and who had complete records of both attendance and assigned a June-2017 F&P reading level by GCSD.

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### Kindergarten Reading Growth Dec to Jun 2017

--- Attendance Works ---

Frequency of Office Referrals	Attendance Works			
	Satisfactory	Warning Signs	Chronic Absence	Row Summary:
None	3.50	2.93	1.11	3.13
1 to 5	2.41	2.83	0.33	2.27
5 to 10	3.50	-	-	3.50
10+	0.00	0.50	0.00	0.25
Column Summary:	3.21	2.70	0.85	2.83

Footnote 1: Results based on a sample size: 112 who took PACE Survey and had who had two complete F&P Reading Assessments recorded as of June & Dec 2017.

**Commentary:**

Was there a difference in students reading growth between Dec and Jun 2017 using the F&P Benchmark Assessment System across this performance matrix? Did Chronic Absence inhibit students' actual growth?

When we look at growth of reading steps taken from Dec to Jun 2017, we see similar results. Those with Satisfactory Attendance take 3.21 steps forward, while over the same timeframe those with Chronic Absences fail to take one full reading level step forward at 0.85.

50% of students sampled (56/112) have Satisfactory Attendance with zero Office Referrals. That group showed the **highest level of growth** with 3.5 reading steps taken on average between Dec & Jun.

It is important to note more steps are taken for the full year, but we had complete data as of these two periods used.

**Methodology:**

For each student a count was taken for the number of reading steps taken forward between two assessment periods Dec & Jun 2017. Then the average was taken for each sub-group in the performance matrix. Each reading level is considered one step (+1).

This chart looks at de-identified student data from the 2016-2017 Kindergarten class of the Geneva City School District. The chart above is based on a sample of 112 students who have both completed the Parental Appraisal of Childhood Experiences ("PACE") survey, and who had complete records of both attendance and assigned a Dec & June-2017 F&P reading level by GCSD.

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**Kindergarten Variation in iReady Reading Scores (Most Recent Diagnostic)**

--- Attendance Works ---

Frequency of Office Referrals	Attendance Works			Row Summary:
	Satisfactory	Warning Signs	Chronic Absence	
None	408	396	355	399
1 to 5	382	365	317	371
5 to 10	383	-	-	383
10+	327	362	329	345
Column Summary:	401	387	345	391

Footnote 1: Results based on a sample size: 116 who took PACE Survey and had who had complete attendance & iReady Diagnostic scores (Most Recent).

**Commentary:**

Similar to the slides before students with Satisfactory Attendance perform on par with students with no Office Referrals. Furthermore, students with a combination of Satisfactory Attendance and No Office Referrals perform even higher. This trend follows suit even with iReady Scores.

Similarly, at-risk students perform equally if we look at Chronic Absence group mean or the 10+ Office Referrals group mean. This trend also follows suit in iReady score data.

The main difference from previous slides is we don't see the severe performance drop in high-risk groups (Chronic Absence or 10+ Office Referrals) as we did in previous measurements. iReady scores have a much tighter range of scores with far different percentage difference between high performing and at-risk groups.

The mean score was 390.83 with a standard deviation of 44.4. The Satisfactory Attendance group on average performed at a level 116% versus the average performance of the Chronic Absence group.

**Methodology:**

This chart looks at de-identified student data from the 2016-2017 Kindergarten class of the Geneva City School District. The chart above is based on a sample of 116 students who have both completed the Parental Appraisal of Childhood Experiences ("PACE") survey, and who had complete records of both attendance and iReady Diagnostic (Most Recent).

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