

2022-23

Our Purpose • Our Plans • Our Goals

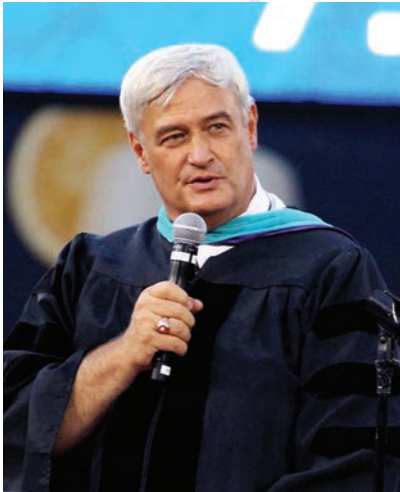
Geneva Community Unit School District 304 / Board of Education



From the Superintendent

Welcome to the 2022-2023 School Year!

Welcome to our new school year at Geneva CUSD 304! During recent years, we experienced several major changes in our society and educational system. Through any larger societal changes, we work hard to focus on and emphasize the importance of doing our best for our students every day.



At Geneva 304, we greatly value our District Vision, and it remains the focal point to guide our work for students. Toward this end, we strive every day to support our students to become self-directed, lifelong learners; complex creative, and adaptive thinkers; effective communicators; and collaborative and productive citizens. We shaped this vision through a great deal of input and collaboration in the hope that it reflects the values and ambitions of our community and provides students with the educational foundation to successfully achieve their goals in our rapidly changing world.

The information in this booklet is meant to share information about our district, successes and progress in helping students to succeed and the goals to which we are aspiring throughout the 2022-2023 school year. Our goals consist of both sustained efforts over several years and efforts being made toward new achievements to support our students.

We sincerely hope that you enjoy this publication and learn something new about our school community through it, and we encourage you to stay engaged with us through our website at www.Geneva304.org, our quarterly newsletters and other means of communication as we continue to navigate this journey together.

– Dr. Kent Mutchler,
Superintendent of Schools



we are



self-directed, lifelong learners



effective communicators



complex, creative & adaptive thinkers



collaborative & productive citizens



Share your feedback with us regarding how we are living up to our **District VISION!**

Who We Are

Our Purpose

To educate students within an environment that encourages the desire to learn and that meets the unique academic, personal, physical, and social needs of each individual.

Geneva School District at a Glance*

Schools			
Preschool	1	Middle	2
Elementary	6	High	1

Certified Staff

Administrators	32
Classroom Teachers	338
Student Services Personnel	144

Students

Pre-K	111	Middle	1,201
Elementary	2,142	High	1,657

100% of classes taught by highly qualified staff

Average SAT Score

Geneva	1097.2	State of Illinois	960.2
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4-year Graduation Rate

Geneva	97%	State of Illinois	88%
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\$9,232
Instructional Expense per Pupil

Geneva	\$9,232
State of Illinois	\$9,703

\$16,029
Operating Expense per Pupil

Geneva	\$16,029
State of Illinois	\$17,109

*Source: 2021-22 Illinois Report Card

Our Vision

Geneva students will face increasing and challenging responsibilities in their roles as workers, citizens, and family members. Students' learning during the school years must now include both an understanding of traditional subject matter and the ability to develop and utilize knowledge in preparation for a future world requiring new skills and abilities. The common vision of all members of Geneva School District 304 is to assist every student to become:



Self-directed, lifelong learners who enjoy the challenge of learning; are self-confident and goal-oriented; and demonstrate physical, emotional, and intellectual well-being.



Effective communicators who assess, interpret, and respond to information by reading, listening, and questioning; convey meaning in writing, verbally, visually, numerically, and artistically; and use appropriate technology.



Complex, creative, and adaptive thinkers who apply academic knowledge, skills, and strategies to gather and interpret information to solve problems; create intellectual, artistic, and practical products that reflect quality and originality; and analyze the effectiveness of their decisions and solutions.



Collaborative and productive citizens who recognize the advantages of diversity and cooperation; show concern, tolerance, and respect; demonstrate leadership and/or group skills; demonstrate actions that mutually benefit self and others; and assume responsibility for their actions, locally and globally.

Our vision for students is made of four primary components that align to the needs of the modern workforce. It is our hope that by achieving these skills, students will become self-evolving learners who are capable of embracing and capitalizing on constant change – the way of the future.





Vision Component 1: SELF-DIRECTED, LIFELONG LEARNERS

Students are more engaged and motivated to learn when they have meaningful work that matters to them. Geneva 304 is finding new ways to offer student choice in the curriculum, which allows students to inquire more deeply into topics that they are passionate about. We will help our students become self-directed, lifelong learners by:

- Encouraging students to explore topics that are of interest to them;
- Supporting deeper inquiry into subjects through cross-content teaching;
- Teaching students how to formulate good questions (inquiry-based learning);
- Staying current on new technologies and incorporating tools that engage students.
- Allowing students to reach solutions and make decisions about important issues or problems (project-based learning);



Vision Component 2: EFFECTIVE COMMUNICATORS

The ability to communicate effectively is a timeless skill that is as important now as ever. Geneva 304 knows our students need to practice speaking and writing to real audiences in order to perfect these skills. We will help our students become effective communicators by:

- Ensuring students have authentic audiences to see, hear, and evaluate their ideas;
- Giving students access to new communications tools that connect them with audiences around the world;
- Providing students with more opportunities to write with a purpose;
- Challenging students to solve difficult problems together.



Vision Component 3: COMPLEX, CREATIVE, AND ADAPTIVE THINKERS

We want to prepare our students to be able to solve the problems of tomorrow. To do that, they need to be resourceful and capable of thinking critically. They need to be able to assess and analyze information and separate evidence-based claims from conjecture and opinions. We will help our students become complex, creative, and adaptive thinkers by:

- Focusing less on computation and memorization and more toward integration and application of knowledge;
- Giving students opportunities to work on real-world problems;
- Increasing Science, Technology, Engineering, Arts and Math (STEAM) programming;
- Ensuring rigorous curricula and programming that challenge students to think deeper;
- Separating evidence-based claims from opinions.



Vision Component 4: COLLABORATIVE AND PRODUCTIVE CITIZENS

School has never been just about learning subject matter. It is also an important place for students to learn how they can effectively participate as citizens in our democracy. Part of this is learning how to work together to solve difficult problems.

- Helping students question the world around them;
- Asking students to evaluate potential solutions and consequences to societal problems and helping them recognize that more than one person might hold a piece of the answer;
- Teaching students how to respectfully deliberate on controversial questions with no wrong or right answers and to support their arguments with evidence;
- Moving learning beyond the school walls and giving them opportunities to contribute to their community in authentic ways.



Goals, Focus Areas, & Achievements

Learning and Teaching.....	9
Communications (Parents and Community)	10
Business and Financial Resources.....	11
Student Services	12
Technology Integration	14
Human Resources	15
Operational Resources	16

“Education is what survives
when what has been learned
has been forgotten.”
– B.F. Skinner



Learning and Teaching

Goal Support and enhance innovative and vision-focused practices and programming that foster high-level student achievement in varied learning and instructional models.

Looking Ahead: 2022-23 Focus Areas

- ✓ Student Growth Goal for K-8: A majority of students will demonstrate growth in learning through a comparison of scores on the NWEA MAP Assessment.
- ✓ GHS Performance Goal for High School: Students will demonstrate high achievement in learning through performance scores on the SAT.
- ✓ District Growth Goal: Implement an updated School Improvement Planning (SIP) process that effectively uses data to foster meaningful and manageable student growth and achievement.

Looking Back: 2021-22 Achievements

Enhanced Instructional Strategies and Resources

Geneva 304 faculty members strive to ensure that our students engage in high quality learning experiences that challenge them to be creative problem solvers and collaborative and productive citizens. In order to achieve these important goals, teams of educators regularly work to review our curriculum, analyze resources, and explore new instructional strategies. Recently, we have embedded more authentic language experiences into our World Language programming, enhanced our STEM programming at the middle school level with new, state-of-the-art equipment, and updated aging social studies resources at the elementary level.

Consistent Learning Experiences

With the realization of our full 1:1 device program, our staff and students have access to numerous technology tools and applications designed to

enhance student learning. While we value the benefits provided by these tools, we also recognize the importance of providing clear expectations and more consistent experiences for our students. To that end we have worked to foster consistency by focusing on core resources and implementing more uniform learning management tools and experiences across courses at each level.

Expanding AP Access and Achievement

Students at Geneva Community High School have the opportunity to participate in a wide variety of rigorous courses designed to prepare them for college and careers. The Advanced Placement (AP) program represents one such opportunity, and we are proud to have seen significant growth in both the number of AP options and the overall level of participation in these courses. What’s more, while Geneva students are participating in AP courses in record numbers, our AP pass rate and average AP scores have remained strong.

Communications (Parents and Community)

Goal

Improve communication and interaction with the community to foster shared goals, values, trust, and support throughout the school year to connect with the community and invite their feedback.

Looking Ahead: 2022-23 Focus Areas

- ✓ Engage and inform Geneva 304 stakeholders with the consistent production and distribution of District news and storytelling that celebrates the District's Vision-centered culture and Tradition of Excellence.
- ✓ Complete a District website transition to new page templates by the end of the FY23 year that incorporates actionable insights and feedback from the community survey.
- ✓ Develop a plan that promotes meaningful discussion among Board of Education members and multiple voices such as parents, students, and community through the Superintendent's Communications Task Force, consisting of community volunteers, board liaisons, and administration.

Looking Back: 2021-22 Achievements

Community Engagement

Geneva School District believes authentic, two-way community engagement is an essential component of a thriving school district. The Board of Education and the Communication Task Force continue to implement methods for enhancing community involvement and reaching all our stakeholders. Parents/community members are selected to participate on the Communication Task Force to help ensure that multiple voices are represented in District communications.

Seek New Opportunities to Build, Strengthen, and Sustain Relationships

Last year, the District created several communication campaigns to build and grow relationships with families, students, staff, and the community. The District implemented a new social media and web feature called Staff Spotlights, where teachers and staff members are highlighted in an engaging web article and social media posts. The District continued to collaborate and build relationships with community partners and organizations in support of students, including the Geneva Chamber of Commerce, the Geneva Women's Club, and the Geneva Academic Foundation.



Business and Financial Resources

Goal

Develop strategies to ensure that resources are available and effectively managed in support of high-level student achievement.

Looking Ahead: 2022-23 Focus Areas

- ✓ Develop an efficient and effective annual working budget for the 2022-2023 school year inclusive of estimated inflationary cost increases.
- ✓ Complete an Annual Finance Report and Comprehensive Financial Report for the 2021-2022 School Year.
- ✓ Conduct projection modeling for the 2022-2023 school year and identify operational spending changes to improve financial outlook and other financial challenges.
- ✓ Complete the ASBO International Meritorious Budget and Annual Comprehensive Finance Report identify operational spending changes to improve financial outlook and other financial challenges.

Looking Back: 2021-22 Achievements

Working Budget & Financial Accountability

It is important to Geneva School District 304 to maintain the public trust as good stewards of resources. We maintain financial accountability through:

Transparency – The District posts on its website its annual budget, administrator and teacher salaries, contracts over \$25,000, and all bills payable. Additionally, the Board and public receives a monthly Treasurer's Report on the financial status of the District by month, year-to-date, and prior year comparable.

Economy – The District works very hard to find the best solutions at the lowest cost. All bids for contracted services or equipment are thoroughly evaluated to determine the most efficient use of resources. Additionally, the district continually investigates new ways to save money by finding efficiencies in current operations.

Oversight – The District pursues rigorous oversight by several bodies. In recent years, Geneva School District 304 received high financial ratings from numerous agencies. These include:

- AA+ Bond Rating from Standard and Poor in 2019
- Aa2 Bond Rating from Moody's Investor Services in 2021
- ASBO International Meritorious Budget Award for the fiscal year 2021-2022

• ASBO International Certificate of Excellence in Financial Reporting for fiscal year ending June 30, 2021

• ISBE Financial Profile Designation 3.80 "Recognition" for Fiscal Year 2021

Long-Term Debt Restructuring

In 2019, the Geneva Board of Education refunded (refinanced) \$2,600,000 in bonds, which not only saves the District substantial interest fees, but also keeps the debt-service payments level for taxpayers. Without the refunding, debt-service payments would have increased above \$15 million per year. Since the property tax rate is partially based on the debt-service payments, refunding prevents the property tax rate from increasing significantly. Since 2011, the district has abated nearly \$24 million to taxpayers, which has helped keep the property tax rate relatively flat.

Comprehensive Annual Financial Report

While not a requirement, the District collaborates with an external auditor to complete a Annual Comprehensive Financial Report (AFCR). This report provides additional transparency and District information to all interested stakeholders. The District has been honored by ASBO International with its Certificate of Excellence in Financial Reporting award for the high-quality content of its AFCR.

Student Services

Goal Meet students' needs in the academic, functional, communication, and social-emotional domains.

Looking Ahead: 2022-23 Focus Areas

- ✓ The Student Services Department will reach measurable and rigorous targets of 100% for State Performance Plan (SPP) compliance indicators.
 - Indicator 4b:** District does not demonstrate a significant discrepancy in the rates of suspensions and expulsions of racial/ethnic groups for children with IEPs as measured by the Illinois Special Education Accountability and Support System.
 - Indicator 5a:** The District will meet or exceed the state SPP target aligned to least restrictive environment. A results indicator that measures the percent of students with IEPs (ages 6-21) served inside the general education classroom 80% or more of the school day (5A).
 - Indicator 9:** District does not have a disproportionate representation of racial and ethnic groups in special education and related services as measured by the Illinois Special Education Accountability and Support System.
 - Indicator 10:** District does not have a disproportionate representation of racial and ethnic groups in specific disability categories as measured by the Illinois Special Education Accountability and Support System.
 - Indicator 11:** The district will evaluate students within the 60-day timeline upon parental consent as measured by the Illinois Special Education Accountability and Support System.
 - Indicator 12:** The District will refer, determine eligibility, and implement an IEP for children referred by Part C prior to the age of 3 as measured by the Illinois Special Education Accountability and Support System.
 - Indicator 13:** The District will create IEPs that includes coordinated, measurable, annual IEP goals and transition services for youth aged 16 and above as measured by the Illinois Special Education Accountability and Support System.
- ✓ The District will ensure that students have access to preventative and responsive services in order to meet their needs across Tiers.

Looking Back: 2021-22 Achievements

Screening and Child Find Activities

Parents often wonder if their child's development is typical of that seen in peers of the same age. Developmental screenings are designed to address these concerns and help parents learn more about their child's skills.

Geneva CUSD 304 offers free developmental screenings throughout the school year to assess young children's skills. These screenings are conducted by a team of District Educators and Specialists and are available to families living within the Geneva School District whose children are 3 to 5 years of age.

A screening may detect that a student is struggling in speech language, academic readiness, social emotional skills, and/or motor skills. If difficulties are detected, an evaluation for special education services may be recommended by the school team.



Supporting Student Needs Across Several Domains

In conjunction with academic achievement, the District believes that students' social intelligence and mental health are important to success inside and outside of the classroom. Therefore, social-emotional skills and executive functioning skills are taught explicitly and integrated into daily lessons. The District follows the social-emotional learning standards developed by the Illinois State Board of Education. Students are taught how to be aware of and manage their emotions, set and achieve important personal and academic goals, use social-awareness and interpersonal skills to establish and maintain positive relationships, and demonstrate decision making and responsible behaviors to achieve school and life success.

The District focuses on data driven decision making through a Multi-Tiered System of Supports (MTSS). If data indicates that a student is struggling in one or more domains, a problem-solving process is initiated to determine if the student requires interventions. If a student continues to not be successful, the school team may recommend that the student be evaluated for special education services.

Maintaining a Robust Continuum of Service

The District believes that every student is unique and should be provided equal opportunities for learning. The Student Services Department partners with building teams to ensure all students have access to the core curriculum and a pathway of instruction responsive to their individual needs. The District provides services and accommodations for students with disabilities who qualify for services under the Individual with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act. A full continuum of services continues to be refined and expanded to ensure that students are educated in the least restrictive environment. Services and supports are individually determined by the IEP team and aligned to the educational needs of the student. The majority of our students who qualify for special education services receive instruction within the general education setting. For students who need a higher level of support and individualized instruction, specialized classrooms are available throughout the district. Additionally, the District is part of the Mid-Valley Special Education Cooperative and works collaboratively with a variety of other agencies to meet the individual needs of students who require a higher intensity of individualized services.



Technology

Goal Utilize technology efficiently as a tool to both provide and enhance learning and teaching to students throughout the District.

Looking Ahead: 2022-23 Focus Areas

- ✓ Develop a comprehensive technology plan that will sustain 1:1 learning for all K-12 students.
- ✓ Reduce the risk of cyber threats through a security training and awareness program.

Looking Back: 2021-22 Achievements

1:1 Learning Environment

Access to devices is the foundation upon which all technology-based learning and teaching relies. In the 2021-22 school year, the district's Technology Capital Plan included the purchase of student devices to ensure that all students in grades K-12 were issued a portable device. The plan included a transition from a three-year life cycle for K-8 student devices to a four-year cycle. In support of this plan, new devices were purchased for students in grades 1, 5, and 9. Additionally, the district retained approximately 700 devices nearing the end of a three-year lease to continue service for a fourth school year.

The 2022-23 Technology Capital Plan was also developed and approved by the Board of Education during the 2021-22 school year. This plan included equipment purchases for students that would help to complete the transition to a four-year cycle for all devices.

Additional Achievements

Beyond student devices, the district's plan also included investments in the following areas: staff portable device replacements, enhanced mobile projection support for approximately 180 classrooms, new projectors for an elementary school, and a much-needed infrastructure update for the district's two data centers.

Change is the only constant in life. One's ability to adapt to those changes will determine your success in life."

– Benjamin Franklin

Throughout the school year, information was shared with staff to raise awareness about common security risks and ways to mitigate them in order to support and promote safe habits. This ongoing work is crucial to maintaining a safe and reliable technology environment for all students and staff.

Technology Information Sharing with Families

Visit the Technology section of the Geneva CUSD 304 website (www.geneva304.org) to find resources and information regarding the district's technology services. Having issues with a student device? The website also includes tips on how to resolve common computer problems. There's also a link to the Technology Web Help Desk where a ticket can be opened for review by a CUSD 304 Technician.

Human Resources

Goal Provide and support high-quality staff to support learning and teaching.

Looking Ahead: 2022-23 Focus Areas

- ✓ Actively recruit, train, and retain quality administrators, teachers, and staff.
- ✓ All employee groups will demonstrate compliance with trainings through the Global Compliance Network.
- ✓ Completion of nontenured and tenured teacher evaluations.
- ✓ The Bus Driver Working Conditions Agreement and the GEA Collective Bargaining Agreement will be successfully negotiated and approved by the Board of Education.

Looking Back: 2021-22 Achievements

Teacher Recruitment and Retention

School districts in Illinois and across the nation are experiencing a shortage of teacher candidates to fill vacant positions. While Geneva District 304 is an attractive school district for teacher candidates, the Human Resources Department engages in every effort to attract and retain quality staff. In addition to posting vacancies online, the HR Department uses social media, job fairs, and jobseeker websites to promote vacant positions and attract candidates. Since research shows that teachers stay in schools where they feel supported by their colleagues, their principals, and their school culture, the Human Resources Department works with school principals and other administrators to support both new and experienced teachers in the shared goal of providing a quality education for our students.

"The measure of intelligence is the ability to change."

– Albert Einstein

Teacher Mentoring and Induction

Research shows that high quality mentoring and induction programs for new teachers aids in retention, the development of leadership skills, and an improvement in student success. In 2021-22, District 304 hired 37 new certified staff members. Geneva School District is committed to providing all new teachers a comprehensive mentoring and induction program to support their success.

In addition to a variety of orientations and on-boarding exercises, new Geneva teachers also attend a four-day New Teacher Institute at the beginning of the school year. Sessions include introducing them to the history and tradition of the school district, school district curriculum, student health protocols, educator ethics, and building practices and procedures. All teachers new to Geneva School District are also paired with an experienced teacher who offers practical and timely perspective and support during the school year. These practices improve teacher retention, help create a collaborative culture, and drive system-wide alignment. Most importantly, they ensure that every child in Geneva has a well-prepared and well-supported teachers!





Operational Services

Goal Develop, utilize, and maintain facilities that provide the necessary infrastructure to meet the needs of students both effectively and efficiently.

Looking Ahead: 2022-23 Focus Areas

- ✓ Complete projects listed as priorities on the Health, Life, Safety reports generated with architectural consultants as part of the Illinois State Board of Education requirements.
- ✓ Formulate short- and long-range plans for scheduled capital improvements with analysis to explore possible cost-saving and efficient products.

Looking Back: 2021-22 Achievements

Capital Improvement Plan

Geneva School District strives to maintain safe and secure facilities and grounds for our students and staff. Each year, staff members analyze the condition of District facilities and grounds and prioritize capital improvements based on cost, safety, security, need, and efficiency. In recent years, this analysis has taken the form of a capital improvement plan that is updated annually.

Building Safety and Security

Geneva School District is committed to making our buildings safe and secure for every student and staff member. District staff continually work

together to review and update emergency plans, build close relationships with our first responder partners, and provide/participate in ongoing training through presentations, tabletop scenarios, and drills. At the beginning of the school year, District staff members meet with the Geneva Police Department, Kane County staff, and local fire departments to review the emergency response plans at each building.

Efficiencies in Transportation

The Transportation Department continually reviews and modifies bus routes and scheduling to make them as efficient as possible.

District 304 Board of Education

The Board of Education is a seven-member board made up of residents of the Geneva community. Members are elected by the general public, serve four-year terms, and are not compensated for their service to the School District. All Geneva Board of Education members have completed the mandatory training required by *Section 10-16a of the Illinois School Code*.

Your Elected Board Members

Get to know your Board of Education by finding their biographies on our website.

 1	 2	 3	 4	 5
 6	 7	<ol style="list-style-type: none"> 1. Michael McCormick, President (2011 – 2023) * ✓ 2. Larry Cabeen (2019-2023) * 3. Dan Choi (2020-2025) * 4. Jacqueline "Jackie" Forbes (2021 – 2025) * 5. Molly Ansari (2021 – April 2023 (interim) *) 6. Stefanie Bellino (Sep. 2022-April 2023 interim) 7. Paul Radlinski (March 2022-April 2023 interim) * 		

Board Recognitions

The Geneva Board of Education is continuously recognized for exemplary leadership and commitment to continuous learning and professional development.

School Board Governance Recognition

In 2021, the Geneva Board of Education was one of only 20 school boards in the state to be recognized by the Illinois Association of School Boards (IASB) for effective governance behaviors. The award is issued every other year.

Master Board Members

The Illinois Association of School Boards Master Board Member Program recognizes board members for the time and effort they devote to self-improvement and leadership activities within and beyond their local districts.

* Completion of the Illinois Mandated School Board Member Training

How can I contact the Board of Education?

We are listening! Please share your thoughts and feedback with us through these communication channels.

Email: board@geneva304.org

Call: (630) 463-3010

Participate in a Public Meeting:

Meeting agendas, information packets, video recordings, and minutes can be found online at www.geneva304.org/boardofeducation.aspx.



What We're Proud of & Thankful For

GHS 2020-21 Literary Magazine "The Skaldic: Pensive" received a Superior rating from the 2021 National Council of Teachers of English Program's Recognize Excellence in Student Literary Magazines (REALM).

The 2023 GHS Girls Gymnastics team placed 3rd in the IHSA State competition.

At the ILMEA State Conference and Festival, two GHS music students received awards for composition, one performed in the All-State Orchestra, and the GHS Nordic Voices were invited to perform.

One GHS student won first place at the 2022 Congressional Art Competition, and their winning photograph is on display at the Capitol Building in Washington D.C.

GHS 2020-21 Literary Magazine "The Skaldic: Pensive" received a First Class rating from the National Scholastic Press Association for the sixth consecutive year.

The GHS Boys Golf team were the DuKane Conference Champions in 2022.

School Board Governance Recognition and Board Leadership Status, awarded by IASB

A team of four GHS students in the Virtual Enterprise class placed in the top 8 in the Virtual Enterprises Midwest region for their Social Media Marketing Campaign.

The GHS Football team qualified for the State Playoffs in 2022.

Geneva CUSD 304 received an A overall grade by Niche's 2022 rankings, including Best Teachers in Kane County.

The GHS Dance Team placed 2nd in the 2022 and 2023 IHSA Competitive Dance 2A Final Competitions.

A GHS student received second place in the 2022 Microsoft Office Specialist State Championship.

A team of Middle School North students achieved Highest Honors by placing fourth in the nation in the January 2022 WordMasters Challenge vocabulary competition.

One GHS student received a national Gold Key award in the 2022 Scholastic Art competition, and 19 received regional awards.

A GHS student placed first in the Global Innovation Challenge and four students won 3rd place in the National Social Media Campaign in Virtual Enterprises.

Notable Highlights*

88%
Post-Secondary
Enrollment

Geneva: 88%
State: 65%

This metric includes students who graduated with a regular high school diploma from a public high school in Illinois and enrolled in a two-year or four-year college in the U.S. within 16 months.

96%
Freshmen
on Track

Geneva: 96%
State: 87%

Freshmen on track is a key predictor of high school success. Students finishing the ninth grade on track are almost four times as likely to graduate from high school as students who are not on track.

*Source: 2021-22 School Report Card illinoisreportcard.com

See more of "What We're Proud Of" at www.geneva304.org/whatwereproudof.aspx



Community Unit School District 304
Geneva, Illinois
www.Geneva304.org

