New York State Education Department

2023-2024 Renewal Site Visit Report for Board of Regents-Authorized Charter Schools under the 2019 Charter School Performance Framework

Discovery Charter School

Renewal Site Visit Dates: November 8-9, 2023
Date of Final Draft Site Visit Report: April 18, 2024
Date of Final Site Visit Report: May 20, 2024

Charter School Office
89 Washington Avenue
Albany, New York 12234
CharterSchools@nysed.gov
518-474-1762

Table of Contents

ATTACHMENT 1: 2024 NYSED CHARTER SCHOOL INFORMATION DASHBOARD

ATTACHMENT 2: 2023 CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD

SCHOOL DESCRIPTION

Charter School Summary[1]

Name of Charter School	Discovery Charter School
Board Chair	Lisa Lewis
District of Location	Greece Central School District
Initial Commencement of Instruction	Fall 2011
Charter Terms	• Initial Charter Term: August 15, 2011 - June 30, 2016 • First Renewal: July 1, 2016 - June 30, 2019 • Second Renewal: July 1, 2019 - June 30, 2021 • Third Renewal: July 1, 2021 - June 30, 2024
Current Term Authorized Grades/ Approved Enrollment	K - Grade 6 / 300 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K - Grade 6 / 300 students
Comprehensive Management Service Provider	None
Facilities	133 Hoover Drive, Rochester, New York 14615 - Private Space
Mission Statement	*DCS provides a high-quality education in a safe and supportive learning community for students and families, empowers students with diverse talents, delivers rigorous and culturally relevant instruction, and fosters creativity, inquiry, and strong character development.*
Key Design Elements	• Poverty preference in lottery; • Rigorous and highly enriched curriculum; • Assessment-Guided instruction; • Culture of inquiry and enthusiasm; • Services designed to mitigate the major negative impacts of poverty; • Students achieve beyond their peers; • Increased instructional time for students and intensive professional development for staff; and • Promote family involvement.
Requested Revisions (Revisions are not approved unless approved by the Board of Regents.)	None

Innovative and Noteworthy Programs: Discovery Charter School (DCS) serves students in K- Grade 6. DCS students are seen as unique individuals and the program reflects this. Students thrive in a culture of inquiry and enthusiasm, empowered to showcase their talents and new discoveries through the Creative Crew program. Multi-age groups of students explore new skills in a holistic learning experience that challenges them to think critically and creatively.

---

[1] The information in this section was provided by the NYS Education Department Charter School Office.

Renewal Outcomes: Reference the Board of Regents Renewal Policy.

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2021 to 2022	Year 2 2022 to 2023	Year 3 2023 to 2024
Grade Configuration	K - Grade 6	K - Grade 6	K - Grade 6
Total Approved Enrollment	280	280	300

Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School[2]

	Year 1 2024 to 2025	Year 2 2025 to 2026	Year 3 2026 to 2027	Year 4 2027 to 2028	Year 5 2028 to 2029
Grade Configuration	K - Grade 6	K - Grade 6	K - Grade 6	K - Grade 6	K - Grade 6
Total Proposed Enrollment	300	300	300	300	300

METHODOLOGY

Purpose of the Renewal Report

The primary purpose of the renewal site visit to Board of Regents-authorized charter schools is to supplement and validate the information collected over the charter term by the New York State Education Department (NYSED) Charter School Office (CSO). This information is used to inform the action taken by the Board of Regents to approve, modify, or disapprove the charter school's request for renewal. In advance of action by the Board of Regents, the CSO prepares a renewal recommendation that is based on the school's performance in three broad areas:

1. The school's **academic success** and ability to operate in an educationally sound manner;
2. The school's **organizational viability** and ability to operate in a fiscally sound manner; and
3. The school's faithfulness to the terms of its charter and **adherence to applicable laws and regulations**.

---

[2] This proposed chart was submitted by the Discovery Charter School in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents. This chart should not be used to determine the final approved grade levels or enrollment of the school in the subsequent renewal term.

In addition, NYSED, on behalf of the New York State Board of Regents, is a community-based authorizer committed to principles of equity and access for all students across New York State. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need, is an integral component of charter school decision making at all levels. During the renewal visit, the CSO will look for evidence of community voice across the school from governance to the educational program, as well as a commitment to the principles of diversity, equity, and inclusion, in the school's policies and practices.

A two-day renewal site visit was conducted at Discovery Charter School on November 8-9, 2023. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, social emotional learning team, teachers, student support team, and students.

The team conducted twenty-two classroom observations in K-Grade 6. The observations were approximately 20 minutes in length and conducted jointly with school leaders. NYSED utilizes the CSO's Classroom Observation Worksheet as a lens for classroom observations. It is shared with the school prior to the site visit, and can be found in the 2023-2024 Renewal SV Protocol.

To draft this report, the CSO site visit team reviewed school-specific documents and data such as the school's 2023-2024 renewal application, 2022-2023 annual report, surveys, data and fiscal dashboards, CSO site visit reports and memos, complaints, and corrective action plans.

BENCHMARK ANALYSIS

The 2019 Performance Framework, which is part of the Oversight Plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2019 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	Description
Meets	The school generally meets or exceeds the performance benchmark; few concerns are noted. May be a potential exemplar, if noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

New York State Education Department
2019 Charter School Performance Framework Rating[3]

2019 Performance Benchmark		Level
Educational Success	**Benchmark 1: Student Performance:** The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.	**Meets**
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	**Meets**
	Benchmark 3: Culture, Climate, and Student and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	**Meets**
Organizational Soundness	**Benchmark 4: Financial Condition:** The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	**Meets**
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	**Meets**
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	**Meets**
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	**Meets**
Faithfulness to Charter & Law	**Benchmark 8: Mission and Key Design Elements:** The school is faithful to its mission and has implemented the key design elements included in its charter.	**Meets**
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.	**Approaches**
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	**Meets**

---

[3] Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the 2019 Charter School Performance Framework, and all other charter schools use the 2015 Charter School Performance Framework until renewal. Refer to the appropriate framework for the applicable benchmark standards.

- Discovery Charter School is in year 12 of operation and serves students in K - Grade 6. During its current charter term, the school is rated in the following manner: meeting nine benchmarks and approaching one benchmark. A summary of those ratings is provided below.

- **Summary of Areas of Growth and Strengths**: DCS showed growth on the 2023 NYSTP 3-8 ELA and math assessments due to a schoolwide focus on continuous improvement, consistency of instructional practices, and a stable teaching staff in a strong, supportive learning environment.

  The school's leadership team has been stable with its core team remaining intact. The only new addition to the leadership team was promoted internally after holding multiple positions at the school prior to his promotion.

- **Summary of Challenges**: DCS remains under-enrolled in students with disabilities (SWD) and English language learner(s) (ELL) students compared to its district of location, Greece Central School District (GCSD) and the Rochester City School District (RCSD), the district of residence of the majority of the students.

Benchmark 1: Student Performances
The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.

Finding: Meets

Summative Evidence for Benchmark 1:
Over the term of this charter, the trajectory for this benchmark has improved from a Falls far Below to a Meets due to improved academic achievement as evidenced on the NYSTP 3-8 Assessments for both ELA and math.

The school's rise in academic achievement that began during the COVID-19 pandemic continued through the current term. From the 2022 to the 2023 administration of the NYSTP 3-8 assessments, the school's overall proficiency in ELA increased from 47 percent to 58 percent and math increased from 50 percent to 83 percent. The school exceeds both RCSD (+44 and +70 percentage points) and NYS (+12 and +31 percentage points) for ELA and math, respectively.

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Meets

Element	*Indicators*
1. Curriculum	a. The school has a documented curriculum that is aligned to current New York State learning standards.
	b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.
	c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multi-lingual learners, economically disadvantaged students, and other subgroups.
	d. The curriculum is systematically reviewed and revised.
2. Instruction	a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding.
	b. Instructional delivery fosters engagement with all students.
	c. The school differentiates instruction to ensure equity and access for all students.
	d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including sub-groups.
3. Assessment and Program Evaluation	a. The school uses a system of formative, diagnostic, and summative assessments.
	b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.
	c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups.
	d. The school uses multiple measures to assess student progress toward State learning standards.
4. Supports for Diverse Learners	a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners.
	b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language learners/multi-lingual learners; and economically disadvantaged students.
	c. The school has systems to monitor the progress of individual students and to

| | facilitate communication between interventionists and classroom teachers regarding the needs of individual students. |

Academic Program for Elementary School/Middle School

- DCS uses the iReady math curriculum in K - Grade 6. The curriculum is supplemented 30 minutes daily with a math meeting for K - Grade 1 and Spiral review for Grades 2 - 6.
- DCS uses the Houghton Mifflin Harcourt Into Reading (HMH) curriculum for ELA. Students receive three hours of ELA instruction each day. In K - Grade 6 ELA is supplemented with a variety of interventions including 95% phonics, UFLI, Riigby Reading, and structured literacy K - Grade 2.

Academic Program for SWD and ELL:

- SWD:
  - DCS employs a student services coordinator to oversee its response to intervention (RTI) process and liaise with RCSD's Committee on Special Education (CSE). The school provides consultant teacher services, co-teaching, and resource room services. Therapists come in from districts.
  - Special education teachers and general education teachers have weekly co-planning time.
- ELL:
  - DCS employs two English as a New Language (ENL) teachers who support 28 students in all grades with push-in and pull-out services. They have weekly co-planning time with general education teachers. Teachers indicated that the English as a new language (ENL) program uses strategies such as "Pre-teach, Re-teach" to prepare their students for integration into the regular classrooms. In addition, the ENL teacher from the GCSD has shared resources with the charter school, and informal partnerships exist between the school and the Islamic Center, Mary's Place, and Refugees Helping Refugees, local community supports for new families.

Summative Evidence for Benchmark 2:

Over the term of this charter, the trajectory for this benchmark has been consistent as a Meets.

1. Element: *Curriculum*:
   - **Indicator a:** According to the school leaders**,** DCS uses the iReady math curriculum and the HMH ELA curriculum. The art, music, science, social studies, and physical education curricula are supported through integration with ELA in a standards-based approach. This was confirmed by teachers in their focus group. Standard writing skills are emphasized, with cursive writing instruction provided through the art curriculum.
   - **Indicator b:** Prior to the November 2023 renewal site visit, DCS submitted a midterm site visit action plan explaining that the leadership team uses rubrics to support the consistent implementation of instructional strategies in both ELA and math.

- **Indicator c:** School leaders described how the special education teachers and ENL teachers have co-planning time with the general education teachers to ensure that the curriculum and classroom materials are tailored to meet the needs of all students.
- **Indicator d:** Prior to the 2021-2022 school year, following an internal review, DCS changed its ELA and math curricula to better meet the needs of its students, according to the school leaders focus group. The school provided the CSO site visit team a sample packet used for a quality annual curriculum review process by a teacher committee to monitor diversity and rigor in the curriculum. The school's instructional coaches review and tweak the curriculum as needed to meet the needs of students. Learning targets are unpacked with students and anchor charts in classrooms provide strategies for implementation, as reported by the school leaders and observed by the CSP renewal site visit team.

2. Element: *Instruction*:
   - **Indicator a:** School leaders shared that DCS provides ongoing coaching to its teachers via weekly observation and feedback sessions and 1:1 mentoring. Coaches provide support to teachers with lesson planning and pacing. Lesson plans were observed to be consistent across grades and subject areas. Consistent use of certain instructional strategies was observed in most classrooms, including posting of and reference to learning targets and "I can" statements. Teacher feedback was immediate and student engagement universal. Time was well used. The ten habits of scholarship are posted in classrooms and discussed with students. Weekly data tracking meetings provide consistent monitoring of student progress, while bi-weekly coaching meetings add support for teachers, as reported by school leaders.
   - **Indicator b:** During the November 2023 renewal site visit, the site visit team observed classrooms across all grade levels and noted consistent use of instructional strategies. Academic goals were posted and discussed. Multiple pedagogical techniques were used to bolster student engagement; students were observed to be highly engaged in lessons. They were encouraged to find multiple ways to resolve problems and to experience different perspectives. Students are provided with supports appropriate to their age and proficiency level, including simplified lessons for the youngest students, graphic organizers, tracing sheets, rewriting practice, and use of lower level iReady lessons for older students not yet at grade level.
   - **Indicator c:** The student support team, in its focus group, reported that DCS has multiple special education teachers who provide push-in services to students with IEPs. To provide additional support to ELL, DCS has two ENL teachers who provide pull-out services for one-on-one support in a dedicated space. These specialists were involved in creating the school's curricular materials to ensure equity and accessibility. Special education and ENL teachers have weekly co-planning time with general education teachers.
   - **Indicator d:** School leaders indicated that DCS employs four instructional coaches who provide daily coaching sessions with teachers, sometimes in real-time from the back of the classroom as the instructor is teaching. The school contracts with BOCES for additional professional development for its teachers. Topics are mostly need-based, including instructional strategies, orientation to new practices or requirements, and some teacher-led sessions on specific effective strategies. Numerous short observations by coaches provide teachers with "grows" and "glows," constructive feedback almost in the moment. Weekly grade level meetings alternate math and ELA coaches for focus.

3. Element: *Assessment and Program Evaluation*:
   - **Indicator a:** As reported by school leaders, DCS uses a variety of assessments to evaluate student academic performance including i-Ready assessments, Rigby Reading Level assessments, Dibels K

- Grade -3, HMH assessments connected to the school's ELA curriculum, Core Phonics Survey K - Grade 6 for students who are 2+ grade levels below, and internal math and ELA assessments. Students participate in leading their parent-teacher conferences, which are seen as an opportunity for each student to showcase their best work.
- **Indicator b:** As part of its curricular overhaul, DCS implemented new quantitative assessments including i-Ready and HMH, according to the school leadership team.
- **Indicator c:** According to the board members' focus group, the board's academic excellence committee is responsible for monitoring the implementation of the school's new curriculum including assessments. All school leaders serve on this committee, in addition to several board members.
- **Indicator d:** School leaders and teachers shared that DCS uses a combination of weekly, monthly, and bi-annual assessments to evaluate student academic progress, including i-Ready diagnostics, two HMH assessments, Rigby Reading Level, Math Meeting Assessments, and internally created assessments. Mock state tests guide and model how responses should look and sound. The school controls the assessment environment to reflect that of the state assessments. To encourage participation, students and parents are reminded that the tests do count toward students' educational futures. The goal of increased student achievement sets targets that are clear to all, student data is known, and progress is charted. Tiers and small groups are used to provide structured support. RTI meetings focus on individual students. The school has a written RTI program overseen by the student support coordinator. The RTI plan includes 19 interventions. The student support team meets bi-weekly to review RTI referrals.

4. Element: ***Supports for Diverse Learners***:
   - **Indicator a:** DCS coordinates with the RCSD CSE to identify SWD, according to the student support team focus group. The school's website identifies the student services coordinator as the point of contact for SWD. Two new districts have been added to the list of CSE contacts this school year.
   - **Indicator b:** DCS employs special education and ENL teachers to support SWD and ELL; the English as a new language teachers have separate space to provide specific services to ELL. The school's website has a page dedicated to SWD and a page dedicated to ELL. The school coordinates with RCSD to provide speech and other therapies.
   - **Indicator c:** Classroom teachers have co-planning time with special education teachers. The student support team meets internally to ensure vertical alignment across grade levels for SWD. Special education teachers also participate in bi-weekly coaching sessions from the instructional coaches. The school's ELA curriculum and the i-Ready program both include strategies for differentiation.

Benchmark 3: Culture, Climate, and Student and Family Engagement

The school has systems in place to support students' social and emotional health and to provide for a positive, safe and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.

Finding: Meets

Element	*Indicators*
1. *Measures of Culture, Climate, and Student Engagement*	a. The school has processes and procedures in place to address chronic absenteeism for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, chronic absenteeism rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. [4]
	b. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, out of school suspension rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. [5]
	c. The school has an NYSED approved process in place to measure and evaluate school climate and culture.
2. *Behavior Management and Safety*	a. The school has a clear approach to behavioral management, including a written discipline policy that is applicable to all students, includes a policy that addresses a school's stance toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity.

---

[4] See https://www.regents.nysed.gov/common/regents/files/P-12%20New%20York%20State%20Safe%20Schools%20Task%20Force%20Recommendations%20Status%20Update%20.pdf.
[5] Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Data Source: L2RPT Report SIRS-351: Student Attendance Summary Report - http://www.p12.nysed.gov/irs/level2reports/documents/SIRS_351-360-361-370AttdnceAbsenceandDayCalRprtGuiderev3.6.18.pdf.

Element	Indicators
	b. The school uses a tiered approach to behavioral interventions that support student social-emotional development. c. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment. d. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination in accordance with the Dignity for All Students Act (DASA). The school has a DASA Coordinator that staff can identify. e. Classroom environments are conducive to learning and generally free from disruption.
3. *Family Engagement and Communication*	a. The school communicates with families in their preferred language to discuss students' strengths, progress, and needs and engages them as part of the school community. b. The school uses multiple methods of family engagement for all communication with all parents, in their preferred language, regardless of the disability status or language ability of their children. c. The school assesses family satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions. d. The school has a systematic and transparent process for responding to family or community concerns. e. The school shares NYSED school report card data with parents and the broader school community to promote transparency and accountability. f. The school shares its New York State exam participation rate compared to the district of location.
4. *Social-Emotional and Mental Health Supports*	a. The school has systems, programs, and curriculum in place to support the social-emotional and mental health needs of all students. b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups. c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students. d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner. e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students such that all students are fully engaged within the school community and have access to the educational program. The school has a McKinney-Vento Coordinator who staff can identify.

Summative Evidence for Benchmark 3:

Over the term of this charter, the trajectory for this benchmark has been consistent as a Meets.

1. Element: ***Measures of Culture, Climate, and Student Engagement:***
   - **Indicator a:** The school leaders reported that DCS has an attendance incentive committee comprised of the student services coordinator, the social worker, and the receptionist. This committee tracks and monitors attendance data and makes daily calls to the families of absent students. If a student reaches ten absences, they will receive a letter from the school. DCS takes a restorative approach to absenteeism by attempting to provide supports to families to help facilitate attendance. Currently, the school reports an attendance rate of 92 percent.
   - **Indicator b:** DCS uses a restorative approach to school culture, as stated by the school leaders. The social emotional learning team (SEL) comprises two behavioral specialists and a social worker who provide RTI support and have created a curriculum tailed to meet the school's needs. The SEL team uses a variety of strategies to support individual students in need with the goal of keeping students in the classroom. The dean of students is responsible for suspensions but solicits input from the SEL team.
   - **Indicator c:** The SEL team reported that it collects and monitors behavioral data including RTI referrals and suspensions. The team meets bi-weekly to review data, determine supports, and explore programs and opportunities to target the school's specific needs. The school conducts an Insight Survey twice each year and a family survey three times a year. The school climate survey administered to students is followed up with student discussions focused on new ways of communication to resolve conflicts or misunderstandings.

2. Element: ***Behavior Management and Safety:***
   - **Indicator a:** The SEL team indicated DCS has transitioned into a restorative justice school based on its four C.A.R.E values: cooperation, accountability, respect, and empathy.
   - **Indicator b:** The renewal application includes a description of a three-tiered system for responding to students' social emotional needs. A range of strategies include a school-wide management system, including seat changes, reflection, and brief breaks, to behavior agreements and behavior intervention plans.
   - **Indicator c:** During the November 2023 renewal site visit, the site visit team observed that the school was safe, well-staffed, and well lit. DCS shares a facility with Young Women's College Prep Charter School (YWCP), a Grade 7 - 12 school. School leadership noted that safety concerns stem from the behavior of the older students, particularly in shared spaces, such as the gymnasium.
   - **Indicator d:** DCS's renewal application identifies its social worker as the formal DASA Coordinator. The same individual is also named on the school's website which additionally includes its policy and code of conduct guidelines.
   - **Indicator e:** During the November 2023 renewal site visit, the site visit team observed 22 classrooms. Students were generally on task and engaged. Teachers used a variety of pedagogical techniques. Teachers used consistent call and response language across multiple classrooms. There were at least two adults in each classroom, circulating and supporting students in small groups or one-on-one. The site visit team did not observe any behavior issues.

3. Element: ***Family Engagement and Communication:***
   - **Indicator a:** The DCS website has an entire menu for parents including links to the school's nutrition, health, and wellness plan; family association; family handbook; parents' bill of rights; DASA policy; dress code; district wide school safety plan; FERPA; complaint policy; FOIL policy; and others. School leaders described student-led conferences as vehicles for showcasing student achievement and strengthening the connection among student, parent, and school. Direct

communication between parents and teachers is prioritized and teachers are educated in strategies to effectively communicate with families.

- **Indicator b:** According to school leaders, the school's arts and culture committee celebrates its different cultures and shares its findings with the school community. The diversity of the school's cultures is taught by the intervention teachers. The school sponsors such arts and cultural celebrations as the annual Hispanic Heritage Month, Black History Month, as well as academic events focused on ELA, math, and the arts.
- **Indicator c:** The school leaders reported using Schoology and various social media to communicate with families. Family surveys are administered three times each year; results of the most recent survey were just being submitted at the time of the visit, according to school leaders.
- **Indicator d:** The school's complaint and FOIL policies are posted on its website.
- **Indicator e:** The DCS website has links to the NYSED parent dashboard and the NYSED school report card.
- **Indicator f:** School leaders reported that assessment data is available to the community on the school's website.

4. Element: ***Social-Emotional and Mental Health Supports***:
- **Indicator a:** DCS has a SEL team including two behavioral specialists and a social worker; the team reported holding regular grade level meetings with teachers. With the support of a grant, the SEL team created a specialized SEL curriculum to address the school's specific needs and works to support teachers implementing the curriculum and providing supports to students. TThere is a strong student support team that focuses on individual students and families' social emotional needs, searching out root causes of dysfunction.
- **Indicator b:** Members of the SEL indicated they evaluate RTI referrals from teachers to determine how to best support students. The SEL team records the data in a shared space for review by the entire team and shares behavioral data updates at staff meetings.
- **Indicator c:** The SEL team stated it reviews behavioral data to identify trainings and resources that will meet the school's and the students' needs and evaluates programs based on their efficacy. The school has two therapy dogs, who spend dedicated time with the social worker plus being available to provide individual comfort to students in need. Support groups provide opportunities for students to develop relationships with adults. Student are kept in classrooms as much as possible. DCS has recently reintroduced community circles and the school's SEL curriculum. The community circles are held every Friday and are well-attended family gatherings where one classroom is showcased each week. For primary children K to Grade 3, the school has instituted the Primary Project, a one-on-one therapy program for young children. It is premised on play-based strategies carried out in an on-site playroom staffed by a trained professional. Children with mild to moderate school adjustment issues, shy, nervous, or with engagement difficulties participate once a week for 30-40 minutes for 12 to 14 weeks. The school is in year two of a three-year commitment.
- **Indicator d:** The SEL team reported that it trains teachers on the professional SEL curriculum so that teachers can provide weekly SEL lessons to students.
- **Indicator e:** At the time of the visit, the school had identified four students who qualified for McKinney-Vento status. They and their families were provided with transportation, clothing and additional material goods, food, housing and other resources, according to the SEL focus group participants. The school actively supports these families.

Benchmark 4: Financial Condition
The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: Meets

Over the term of this charter, the trajectory for this benchmark has been consistent as a Meets.

Summative Evidence for Benchmark 4:

See the school's fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school's compliance with Benchmark 4 of the Charter School Performance Framework. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements which can be found on the NYSED website at http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html.

- Financial Composite Score
- Working Capital
- Debt to Asset
- Cash Position
- Total Margin

<u>Financial Condition</u>

Discovery Charter School appears to be in good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

<u>Overall Financial Outlook</u>

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.50 and 3.00 is generally considered to be in good financial health. Discovery Charter School's 2022-2023 composite score is 2.38.

Composite Scores
2018-2019 to 2022-2023

Year	*Composite Score*
2018-2019	0.89
2019-2020	(0.17)
2020-2021	2.24
2021-2022	1.01
2022-2023	2.38

Benchmark 5: Financial Management
The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Finding: Meets

Over the term of this charter, the trajectory for this benchmark has been consistent as a Meets.

Renewal is based on evidence that the following indicators are generally present:
1. The school has financial professionals assigned to manage school finances.
2. The school has an accurate and functional accounting system that includes monthly budgets.
3. The school sets budget objectives and regularly analyzes its budget, including detailed assumptions within the budget, in relation to those objectives.
4. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
5. The school has and follows a written set of fiscal policies.
6. The school has complied with State and federal financial reporting requirements.
7. The school has and is maintaining appropriate internal controls and procedures.
8. The school has procedures in place to ensure that programmatic and independent fiscal audits occur at least once annually, with such audits being comparable in scope to those required of other public schools. Audits will be undertaken by auditing firms with experience working with New York State charter schools and are peer reviewed.
9. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

Summative Evidence for Benchmark 5:

NYSED CSO reviewed Discovery Charter School's 2022-2023 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

The New York State Office of the State Comptroller conducted an audit for the period July 2020 – June 2022 to determine whether the school ensured network and financial software access controls were adequate. Key findings include:

- Management did not ensure that network and financial software access controls were adequate. As a result, data and personal, private and sensitive information were at greater risk for unauthorized access, misuse, or loss.
- Management did not adopt adequate network and financial software policies, establish an IT contingency plan, or provide IT security awareness training.
- Eighteen percent of the school's enabled nonstudent user accounts were not needed, which created additional entry points for someone to inappropriately access the school's network.
- Two of the three financial software user accounts unnecessarily had full access, and three individuals unnecessarily shared access to a user account with administrative permissions. As a

result, users could alter data and conceal inappropriate activity with limited ability for management to trace the activity to a specific user.

- The IT service provider's contract did not define responsibilities. This can contribute to confusion over network responsibilities, which could expose the school's IT assets to risk for unauthorized access, misuse or loss.

The auditor recommended that the school properly manage network and financial software user accounts and establish adequate written policies for network and financial software access. Management generally agreed with the recommendations and developed a corrective action plan. The plan was fully implemented in 2023.

Benchmark 6: Board Oversight and Governance
The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

Finding: Meets

Element	*Indicators*
1. Board Oversight and Governance	a. The board utilizes an annual written performance-based evaluation process for evaluating school leadership, itself, and providers. b. The board recruits and selects board members with a diverse set of skills and expertise that meet the needs of the school and represent the community in which the school serves. c. The board demonstrates active oversight of the charter school's management, comprehensive service provider(s), if applicable, fiscal operations, and progress toward meeting academic and other school goals through written evaluation processes. d. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and charter. e. The board regularly updates school policies when needed and receives NYSED approval prior to applicable policy implementation. f. The board engages in ongoing professional development. g. The board demonstrates full awareness of its governance role, its legal obligations to the school and stakeholders, and requirements of the school's charter. h. The board is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.

Summative Evidence for Benchmark 6:

Over the term of this charter, the trajectory for this benchmark has been consistent as a Meets.

1. Element: ***Board Oversight and Governance:***
   - **Indicator a:** In its midterm site visit action plan, DCS states that the board used its self-evaluation to determine and implement actionable goals. The board indicated that it evaluates the school leader with a formative tool that may result in identifying professional development needs for that individual. The Denison Leadership 360 Survey is based on 12 leadership behaviors aligned to high performing schools.
   - **Indicator b:** DCS's renewal application lists 11 board members; according to the application, three of those board members are serving their first term, four are serving their second term, one is serving their third term, two are serving their fourth term, and the board chair is serving her fifth term. The school's midterm site visit action plan states that the board took steps to seat an

additional trustee to become more diverse and reflective of the student body and community. The board has recently added three new members. The governance committee serves to identify and recruit members, focusing on diversity and community involvement.

- **Indicator c:** The board roster included in the school's renewal application lists the following board committees: executive committee; audit and finance committee; governance committee; human resources committee; diversity, equity, and inclusion committee; and academic excellence committee. According to the board roster, all committees have at least three members, and all board members are members of at least one committee. The board makes good use of its committee structure to do the bulk of the board's work. Term limits for the chair are in place, and the vice-chairmanship is seen as a training ground for future board chairs. The board was observed to demonstrate a high level of engagement and strong involvement in its oversight role, including in relation to the district. The board members described themselves as a strong board, visionary, and eager to learn. They acknowledged the value of board members being in the school and attending school events.
- **Indicator d:** According to its midterm site visit action plan, the DCS board undertook steps to review its strategic action plan and align it with the school's charter and framework. The school's strategic plan spans several years; it is updated on an annual basis. The board promotes and models a culture of constant improvement schoolwide.
- **Indicator e:** DCS's renewal application lists three revisions requested during the current charter term: increasing total student enrollment; revising its mission statement; and revising its key design elements. All three revisions were submitted to and approved by the authorizer.
- **Indicator f:** The DCS board has engaged with Charter Champions, a Rochester-based nonprofit that provides training and professional development to the boards of charter schools. Board members identified a need for enhanced board development, especially as related to orientation, and taking "deep dives" into topics. There is a proactive focus on educating all board members.
- **Indicator g:** The board cited adjustments and improvements it has made as playing a role in DCS's academic success moving from a Falls far Below to a Meets in Benchmark 1. The board created an academic excellence committee to oversee and monitor academic progress, resulting in more support and understanding of the needs of the school, staff, and students. All school leaders are members of this committee. Teachers have an opportunity to express concerns or show achievements at board meetings; at least one representative from each grade level is present at each board meeting. In addition, teachers send information on special projects to the board.
- **Indicator h:** The board is familiar with the NYSED Charter School Performance Framework, its benchmarks, and its rating system; this was borne out through discussions in focus groups which referenced the Performance Framework.

Benchmark 7: Organizational Capacity	

The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Finding: Meets

Element	*Indicators*
1. *School Leadership*	a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community. b. The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school. c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members. d. School leadership is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.
2. *Professional Climate*	a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to. b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups. c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications. d. The school has established procedures for effective collaboration among teachers. e. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff. f. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.
3. *Contractual Relationships (if applicable)*	a. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures. b. The school monitors the efficacy of contracted service providers or partners and has established an effective working relationship.

Summative Evidence for Benchmark 7:

Over the term of this charter, the trajectory for this benchmark has been consistent as a Meets.

1. Element: ***School Leadership:***
   - **Indicator a:** DCS's current school director is in her fourth year in that role, leading in a hands-on manner, according to the teachers focus group. The school has a new assistant director who was promoted internally after spending 10 years working at DCS in a variety of roles. The site visit team observed a strong leadership team in the focus group, each member representing a program perspective, while always focused on students in a coordinated effort.
   - **Indicator b:** As reported by school leaders, **t**he DCS leadership team meets almost daily in order to support teachers with coaching sessions and observations. Each Wednesday, students dismiss early for a staff professional development meeting. All professional development is tailored to staff needs and is based on the premise that everyone has room for growth.
   - **Indicator c:** There has been stability on the leadership team over the past three years following the leadership transition, according to school leaders. DCS employs teaching assistants, and the school invests in their growth and training so that they may develop into classroom teachers. This model allows DCS to recruit younger teachers and support them with extensive coaching and development.
   - **Indicator d:** The current school leadership team has been in place for four years and worked closely with the board and NYSED CSO facilitating site visits and taking part in the evaluation and renewal process including implementing action plans based on weaknesses identified in past site visit reports. The team is knowledgeable of the Performance Framework standards and has experience working to meeting them.

2. Element: ***Professional Climate:***
   - **Indicator a:** According to the school's midterm site visit action plan, staff members have both monthly and quarterly performance evaluation check-ins to ensure clarity of their roles and progress toward meeting goals.
   - **Indicator b:** School leaders, in their focus group, stated that DCS conducts weekly professional development sessions for staff as well as social emotional training to support students and themselves. The leadership team and two additional instructional coaches provide daily support. Each August, DCS holds professional development dedicated exclusively to supporting SWD. Additional supports include Charter Champions, a conservative Rochester-based charter school advocacy organization that provides opportunities for job postings to address the teacher shortage, and consultant services on talent development and program performance. The school is also supported by the New York Charter Association's advocacy efforts, and a local special education work group.
   - **Indicator c:** In the teacher focus group, mentoring was described as provided for new teachers or those in need of support; they meet weekly with their mentor, a master teacher, who observes and provides feedback based on an established rubric. School leaders observe teachers, especially those new to the school and/or those new to teaching and provide levels of professional development commensurate with individual needs.
   - **Indicator d:** Teachers, in their focus group, stated that at DCS receive bi-weekly coaching and have co-planning time built into their daily schedules. General education teachers and special education teachers have dedicated co-planning time. Weekly grade level meetings may focus on SWD or ELL services as relative to student progress.
   - **Indicator e:** Teachers are evaluated annually on four domains: planning and preparation; classroom environment; instruction; and professional responsibilities. The school leadership team reported that it is responsible for conducting teacher evaluations.

- **Indicator f:** School leaders shared that DCS engaged its special education and ENL teachers when selecting its new curriculum ito ensure accessibility by ELL and SWD.

3. Element: ***Contractual Relationships***:
   - **Indicator a:** n/a
   - **Indicator b:** n/a

Benchmark 8: Mission and Key Design Elements
The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: Meets

Element	Indicators
1. *Mission and Key Design Elements*	a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter, including in public-facing materials. b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

Summative Evidence for Benchmark 8:

Over the term of the charter, the trajectory for this benchmark has been consistent as a Meets.

1. Element: ***Mission and Key Design Elements:***
   - **Indicator a:** DCS revised its mission statement with approval from the CSO on February 13, 2023. Changes included rewording and the incorporation of components of the original mission embedded in key design elements. The school's new mission statement is posted on its website and aligns with its renewal application. Focus group discussions revealed that school stakeholders are aware of and committed to the mission of DCS and the implementation of the newly stated key design elements.
   - **Indicator b:** DCS revised its key design elements (KDEs) in 2023 with approval from the CSO. The school currently has eight KDEs.
     - Poverty preference in lottery: DCS has implemented weighted lottery preferences for ED, SWD, and ELL.
     - Rigorous and highly enriched curriculum: including Expeditionary Learning principles and practices.
     - Assessment-Guided instruction.
     - Culture of inquiry and enthusiasm.
     - Services designed to mitigate the major negative impacts of poverty: DCS works in collaboration with families to address student needs and provide support whenever possible, for example, helping address absenteeism. The school is part of the Rochester Anti-Poverty Initiative and supports Mary's Place, a refugee resettlement organization, among others. Focus groups cited examples of such collaborative efforts.
     - Students achieve beyond their peers.
     - Increased instructional time for students and intense professional development for staff: longer school year and longer school day as indicated in calendar and schedule.

o <u>Promote family involvement</u>: activities and events for parents, community circle, parent representative on board of trustees, student-led parent-teacher conferences. School leaders provided examples of family involvement rates.

Benchmark 9: Enrollment, Recruitment, and Retention
The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.

Finding: Approaches

Element	*Indicators*
1. Targets are met	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. Targets are not met	a. The school is making regular and significant annual progress toward meeting the targets. b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations. c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.

Summative Evidence for Benchmark 9:

Over the term of the charter, the trajectory for this benchmark has been consistent as an Approaches due to under-enrollment of SWD and ELL students.

1. Element: ***Targets are met:***
- **Indicator a:** Throughout the charter term, DCS has met its overall enrollment obligation and is currently, 2022-2023, over-enrolled at 104 percent of their contracted enrollment. DCS also enrolls economically disadvantaged (ED) students at a rate equal to RCSD.
2. Element: ***Targets are not met:***
    - **Indicator a:** The school under enrolls SWD and ELL students and is currently, 2022-2023, -6 and -10 percentage points below RCSD, respectively. Retention rates for all students and all subgroups are also below that of RCSD.
    - **Indicator b:** In its renewal application, DCS detailed its student recruitment efforts for the 2022-2023 school year and its student recruitment plan for the 2023-2024 school year.
        - o DCS offers a 2x weighted lottery for ED students.
        - o DCS offers a 4x weighted lottery for SWD and ELL.

- o DCS recruits students from within RCSD's universal pre-k (UPK) program and hosts two annual culturally relevant community and family events for ELL twice annually, according to school leaders.
  - o DCS also offers optional school tours for SWD and ELL and holds quarterly information sessions for SWD and their families.
  - o The school's strategic recruitment plan laid out in its renewal application states that information about its student recruitment efforts is updated regularly on its website, however, the website currently displays information about student recruitment for the 2022-2023 academic year.
  - o School leaders reported that the school maintains a Benchmark 9 committee made up of volunteers including special education and ENL staff, to recruit new families. Teacher input is solicited for recruitment and retention strategies after educating staff on how to speak to parents about the school and its offerings. Families use word of mouth to reach out to new sub-group families.
- **Indicator c:** The school monitors the results of each recruitment strategy and makes adjustments in its use as indicated, as stated by the leadership team and confirmed by the board.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance
The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Meets

Element	*Indicators*
1. Legal Compliance	a. The school has compiled a record of substantial compliance with applicable State and federal laws and regulations and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements. b. The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter School Office and has implemented necessary safeguards to maintain compliance with all legal requirements. c. The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations. d. The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions. e. The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement. f. The school seeks guidance from its legal counsel when updating documents and handling issues that arise.

Summative Evidence for Benchmark 10:

Over the term of the charter, the trajectory for this benchmark has improved from an Approaches to a Meets due to the creation of an annual policy review schedule, updating of policies that were not meeting requirements, and ensuring that revision requests are aligned to the CSO Revision Guidance and implemented only upon approved by CSO or the Board of Regents.

1. Element: ***Legal Compliance:***
   - **Indicator a:** The school has compiled a record of substantial compliance with applicable State and federal laws and regulations and the provisions of its charter including The DCS website includes links to the school's FOIL and complaint policy. However, according to the analysis of the faculty/staff roster submitted by the school with their 2022-2023 Annual Report, the school reported four employees whose clearance status could not be verified, and the school has not provided the requested documentation. Also, the analysis showed a consistent pattern of allowing new hires to begin working prior to receiving full clearance.

- **Indicator b:** In response to the CSO January 2021 Notice of Deficiency issued to DCS regarding the school's subgroup enrollment numbers, the school developed a Corrective Action Plan (CAP) and included strategies for increasing subgroup enrollment numbers in its renewal application.
- **Indicator c:** Analysis of the faculty/staff roster submitted with the school's 2022-2023 Annual Report, showed that the school had six uncertified teachers, well within the statutory limit.
- **Indicator d:** According to the school's 2023 renewal application, DCS sought approval from NYSED for changes to its mission statement, KDEs, and change in maximum student enrollment. All three changes were approved by NYSED.
- **Indicator e:** DCS maintains sufficient enrollment demand to meet its contractual obligation but has been over-enrolled in the most recent year of the current term. The school addressed this problem by requesting a revision and receiving approval in April 2023 to expand their enrollment from 280 to 300 students.
- **Indicator f:** According to board meeting minutes posted on the school's website, the school's counsel regularly attends board meetings remotely.

2024 NYSED Charter School Information Dashboard

Overview

Charter School Selection	BEDS Code	2022-2023 Enrollment
DISCOVERY CHARTER SCHOOL	260501861002	291

ESEA Accountability Designation (2023-2024):	This school is designated as a school in need of **Local Support and Improvement** under current New York State criteria as defined by the Elementary and Secondary Education Act.

Charter School Information

School District of Location:	GREECE CSD
Total Public School Enrollment of Resident Students attending Charter Schools:	3%
Additional School District: (if applicable)*	Rochester
Total Public School Enrollment of Resident Students attending Charter Schools:	25%
Grades Served:	K-6
Address:	133 HOOVER DR, ROCHESTER, NY, 14615
Website:	www.rochesterdiscovery.com
RIC:	MONROE/M.A.A.R.S.
Regents Region:	CENTRAL
Regent:	Adrian I. Hale
Active Date:	7/1/2011
Authorizer:	REGENTS
CEO:	MS. SARA CASTNER
CEO Phone:	585-342-4032
CEO Email:	scastner@rochesterdiscovery.com
BOT President:	MS. LISA LEWIS
BOT President Phone:	585-732-4616
BOT President Email:	Lisa.Lewis@fcscharities.org
Institution ID:	800000070175

*An additional district may be used for comparison if a school is chartered to serve a school district other than the one in which they are located or if 40% of their students are residents of a district other than the district in which they are located.

BoR Charter School Office Information

Regional Liaison:	Susan Gibbons
Performance Framework:	2019
Current Term:	07/01/21 - 06/30/24
2019-2020	Midterm
2020-2021	Renewal
2021-2022	Midterm
2022-2023	Check-in
2023-2024	Renewal

	Benchmark Rating	Year of Rating
BM1		
BM2		
BM3		
BM4		
BM5		
BM6		
BM7		
BM8		
BM9		
BM10		

CSO Survey Results

	Confidence Interval	Response Rate	Survey Population	Total Responses
Parent Survey	N/A	N/A	N/A	N/A
Student Survey (Grades 9-12)	N/A	N/A	N/A	N/A
Teacher Survey	N/A	N/A	N/A	N/A

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

DISCOVERY CHARTER SCHOOL

Discovery CS			ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
Elementary/Middle	+/- 5	Academic Leadership CS	-24	-4	-7	.
		Kernan ES	+24	+32	+17	.
		Mlk Jr High Tech & Computer Magnet School	+21	+36	+48	.
		School 23	+29	+31	+31	.
		School 9	+26	+36	+15	.
		Mean	+15	+26	+21	.
	+/- 7.5	Brooklyn Scholars CS	-4	+22	+24	.
		CS of Inquiry	+35	+40	+36	.
		Global Community CS	+6	+12	-3	.
		Joseph C Wilson Foundation Academy	+30	+43	+55	.
		PS 178 Saint Clair Mckelway	+30	+44	+36	.
		PS 189 Bilingual Center (The)	-8	+12	+1	.
		Southside Academy CS	+16	+36	+37	.
		Westminster Community CS	+22	+40	+37	.
		Mean	+16	+31	+28	.
	+/- 10	Beginning With Children CS II	-4	-7	+4	.
		Bronx Academy of Promise CS	-10	+8	+4	.
		Bronx CS for Children	+6	+22	+23	.
		Bronx CS for the Arts	+3	+24	+32	.
		Bronx Community CS	+10	+29	+41	.
		Bronx Global Learning Institute for Girls CS, the Shirley	+7	+36	+46	.
		Brooklyn Dreams CS	+1	+18	+26	.
		Brooklyn Excelsior CS	0	+30	+12	.
		Buffalo United CS	+22	+38	+51	.
		Central Brooklyn Ascend CS	-14	+1	-17	.
		Citizenship and Science Academy of Syracuse CS	+27	+39	+56	.
		Community Partnership CS	-13	-6	-16	.
		Dr Walter Cooper Academy	+32	+48	+26	.
		Edward Williams School	+25	+38	+9	.
		Eugenio Maria De Hostos Microsociety School	+5	+19	+9	.
		Family Life Academy CS II	-17	+21	+31	.
		Frazer K-8 School	+32	+45	+53	.
		Harvey Austin School #97	+36	+42	+49	.
		Hurlbut W Smith K-8 School	+27	+45	+43	.
		Icahn CS 6	-29	-39	-16	.
		KIPP Bronx CS III	+6	+29	+48	.
		KIPP Freedom CS	-7	+17	+30	.
		King Center CS	+22	+32	+26	.
		Las Hermanas Mirabal Community School	+16	+30	+12	.
		Leadership Preparatory Brownsville CS	-9	+2	+18	.
		MS 394	+27	+43	+43	.
		Marva J Daniel Futures Preparatory School	+30	+43	+54	.
		PS 211	+22	+32	+44	.
		PS 214	+21	+38	+45	.
		PS 315 Lab School	-2	+24	+31	.
		PS 76 A Phillip Randolph	+28	+48	+50	.
		PS/IS 323	+27	+41	+55	.
		PS/IS 45 Horace E Greene	+9	+31	+11	.
		Renaissance Academy CS of the Arts	+14	+36	+16	.
		Rise Community School	+43	+46	+53	.
		School 33-John James Audubon	+34	+45	+54	.
		School 8-Roberto Clemente	+41	+47	+57	.
		West Buffalo CS	+8	+18	+17	.
		Mean	+13	+28	+30	.
		Mean	+13	+28	+29	.

See NOTES (1) and (11).

3/1/2024

Charter School

DISCOVERY CHARTER SCHOOL

2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency:

Elementary/Middle School Trending Toward Proficiency - Minimum Expectation = 80%

Discovery CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2016-2017	35%	25%	.	35%	24%	13%	.	24%
2017-2018	25%	7%	.	24%	22%	6%	.	22%
2018-2019	26%	0%	.	25%	28%	0%	.	26%
2021-2022	72%	.	.	72%	79%	.	.	79%
2022-2023	68%	.	71%	68%	91%	.	100%	90%

See NOTES (2), (3), (7), and (8).

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time
Comparison of Discovery CS and Rochester CSD
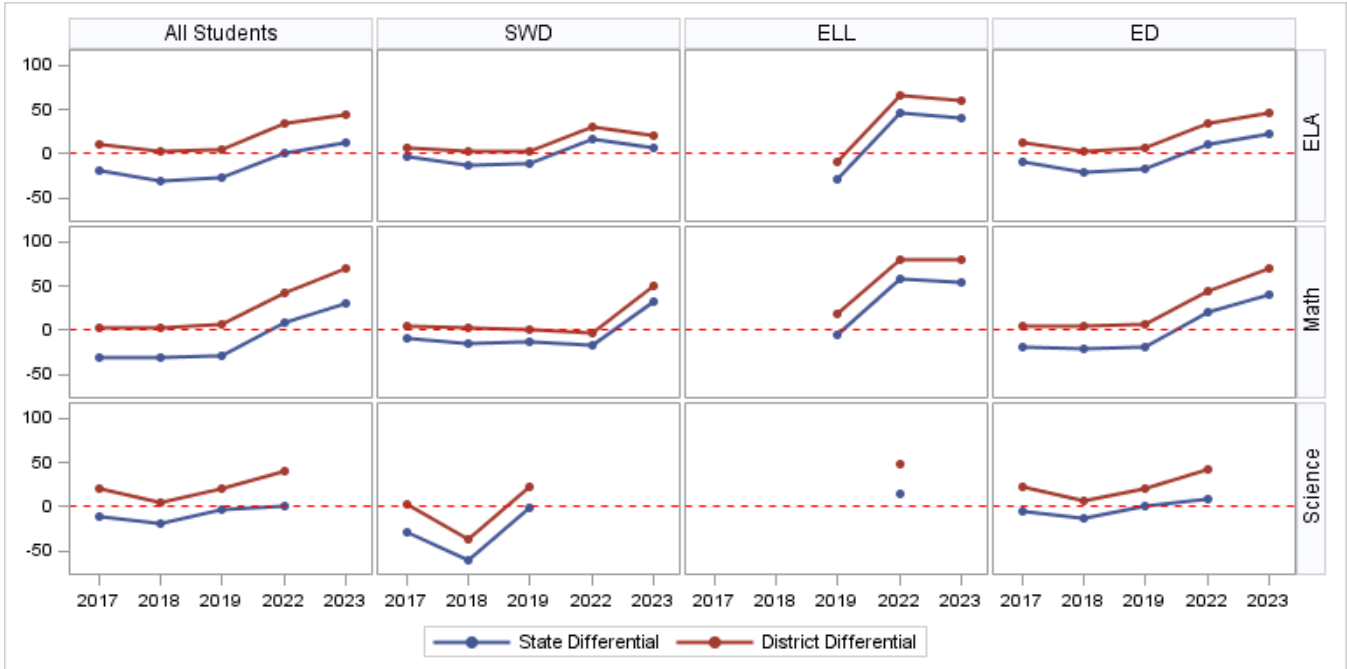
See NOTES (1), (2), (3), and (6).

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time
Comparison of Discovery CS and Greece CSD

See NOTES (1), (2), (3), and (6).

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

		ELA					Math					Science				
		Discovery CS	Rochester CSD	District Differential	NYS	NYS Differential	Discovery CS	Rochester CSD	District Differential	NYS	NYS Differential	Discovery CS	Rochester CSD	District Differential	NYS	NYS Differential
All Students	2016-2017	18%	8%	+10	38%	-20	13%	10%	+3	44%	-31	75%	54%	+21	86%	-11
	2017-2018	15%	13%	+2	46%	-31	16%	13%	+3	48%	-32	70%	65%	+5	89%	-19
	2018-2019	19%	14%	+5	46%	-27	21%	15%	+6	50%	-29	82%	62%	+20	86%	-4
	2021-2022	47%	12%	+35	46%	+1	50%	8%	+42	42%	+8	81%	40%	+41	80%	+1
	2022-2023	58%	14%	+44	46%	+12	83%	13%	+70	52%	+31	.	.	.	.	.
SWD	2016-2017	7%	1%	+6	11%	-4	7%	2%	+5	16%	-9	40%	38%	+2	69%	-29
	2017-2018	5%	2%	+3	18%	-13	5%	3%	+2	20%	-15	14%	51%	-37	75%	-61
	2018-2019	6%	4%	+2	17%	-11	6%	5%	+1	20%	-14	67%	44%	+23	69%	-2
	2021-2022	33%	2%	+31	17%	+16	0%	3%	-3	17%	-17	.	.	.	.	.
	2022-2023	25%	5%	+20	18%	+7	56%	5%	+51	24%	+32	.	.	.	.	.
ELL	2018-2019	0%	9%	-9	30%	-30	29%	11%	+18	35%	-6	.	.	.	.	.
	2021-2022	76%	9%	+67	30%	+46	86%	6%	+80	28%	+58	80%	31%	+49	65%	+15
	2022-2023	70%	9%	+61	30%	+40	90%	10%	+80	36%	+54	.	.	.	.	.
ED	2016-2017	19%	6%	+13	28%	-9	13%	8%	+5	32%	-19	74%	52%	+22	80%	-6
	2017-2018	14%	11%	+3	36%	-22	16%	11%	+5	37%	-21	71%	64%	+7	84%	-13
	2018-2019	18%	12%	+6	36%	-18	20%	13%	+7	39%	-19	81%	60%	+21	81%	0
	2021-2022	45%	10%	+35	35%	+10	51%	7%	+44	30%	+21	80%	37%	+43	72%	+8
	2022-2023	58%	12%	+46	36%	+22	81%	11%	+70	40%	+41	.	.	.	.	.

See NOTES (1), (2), (3), (6), and (7).

3/1/2024

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

		ELA					Math					Science				
		Discovery CS	Greece CSD	District Differential	NYS	NYS Differential	Discovery CS	Greece CSD	District Differential	NYS	NYS Differential	Discovery CS	Greece CSD	District Differential	NYS	NYS Differential
All Students	2016-2017	18%	36%	-18	38%	-20	13%	44%	-31	44%	-31	75%	90%	-15	86%	-11
	2017-2018	15%	40%	-25	46%	-31	16%	42%	-26	48%	-32	70%	89%	-19	89%	-19
	2018-2019	19%	33%	-14	46%	-27	21%	37%	-16	50%	-29	82%	83%	-1	86%	-4
	2021-2022	47%	30%	+17	46%	+1	50%	29%	+21	42%	+8	81%	76%	+5	80%	+1
	2022-2023	58%	31%	+27	46%	+12	83%	38%	+45	52%	+31	.	.	.	.	.
SWD	2016-2017	7%	4%	+3	11%	-4	7%	14%	-7	16%	-9	40%	75%	-35	69%	-29
	2017-2018	5%	10%	-5	18%	-13	5%	12%	-7	20%	-15	14%	71%	-57	75%	-61
	2018-2019	6%	4%	+2	17%	-11	6%	7%	-1	20%	-14	67%	51%	+16	69%	-2
	2021-2022	33%	5%	+28	17%	+16	0%	6%	-6	17%	-17	.	.	.	.	.
	2022-2023	25%	8%	+17	18%	+7	56%	12%	+44	24%	+32	.	.	.	.	.
ELL	2018-2019	0%	23%	-23	30%	-30	29%	27%	+2	35%	-6	.	.	.	.	.
	2021-2022	76%	17%	+59	30%	+46	86%	22%	+64	28%	+58	80%	66%	+14	65%	+15
	2022-2023	70%	23%	+47	30%	+40	90%	34%	+56	36%	+54	.	.	.	.	.
ED	2016-2017	19%	24%	-5	28%	-9	13%	31%	-18	32%	-19	74%	85%	-11	80%	-6
	2017-2018	14%	29%	-15	36%	-22	16%	31%	-15	37%	-21	71%	84%	-13	84%	-13
	2018-2019	18%	22%	-4	36%	-18	20%	27%	-7	39%	-19	81%	78%	+3	81%	0
	2021-2022	45%	24%	+21	35%	+10	51%	21%	+30	30%	+21	80%	65%	+15	72%	+8
	2022-2023	58%	24%	+34	36%	+22	81%	29%	+52	40%	+41	.	.	.	.	.

*See NOTES (1), (2), (3), (6), and (7).

3/1/2024

2.b.iii. Aggregate Grade-Level Proficiency:

All Students Grade-Level Proficiency

All Students		ELA					Mathematics					Science				
		Discovery CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Discovery CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Discovery CS	Rochester CSD	Differential to District	NYS	Differential to NYS
Grade 3	2017	10%	11%	-1	43%	-33	10%	14%	-4	49%	-39	.	.	.	.	.
	2018	16%	17%	-1	51%	-35	24%	18%	+6	54%	-30	.	.	.	.	.
	2019	35%	18%	+17	52%	-17	36%	23%	+13	55%	-19	.	.	.	.	.
	2022	41%	11%	+30	46%	-5	56%	14%	+42	48%	+8	.	.	.	.	.
	2023	62%	15%	+47	45%	+17	83%	17%	+66	54%	+29	.	.	.	.	.
Grade 4	2017	15%	8%	+7	41%	-26	13%	8%	+5	43%	-30	75%	54%	+21	86%	-11
	2018	15%	13%	+2	48%	-33	13%	13%	0	48%	-35	70%	65%	+5	89%	-19
	2019	21%	14%	+7	48%	-27	23%	14%	+9	51%	-28	82%	62%	+20	86%	-4
	2022	38%	8%	+30	42%	-4	44%	6%	+38	43%	+1	81%	40%	+41	80%	+1
	2023	55%	14%	+41	49%	+6	85%	13%	+72	54%	+31	.	.	.	.	.
Grade 5	2017	21%	6%	+15	36%	-15	12%	9%	+3	43%	-31	.	.	.	.	.
	2018	6%	7%	-1	37%	-31	6%	11%	-5	44%	-38	.	.	.	.	.
	2019	6%	11%	-5	38%	-32	13%	12%	+1	46%	-33	.	.	.	.	.
	2022	47%	8%	+39	38%	+9	36%	6%	+30	37%	-1	.	.	.	.	.
	2023	43%	13%	+30	45%	-2	65%	11%	+54	50%	+15	.	.	.	.	.
Grade 6	2017	30%	5%	+25	33%	-3	18%	6%	+12	40%	-22	.	.	.	.	.
	2018	24%	13%	+11	49%	-25	21%	9%	+12	44%	-23	.	.	.	.	.
	2019	11%	14%	-3	47%	-36	10%	12%	-2	47%	-37	.	.	.	.	.
	2022	68%	23%	+45	57%	+11	71%	8%	+63	39%	+32	.	.	.	.	.
	2023	76%	15%	+61	46%	+30	96%	12%	+84	48%	+48	.	.	.	.	.

See NOTES (1), (3), (6), and (7).

2.b.iii. Aggregate Grade-Level Proficiency:

All Students Grade-Level Proficiency

All Students		ELA					Mathematics					Science				
		Discovery CS	Greece CSD	Differential to District	NYS	Differential to NYS	Discovery CS	Greece CSD	Differential to District	NYS	Differential to NYS	Discovery CS	Greece CSD	Differential to District	NYS	Differential to NYS
Grade 3	2017	10%	44%	-34	43%	-33	10%	54%	-44	49%	-39	.	.	.	.	.
	2018	16%	47%	-31	51%	-35	24%	48%	-24	54%	-30	.	.	.	.	.
	2019	35%	41%	-6	52%	-17	36%	43%	-7	55%	-19	.	.	.	.	.
	2022	41%	32%	+9	46%	-5	56%	33%	+23	48%	+8	.	.	.	.	.
	2023	62%	34%	+28	45%	+17	83%	41%	+42	54%	+29	.	.	.	.	.
Grade 4	2017	15%	35%	-20	41%	-26	13%	41%	-28	43%	-30	75%	90%	-15	86%	-11
	2018	15%	44%	-29	48%	-33	13%	43%	-30	48%	-35	70%	89%	-19	89%	-19
	2019	21%	29%	-8	48%	-27	23%	36%	-13	51%	-28	82%	83%	-1	86%	-4
	2022	38%	25%	+13	42%	-4	44%	29%	+15	43%	+1	81%	76%	+5	80%	+1
	2023	55%	33%	+22	49%	+6	85%	45%	+40	54%	+31	.	.	.	.	.
Grade 5	2017	21%	31%	-10	36%	-15	12%	46%	-34	43%	-31	.	.	.	.	.
	2018	6%	26%	-20	37%	-31	6%	40%	-34	44%	-38	.	.	.	.	.
	2019	6%	26%	-20	38%	-32	13%	35%	-22	46%	-33	.	.	.	.	.
	2022	47%	26%	+21	38%	+9	36%	25%	+11	37%	-1	.	.	.	.	.
	2023	43%	32%	+11	45%	-2	65%	31%	+34	50%	+15	.	.	.	.	.
Grade 6	2017	30%	34%	-4	33%	-3	18%	37%	-19	40%	-22	.	.	.	.	.
	2018	24%	40%	-16	49%	-25	21%	37%	-16	44%	-23	.	.	.	.	.
	2019	11%	34%	-23	47%	-36	10%	35%	-25	47%	-37	.	.	.	.	.
	2022	68%	38%	+30	57%	+11	71%	29%	+42	39%	+32	.	.	.	.	.
	2023	76%	25%	+51	46%	+30	96%	34%	+62	48%	+48	.	.	.	.	.

See NOTES (1), (3), (6), and (7).

2.b.iv. Subgroup Grade-Level Proficiency:

Students with Disabilities Grade-Level Proficiency

Students with Disabilities		ELA					Mathematics					Science				
		Discovery CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Discovery CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Discovery CS	Rochester CSD	Differential to District	NYS	Differential to NYS
Grade 3	2017	.	2%	-2	15%	-15	.	4%	-4	22%	-22	.	.	.	.	.
	2018	.	5%	-5	24%	-24	.	5%	-5	28%	-28	.	.	.	.	.
	2019	17%	6%	+11	23%	-6	14%	10%	+4	28%	-14	.	.	.	.	.
Grade 4	2017	.	1%	-1	13%	-13	.	1%	-1	17%	-17	40%	38%	+2	69%	-29
	2018	.	2%	-2	19%	-19	.	2%	-2	21%	-21	14%	51%	-37	75%	-61
	2019	.	3%	-3	18%	-18	.	4%	-4	22%	-22	67%	44%	+23	69%	-2
Grade 5	2017	14%	1%	+13	9%	+5	13%	4%	+9	15%	-2	.	.	.	.	.
Grade 6	2017	20%	0%	+20	7%	+13	17%	1%	+16	11%	+6	.	.	.	.	.
	2018	20%	2%	+18	16%	+4	17%	2%	+15	15%	+2	.	.	.	.	.

See NOTES (1), (2), (3), (6), and (7).

2.b.iv. Subgroup Grade-Level Proficiency:

Students with Disabilities Grade-Level Proficiency

Students with Disabilities		ELA					Mathematics					Science				
		Discovery CS	Greece CSD	Differential to District	NYS	Differential to NYS	Discovery CS	Greece CSD	Differential to District	NYS	Differential to NYS	Discovery CS	Greece CSD	Differential to District	NYS	Differential to NYS
Grade 3	2017	.	13%	-13	15%	-15	.	26%	-26	22%	-22	.	.	.	.	.
	2018	.	11%	-11	24%	-24	.	16%	-16	28%	-28	.	.	.	.	.
	2019	17%	6%	+11	23%	-6	14%	9%	+5	28%	-14	.	.	.	.	.
Grade 4	2017	.	6%	-6	13%	-13	.	14%	-14	17%	-17	40%	75%	-35	69%	-29
	2018	.	10%	-10	19%	-19	.	15%	-15	21%	-21	14%	71%	-57	75%	-61
	2019	.	5%	-5	18%	-18	.	12%	-12	22%	-22	67%	51%	+16	69%	-2
Grade 5	2017	14%	2%	+12	9%	+5	13%	15%	-2	15%	-2	.	.	.	.	.
Grade 6	2017	20%	.	+20	7%	+13	17%	4%	+13	11%	+6	.	.	.	.	.
	2018	20%	8%	+12	16%	+4	17%	8%	+9	15%	+2	.	.	.	.	.

See NOTES (1), (2), (3), (6), and (7).

2.b.iv. Subgroup Grade-Level Proficiency:

English Language Learners Grade-Level Proficiency

English Language Learners		ELA					Mathematics					Science				
		Discovery CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Discovery CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Discovery CS	Rochester CSD	Differential to District	NYS	Differential to NYS
Grade 4	2022	80%	6%	+74	29%	+51	60%	3%	+57	31%	+29	80%	31%	+49	65%	+15
Grade 6	2022	75%	14%	+61	37%	+38	100%	6%	+94	21%	+79	.	.	.	.	.

See NOTES (1), (2), (3), (6), and (7).

2.b.iv. Subgroup Grade-Level Proficiency:

English Language Learners Grade-Level Proficiency

English Language Learners		ELA					Mathematics					Science				
		Discovery CS	Greece CSD	Differential to District	NYS	Differential to NYS	Discovery CS	Greece CSD	Differential to District	NYS	Differential to NYS	Discovery CS	Greece CSD	Differential to District	NYS	Differential to NYS
Grade 4	2022	80%	8%	+72	29%	+51	60%	16%	+44	31%	+29	80%	66%	+14	65%	+15
Grade 6	2022	75%	19%	+56	37%	+38	100%	16%	+84	21%	+79	.	.	.	.	.

See NOTES (1), (2), (3), (6), and (7).

2.b.iv. Subgroup Grade-Level Proficiency:

Economically Disadvantaged Grade-Level Proficiency

Economically Disadvantaged		ELA					Mathematics					Science				
		Discovery CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Discovery CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Discovery CS	Rochester CSD	Differential to District	NYS	Differential to NYS
Grade 3	2017	11%	9%	+2	32%	-21	11%	12%	-1	37%	-26	.	.	.	.	.
	2018	11%	15%	-4	40%	-29	22%	16%	+6	43%	-21	.	.	.	.	.
	2019	36%	16%	+20	42%	-6	37%	21%	+16	44%	-7	.	.	.	.	.
	2022	41%	9%	+32	35%	+6	56%	11%	+45	36%	+20	.	.	.	.	.
	2023	62%	13%	+49	34%	+28	83%	14%	+69	42%	+41	.	.	.	.	.
Grade 4	2017	16%	6%	+10	31%	-15	13%	7%	+6	32%	-19	74%	52%	+22	80%	-6
	2018	16%	11%	+5	38%	-22	14%	11%	+3	37%	-23	71%	64%	+7	84%	-13
	2019	17%	12%	+5	38%	-21	17%	12%	+5	40%	-23	81%	60%	+21	81%	0
	2022	33%	6%	+27	30%	+3	43%	5%	+38	31%	+12	80%	37%	+43	72%	+8
	2023	52%	12%	+40	38%	+14	83%	11%	+72	42%	+41	.	.	.	.	.
Grade 5	2017	21%	5%	+16	25%	-4	12%	7%	+5	31%	-19	.	.	.	.	.
	2018	6%	6%	0	27%	-21	6%	9%	-3	33%	-27	.	.	.	.	.
	2019	7%	9%	-2	28%	-21	13%	10%	+3	36%	-23	.	.	.	.	.
	2022	44%	6%	+38	27%	+17	36%	4%	+32	26%	+10	.	.	.	.	.
	2023	44%	11%	+33	36%	+8	65%	10%	+55	38%	+27	.	.	.	.	.
Grade 6	2017	30%	5%	+25	23%	7	18%	5%	+13	28%	-10	.	.	.	.	.
	2018	24%	11%	+13	39%	-15	21%	8%	+13	32%	-11	.	.	.	.	.
	2019	12%	12%	0	37%	-25	11%	10%	+1	36%	-25	.	.	.	.	.
	2022	68%	21%	+47	47%	+21	71%	7%	+64	27%	+44	.	.	.	.	.
	2023	77%	13%	+64	36%	+41	95%	10%	+85	37%	+58	.	.	.	.	.

See NOTES (1), (3), (6), and (7).

2.b.iv. Subgroup Grade-Level Proficiency:

Economically Disadvantaged Grade-Level Proficiency

Economically Disadvantaged		ELA					Mathematics					Science				
		Discovery CS	Greece CSD	Differential to District	NYS	Differential to NYS	Discovery CS	Greece CSD	Differential to District	NYS	Differential to NYS	Discovery CS	Greece CSD	Differential to District	NYS	Differential to NYS
Grade 3	2017	11%	33%	-22	32%	-21	11%	42%	-31	37%	-26	.	.	.	.	.
	2018	11%	34%	-23	40%	-29	22%	37%	-15	43%	-21	.	.	.	.	.
	2019	36%	27%	+9	42%	-6	37%	31%	+6	44%	-7	.	.	.	.	.
	2022	41%	23%	+18	35%	+6	56%	24%	+32	36%	+20	.	.	.	.	.
	2023	62%	26%	+36	34%	+28	83%	33%	+50	42%	+41	.	.	.	.	.
Grade 4	2017	16%	24%	-8	31%	-15	13%	29%	-16	32%	-19	74%	85%	-11	80%	-6
	2018	16%	36%	-20	38%	-22	14%	35%	-21	37%	-23	71%	84%	-13	84%	-13
	2019	17%	20%	-3	38%	-21	17%	26%	-9	40%	-23	81%	78%	+3	81%	0
	2022	33%	16%	+17	30%	+3	43%	18%	+25	31%	+12	80%	65%	+15	72%	+8
	2023	52%	24%	+28	38%	+14	83%	35%	+48	42%	+41	.	.	.	.	.
Grade 5	2017	21%	20%	+1	25%	-4	12%	30%	-18	31%	-19	.	.	.	.	.
	2018	6%	17%	-11	27%	-21	6%	29%	-23	33%	-27	.	.	.	.	.
	2019	7%	18%	-11	28%	-21	13%	25%	-12	36%	-23	.	.	.	.	.
	2022	44%	18%	+26	27%	+17	36%	16%	+20	26%	+10	.	.	.	.	.
	2023	44%	22%	+22	36%	+8	65%	20%	+45	38%	+27	.	.	.	.	.
Grade 6	2017	30%	21%	+9	23%	7	18%	23%	-5	28%	-10	.	.	.	.	.
	2018	24%	28%	-4	39%	-15	21%	23%	-2	32%	-11	.	.	.	.	.
	2019	12%	22%	-10	37%	-25	11%	24%	-13	36%	-25	.	.	.	.	.
	2022	68%	34%	+34	47%	+21	71%	25%	+46	27%	+44	.	.	.	.	.
	2023	77%	22%	+55	36%	+41	95%	29%	+66	37%	+58	.	.	.	.	.

See NOTES (1), (3), (6), and (7).

Charter School

DISCOVERY CHARTER SCHOOL

1.a.i. Aggregrate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Discovery CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2018-2019	280	276	99%
2019-2020	280	289	103%
2020-2021	280	304	109%
2021-2022	280	270	96%
2022-2023	280	291	104%

1.a.ii. Subgroup Enrollment:

Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged

	SWD			ELL			ED		
	Discovery CS	Rochester CSD	Differential to District	Discovery CS	Rochester CSD	Differential to District	Discovery CS	Rochester CSD	Differential to District
2018-2019	13%	23%	-10	5%	17%	-12	96%	92%	+4
2019-2020	15%	22%	-7	8%	18%	-10	95%	91%	+4
2020-2021	16%	21%	-5	13%	18%	-5	96%	91%	+5
2021-2022	14%	20%	-6	14%	18%	-4	96%	90%	+6
2022-2023	14%	20%	-6	9%	19%	-10	92%	92%	0

See NOTES (2) and (6).

3/1/2024

1.a.ii. Subgroup Enrollment:

Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged

	SWD			ELL			ED		
	Discovery CS	Greece CSD	Differential to District	Discovery CS	Greece CSD	Differential to District	Discovery CS	Greece CSD	Differential to District
2018-2019	13%	15%	-2	5%	7%	-2	96%	60%	+36
2019-2020	15%	15%	0	8%	8%	0	95%	61%	+34
2020-2021	16%	15%	+1	13%	8%	+5	96%	62%	+34
2021-2022	14%	16%	-2	14%	8%	+6	96%	62%	+34
2022-2023	14%	17%	-3	9%	9%	0	92%	64%	+28

See NOTES (2) and (6) below.

1.b.i. and 1.b.ii. Retention:

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Discovery CS	Rochester CSD	Differential to District	Discovery CS	Rochester CSD	Differential to District	Discovery CS	Rochester CSD	Differential to District	Discovery CS	Rochester CSD	Differential to District
2018-2019	74%	87%	-13	70%	91%	-21	92%	85%	+7	75%	87%	-12
2019-2020	82%	87%	-5	76%	90%	-14	100%	86%	+14	82%	87%	-5
2020-2021	88%	88%	0	93%	89%	+4	95%	89%	+6	88%	88%	0
2021-2022	78%	86%	-8	73%	88%	-15	74%	86%	-12	78%	86%	-8
2022-2023	73%	85%	-12	69%	89%	-20	74%	87%	-13	74%	86%	-12

See NOTES (2) and (6) below.

1.b.i. and 1.b.ii. Retention:

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Discovery CS	Greece CSD	Differential to District	Discovery CS	Greece CSD	Differential to District	Discovery CS	Greece CSD	Differential to District	Discovery CS	Greece CSD	Differential to District
2018-2019	74%	92%	-18	70%	92%	-22	92%	90%	+2	75%	90%	-15
2019-2020	82%	91%	-9	76%	90%	-14	100%	87%	+13	82%	90%	-8
2020-2021	88%	91%	-3	93%	92%	+1	95%	91%	+4	88%	90%	-2
2021-2022	78%	90%	-12	73%	91%	-18	74%	89%	-15	78%	89%	-11
2022-2023	73%	92%	-19	69%	92%	-23	74%	90%	-16	74%	91%	-17

See NOTES (2) and (6) below.

1.c.i. and 1.c.ii. High School Persistence:

Not applicable to this charter school

See NOTES (2), (3), and (10) below.

16

3/1/2024

Notes

(1) Data in the table above represents tested students who scored proficiently on the NYSTP ELA, math, or science assessments or on the Regents math or science exams.

(2) For the students with disabilities and the English language learners subgroups, both current and former members of the subgroups have been combined.

(3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.

(4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).

(5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.

(6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.

(7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.

(8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).

(9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.

(10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).

(11) Data in the table above is a comparison of the differentials of the 3-8 assessments and the 4-year graduation rate for the school and other schools with the same grade structure and similar subgroup enrollment pattern. The notation +/- 5, indicates the highest level of similarity.

(12) Data in the table above represents students who passed their Regents ELA exam with a score equal to or higher than 75 and also passed at least one of their Regents math exams with a score equal to or higher than 80.

(13) Schools are considered 'similar' for the purpose of this comparison when they serve the same grade band as the school in question. The degree of similarity is determined by comparison of the percentage of each subgroup's enrollment (students with disabilities, English language learners, and economically disadvantaged students. An assignment of +/- 5 (7.5, or 10) indicates that the schools' subgroup enrollments are within 5 (7.5, or 10) percentage points for each subgroup.
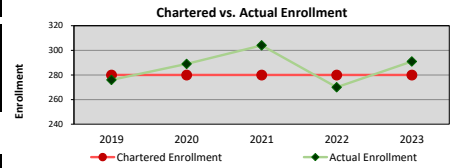
DISCOVERY CHARTER SCHOOL

	2018 19	2019 20	2020 21	2021 22	2022 23
Grades Served	K-6	K-6	K-6	K-6	K-6
Maximum Chartered Grades Served	K-6	K-6	K-6	K-6	K-6
Chartered Enrollment	280	280	280	280	280
Maximum Chartered Enrollment	280	280	280	280	280
Actual Enrollment	276	289	304	270	291

Chartered vs. Actual Enrollment

AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

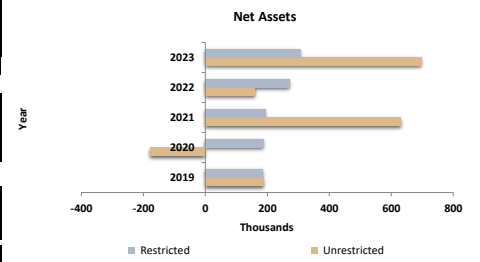| ASSETS	2018 19	2019 20	2020 21	2021 22	2022 23
Current Assets					
Cash and Cash Equivalents	436,604	588,756	692,977	17,887	577,308
Grants and Contracts Receivable	151,235	-	-	455,124	344,516
Prepaid Expenses	50,826	52,381	-	34,462	-
Other Current Assets	-	264,531	104,847	-	322,592
Total Current Assets	638,665	905,668	797,824	507,473	1,244,416
Non-Current Assets					
Property, Building and Equipment, net	319,832	202,681	343,029	314,230	221,762
Restricted Cash	75,000	75,000	100,000		
Security Deposits	-	-	-		
Other Non-Current Assets	-	-	-	100,000	456,583
Total Non - Current Assets	394,832	277,681	443,029	414,230	678,345
Total Assets	1,033,497	1,183,349	1,240,853	921,703	1,922,761
LIABILITIES and NET ASSETS					
Current Liabilities					
Accounts Payable and Accrued Expenses	228,209	128,211	164,364	177,604	243,269
Accrued Payroll and Payroll Taxes	430,069	395,859	250,325	300,300	307,887
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	-	6,509	-	10,627	367,316
Total Current Liabilities	658,278	530,579	414,689	488,531	918,472
Long-Term Liabilities					
Deferred Rent	-	-	-	-	-
Other Long-Term Liabilities	-	643,300	-	-	-
Total Long-Term Liabilities	-	643,300	-	-	-
Total Liabilities	658,278	1,173,879	414,689	488,531	918,472
NET ASSETS					
Unrestricted	188,861	(178,548)	632,095	160,979	697,523
Restricted	186,358	188,018	194,069	272,193	306,766
Total Net Assets	375,219	9,470	826,164	433,172	1,004,289
Total Liabilities and Net Assets	1,033,497	1,183,349	1,240,853	921,703	1,922,761
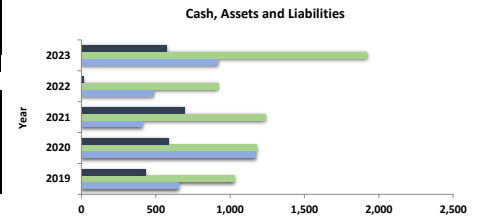
Cash, Assets and Liabilities

Net Assets

STATEMENT OF ACTIVITIES

OPERATING REVENUE	2018 19	2019 20	2020 21	2021 22	2022 23
State and Local Per Pupil Revenue - Reg. Ed	3,823,568	3,858,268	3,952,754	3,827,209	3,852,718
State and Local Per Pupil Revenue - SPED	215,490	435,510	265,265	180,345	176,895
State and Local Per Pupil Facilities Revenue	-	-	-	-	-
Federal Grants	453,902	192,518	290,827	1,089,616	1,264,036
State and City Grants	-	-	-	-	-
Other Operating Income	304,687	197,245	86,561	300,855	359,276
Total Operating Revenue	4,797,647	4,683,541	4,595,407	5,398,025	5,652,925
EXPENSES					
Program Services					
Regular Education	3,651,216	3,599,323	3,122,242	3,827,907	3,741,241
Special Education	838,803	866,729	774,035	1,052,774	814,165
Other Expenses	-	-	-	-	-
Total Program Services	4,490,019	4,466,052	3,896,277	4,880,681	4,555,406
Supporting Services					
Management and General	577,324	586,455	548,697	932,248	890,749
Fundraising	-	-	-	-	-
Total Support Services	577,324	586,455	548,697	932,248	890,749
Total Expenses	5,067,343	5,052,507	4,444,974	5,812,929	5,446,155
Surplus/Deficit from Operations	(269,696)	(368,966)	150,433	(414,904)	206,770
SUPPORT AND OTHER REVENUE					
Interest and Other Income	-	-	643,300	2,534	322,592
Contributions and Grants	63,493	3,217	6,651	2,951	25,769
Fundraising Support	-	-	-	-	-
Other Support and Revenue	-	-	16,310	16,427	16,310
Total Support and Other Revenue	63,493	3,217	666,261	21,912	364,671
Change in Net Assets	(206,203)	(365,749)	816,694	(392,992)	571,441
Net Assets - Beginning of Year	581,422	375,219	9,470	826,164	433,172
Net Assets - End of Year	375,219	9,470	826,164	433,172	1,004,613
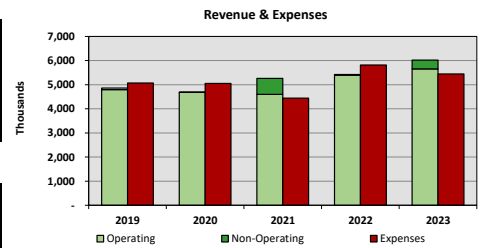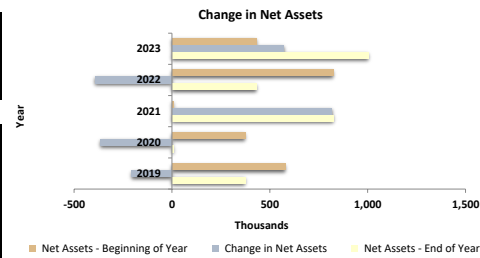
Revenue & Expenses

Change in Net Assets

FISCAL ANALYSIS
RATIOS, BENCHMARKS and FINDINGS

REVENUE & EXPENSE BREAKDOWN	2018 19	2019 20	2020 21	2021 22	2022 23
Revenue - Per Pupil					
Operating	17,383	16,206	15,116	19,993	19,426
Support and Other Revenue	230	11	2,192	81	1,253
Total Revenue	17,613	16,217	17,308	20,074	20,679
Expenses - Per Pupil					
Program Services	16,268	15,453	12,817	18,077	15,654
Mangement and General, Fundraising	2,092	2,029	1,805	3,453	3,061
Total Expenses	18,360	17,483	14,622	21,529	18,715
% of Program Services	88.6%	88.4%	87.7%	84.0%	83.6%
% of Management and Other	11.4%	11.6%	12.3%	16.0%	16.4%
% of Revenue Exceeding Expenses	4.1%	7.2%	18.4%	6.8%	10.5%
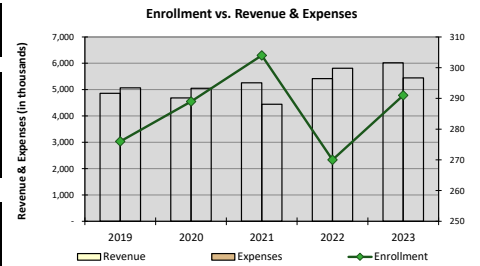
FINANCIAL COMPOSITE SCORE	2018 19	2019 20	2020 21	2021 22	2022 23
Composite Score	0.89	(0.17)	2.24	1.01	2.38
BENCHMARK and FINDING: Strong; 1.5 - 3.0 / Adequate; 1.0 - 1.4 / Needs Monitoring; -1.0 - 0.9	Needs Monitoring	Needs Monitoring	Strong	Adequate	Strong

Enrollment vs. Revenue & Expenses

WORKING CAPITAL	2018 19	2019 20	2020 21	2021 22	2022 23
Net Working Capital	(19,613)	375,089	383,135	18,942	325,944
Working Capital (Current) Ratio	1.0	1.7	1.9	1.0	1.4
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	Does Not Meet Standard	Meets Standard	Meets Standard	Does Not Meet Standard	Meets Standard

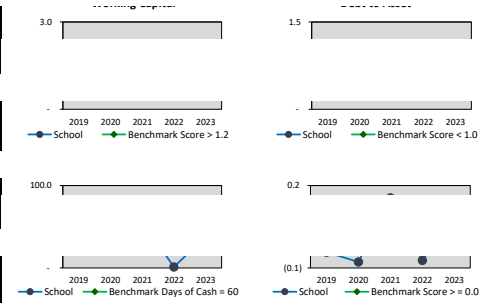| DEBT TO ASSET	2018 19	2019 20	2020 21	2021 22	2022 23
Debt to Asset Ratio	0.6	1.0	0.3	0.5	0.5
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	Meets Standard	Does Not Meet Standard	Meets Standard	Meets Standard	Meets Standard

CASH POSITION	2018 19	2019 20	2020 21	2021 22	2022 23
Days of Cash	31.4	42.5	56.9	1.1	38.7
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard

TOTAL MARGIN	2018 19	2019 20	2020 21	2021 22	2022 23
Total Margin Ratio	(0.0)	(0.1)	0.2	(0.1)	0.1
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	Does Not Meet Standard	Does Not Meet Standard	Meets Standard	Does Not Meet Standard	Meets Standard

Working Capital / Debt to Asset

Cash / Total Margin