I. SCHOOL INFORMATION AND COVER PAGE

Created Thursday, July 11, 2013

Page 1

1. SCHOOL NAME

(Select School name from dropdown menu; BEDS # appears first)

140600860814 KING CENTER CS

2. CHARTER AUTHORIZER

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

Buffalo

4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	938 Genesee Street Buffalo, NY 14211	716-891-7912	716-895-2058	kfrome@kccs.org

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES | Contact Name	Dr. Keith Frome
4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES | Title	Executive Director
4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES | Emergency Phone Number (###-###-####)	[redacted]

5. SCHOOL WEB ADDRESS (URL)

kccs.org

6. DATE OF INITIAL CHARTER

2000-07-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2000-08-01 00:00:00

8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2012-13 (as reported on BEDS Day)

(as reported on BEDS Day)

9. GRADES SERVED IN SCHOOL YEAR 2012-13

Check all that apply

- K
- 1
- 2
- 3
- 4
- 5
- 6

10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes/No	Name of CMO/EMO
No	

11. FACILITIES

Will the School maintain or operate multiple sites?

Yes, 2 sites

12. SCHOOL SITES

Please list the sites where the school will operate in 2013-14.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	938 Genesee Street Buffalo, NY 14211	716-891-7912	BUFFALO CITY SD	K- 1	Yes	Rent/Lease
Site 2	30 Rich Street Buffalo, NY 14211	716-891-7912	BUFFALO CITY SD	2-6	Yes	Rent/Lease
Site 3						

12a. Please provide the contact information for Site 1 (same as the primary site).

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Dr. Keith Frome	[redacted]	[redacted]	[redacted]
Operational Leader	Antoinette Rhodes	[redacted]	[redacted]	[redacted]
Compliance Contact	Fernand Joseph	[redacted]	[redacted]	[redacted]
Complaint Contact	Omarlla Barnett	[redacted]	[redacted]	[redacted]

12b. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Dr. Keith Frome	[redacted]	[redacted]	[redacted]
Operational Leader	Antoinette Rhodes	[redacted]	[redacted]	[redacted]
Compliance Contact	Fernand Joseph	[redacted]	[redacted]	[redacted]
Complaint Contact	Omarlla Barnett	[redacted]	[redacted]	[redacted]

14. Were there any revisions to the school's charter during the 2012-2013 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check **YES** if you agree and use the mouse on your PC or the stylist on your mobile device to sign your name).

- Yes

Signature, Head of Charter School

Signature, President of the Board of Trustees

Thank you.

KING CENTER CHARTER SCHOOL

2012-13 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 16, 2013

By:
Keith Frome
Omarlla (Barnett) Roulhac
Christopher Ciechoski

938 Genesee Street, Buffalo, New York 14211
716-891-7912

Keith W. Frome, Executive Director; Antoinette Rhodes, Principal; Omarlla (Barnett) Roulhac, Director of Curriculum & Instruction; Christopher Ciechoski, Data Coordinator prepared this 2012-13 Accountability Progress Report on behalf of the school's Board of Trustees:

Trustee's Name	Board Position
Catherine Wettlaufer, J.D.	President
Michelle Martin	Vice President
Brooke Anderson-Tomkins	Secretary
Carl Morgan	Treasurer
Susan Koch	Parent Representative
Abby Stevens	Parent Representatives
Timothy Kupinski, A.I.A.	Member
Wendell Whitaker	Member
Olga Karman	Member
Robert Kresse, J.D.	Member
Steven G. Blitekoff	Member
Reginald D. Melson	Member

Claity P. Massey served as the Executive Director since 2000 and retired in June 2013.

INTRODUCTION

The King Center Charter School (KCCS) opened on August 14, 2000 with eighty kindergarten to Grade 3 students. In 2001, KCCS added a fourth grade class increasing enrollment to 100, and implemented an early admissions program which allows the school to provide school readiness activities for those three and four-year old students for whom we reserved kindergarten spots. This early admission program is now no longer in effect. In 2010, the school admitted its first fifth grade cohort and a second class of first grade students which increased the student population to 176 students. In 2011, we added our first section of sixth grade and a second section of second grade. The 2011 cohort of 6th grades graduated from the school in June of 2012 because KCCS did not have a 7th grade. The school subsequently applied for and was granted an extension to its charter to add grades 7 and 8. Thus, the 2012-2013 cohort of 6th graders will be able to remain at the school through 8th grade as KCCS finally builds out its complete model. The school year 2013-2014 will see KCCS with two sections of students K-4 and one section each of 5th, 6th, and 7th grades.

KCCS has never lost sight of its original goal to help students and families not typically successful in urban schools overcome barriers and achieve academic and personal success. Through on-going data analysis, observation, and inclusive conversation with all stakeholders, the school continues to add strategic elements to its design and offerings in order to respond to changing curricular standards as well as the needs of its families. The school has also broadened its network of partnerships in order to holistically serve its students.

The key design elements for the 2012-2013 school year included:

1. Strong parental involvement through participation in three teacher conferences per year, homework support, volunteer opportunities and a working Parent-Teacher Organization;
2. Implementation of New York State Common Core Standards for all grades:
3. Two weeks of in-service professional development and preparation for the faculty and staff before the advent of the school year followed up by weekly professional development sessions;
4. Use of on-going assessment data to inform dynamic learning objective guides;
5. Implementation of the KCCS K-6 writing program in which each student employed the writing process to compose 4 extended non-fiction pieces and one short story;
6. Longer school day for all grades and a summer reading program for struggling students;
7. Departmentalized academic instruction beginning in 5th grade;
8. Two certified teachers in each classroom;
9. Research-driven middle school advisory program founded on non-cognitive principles that strengthen tenacity in children while emphasizing post-secondary navigation;
10. Social, emotional and health support systems for families and students implemented by a full-time nurse and a social worker;
11. Community partnerships with mental health clinics, private schools, and community athletic organizations;
12. Commitment to technology, making it possible for all teachers to integrate technology into their teaching on a daily basis.

The 2013 state assessments were based for the first time on the new Common Core Standards. The tests were longer and more conceptually advanced than previous assessments, demanding that students read, write, and problem solve at much higher levels. As with most schools in Buffalo, the King Center Charter School students struggled with these new assessments. 15.7% of our students who had been with the school for more than two years achieved a 3 or 4 on the ELA assessment and 16.5% of these students achieved a 3 or 4 on the Math assessment. The 2013 results do reveal that KCCS offers a quality alternative for Buffalo families. The school still outscored the Buffalo School District and far outpaced Buffalo public schools with similar demographics. 58.8% of KCCS students scored a 2 or higher on the ELA assessment and 62.14% scored a 2 or higher on the math assessment. The school's proficiency rates and percentages of students scoring between a 2 & 4 are significantly higher than other schools in Buffalo who have similar free lunch populations boding well for future growth. (See Addendum) Indeed, KCCS's 5th and 6th grades had the highest ELA passing rates of any Buffalo School with more than a 50% free lunch population, outscoring 87% of all middle schools in Buffalo regardless of free lunch rates. In addition, 96% of our 4th graders achieved a 3 or 4 on the science assessment. The school has studied its 2013 results, using them as a baseline, and has aggressively responded with an organizational restructuring and the introduction of new programs and materials so that our students can master the Common Core Standards.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	Total
2009-10	44	21	24	20	23	-	-	132
2010-11	42	21	25	22	20	22	-	177
2011-12	47	46	47	24	24	25	23	238
2012-13	44	47	50	46	25	23	25	260

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts
Students will be proficient readers and writers of the English Language

Background

The King Center Charter School Education Plan drives the instructional program and is organized to address the role of administration, instructional staff, parents and students in four major areas that include assessment driven decision-making, curriculum development, professional support and instructional procedures.

The KCCS educational plan is intentionally ordered in this manner to emphasize the importance of using student performance to guide practice. All instructional work is aligned with the educational plan. At strategic intervals throughout the year, King Center staff collected and collaboratively analyzed leading indicator ELA data from a variety of assessments that had been aligned with the New York State Common Core standards. These assessments were used to prioritize academic intervention services as well as to help adjust lesson plans and learning objective guides. In addition, each teacher in grades 3-6 met on a bi-weekly basis with the school's leadership team and social worker to track progress in math and ELA and cross-reference these academic outcomes with patterns in attendance and behavior. When students emerged as falling off track, support action plans were created and implemented consisting of measures such as extra tutoring, counseling, parent conferences, home visits, etc.

In the 2011-2012 school year, KCCS teachers were introduced to the Common Core standards and were directed to teach them twice a week in preparation for their full advent in 2012-2013. In the near two weeks of professional development leading up to the beginning of the 2012-2013 school year, the KCCS faculty received professional development and planning time for the full implementation of the standards. In addition, knowing that the ELA standards emphasized critical thinking and writing, the faculty was given extra support and instruction on how to teach expository writing and how to use the shared inquiry technique to teach students how to engage critically with texts.

Goal 1: Absolute Measure
Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.[1]

Method
The school administered the New York State Testing Program English language arts assessment to students in 3rd through 6th grade in April 2013. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2012-13 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested[2]			Total Enrolled
		IEP	ELL	Absent	
3	45			2	47
4	25				25
5	22				22
6	24				24
All	116				118

Results
In 2012-2013, 15.7% of KCCS students for 2 or more years performed at or above the Level 3 cut score on the New York State English Language Arts Assessment (ELA).

Performance on 2012-13 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	13.3%	45	17.1%	35
4	4%	25	4%	24
5	18.1%	22	20%	20
6	25%	24	21.7%	23
All	14.6%	116	15.7%	102

[1] Because of the state's new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous years using the state's published results for scoring at proficiency.
[2] Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Evaluation

KCCS did not meet its ELA accountability measure for the school year 2012-2013, missing the mark by almost 60 percentage points. Most notably, the fifth and sixth grades did better than the other testing grades and the fourth grade significantly underperformed as compared to the rest of the school.

Additional Evidence

The results of the last three years of ELA assessments have shown a decline in ELA test results. Most notably, the fourth grade declined by 39.8 percentage points from 2012 to 2013, though the fourth grade teacher remained the same and was one of the school's most highly rated teachers with a record of high test results. When the 2012-13 ELA assessment results are reported using the 2011-12 cut scores, using the conversion tables from the state, we see an overall increase in the school's ELA performance by 8 percentage points from the previous year. (See Addendum)

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	23.8%	21	28.6%	21	17.1%	35
4	55.6%	18	43.8%	16	4%	24
5	33.3%	18	42.1%	19	20%	20
6	-	-	33.3%	21	21.7%	23
All	36.8%	57	36.4%	77	15.7%	102

Goal 1: Absolute Measure
Each year, the school's aggregate Performance Level Index (PLI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year's English language arts AMO. The PLI is calculated by adding the sum of the percent of all

tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.[3]

Results

English Language Arts 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
116	47	52	14	3

	PI	=	52	+	14	+	3	=	69
					14	+	3	=	17
							PLI	=	86

Evaluation

The State Education Department has not recalibrated the AMO to align with the new English Language Arts 3-8 testing program

Leave Blank

Goal 1: Comparative Measure
Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.[4]

Results

The King Center Charter School as a whole outperformed the Buffalo Public School District by 4.5 percentage points. 4th grade underperformed compared to the district average by 6.7

[3] In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.
[4] Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its News Release webpage.

percentage points but the KCCS 5th and 6th grades outperformed the district average by 10.2 and 9.4 percentage points respectively.

2012-13 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	17.1%	35	12%	2306
4	4%	24	10.7%	2342
5	20%	20	9.8%	2374
6	21.7%	23	12.3%	2413
All	15.7%	102	**11.2%**	9435

Evaluation

The King Center Charter School met the comparative accountability measure, outscoring the Buffalo Public School District by 4.5 percentage points overall. In particular, the new KCCS middle school model, consisting for the first time of grades 5 & 6, outscored the district by nearly 10 percentage points. The KCCS 4th grade underperformed compared to the district.

Additional Evidence

The King Center Charter School has outperformed the Buffalo Public School District for three straight years. The difference in 2011 was 10.3 percentage points; in 2012 the difference was 7.4 percentage points and in 2013 the difference was 4.5 percentage points. On a percentage basis, the KCCS 5th grade grew in its difference from the Buffalo Public Schools, outperforming them by 37 percent in 2012 and 51 percent in 2013. The KCCS 6th grade percentage outperformance from BPS grew significantly in 2013. In 2012, KCCS 6th grade was 6 percent higher than the BPS average but in 2013 the KCCS 6th grade was 76 percent higher.

English Language Arts Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	23.8%	26.3%	28.6%	27.2%	17.1%	12%
4	55.6%	28.2%	43.8%	30.9%	4%	10.7%
5	33.3%	24.9%	42.1%	26.5%	20%	9.8%
6	-	-	33.3%	31.4%	21.7%	12.3%
All	36.8%	26.5%	36.4%	29%	15.7%	**11.2%**

Goal 1: Comparative Measure
Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.[5]

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

Results

In 2011-2012, KCCS achieved a lower than expected effect size when compared to similar schools across New York State. Overall the expected effect size was .3 and the school achieved -.12 effect size.

[5] The Institute will begin using ***economically disadvantaged*** instead of ***eligibility for free lunch*** as the demographic variable in 2012-13. Schools should report previous year's results using reported free-lunch statistics.

2011-12 **English Language Arts Comparative Performance by Grade Level**

Grade	Percent of Free Lunch Eligible Students	Number of Students Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		24	25.0	35.1	-10.1	-0.63
4		24	41.7	39.2	2.5	0.16
5		25	36.0	37.2	-1.2	-0.07
6		23	30.4	29.6	0.8	0.05
7						
8						
All	89.2%	96	33.3	35.4	-2.0	-0.12

School's Overall Comparative Performance:
Lower than Expected

Evaluation

Overall, KCCS achieved a negative effect size of -.12 when compared to state level results. Positive effect sizes were achieved in 4th and 6th grades and negative effect sizes were demonstrated in 3rd and 5th grades. 3rd grade demonstrated the largest negative effect size and 4th grade demonstrated the largest positive effect size.

Additional Evidence

KCCS has demonstrated a diminishing effect size over the past three years moving from a high of 1.30 to a low last year of -.12.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10	3-4	83.5%	43	55.8	36.3	1.30
2010-11	3-5	91%	64	37.5	34.7	.17
2011-12	3-6	**89.2**	**96**	**33.3**	**35.4**	**-0.12**

Goal 1: Growth Measure[6]
Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

[6] See Guidelines for Creating a SUNY Accountability Plan for an explanation.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

The State Education Department has not yet reported schools' mean growth percentiles for the 2012-13 school year.[7]

Results

Leave Blank

Goal 1: Optional Measure
Include additional measures that are part of the Accountability Plan.

Method

Results

Evaluation

Additional Evidence

<u>Summary of the English Language Arts Goal</u>

The King Center Charter School did not meet its absolute measure of 75% of the students at least in their second year achieving proficiency on the New York State English Language Arts Exam. The comparative measure with the Buffalo Public School District was achieved. The percent of all KCCS students who achieved proficiency was greater than the percent of all students in Buffalo in the same grades. This metric has been achieved by the school throughout the duration of the five year charter. In comparison to Buffalo Public Schools with a similar free lunch program, KCCS significantly outperformed their peers with particular strength exhibited in the middle school

[7] See the Guidelines.

grades. (See Addendum) As compared to the rest of the state, though, KCCS did not meet its predicted level of performance in 2011-12. Results were not yet available for 2012-13.

The final year of the KCCS 2008 charter was assessed by the Common Core Standards. The length, complexity and proficiency cut scores of the 2013 assessments differed from the 2012 assessments so it is difficult to ascertain a meaningful trend line. The school did prepare for the advent of the Common Core a year early and implemented Common Core texts, materials and professional development in an attempt to keep its students and teachers current with the new standards. When using the state's chart assessing the 2013 ELA scores using the 2012 cut scores (see addendum), KCCS actually saw an overall 8 percentage point increase in ELA proficiency from 33 percent in 2012 to 41 percent. This demonstrates that despite the 2013 tests being longer in duration with more complex texts than those of 2012, the school's early preparations did help the students achieve more than they did overall in the previous year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A

Action Plan

The King Center Charter School administration, faculty and board have studied the 2013 results with great care. When compared to the 2012 results using the same cut scores, the school actually saw an increase in overall ELA proficiency rates. Encouraged by these results, the school will maintain the strategy it put in place last year and add to it in the following ways:

1. **Fountas and Pinnell Study:**

   The school measured each student's Common Core reading level last year using F&P

materials. We found that though the majority of the students had been reading at or above grade level according to the previous New York State Standards, under the Common Core standards 2/3rds of our students were reading below grade level. We launched an intensive reading intervention program using a mixture of faculty and a corps of volunteer reading specialists from a Buffalo independent school, Elmwood Franklin. This yielded immediate positive results. 81% of the students receiving reading intervention increased from the winter to the spring. The school will perform a new F&P student evaluation in the fall of 2013 and, using the same mixture of reading specialist volunteers and current faculty, will offer reading intervention with the goal of getting 75% of the entire student body to at or above grade level using Common Core Standards.

2. **Additional Reading Specialist:**

   KCCS will have two full-time reading specialists in 2013. One will cover grades K-2, with the goal of getting most of the students at or above grade level by the time they progress to third grade. The second reading specialist will work with students in the testing grades with the goal of catching the challenged students up in time for the April ELA assessments.

3. **New Formative Assessments:**

   KCCS will no longer administer ACUITY as its formative assessment tool. Instead, the school has acquired the rights to NWEA MAP which will give the faculty and administration a more detailed item analysis of student skill deficits in order to be more strategically responsive with lesson plans, learning objective guides and tier 2 & 3 interventions. KCCS will also administer the Rally practice ELA Common Core assessment in January as an additional formative assessment.

4. **Curriculum Guardrails and Partnership with Pearson:**

   After using the Pearson Common Core text book *Reading Street* and its associated materials, the faculty and administration had several ideas about how to make the series stronger and more relevant. Pearson was contacted by the school about some of these ideas. Pearson sent a team, led by its Director of Literacy, to KCCS in the late spring of 2013 to begin to develop new assessments and other intervention materials. Pearson and KCCS worked throughout the summer and then Pearson returned to the school in August of 2013 to lead part of the KCCS pre-service professional development. KCCS will receive all of the ReadyGen Common Core assessment materials that have been prepared for New York City. KCCS teachers have been trained to work in teams to adapt Pearson materials and integrate them with other core materials as well as the KCCS writing program in order to increase critical thinking and writing skills in our students. Though Pearson materials will remain the core source for the school, the teachers and administrative leadership worked through the summer to develop curricular guard rails to encourage and enable each teacher to redact several curricular sources into an offering that will better prepare students to interpret complex texts with confidence and acumen while still maintaining continuity throughout the school. We are seeking to change the delivery paradigm to one of strategic implementation using the shared inquiry technique and closed readings.

5. **Reorganization of School Structure:**

In 2013, KCCS will implement a new leadership structure with an Executive Director, who reports to the Board, responsible for all areas of operation and a school principal, who reports to the Executive Director, responsible for working with teachers, students and families with the sole goal of increasing academic results. The new KCCS principal was the most senior and respected member of the faculty and therefore will not need a ramp-up period. Having the trust of the entire community and a deep knowledge of the Common Core Standards from her own implementation of them last year as a classroom teacher, she will be able to immediately focus on learning and teaching in the classroom. In addition, the grades of the school have been restructured into three cohorts. Cohort 1 covers grades K-3; Cohort 2 covers grades 4-6; and Cohort 3 will cover grades 7 & 8. Each cohort will have a faculty leader. The goal of the cohorts is to have the younger grades understand the expected rigor of the older grades and appropriately plan to build those needed skills earlier.

6. **Reorganization of 4th Grade:**

The 4th grade ELA results last year were well below the rest of the school even though their teacher was one of the most senior and highly rated faculty members who had enjoyed a steady record of success in the 4th grade. In 2013, the school will go to two sections of 4th grade with two new teachers who have been prepared by KCCS to specifically take over 4th instruction.

7. **Bi-Weekly Testing:**

We noticed that that the extended length of the new assessments taxed our students' stamina much more than in past years. In anticipation of the 2014 assessment of similar length, the school has moved from a weekly testing model, using the weekly tests from the Pearson materials, to a bi-weekly model where students will take two weekly tests at once. The grade cohorts will meet on a regular basis to redact the weekly Pearson tests to create longer regular assessments, adding questions that mirror the complexity of the new standards and assessments.

8. **Restructuring of School Counselor Role:**

Last year, KCCS hired, for the first time, a social worker. The social worker operated as clearinghouse referring families to outside agencies and managing their progress. The theory was that the more social-emotional support a student received, the more he or she would attend school with a focused frame of mind and therefore we would see better academic results. By using a clearinghouse methodology, we sought to create systemic efficiency for the delivery of care. While we did see an improvement in families with the most challenging attendance issues, it was difficult managing off-shore services and maintaining levels of trust needed in the outside agencies and service providers. This year,

we have changed the model and the title of the social worker position to School Counselor. The KCCS School Counselor will provide more direct student and family counseling, since our families trust school personnel foremost. In this way we can also increase fidelity to the prescribed counseling services. In addition, the School Counselor will provide high school placement services beginning in the 7th grade. The School Counselor will therefore be able to define her role at the school as having an ultimate academic destination, i.e. high school choice for all graduates.

9. **Extended Day:**

The KCCS 7th grade will stay in school until 4:45 pm, enjoying an extra one and half hours of structured academic, social, emotional and athletic support and programming. In addition, KCCS is in the process of partnering with the local YMCA to offer an extended day program for its K-6 grade students on the school's campus that will last from 3:30 to 6:15. This program will include academic and athletic programming aligned with KCCS' specific curricular offerings.

10. **MATHEMATICS**

Goal 1: Mathematics
Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

Background

The King Center Charter School Education Plan drives the instructional program and is organized to address the role of administration, instructional staff, parents and students in four major areas that included assessment driven decision-making, curriculum development, professional support and instructional procedures.

The KCCS educational plan is intentionally ordered in this manner to emphasize the importance of using student performance to guide practice. All instructional work is aligned with the educational plan. At strategic intervals throughout the year, King Center staff collected and collaboratively analyzed leading indicator Math data from a variety of assessments that had been aligned with the New York State Common Core standards. These assessments were used to prioritize academic intervention services as well as to help adjust lesson plans and learning objective guides. In addition, each teacher in grades 3-6 met on a bi-weekly basis with the school's leadership team and social worker to track progress in math and ELA and cross-reference with patterns in attendance and behavior. When students emerged as falling off track, support action plans were created and implemented consisting of measures such as extra tutoring, counseling, parent conferences, home visits, etc.

During the 2011-2012 school year, KCCS teachers were introduced to the Common Core standards and were directed to teach them twice a week in preparation for their full advent in 2012-2013. In the near two weeks of professional development leading up the beginning of the 2012-2013 school year, the KCCS faculty received professional development and planning time for the full implementation of the standards. In addition, knowing that the Mathematics standards emphasized critical thinking and analysis of mathematical concepts and procedures, the faculty was given extra support and instruction on how to teach the deeper meaning behind mathematical concepts and how to use problem-solving skills to analyze and dissect complex mathematical concepts, procedures and theories.

Goal 1: Absolute Measure
Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.[8]

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 6th grade in April 2013. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2012-13 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested[9]			Total Enrolled
		IEP	ELL	Absent	
3	46			1	47
4	25				25
5	22				22
6	24				24
All	117				118

[8] Because of the state's new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous year's using the state's published results for scoring at proficiency.
[9] Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Results

In 2012-13, 16.5% of KCCS students in their 2nd year or beyond performed at or above Level 3 cut scores on the New York State Mathematics Assessment

Performance on 2012-13 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	19.6%	46	22%	36
4	16%	25	16%	24
5	9.1%	22	10%	20
6	16.6%	24	13%	23
All	16.24%	117	16.5%	103

Evaluation

KCCS did not meet its Mathematics accountability measure for the school year 2012-2013, missing the mark by almost 60 percentage points. Most notably, the third and fourth grades did better than the other testing grades and the fifth grade slightly underperformed as compared to the rest of the school.

Additional Evidence

The results of the last three years of test assessments have shown a decline in mathematics test results. The large decline between the 2012 and 2013 results reflect the change from NYS Learning Standards to the Common Core Learning Standards. When the 2012-13 Mathematics assessment results are reported using the 2011-12 cut scores, using the conversion tables from the state, we see an overall increase in the school's Mathematics performance by 13 percentage points from the previous year. (See Addendum)

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	52.4	21	42.9	21	22%	36
4	55.6	18	43.8	16	16%	24
5	61.1	18	42.1	19	10%	20
6	-	-	42.9	21	13%	23
All	56.1	57	42.9	77	16.5%	103

Goal 1: Absolute Measure
Each year, the school's aggregate Performance Level Index (PLI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year's mathematics AMO. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.[10]

Results

In 2012-13 the Performance Level Index for KCCS students the New York State Mathematics Exam was equal to 92.

Mathematics 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
117	44	54	16	3

PI	=	54	+	16	+	3	=	73
				16	+	3	=	19
						PLI	=	92

[10] In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Evaluation

The State Education Department has not recalibrated the AMO to align with the new Mathematics 3-8 testing program

Leave Blank

Goal 1: Comparative Measure
Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.[11]

Results

The King Center Charter School 2 year-plus students outperformed the Buffalo Public School District by 5.6 percentage points. The 3rd and 4th grade outperformed the district by 8.5 and 5.8 percentage points respectively. The 5th and 6th grades outperformed the district by .7 and 2.3 percentage points respectively.

2012-13 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	22%	36	13.5%	2314
4	16%	24	10.2%	2397
5	10%	20	9.3%	2415
6	13%	23	10.7%	2479
All	16.5%	103	**10.9%**	9605

[11] Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its News Release webpage.

Evaluation

The King Center Charter School met the comparative accountability measure, outscoring the Buffalo Public School District by 4.6 percentage points overall. The 3rd and 4th grade showed the largest gap by outscoring the district by 8.5 and 5.8 percentage points respectively. When compared schools which serve demographically similar students in Buffalo, the difference between KCCS and these other schools was much greater.

Additional Evidence

The King Center Charter School has outperformed the Buffalo Public School District for three straight years. In 2011 the difference was 24.8 percentage points; in 2012 the difference was 11.4 and in 2013 the difference was 5.6 percentage points. In most grades, KCCS increased its math gap with the Buffalo Public Schools on a percentage basis. In Grade 3 in 2012, KCCS was 59% higher; in 2013, 63% higher. In Grade 4, KCCS was 18% higher in 2012; in 2013, 57% higher. In Grade 5, KCCS was 13.8% higher in 2012; in 2013, 7.5% higher. In grade 6, KCCS was 27% higher; in 2013, 35% higher.

Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	52.4	27.7	42.9	26.9	22%	13.5%
4	55.6	35.2	43.8	37.1	16%	10.2%
5	61.1	31.1	42.1	28.3	10%	9.3%
6	-	-	42.9	33.9	13%	10.7%
All	56.1	31.3	42.9	31.5	16.5%	**10.9%**

Goal 1: Comparative Measure
Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.[12]

Method

[12] The Institute will begin using ***economically disadvantaged*** instead of ***eligibility for free lunch*** as the demographic variable in 2012-13. Schools should report previous year's results using reported free-lunch statistics.

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

Results

In 2011-12, KCCS achieved a lower than expected effect size when compared to similar schools across New York State. Overall the expected effect size was .3 and the school achieved a - 0.39 effect size.

***2011-12* Mathematics Comparative Performance by Grade Level**

Grade	Percent of Free Lunch Eligible Students	Number of Students Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		23	39.1	43.3	-4.2	-0.22
4		24	41.7	52.6	-10.9	-0.58
5		25	40.0	50.8	-10.8	-0.53
6		23	39.1	43.5	-4.4	-0.20
7						
8						
All	89.2%	95	40.0	47.7	-7.7	-0.39

School's Overall Comparative Performance:
Lower than Expected

Glossary

Evaluation

Overall, KCCS achieved a negative effect size of -0.39 when compared to state level results. This is a decline from a high of 0.51 during the 2010-11 school year.

Additional Evidence

KCCS has shown a diminishing effect size from a high of 0.51 in 2011 to a -0.39 effect size in 2012.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10	3-4	83.5	43	46.5	45.1	0.08
2010-11	3-5	91	64	54.7	45	0.51
2011-12	3-6	**89.2**	**95**	**40.0**	**47.7**	**-0.39**

Goal 1: Growth Measure[13]
Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

The State Education Department has not yet reported schools' mean growth percentiles for the 2012-13 school year.

Results

[13] See Guidelines for Creating a SUNY Accountability Plan for an explanation.

Leave Blank

Summary of the Mathematics Goal

The King Center Charter School did not meet its absolute measure of 75% of the students at least in their second year achieving proficiency on the New York State Mathematics Exam. The comparative measure with the Buffalo Public School District was achieved. The percent of all KCCS students who achieved proficiency was greater than the percent of all students in Buffalo in the same grades. This metric has been achieved by the school throughout the duration of the five year charter. In comparison to Buffalo Public Schools with a similar free lunch program, KCCS significantly outperformed their peers with particular strength exhibited in the middle school grades. (See Addendum) As compared to the rest of the state, though, KCCS did not meet its predicted level of performance in the school year 2011-2012.

The final year of the KCCS 2008 charter was assessed using the Common Core Standards. The length, complexity and proficiency cut scores of the 2013 assessments differed from the 2012 assessments so it is difficult to ascertain a meaningful trend line. The school did prepare for the advent of the Common Core a year early and implemented Common Core texts, materials and professional development in an attempt to keep its students and teachers current with the new standards. When using the state's comparison chart assessing the 2013 Mathematics scores using the 2012 cut scores (see addendum), KCCS actually saw an overall 13 percentage point increase in Mathematics proficiency from 41 percent in 2012 to 54 percent in 2013. This demonstrates that despite the 2013 tests being longer in duration with more complex texts than those of 2012, the school's early preparations did help the students achieve more than they did overall in the previous year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A

Action Plan

The King Center Charter School administration, faculty and board have studied the 2013 results in great depth. When compared to the 2012 results using the same cut scores, the school actually saw an increase in overall proficiency for mathematics. Encouraged by the growth, the school will maintain the strategy is put in place last year and add to it in the following ways:

1. **New Formative Assessment**

   KCCS will no longer administer the ACUITY as its formative assessment tool. Instead, the school has contracted with NWEA to provide the MAP assessment. The MAP assessment will give faculty and administration a more detailed item analysis of strengths and weakness in order to facilitate more effective instruction and intervention.

2. **Curriculum Guardrails and Partnership with Pearson:**

   After using the Pearson EnVision Math System and its associated materials, the faculty and administration had several ideas about how to make the system stronger and more relevant. Pearson sent representatives to the school to learn what the faculty had learned from implemented Common Core materials and Pearson has created and published new formative assessments for the school. Pearson materials will remain the core source for KCCS. The teachers and administrative leadership worked through the summer to develop curricular guard rails to encourage and enable each teacher to redact several curricular sources into an offering that will better prepare students to solve complex mathematical problems and to think critically about mathematical procedures and reasoning. We are seeking to change the delivery paradigm to strategic implementation from managing for fidelity.

3. **Restructuring of K-4 Mathematics Teaching Assignments:**

   The school has designated its classroom co-teachers (now called “Intervention Teachers”) to solely provide mathematic intervention services during the mathematics block (see below). In addition, the school has hired an additional certified teacher to provide additional math intervention to students who need extra help. The 5-7 grades switch classes and have math specialists teaching them mathematics and so did not need this restructuring.

4. **Restructuring of Mathematics Block:**

   After evaluating the data from formative school-wide assessments and the results of the New York State Mathematics examination the King Center Charter School reallocated minutes within the mathematics block to allow for small group intervention to occur on a daily basis. The new structure will allow for 30 minutes of small group intervention to be provided each day. The inclusion of an intervention teacher within the room will allow for both tier 2 and tier 3 interventions to be conducted and increase the overall minutes of intervention afforded to students. This restructuring is being implemented to help close the gap between students performing below proficiency and those attaining proficiency on the

New York State Mathematics examination.

5. **Fountas and Pinnell Study:**

   The school believes that its emphasis on data-driven reading instruction will aid in its increase in mathematics achievement since so much of Common Core mathematics involves solving word problems.

6. **Reorganization of School Structure:**

   In 2013, KCCS will implement a new leadership structure with an Executive Director, who reports to the Board, responsible for all areas of operation and school principal, who reports to the Executive Director, responsible for working with teachers, students and families with the sole goal of increasing academic results. The new KCCS principal was the most senior and respected member of the faculty and therefore will not need a ramp-up period. Having the trust of the entire community and a deep knowledge of the Common Core Standards from her own implementation of them last year as a classroom teacher, she will be able to immediately focus on learning and teaching in the classroom. In addition, the grades of the school have been restructured into three cohorts. Cohort 1 covers grades K-2; Cohort 2 covers grades 3-6; and Cohort 3 will cover grades 7 & 8. Each cohort will have a faculty leader. The goal of the cohorts is to have the younger grades understand the expected rigor of the older grades and appropriately plan to build those needed skills earlier.

7. **Restructuring of School Counselor Role:**

   Last year, KCCS hired, for the first time, a social worker. The social worker operated as clearinghouse referring families to outside agencies and managing their progress. The theory was that the more social-emotional support a student received, the more they would attend school with a focused frame of mind and therefore we would see better academic results. By using a clearinghouse methodology, we sought to create systemic efficiency. While we did see an improvement in families with the most challenging attendance issues, it was difficult managing off-shore services and maintaining levels of trust needed in the outside agencies and service provider. This year, we have changed the model and the title of the social worker position to School Counselor. The KCCS School Counselor will provide more direct student and family counseling, since our families trust school personnel. In this way we can also increase fidelity to the prescribed counseling services. In addition, the School Counselor will provide high school placement services beginning in the 7th grade. In this way, the School Counselor will be able to define her role at the school as having an ultimate academic destination, i.e. high school choice for all graduates.

8. **Extended Day:**

   The KCCS 7th grade will stay in school until 4:45 pm, enjoying an extra one and half hours of structured academic, social, emotional and athletic support and programming. In addition, KCCS is in the process of partnering with the local YMCA to offer an extended day program for its K-6 grade students on the school's campus that will last from 3:30 to 6:15. This is

include academic and athletic programming aligned with KCCS' specific curricular offerings.

SCIENCE

Goal 3: Science
Students will demonstrate competency in the understanding and application of scientific concepts.

Background

The education plan is organized to address the role of administration instructional staff, parents and students in four major areas that include assessment driven decision-making, curriculum development, professional support and instructional procedures.

The King Center Charter School's educational plan is intentionally ordered in this manner to emphasize the importance of student performance to guide practice. The King Center staff collected and collaboratively analyzed science data from assessments that were aligned to the New York State standards to update the curriculum/pacing for the 2012-13 school year.

During the 2012-13 school year the King Center Charter School continued to implement a science curriculum derived from the New York State Science standards using a variety of resource materials. The primary teaching strategies included small group instruction and hands-on experience with scientific tools and materials.

Goal 3: Absolute Measure
Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

Method

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2013. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

95.7% of all students enrolled in at least their second year performed at or above Level 3 on the New York State Science exam.

Charter School Performance on 2012-13 State Science Exam

By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	95.7%	23	95.8%	24

Evaluation

The King Center Charter School students met the goal of 75% of students scoring at or above Level 3. Fifty-seven percent of students in at least their second year at KCCS scored a level 4 while thirty-nine percent scored a level 3.

Additional Evidence

The King Center Charter School showed an increase of 19.3 percentage points when compared to the school's 2011-12 results. The 2013 King Center Charter school fourth grade class had 23 students in at least their second year at KCCS with the addition of one new student. The slight difference in proficiency scores between students enrolled for at least two years students and all district students is due to the first year student performing at a level 4 while one student who has been enrolled at least 2 years did not achieve proficiency. The scores have been carefully analyzed and we anticipate continued improvement to regain 100% proficiency as seen in 2010-11.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	100	18	76.4	17	95.7%	23
All	100	18	76.4	17	95.7%	23

Goal 3: Comparative Measure
Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the local school district.

Method

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the local school district.

Results

The Buffalo Public Science Scores are not yet available for Comparison.

2012-13 State Science Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	95.7%	23	n/a	n/a

Evaluation

The Comparative data is not available

Additional Evidence

No Comparative data is not available from the Buffalo Public Schools.

Science Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	100	n/a	76.4	n/a	95.7	n/a
All	100	n/a	76.4	n/a	95.7	n/a

<u>Summary of the Science Goal</u>

The King Center Charter School achieved our absolute measure to have 75% of students in at least their second year at KCCS achieve proficiency. The school exceeded the absolute goal by 20.7

percentage points. The school was unable to evaluate the comparative measure due to Buffalo Public School District data being unavailable.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	N/A

Action Plan

The model of two teachers per class was reinstated for the 2012/13 school year. Two certified teachers in each classroom helped provide more flexible time for providing small group and individual intervention as needed. This model will continue next year to enhance the possibility of all students excelling on the science exam in the future.

NCLB

Goal 5: NCLB
Under the state's NCLB accountability system, the school's Accountability status will be "Good Standing" each year.

Goal 5: Absolute Measure
Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states,

established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

Results

Preliminary notification from New York State in July,2012 declared King Center Charter School a School in Good Standing for the 2012-13 School Year.

Evaluation

King Center Charter School fully met the measure.

Additional Evidence

King Center Charter School has always been and continues to be a School in Good Standing.

NCLB Status by Year

Year	Status
2010-11	Good Standing
2011-12	Good Standing
2012-13	Good Standing

ADDENDUM 1: New York State 2012 -13 Comparison using 2012 Cut Scores and matching 2013 Cut Scores

Additional Evidence
New York State released a comparison chart providing the scale scores in 2013 that are considered to match (or be approximately equivalent on a percentile basis) to scale scores in 2012, and the percentile rank that corresponds with the scale score in 2013.

The chart below shows the percentage of students achieving proficiency in 2012 in comparison to the percentage showing proficiency for 2013 using the 2012 cut points. The state determined comparable between years using the actual 2012 scale scores as a baseline and estimating a score on the new 2013 scale that is comparable for 2013.

English Language Arts Performance King Center Charter School
Using 2012 Cut Scores and matching 2013 Cut Score

Percentage of students achieving proficiency in 2012 in comparison to the percentage showing proficiency for 2013 using the 2012 Cut Scores.		
	2011-12	2012-13
3	25%	45%
4	42%	40%
5	36%	27%
6	30%	42%
Overall	33%	41%

Additional Evidence
New York State released a comparison chart providing the scale scores in 2013 that are considered to match (or be approximately equivalent on a percentile basis) to scale scores in 2012, and the percentile rank that corresponds with the scale score in 2013.

The chart below shows the percentage of students achieving proficiency in 2012 in comparison to the percentage showing proficiency for 2013 using the 2012 cut points. The state determined comparable between years using the actual 2012 scale scores as a baseline and estimating a score on the new 2013 scale that is comparable for 2013.

Mathematics Performance for King Center Charter School
Using 2012 Cut Scores and matching 2013 Cut Score

Percentage of students achieving proficiency in 2012 in comparison to the percentage showing proficiency for 2013 using the 2012 Cut Scores.		
	2011-12	2012-13
3	39%	53%
4	42%	52%
5	40%	41%
6	39%	67%
Overall	41%	54%

ADDENDUM 2: King Center Charter School in Comparison to Local Schools with Similar Demographics

Comparative Measure
Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state exam will be greater than that of all students in the same tested grades in the local school district.

While schools are required to compare themselves to the local school district, there may be individual schools that also provide a compelling comparison. These comparisons might be schools in the same neighborhood, with the same demographics, or have similar programs. The first table features a grade level breakdown for 2012-13; the other presents annual aggregate results over time.

2012-13 English Language Arts Performance of Charter School and Comparison Schools by Grade Level

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	Charter School		Tubman		Build Academy		MLK	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	17.1	35	9.8	41	0	51	5.6	71
4	4	24	3	33	2.3	43	5	80
5	20	20	0	54	0	47	5	60
6	21.7	23	0	54	5.3	57	1.4	70
All	15.7	102	2.75	182	2.03	198	4.45	281

English Language Arts Performance of School and Comparison Schools by School Year

School Year	Grades	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on State Exam by Year							
		Charter School		Tubman		Build Academy		MLK	
		Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
2009-10	3-4	54.3	35	8.8	125	16.5	103	13.3	157
2010-11	3-5	36.8	57	7.7	195	14.5	158	13.2	213
2011-12	3-6	36.4	77	8.2	231	16.9	213	13.2	319
2012-13	3-6	15.7	102	2.75	182	2.03	198	4.45	281

Comparative Measure
Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state exam will be greater than that of all students in the same tested grades in the local school district.

While schools are required to compare themselves to the local school district, there may be individual schools that also provide a compelling comparison. These comparisons might be schools in the same neighborhood, with the same demographics, or have similar programs. The first table features a grade level breakdown for 2012-13; the other presents annual aggregate results over time.

2012-13 Mathematics Performance of
Charter School and Comparison Schools by Grade Level

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	Charter School		Tubman		Build Academy		MLK	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	22	36	2.4	42	0	52	2.9	70
4	16	24	2.9	34	0	44	3.8	80
5	10	20	0	54	0	48	1.6	62
6	13	23	0	54	0	57	1.4	71
All	16.5	103	1.08	184	0	201	2.49	283

Mathematics Performance of
School and Comparison Schools by School Year

School Year	Grades	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on State Exam by Year							
		Charter School		Tubman		Build Academy		MLK	
		Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
2009-10	3-4	48.6	35	8.5	142	27.2	103	21.4	154
2010-11	3-5	56.1	57	16	194	13.4	157	20	215
2011-12	3-6	42.9	77	11.8	228	12.6	215	18.9	319
2012-13	3-6	16.5	103	1.08	184	0	201	2.49	283

Appendix B
King Center Charter School
Total Expenditures and Administrative Expenditures per Child
6/30/2013

Total Expenditures per Child	$ 11,955
Total Administrative Expenditures per Child	$ 3,536

SUNY Charter Schools Institute
The State University of New York

Transmittal Form
Annual Financial Statement Audit Report
for SUNY Authorized Charter Schools

School Name:	**Charter School Name**
Date (Report is due Nov. 1):	November 1, 2013
School Fiscal Contact Name:	Barbara Lindaman
School Fiscal Contact Email:	blindaman@kingcentercharterschool.org
School Fiscal Contact Phone:	716.891.7912 ext. 285
School Audit Firm Name:	Toski & Co., P.C.
School Audit Contact Name:	Debra Zevetchin
School Audit Contact Email:	dzevetchin@toski.com
School Audit Contact Phone:	716.634.0700
Audit Period:	2012-13
Prior Year:	2011-12

The following items are required to be included:

¨ The independent auditor's report on financial statements and notes.
¨ Excel template file containing the Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets.
¨ Reports on internal controls over financial reporting and on compliance.

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of $500,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

Item	If not included, state the reason(s) below (if not applicable fill in N/A):
Management Letter	N/A
Management Letter Response	N/A
Form 990	Extension filed
Federal Single Audit (A-133)[1]	N/A
Corrective Action Plan	Enclosed

Please also send an ELECTRONIC copy of: 1.)This transmital form; 2.) Audited Financial Report; and if applicable 3.) Management Letter and Response; 4.) Federal Single Audit (A-133) ONLY to the following offices via email. A copy of the Excel file containing the four schedules Does NOT need to be included.

NYS Education Department Public School Choice Programs 89 Washington Avenue Room 462 EBA Albany, New York 12234 charterschools@mail.nysed.gov	NYS Education Department Office of Audit Services 89 Washington Avenue Room 524 EBA Room 524 EBA Albany, New York 12234 fsanda133@mail.nysed.gov

[1] A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to OMB Circular A-133 for the federal filing requirements.

KING CENTER CHARTER SCHOOL

Financial Statements

June 30, 2013 and 2012

(With Independent Auditors' Report Thereon)

KING CENTER CHARTER SCHOOL

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TOSKI & CO., P.C.
CERTIFIED PUBLIC ACCOUNTANTS
AN EFP ROTENBERG COMPANY

INDEPENDENT AUDITORS' REPORT

The Board of Directors
King Center Charter School:

Report on the Financial Statements

We have audited the accompanying financial statements of King Center Charter School (the School), which comprise the statements of financial position as of June 30, 2013 and 2012, and the related statements of activities, functional expenses and cash flows for the years then ended, and the related notes to financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the School's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of King Center Charter School as of June 30, 2013 and 2012, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued our report dated October 16, 2013, on our consideration of King Center Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting and on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the School's internal control over financial reporting and compliance.

Toski & Co., CPAs, P.C.

Williamsville, New York
October 16, 2013

KING CENTER CHARTER SCHOOL
Statements of Financial Position
June 30, 2013 and 2012

Assets	2013	2012
Current assets:		
Cash	$ 2,011,056	893,959
Certificate of deposit	176,142	175,000
Grants and other receivables	73,929	85,404
Prepaid expenses	57,062	63,472
Total current assets	2,318,189	1,217,835
Property and equipment, at cost	1,946,715	1,596,049
Less accumulated depreciation	(655,133)	(511,201)
Net property and equipment	1,291,582	1,084,848
Deferred loan fees	1,750	1,750
Less accumulated amortization	(963)	(613)
Net deferred loan fees	787	1,137
Total assets	$ 3,610,558	2,303,820
Liabilities and Net Assets		
Current liabilities:		
Accounts payable	49,434	106,032
Accrued expenses:		
Payroll and payroll taxes	110,678	104,777
Pension	200,004	159,293
Total accrued expenses	310,682	264,070
Deferred revenue	1,191,646	-
Current portion of notes payable	70,000	70,000
Total current liabilities	1,621,762	440,102
Notes payable, net of current portion	105,000	175,000
Total liabilities	1,726,762	615,102
Net assets:		
Unrestricted net assets	1,883,796	1,688,660
Temporarily restricted net assets	-	58
Total net assets	1,883,796	1,688,718
Contingency (note 8)		
Total liabilities and net assets	$ 3,610,558	2,303,820

See accompanying notes to financial statements.

KING CENTER CHARTER SCHOOL
Statements of Activities
Years ended June 30, 2013 and 2012

	2013	2012
Unrestricted revenue:		
Public school districts:		
Resident student enrollment	$ 3,101,078	2,840,882
Students with disabilities	129,285	133,336
State aid	30,718	30,705
Contributions	15,685	10,248
Interest income	5,370	736
Other income	13,898	26,596
Net assets released from restrictions	1,431,359	139,023
Total unrestricted revenue	4,727,393	3,181,526
Unrestricted expenses:		
Program services:		
Regular education	1,973,739	1,842,136
Special education	136,645	123,989
Other programs	53,768	46,106
Total program services	2,164,152	2,012,231
Management and general	956,888	613,459
Total unrestricted expenses	3,121,040	2,625,690
Other income (expense):		
Loss from abandonment of leasehold improvements	-	(72,134)
Grants made to other organizations	(1,411,217)	-
Change in unrestricted net assets	195,136	483,702
Changes in temporarily restricted net assets:		
Federal and State grants	165,845	139,081
Local grants	1,265,456	-
Net assets released from restrictions	(1,431,359)	(139,023)
Change in temporarily restricted net assets	(58)	58
Increase in net assets	195,078	483,760
Net assets at beginning of year	1,688,718	1,204,958
Net assets at end of year	$ 1,883,796	1,688,718

See accompanying notes to financial statements.

KING CENTER CHARTER SCHOOL
Statements of Functional Expenses
Years ended June 30, 2013 and 2012

	Program Services				Management and general	Total	
	Regular education	Special education	Other programs	Total		2013	2012
Salaries	$ 990,806	92,874	36,329	1,120,009	574,582	1,694,591	1,378,075
Payroll taxes	88,918	7,535	3,014	99,467	51,241	150,708	119,502
Employee benefits	185,365	15,709	6,284	207,358	106,821	314,179	234,878
Instructional consultants	80,274	-	-	80,274	-	80,274	82,400
Instructional materials	88,721	-	-	88,721	-	88,721	35,990
Classroom supplies	17,764	-	-	17,764	-	17,764	15,914
Field trips	12,496	-	-	12,496	-	12,496	6,754
Transportation	17,643	-	-	17,643	-	17,643	23,766
Student activities	7,030	-	-	7,030	-	7,030	5,561
Student testing and assessment	20,195	-	-	20,195	-	20,195	8,745
Special education services	75,923	-	-	75,923	-	75,923	133,340
Technology	21,653	-	-	21,653	-	21,653	18,088
Conferences	1,519	-	-	1,519	-	1,519	3,015
Staff development	12,680	-	-	12,680	-	12,680	7,778
Dues and subscriptions	4,080	-	-	4,080	-	4,080	3,741
Rent	104,156	8,827	3,531	116,514	60,022	176,536	169,413
Utilities	14,887	1,262	505	16,654	8,579	25,233	29,244
Insurance	29,938	2,537	1,015	33,490	17,253	50,743	36,074
Office supplies	-	-	-	-	7,048	7,048	5,223
Telephone	22,825	-	-	22,825	-	22,825	16,702
Postage	1,279	-	-	1,279	-	1,279	1,371
Printing and promotion	3,239	-	-	3,239	-	3,239	4,287
Equipment repair and maintenance	47,078	-	-	47,078	-	47,078	60,611
Contractual services	16,452	-	-	16,452	-	16,452	10,472
Professional fees	-	-	-	-	77,216	77,216	63,338
Events	-	-	-	-	5,130	5,130	3,005
Miscellaneous	14,528	-	-	14,528	-	14,528	16,055
Depreciation	84,090	7,882	3,083	95,055	48,877	143,932	119,132
Amortization	205	19	7	231	119	350	350
Interest expense	9,995	-	-	9,995	-	9,995	12,866
Total expenses	$ 1,973,739	136,645	53,768	2,164,152	956,888	3,121,040	2,625,690

See accompanying notes to financial statements.

KING CENTER CHARTER SCHOOL
Statement of Functional Expenses
Year ended June 30, 2012

	Program Services				Management and	
	Regular education	Special education	Other programs	Total	general	Total
Salaries	$ 907,009	81,473	31,933	1,020,415	357,660	1,378,075
Payroll taxes	78,871	7,170	2,390	88,431	31,071	119,502
Employee benefits	155,019	14,093	4,698	173,810	61,068	234,878
Instructional consultants	82,400	-	-	82,400	-	82,400
Instructional materials	35,990	-	-	35,990	-	35,990
Classroom supplies	15,914	-	-	15,914	-	15,914
Field trips	6,754	-	-	6,754	-	6,754
Transportation	23,766	-	-	23,766	-	23,766
Student activities	5,561	-	-	5,561	-	5,561
Student testing and assessment	8,745	-	-	8,745	-	8,745
Special education services	133,340	-	-	133,340	-	133,340
Technology	18,088	-	-	18,088	-	18,088
Conferences	3,015	-	-	3,015	-	3,015
Staff development	7,778	-	-	7,778	-	7,778
Dues and subscriptions	3,741	-	-	3,741	-	3,741
Rent	111,813	10,165	3,388	125,366	44,047	169,413
Utilities	19,301	1,755	585	21,641	7,603	29,244
Insurance	23,809	2,164	722	26,695	9,379	36,074
Office supplies	-	-	-	-	5,223	5,223
Telephone	16,702	-	-	16,702	-	16,702
Postage	1,371	-	-	1,371	-	1,371
Printing and promotion	4,287	-	-	4,287	-	4,287
Equipment repair and maintenance	60,611	-	-	60,611	-	60,611
Contractual services	10,472	-	-	10,472	-	10,472
Professional fees	-	-	-	-	63,338	63,338
Events	-	-	-	-	3,005	3,005
Miscellaneous	16,055	-	-	16,055	-	16,055
Depreciation	78,627	7,148	2,383	88,158	30,974	119,132
Amortization	231	21	7	259	91	350
Interest expense	12,866	-	-	12,866	-	12,866
Total expenses	$ 1,842,136	123,989	46,106	2,012,231	613,459	2,625,690

See accompanying notes to financial statements.

KING CENTER CHARTER SCHOOL
Statements of Cash Flows
Years ended June 30, 2013 and 2012

	2013	2012
Cash flows from operating activities:		
Increase in net assets	$ 195,078	483,760
Adjustments to reconcile increase in net assets to net cash provided by operating activities:		
Depreciation	143,932	119,132
Amortization	350	350
Loss from abandonment of leasehold improvements	-	72,134
Changes in:		
Grants and other receivables	11,475	(48,810)
Prepaid expenses	6,410	19,140
Accounts payable	(56,598)	1,418
Accrued expenses	46,612	79,061
Deferred revenue	1,191,646	(882)
Net cash provided by operating activities	1,538,905	725,303
Cash flows from investing activities:		
Additions to property and equipment	(350,666)	(374,875)
Purchase of certificate of deposit	(176,142)	-
Redemption of certificate of deposit	175,000	-
Net cash used in investing activities	(351,808)	(374,875)
Cash flows from financing activities - principal payments on notes payable	(70,000)	(70,000)
Net increase in cash	1,117,097	280,428
Cash at beginning of year	893,959	613,531
Cash at end of year	$ 2,011,056	893,959
Supplemental schedule of cash flow information - cash paid during the year for interest	$ 9,995	12,866

See accompanying notes to financial statements.

(1) Summary of Significant Accounting Policies

(a) Nature of Activities

King Center Charter School (the School) was chartered by the Board of Regents of the University at the State of New York (the State) on February 1, 2000 for a term of five years pursuant to Article 56 of the New York State Education Law. On February 8, 2013, the State extended the School's Charter through July 31, 2018.

Charter schools receive state and federal public-school funding and must meet all the same state and federal testing and learning requirements as public schools, yet they operate independently of the local school district, serving as their own local education agency.

The School is governed by a twelve member, uncompensated Board of Directors and has 259 students in kindergarten through sixth grade. The school offers additional opportunities for enrichment activity including after-school and summer programs.

(b) Basis of Accounting

The accompanying financial statements have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America.

(c) Basis of Presentation

The School reports information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets and permanently restricted net assets. The School does not have any permanently restricted net assets. Accordingly, net assets of the School and changes therein are classified and reported as follows:

Unrestricted net assets - Net assets that are not subject to donor-imposed stipulations and may be used for any purpose designated by the School's Board of Directors.

Temporarily restricted net assets - Net assets subject to donor-imposed stipulations that may or will be met either by actions of the School and/or the passage of time.

(d) Estimates

The preparation of accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

(e) Cash

For purposes of the statements of cash flows, the School considers all highly liquid debt instruments purchased with an original maturity of three months or less to be cash equivalents.

(1) Summary of Significant Accounting Policies, Continued

(f) Concentration of Credit Risk

Financial instruments that potentially subject the School to concentration of credit risk consist principally of cash and certificate of deposit accounts in financial institutions. Although the accounts exceed the federally insured deposit amount, management does not anticipate nonperformance by the financial institution.

(g) Grants and Other Receivable

Receivables are charged to bad debt expense when they are determined to be uncollectible based upon a periodic review of the accounts by management. Accounting principles generally accepted in the United States of America require that the allowance method be used to recognize bad debts; however, the effect of using the direct write-off method is not materially different from the results that would have been obtained under the allowance method.

(h) Capitalization and Depreciation

Property and equipment are recorded at cost or fair market value at the date of the gift in the case of donated equipment. If donors stipulate how long the assets must be used, the contributions are recorded as restricted support. In the absence of such stipulations, contributions of equipment are recorded as unrestricted support. Depreciation is provided for in amounts sufficient to relate the cost of depreciable assets to operations over their estimated service lives using the straight-line method. Improvements are capitalized, while expenditures for maintenance and repairs are charged to expense as incurred. Upon disposal of depreciable property, the appropriate property accounts are reduced by the related costs and accumulated depreciation. The resulting gains and losses are reflected in the statements of activities. Generally, equipment which has a cost in excess of $500 at the date of acquisition and has an expected useful life of five years in capitalized.

(i) Public School District Revenue

The School receives per pupil aid which is passed through the Buffalo Public School District. New York State Education Department mandates the rate per pupil. For the years ended June 30, 2013 and 2012, the per pupil rate was $12,005.

(j) Deferred Revenue and Revenue Recognition

Grant awards accounted for as exchange transactions are recorded as revenue when expenditures have been incurred in compliance with the grant restrictions. Amounts unspent are recorded in the statements of financial position as deferred revenue.

(k) Donated Equipment, Materials, Supplies and Personal Services

Donated equipment, materials and supplies are reflected in the financial statements based on the fair market value at the time of donation.

Donated personal services meeting the requirements for recognition in the financial statements were not material and have not been recorded. However, many individuals volunteer their time and perform a variety of tasks that assist the School.

(1) Summary of Significant Accounting Policies, Continued

(l) Promises to Give

Contributions are recognized when the donor makes an unconditional promise to give to the School. Contributions that are restricted by the donor are reported as increases in unrestricted net assets if the restrictions expire in the year in which the contributions are recognized. All other donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets.

(m) Expense Allocation

The costs of providing various programs and other activities have been summarized on a functional basis in the statements of activities and in the statements of functional expenses. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

(n) Subsequent Events

The School has evaluated events after June 30, 2013, and through October 16, 2013, which is the date the financial statements were available to be issued, and determined that any events or transactions occurring during this period that would require recognition or disclosure are properly addressed in these financial statements.

(o) Income Taxes

The School is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code, therefore, no provision for income taxes is reflected in the financial statements. Management believes there are no uncertain tax positions that require adjustment or disclosure in the financial statements. The School is no longer subject to examination by taxing authorities for the years prior to 2009.

(2) Property and Equipment

Property and equipment are recorded at cost. A summary of property and equipment at June 30, 2013 and 2012 is as follows:

		2013	2012
Land	$	2,276	950
Leasehold and land improvements		1,573,950	1,246,273
Office equipment		44,251	43,282
Instructional equipment		300,196	279,502
Vehicles		26,042	26,042
		1,946,715	1,596,049
Less accumulated depreciation		(655,133)	(511,201)
Net property and equipment	$	1,291,582	1,084,848

(2) Property and Equipment, Continued

During the year ended June 30, 2012, the Board of Directors passed resolutions deeming land and buildings known as Knox Tavern and Slaughter House as having no realizable value. These have been written down to zero resulting in a loss of $72,134 on abandonment of leasehold improvements.

(3) Line of Credit

The School has a $200,000 line of credit with a local bank with interest payable at 1% above the bank's prime rate (4.25% at June 30, 2013). This is a demand note and substantially all of the School's assets are secured under the loan. At June 30, 2013 and 2012, there was no balance on the line.

(4) Notes Payable

Notes payable consisted of the following at June 30, 2013 and 2012:

	2013	2012
$350,000 term note due in monthly payments of $5,833, plus interest currently at 4.25%, maturing December 2015, secured by a certificate of deposit in the amount of $175,000 and guaranteed by King Urban Life Center, Inc.	$ 175,000	245,000
Less current portion	(70,000)	(70,000)
Notes payable, net of current portion	$ 105,000	175,000

Maturities of notes payable for the years following June 30, 2013, are as follows:

2014	$ 70,000
2015	70,000
2016	35,000
	$ 175,000

(5) Related Party Transactions

The School and King Urban Life Center, Inc. (a nonprofit organization) (the Center) are affiliated with each other by means of overlapping Boards of Directors. Two of the School's twelve directors are persons who are also on the Board of Directors of the Center. The Center provided extensive support with the organizational application for the establishment of the School and it will also sponsor various programs that the students of the School will be eligible to participate in.

(5) Related Party Transactions, Continued

The School entered into a lease agreement with the Center to lease facilities. Rent expense for the years ended June 30, 2013 and 2012 amounted to $176,536 and $169,413, respectively. The initial lease was for a term of one year and is automatically renewable unless terminated by either party.

The School had prepaid rent to the Center of $44,896 and $58,708 at June 30, 2013 and 2012, respectively.

(6) Pension Plan

The School participates in the New York State Teachers' Retirement System (NYSTRS), which is a cost-sharing multiple employer, public employees retirement system. NYSTRS offers a wide range of plans and benefits which are related to years of service and final average salary, vesting of retirement benefits, death and disability.

NYSTRS is administered by the New York State Teachers' Retirement Board and provides retirement, disability, withdrawal and death benefits to plan members and beneficiaries as authorized by the Education Law and the Retirement and Social Security Law of the State of New York. NYSTRS issues a publicly available financial report that contains financial statements and required supplementary information. The report may be obtained by writing to NYSTRS, 10 Corporate Woods Drive, Albany, New York 12211-2395.

NYSTRS is noncontributory, except for employees who joined the System after July 27, 1976 and prior to January 1, 2010, who contribute 3% of their salary, except that employees in NYSTRS more than ten years are no longer required to contribute. Those joining NYSTRS on or after January 1, 2010 are required to contribute 3.5% of their salary throughout their active membership. Pursuant to Article 11 of the Education Law, the New York State Teachers' Retirement Board establishes rates annually for NYSTRS.

The School is required to contribute at an actuarially determined rate. The rates for NYSTRS were 11.84% and 11.11% of the annual covered payroll as of June 30, 2013 and 2012, respectively. Required annual contributions of $157,074 and $120,971 were paid to NYSTRS by the School for the years ended June 30, 2013 and 2012, respectively.

(7) Expansion Plan and Building Lease

The School has an expansion plan to increase student population whereby they will add additional students every year in addition to adding seventh and eighth grades. Each year students will be added until a student population of 432 is reached in fiscal year ending June 30, 2018.

(7) Expansion Plan and Building Lease, Continued

Lease terms between the School and the Center for rental of a building from the Center were approved by the Board of Directors in October 2009 and included the School prepaying rent in the amount of $75,000 for the first five year term. Any improvements are the responsibility of the School. The School is also responsible for utilities, upkeep, and maintenance of the property.

(8) Contingency

The School has received grants which are subject to audit by agencies of the state and federal government. Such audits may result in disallowances and a request for a return of funds. Based on prior years' experience, the School's administration believes that disallowances, if any will be immaterial.

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

The Board of Directors
King Center Charter School:

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States, the financial statements of King Center Charter School (the School), which comprise the statement of financial position as of June 30, 2013, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 16, 2013.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses of significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

300 Essjay Road, Suite 115 | Williamsville, NY 14221 | P 716.634.0700 | TF 800.546.7556 | F 716.634.0764 | ToskiCPA.com

Compliance and Other Matters

As part of obtaining reasonable assurance about whether King Center Charter School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statements amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed an instance of noncompliance or other matters that is required to be reported under Government Auditing Standards and which is described in the accompanying schedule of findings and questioned costs as item 2013-1.

King Center Charter School's Response to Finding

King Center Charter School's response to the finding identified in our audit is described in the accompanying schedule of findings and questioned costs. King Center Charter School's response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Toski & Co., CPAs, P.C.

Williamsville, New York
October 16, 2013

KING CENTER CHARTER SCHOOL
Schedule of Findings and Questioned Costs
Year ended June 30, 2013

2013-1 Student Files

Condition - Compliance testing included a review of 28 student files. One instance of noncompliance was noted in the 28 files tested in 2013. One student file including the student's enrollment form could not be located.

Criteria - New York State Education Department (NYSED) regulations require that student files be properly maintained.

Effect - Student files are not being maintained in accordance with NYSED regulations.

Cause - The School personnel did not follow correct procedures or due care in maintaining student records.

Recommendation - Management should take greater care to ensure that employees understand proper procedures and apply them consistently.

Management's Reply - Management will correct the noted deficiency and establish new procedures to monitor student files for compliance with NYSED regulations.

KING CENTER CHARTER SCHOOL

Status of Prior Audit Findings

Year ended June 30, 2013

There were no audit findings with regard to the prior year financial statements (June 30, 2012).

King Center Charter School

King Center Charter School
Corrective Action Plan
June 30, 2013

Finding:

Condition - Compliance testing included a review of 28 student files. One instance of noncompliance was noted in the 28 files tested in 2013. One student file including the student's enrollment form could not be located.

Response:

We concur with the finding. The School will take steps to correct the noted deficiency. We have already developed new procedures and these procedures are put in place in order to track each and every student file to ensure compliance with NYSED regulations.

SUNY Charter Schools Institute
The State University of New York

Transmittal Form
Annual Financial Statement Audit Report

for SUNY Authorized Charter Schools

School Name:	**King Center Charter School**
Date (Report is due Nov. 1):	November 1, 2013
School Fiscal Contact Name:	Barbara Lindaman
School Fiscal Contact Email:	blindaman@kingcentercharterschool.org
School Fiscal Contact Phone:	716.891.7912 ext. 285
School Audit Firm Name:	Toski & Co., P.C.
School Audit Contact Name:	Debra Zevetchin
School Audit Contact Email:	dzevetchin@toski.com
School Audit Contact Phone:	716.634.0700
Audit Period:	2012-13
Prior Year:	2011-12

The following items are required to be included:

¨ The independent auditor's report on financial statements and notes.

¨ Excel template file containing the Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets.

¨ Reports on internal controls over financial reporting and on compliance.

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of $500,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

Item	If not included, state the reason(s) below (if not applicable fill in N/A):
Management Letter	N/A
Management Letter Response	N/A
Form 990	Extension filed
Federal Single Audit (A-133)[1]	N/A
Corrective Action Plan	Enclosed

Please also send an ELECTRONIC copy of: 1.)This transmital form; 2.) Audited Financial Report; and if applicable 3.) Management Letter and Response; 4.) Federal Single Audit (A-133) ONLY to the following offices via email. A copy of the Excel file containing the four schedules Does NOT need to be included.

NYS Education Department Public School Choice Programs 89 Washington Avenue Room 462 EBA Albany, New York 12234 charterschools@mail.nysed.gov	NYS Education Department Office of Audit Services 89 Washington Avenue Room 524 EBA Room 524 EBA Albany, New York 12234 fsanda133@mail.nysed.gov

[1] A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to OMB Cir

King Center Charter School
Statement of Financial Position
as of June 30

ASSETS	2013	2012
CURRENT ASSETS		
Cash and cash equivalents	2011056	893959
Certificate of deposit	176142	175000
Grants and contracts receivable	73929	85404
Accounts receivables	0	0
Prepaid Expenses	57062	63472
Contributions and other receivables	0	0
TOTAL CURRENT ASSETS	2,318,189	1,217,835
PROPERTY, BUILDING AND EQUIPMENT, net	1291582	1084848
OTHER ASSETS	787	1137
TOTAL ASSE	**3,610,558**	**2,303,820**

CSI: State, Federal or other

CSI: NON GRANT
- Due from School Districts
- Due from Governments

CSI: Operating and Capital Reserves, Deferred Costs, Investments, Due from Affiliate/CMO, Fixed Assets

LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable and accrued expenses	49434	106032
Accrued payroll and benefits	310682	264070
Dreferred Revenue	1191646	0
Current maturities of long-term debt	70000	70000
Short Term Debt - Bonds, Notes Payable	0	0
Other	0	0
TOTAL CURRENT	1,621,762	440,102
LONG-TERM DEBT and NOTES PAYABLE, net cu	105000	175000
TOTAL LIABILITIES	1,726,762	615,102
NET ASSETS		
Unrestricted	1883796	1688661
Temporarily restricted	0	57
TOTAL NET ASSETS	1,883,796	1,688,718
TOTAL LIABILITIES AND NET ASSETS	**3,610,558**	**2,303,820**

CSI: Obligations under, Capital Leases, Advanced Billing, Due to Affiliate/CMO,

CSI: Land, Building, Loan(s) related

King Center Charter School
Statement of Activities
as of June 30

	2013			2012
	Unrestricted	Temporarily Restricted	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	3131796	0	$3,131,796	2871587
Students with disabilities	129285	0	129,285	133336
Grants and Contracts				
State and local	0	0	-	0
Federal - Title and IDEA	0	165845	165,845	138881
Federal - Other	0	0	-	0
Other	0	1265456	1,265,456	0
Food Service/Child Nutrition Program	0	0	-	0
TOTAL REVENUE, GAINS AND OTHER SUPPORT	3,261,081	1,431,301	4,692,382	3,143,804
EXPENSES				
Program Services				
Regular Education	1973739	$-	$1,973,739	1842136
Special Education	136645	-	136,645	123989
Other Programs	1464985	-	1,464,985	46106
Total Program Services	3,575,369	-	3,575,369	2,012,231
Management and general	956888	-	956,888	685593
Fundraising	0	-	-	0
TOTAL OPERATING EXPENSES	4,532,257	-	4,532,257	2,697,824
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	(1,271,176)	1,431,301	160,125	445,980
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	0	0	$-	0
Individuals	15685	0	15,685	10448
Corporations	0	0	-	0
Fundraising	0	0	-	0
Interest income	5370	0	5,370	736
Miscellaneous income	13898	0	13,898	26596
Net assets released from restriction	1431359	-1431359	-	0
TOTAL SUPPORT AND OTHER REVENUE	1,466,312	(1,431,359)	34,953	37,780
CHANGE IN NET ASSETS	195,136	(58)	195,078	483,760
NET ASSETS BEGINNING OF YEAR	1688660	58	1,688,718	1204958
PRIOR YEAR/PERIOD ADJUSTMENTS	0	-	-	0
NET ASSETS END OF YEAR	$1,883,796	$-	$1,883,796	$1,688,718

King Center Charter School
Statement of Cash Flows
as of June 30

	2013	2012
		*Please briefly explain any nu
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	195078	483760
Revenues from School Districts	0	0
Accounts Receivable	0	0
Due from School Districts	0	0
Depreciation	144282	119482
Grants Receivable	0	0
Due from NYS	0	0
Grant revenues	11475	-48810
Prepaid Expenses	6410	19140
Accounts Payable	-56598	1418
Accrued Expenses	46612	79061
Accrued Liabilities	0	-882
Contributions and fund-raising activities	0	0
Miscellaneous sources	0	0
Deferred Revenue	1191646	0
Interest payments	0	0
Other	0	72134
Other	0	0
NET CASH PROVIDED FROM OPERATING ACTIVITIES	$1,538,905	$725,303
CASH FLOWS - INVESTING ACTIVITIES	$	$
Purchase of equipment	-350666	-374875
Other	-1142	0
NET CASH PROVIDED FROM INVESTING ACTIVITIES	$(351,808)	$(374,875)
CASH FLOWS - FINANCING ACTIVITIES	$	$
Principal payments on long-term debt	-70000	-70000
Other	0	0
NET CASH PROVIDED FROM FINANCING ACTIVITIES	$(70,000)	$(70,000)
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	$1,117,097	$280,428
Cash at beginning of year	893959	613531
CASH AND CASH EQUIVALENTS AT END OF YEAR	$2,011,056	$893,959

King Center Charter School
Statement of Functional Expenses
as of June 30

		2013					
		Program Services				Supporting Service	
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General
Personnel Services Costs		$	$	$	$	$	$
Administrative Staff Personnel	6	0	0	0	-	-	574582
Instructional Personnel	36	990806	92874	0	1,083,680	-	0
Non-Instructional Personnel	7	0	0	36329	36,329	-	0
Total Salaries and Staff		990,806	92,874	36,329	1,120,009	-	574,582
Fringe Benefits & Payroll Taxes		180432	14447	5857	200,736	-	103636
Retirement		93851	8797	3441	106,089	-	54426
Management Company Fees		0	0	0	-	-	0
Legal Service		0	0	0	-	-	0
Accounting / Audit Services		0	0	0	-	-	0
Other Purchased / Professional / Consult		172649	0	0	172,649	-	77216
Building and Land Rent / Lease		104156	8827	3531	116,514	-	60022
Repairs & Maintenance		47078	0	0	47,078	-	0
Insurance		29938	2537	1015	33,490	-	17253
Utilities		14887	1262	505	16,654	-	8579
Supplies / Materials		106485	0	0	106,485	-	7048
Equipment / Furnishings		0	0	0	-	-	0
Staff Development		14199	0	0	14,199	-	0
Marketing / Recruitment		0	0	0	-	-	0
Technology		0	0	0	-	-	0
Food Service		0	0	0	-	-	0
Student Services		0	0	0	-	-	0
Office Expense		27343	0	0	27,343	-	0
Depreciation		84295	7901	3090	95,286	-	48996
OTHER		107620	0	0	107,620	-	5130
Total Expenses		973,739	$136,645	$53,768	$2,164,152	$-	$956,888

CSI:
Health and Dental
Social Security
Medicare
Unemployment
Other

CSI:
SPED Services
Nurse

CSI:
Facility
Equipment

CSI:

CSI:

CSI:
Instructional
Non-Instructional

CSI:

CSI:
Hardware
Software

CSI:

CSI:
Leases (i.e. copier)
Printing

CSI:
Interest
Board Development
Bad Debt
Misc. Fees (i.e. Licensing)

		2012
s		
Total	Total	
$	$	$
574,582	574,582	357660
-	1,083,680	988482
-	36,329	31933
574,582	1,694,591	1,378,075
103,636	304,372	230541
54,426	160,515	123839
-	-	0
-	-	0
-	-	0
77,216	249,865	289550
60,022	176,536	169413
-	47,078	60611
17,253	50,743	36074
8,579	25,233	29244
7,048	113,533	57127
-	-	0
-	14,199	10793
-	-	0
-	-	0
-	-	0
-	-	0
-	27,343	22360
48,996	144,282	119482
5,130	112,750	98581
$956,888	$3,121,040	$2,625,690

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King Center Charter School

Operating Budget

6/30/2014

	July	August	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	2014
Revenue													
School District Payments (State Aid)			374,560	374,560	374,560	374,560	374,560	374,560	374,560	374,560	374,560	374,520	3,745,560
Special Education	-	-	7,590	7,590	7,590	7,590	7,590	7,590	7,590	7,590	7,590	7,590	75,900
Federal, State & Private Grants	31,500	31,500	31,500	31,500	31,500	31,500	31,500	31,500	31,500	31,500	31,500	31,550	378,050
Contributions	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	75,000
Gates Grant	9,000	9,000	-	-	-	-	-	-	-	-	-	-	18,000
Interest income	20	20	20	20	20	20	20	20	20	20	20	20	240
Total Revenue	46,770	46,770	419,920	419,920	419,920	419,920	419,920	419,920	419,920	419,920	419,920	419,930	4,292,750
Expenses													
Instructional:													
Instructional salaries	-	56,177	112,368	112,368	112,368	112,368	112,368	112,368	112,368	112,368	112,368	112,314	1,179,803
Professional	-	1,486	2,972	2,972	2,972	2,972	2,972	2,972	2,972	2,972	2,972	2,975	31,209
Instructional/Americorps			12,630	12,630	12,630	12,630	12,630	12,630	12,630	12,630	12,630	12,670	126,340
Instructional materials			4,750	4,750	4,750	4,750	4,750	4,750	4,750	4,750	4,750	4,750	47,500
Library books & materials			100	100	100	100	100	100	100	100	100	100	1,000
Classroom paper & supplies	-		2,770	2,770	2,770	2,770	2,770	2,770	2,770	2,770	2,770	2,770	27,700
Field trips			980	980	980	980	980	980	980	980	980	980	9,800
Transportation	-		2,670	2,670	2,670	2,670	2,670	2,670	2,670	2,670	2,670	2,670	26,700
Student activities			1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440	14,400
Uniforms			50	50	50	50	50	50	50	50	50	50	500
Student testing & assessment	-		1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	11,000
Student services													
Food service													
SPED salaries		4,255	8,510	8,510	8,510	8,510	8,510	8,510	8,510	8,510	8,510	8,514	89,359
SPED services		5,120	10,240	10,240	10,240	10,240	10,240	10,240	10,240	10,240	10,240	10,220	107,509

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Technology	-		3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	0	34,00
Travel & Conferences	-	-	780	780	780	780	780	780	780	780	780	780	0	7,80
Summer reading program	17,500	17,500	-	-	-	-	-	-	-	-	-	-	0	35,00
Administrative:													0	
Salaries	44,341	44,341	44,341	44,341	44,341	44,341	44,341	44,341	44,341	44,341	44,341	44,343		532,09
Consultants	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	4	15,00
Dues & Memberships	410	410	410	410	410	410	410	410	410	410	410	390	0	4,90
Head of School Discrestionary	80	80	80	80	80	80	80	80	80	80	80	120	0	1,00
Maintenance:													0	
Salaries	4,908	4,908	4,908	4,908	4,908	4,908	4,908	4,908	4,908	4,908	4,908	4,912		58,90
Building maintenance & other	4,680	4,680	4,680	4,680	4,680	4,680	4,680	4,680	4,680	4,680	4,680	4,680	0	56,16
General:													0	
Payroll taxes	17,700	17,200	18,600	15,100	14,400	14,700	18,400	16,600	15,400	14,800	15,400	13,400		191,70
Health Insurance	23,710	23,710	23,710	23,710	23,710	23,710	23,710	23,710	23,710	23,710	23,710	23,740	0	284,55
Pension	8,130	18,340	28,560	28,560	28,560	28,560	28,560	28,560	28,560	28,560	28,560	28,590	0	312,10
Rent	14,400	14,400	14,400	14,400	14,400	14,400	14,400	14,400	14,400	14,400	14,400	14,400	0	172,80
Utilities	3,960	3,960	3,960	3,960	3,960	3,960	3,960	3,960	3,960	3,960	3,960	3,940	0	47,50
Insurance	4,970	4,970	4,970	4,970	4,970	4,970	4,970	4,970	4,970	4,970	4,970	4,930	0	59,60
													0	

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King Center Charter School

Operating Budget
6/30/2014

		July	August	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	**2014**
Telephone				1,980		1,980		1,980					23,700	
	1,980	1,980	1,980		1,980		1,980		1,980	1,980	1,980	1,920		
Office supplies				470		470		470					5,600	
	470	470	470		470		470		470	470	470	430		
Postage				90		90		90					1,100	
	90	90	90		90		90		90	90	90	110		
Printing/Promotion				630		630		630					7,500	
	630	630	630		630		630		630	630	630	570		
Equip maint		-	-	-	-	-	-	-	-	-	-	-	-	

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& repair	-												
Contracted services	1,220	1,220	1,220	1,220	1,220	1,220	1,220	1,220	1,220	1,220	1,220	1,180	14,600
Accounting fees	3,140	3,140	3,140	3,140	3,140	3,140	3,140	3,140	3,140	3,140	3,140	3,150	37,690
Legal fees	920	920	920	920	920	920	920	920	920	920	920	890	11,010
Payroll processing fees	170	170	170	170	170	170	170	170	170	170	170	130	2,000
Bank charges	80	80	80	80	80	80	80	80	80	80	80	120	1,000
Miscellaneous	330	330	330	330	330	330	330	330	330	330	330	370	4,000
Fundraising	330	330	330	330	330	330	330	330	330	330	330	370	4,000
Interest expense	40	40	40	40	40	40	40	40	40	40	40	60	500
Interest expense - buildout	898	877	856	834	813	791	770	749	727	706	684	695	9,400
Depreciation	12,080	12,080	12,080	12,080	12,080	12,080	12,080	12,080	12,080	12,080	12,080	12,120	145,000
Total expenses	**168,417**	**245,144**	**336,965**	**333,443**	**332,722**	**333,000**	**336,679**	**334,858**	**333,636**	**333,015**	**333,593**	**331,543**	**3,753,015**
Incr (decr) in net assets	**(121,647)**	**(198,374)**	**82,955**	**86,477**	**87,198**	**86,920**	**83,241**	**85,062**	**86,284**	**86,905**	**86,327**	**88,387**	**539,735**
(121,647)	106,770	191,832	278,116	365,021	451,348	539,735							
(320,021)													
(237,066)													
(150,589)													
(63,391)													
23,529													

Cash Flow

Add:

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Approved 6/06/13

Non-Cash Expenditures & Proceeds from Line of Credit and Other Timing Adjustments

Depreciation	12,080	12,080	12,080	12,080	12,080	12,120	145,000
12,080							
12,080							
12,080							
12,080							
12,080							
Line of Credit -M & T Bank							-
-							
-							
-							
Amount charged to rent from prepaid	1,300	1,300	1,300	1,300	1,300	1,300	15,600
1,300							
1,300							
1,300							
1,300							
1,300							
1,300							
State Aid Cash Payments	624,260	624,260	624,260				3,745,560
624,2							

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Approved 6/06/13

60							
624,2							
60							
624,2							
60							
63		13,380					3,906,160
7,640	637,640		637,640	13,380	637,640	13,420	
13,3							
80							
637,							
640							
13,3							
80							
637,							
640							
13,3							
80							
Less:							
Capital Equipment Purchases & Payments on Line of Credit & Other Timing Adjustments							
Capital Equipment Purcha	(14,080)	(14,080)	(14,080)	(14,080)	(14,080)	(14,120)	(169,000)

FINAL
Approved 6/06/13

ses							
(14,080)							
(14,080)							
(14,080)							
(14,080)							
(14,080)							
(14,080)							
(14,080)							
Payments on Line of Credit	-	-	-	-	-	-	-
-							
-							
-							
-							
Principal pmts	(5,833)	(5,833)	(5,833)	(5,833)	(5,833)	(5,837)	(70,000)
-							
buildout							
(5,833)							
(5,833)							
(5,833)							
(5,833)							
(5,833)							
(5,833)							
(5,833)							
Reserve	(2,500)	(2,500)	(2,500)	(2,500)	(2,500)	(2,500)	(30,000)
(2,500)							
(2,500)							
(2,500)							
(2,500)							
(2,500)							

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Approved 6/06/13

(2,500)							
Additional buildout repairs							(500,000)
(500,000)							
State Aid Revenue Recognition	(374,560)	(374,560)	(374,560)	(374,560)	(374,560)	(374,520)	(3,745,560)
(374,560)							
(374,560)							
(374,560)							
(374,560)							
(522,413)	(396,973)	(396,973)	(396,973)	(396,973)	(396,973)	(396,977)	(4,514,560)
(22,413)							
(396,973)							
(396,973)							
(396,973)							
(396,973)							
Cash-Beginning							

FINAL
Approved 6/06/13

of Month 715,462							
sh Inflow (Outflow) - Current Month	323,908	(298,531)	326,951	(296,688)	326,994	(295,170)	(68,665)
(6,420)							
(207,407)							
323,622							
(297,116)							
327,865							
(296,673)							
Cash - End of Month	883,241	584,710	911,661	614,973	941,967	646,797	646,797
709,042							
501,635							
825,257							
528,141							
856,006							
559,333							
of Line of Credit	-	-	-	-	-	-	-

FINAL
Approved 6/06/13

- End of Month
-
-
-
-
-
-

FINAL King Center Charter School FOR INTERNAL USE ONLY

Approved 6/06/13 Operating Budget - Assumptions

July 1, 2013- June 30, 2014

1) School District Payments Grades = K-4

Per Student	$	12,005
Enrollment		312
		3,745,560

Enrollment projection:

K	48		
1st grade		48	
2nd grade		48	
3rd grade		48	
4th grade		48	
5th grade		24	6th grade
24			
7th grade		24	
		312	

2) Grants:

Title I 165,900 Title II 12,150

Private Grants	200,000
	378,050

3) Special Education Reimbursement

Public Excess Cost Charge:

Number of students	9.00
Weight	0.9
Number of students	-
Weight	1.65
District's AOE/TAPU	11,315
District's Public Excess Cost Ratio	0.828
	75,900

4) Interest income:

The establishment of a Sweep Account for cash management is expected to earn interest net of bank charges Estimate = annually $ 240

5) Field Trips: /student 9,800

9) Student Activities Athlectics/Extra-curriculars $ 50 /student 14,400

Field Trips/Enrichment $ 50 /student

5% increase calculatedCelebrations

After-school Snacks -

14,400

6) Instructional Salaries 1,179,803 Special Education Salaries 89,359

Professional 31,209 Administrative 532,094

Maintenance 58,900

1,891,365

7) Instructional consultants/Americorps

Kindergarten Assistant 6,650
Kindergarten Assistant 6,650 Grade 1 Intervention Specialist 6,650
Grade 1 Intervention Specialist 6,650
Grade 2 Intervention Specialist 6,650
Grade 2 Intervention Specialist 6,650
Grade 3 Intervention Specialist 6,650
Grade 3 Intervention Specialist 6,650
Grade 4 Intervention Specialist 6,650
Grade 4 Intervention Specialist 6,650
Grade 5 Intervention Specialist 6,650 Grade 5 Intervention Specialist
Grade 6 Intervention Specialist 6,650 Grade 6 Intervention Specialist -
Tutor 6,650
Tutor 6,650 Tutor -
Music Teacher 8,240

ELL services 25,000

126,340

) Payroll taxes: Total salaries X 11
%

8) Health Ins:

Health insurance is provided for all full-time personnel.

High Ded+Extras 3,000 Family 13/14 2 X 1,028 30,670
1,500 Single 13/14 38 X 388 226,400 Dental-F 13/14 2 X 82
1,970 Dental-S 13/14 38 X 31 13,950 ST Dis. 13/14 All Staff 559
6,710
Life 13/14 All Staff 199 2,390
LT Dis. 13/14 All Staff 205 2,460
Buyout 0 200 - in salaries

) Pension: Per communication from NYSTRS for 2013/2014 284,550

-
per year
16.50
%

9) Transportation:

Fuel and Service 5,800 Insurance -
Contracted Transportation 5,000
Summer transportation 15,900
Total annual transportation cost 26,700

10) Rent paid to KULC per month

Rent paid to KULC - 938 Genesee 157,200
Rent paid to KULC - new building 15,600
172,800

-
Sq Ft
25,000

47,500

-

11) Utilities

Gas & Electric- $ 1.9 / sq ft

12) Bldg maint & other occupancy: **Sq Ft** **25,000**

	Increase/yr - %	***3.00%***
Inspections		4,490
Cleaning		6,300
Miscellaneous		10,000
Maint & Repair		15,000
Snow Removal		6,900
DTF monitoring		1,740
Painting		11,730
		56,160

13) Insurance:

Education Package (incl building) 35,000 Building insurance - Rich St. 2,000
Vehicle 2,000 Work Comp 18,900 DBL 1,680

Total 59,580

14) Professional fees:

Monthly accounting & financial reporting (incl CSI required reports) 30,390
Audit 7,300

37,690

15) Legal Fees 11,010

16) Payroll processing fees:

On average - appprox. $40 per payroll 2,000

17) Bank charges: 1,000

18) Depreciation 145,000

19) Equipment Purchases

Classroom computers 20,000 iPads 84,000 Instructional equipment 20,000
Desks, etc 45,000

169,000

20) 30 Rich Street buildout

Buildout financing costs:
Soft costs 500,000

500,000

Appendix E: Disclosure of Financial Interest Form

Created Thursday, July 11, 2013
Updated Friday, July 19, 2013

Page 1

140600860814 KING CENTER CS

An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 2012-13 school year. Trustees are at times difficult to track down in the summber months. Trustees may complete and submit at their leisure (but before the deadline) their individual form at: http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/.

Trustees who are technologically advanced may complete the survey using their smartphones or other mobile devices by downloading the this bar code link to the survey http://fluidsurveys.com/account/surveys/210748/publish/qrcode/. (Make sure you have the bar code application reader on your phone).

If a Trustee is unable to complete the form by the deadline (i.e, out of the country), the school is responsible for submitting the information required on the form for that individual trustee.

Just send the links via email today to your Trustees requesting that they each complete their form as soon as possible.

Thank you.

Yes, each member of the school's Board of Trustees has received a link to the Disclosure of Financial Interest Form.

Yes

Thank you.

Appendix F: BOT Membership Table

Created Wednesday, July 17, 2013
Updated Friday, July 19, 2013

Page 1

140600860814 KING CENTER CS

1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	Catherine Wettlaufer, J.D.	Chair/President	Yes	Law & Education	Expires 6/30/2015 1 year of service	
2	Michelle Martin	Vice Chair/Vice President	Yes	Former Parent	Expires 2016 6 years of service	
3	Brooke Anderson-Tompkins	Secretary	Yes	Finance & commercial Real Estate	Expires 2015 12 year of service	
4	Carl Morgan	Treasurer	Yes	Finance	Expires 2014 2 years of service	
5	Susan Koch	Parent Rep	Yes	Parent	Expires 2014 2 years of service	
6	Abby Stevens	Parent Rep	Yes	Parent	Expires 2015 1 year of service	
7	Timothy Kupinski, A.I.A.	Member	Yes	Architecture & NonProfit Fundraising	Expires 2015 1 year of service	
8	Wendell Whitaker	Member	Yes	Former Parent, Government	Expires 2014 2 years of service	
9	Olga Karman	Member	Yes	Education, ELL	Expires 2015 1 year of service	
10	Robert Kresse, J.D.	Member	Yes	Law, Real Estate, Non-Profits	Expires 2015 1 year of service	
11	Steven G. Giltekoff	Member	Yes	Law, Non-Profits & Education	Expires 2016 3 yeas of service	
12	Reginald D. Melson	Member	Yes	Finance	Expires 2016 3 years of service	
13						
14						
15						
16						
17						
18						
19						
20						

2. Total Number of Members Joining Board during the 2012-13 school year

2

3. Total Number of Members Departing the Board during the 2012-13 school year

1

4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?

15

5. How many times did the Board meet during the 2012-13 school year?

12

6. How many times will the Board meet during the 2013-14 school year?

12

Thank you.

Leading up to the 2013 recruitment and enrollment period, King Center Charter School assessed the demographics of the current student population and determined that proactive recruitment of English Language Learners should be the primary focus. This determination was made because of the current and historically high rates of Students With Disabilities and students receiving free or reduced price lunch.

During the 2013 recruitment period, KCCS translated its application for admission and a school flyer into Spanish. These items were made available on the school website and delivered to several Spanish speaking agencies that serve children and families. Furthermore, KCCS purchased an advertisement on the local Spanish language radio station.

Finally, KCCS engaged a refugee resettlement agency and a long-term refugee service agency in order to recruit children and families that had recent relocated from other parts of the world.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 17, 2013
Updated Tuesday, July 01, 2014
https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/a48c20d48c05ddc2adef2f04279ecd

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Brooke L. Anderson-Tompkins

2. Charter School Name:

King Center Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address	[redacted]
4. *Your Home Address: | City/State	[redacted]
4. *Your Home Address: | Zip	[redacted]

5. *Your Business Address

5. *Your Business Address | Street Address	[redacted]
5. *Your Business Address | City/State	[redacted]
5. *Your Business Address | Zip	[redacted]

6. *Daytime Phone Number:

[redacted]

7. *E-mail Address:

[redacted]

8. Select all positions you held on Board:

(check all that apply)

- Secretary

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Tuesday, July 16, 2013
Updated Tuesday, March 25, 2014
https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/66dd710952a487e1560552da0b588

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Steven Biltekoff

2. Charter School Name:

King Center Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address	[redacted]
4. *Your Home Address: | City/State	[redacted]
4. *Your Home Address: | Zip	[redacted]

5. *Your Business Address

5. *Your Business Address | Street Address	[redacted]
5. *Your Business Address | City/State	[redacted]
5. *Your Business Address | Zip	[redacted]

6. *Daytime Phone Number:

[redacted]

7. *E-mail Address:

[redacted]

8. Select all positions you held on Board:

(check all that apply)

- Other, please specify...: member

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

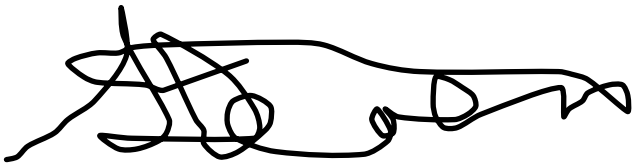
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

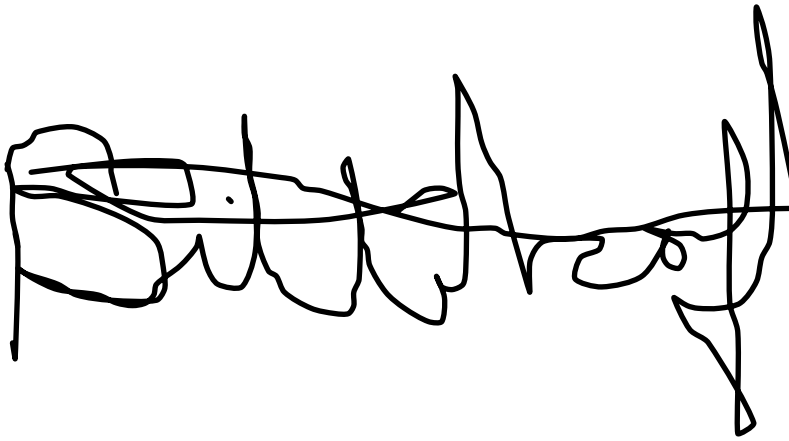
No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee





Required Form: Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 18, 2013
Updated Tuesday, March 25, 2014
https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/cfd69f124ac830366017c5ed2cae77

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Olga Karman

2. Charter School Name:

King Center Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address	[redacted]
4. *Your Home Address: | City/State	[redacted]
4. *Your Home Address: | Zip	[redacted]

5. *Your Business Address

5. *Your Business Address | Street Address	[redacted]
5. *Your Business Address | City/State	[redacted]
5. *Your Business Address | Zip	[redacted]

6. *Daytime Phone Number:

[redacted]

7. *E-mail Address:

[redacted]

8. Select all positions you held on Board:

(check all that apply)

- Other, please specify...: Chair, EducationCommittee

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Tuesday, July 30, 2013

https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/0a7f7c14f9df81363d4a13d1014cb6

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Susan Koch

2. Charter School Name:

King Center Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address	[redacted]
4. *Your Home Address: | City/State	[redacted]
4. *Your Home Address: | Zip	[redacted]

5. *Your Business Address

5. *Your Business Address | Street Address	[redacted]
5. *Your Business Address | City/State	[redacted]
5. *Your Business Address | Zip	[redacted]

6. *Daytime Phone Number:

[redacted]

7. *E-mail Address:

[redacted]

8. Select all positions you held on Board:

(check all that apply)

- Parent Representative

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

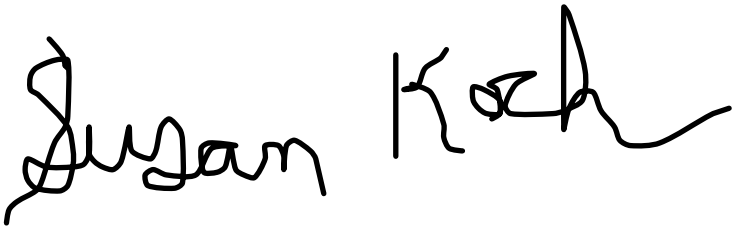
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee



Required Form: Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 31, 2013

https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/457d50548ae3483a3e624475403e9

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

ROBERT J. KRESSE

2. Charter School Name:

King Center Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address	[redacted]
4. *Your Home Address: | City/State	[redacted]
4. *Your Home Address: | Zip	[redacted]

5. *Your Business Address

5. *Your Business Address | Street Address	[redacted]
5. *Your Business Address | City/State	[redacted]
5. *Your Business Address | Zip	[redacted]

6. *Daytime Phone Number:

[redacted]

7. *E-mail Address:

[redacted]

8. Select all positions you held on Board:

(check all that apply)

- Treasurer

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

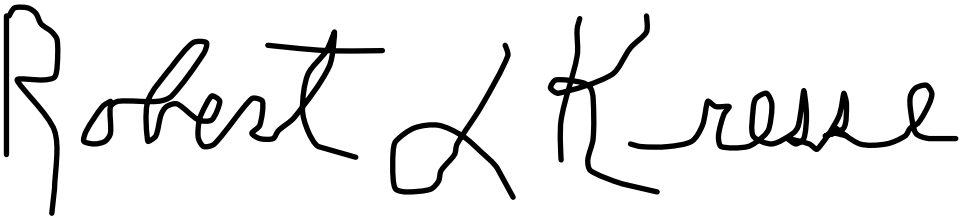
14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

Yes

14a. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write None.

	Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Member with Interest	Steps Taken to Avoid Conflict of Interest
1	King Urban Life Center, Inc.	Lease	$160,000.00	None	None
2					
3					
4					
5					

Signature of Trustee



Required Form: Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 18, 2013
Updated Tuesday, July 01, 2014
https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/907b519861d11dafe303c583c04d8e

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Timothy E. Kupinski

2. Charter School Name:

King Center Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address	[redacted]
4. *Your Home Address: | City/State	[redacted]
4. *Your Home Address: | Zip	[redacted]

5. *Your Business Address

5. *Your Business Address | Street Address	[redacted]
5. *Your Business Address | City/State	[redacted]
5. *Your Business Address | Zip	[redacted]

6. *Daytime Phone Number:

[redacted]

7. *E-mail Address:

[redacted]

8. Select all positions you held on Board:

(check all that apply)

- Other, please specify...: Board of Trustee, Chair of Facilities and Chair of Development

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Tuesday, July 23, 2013

https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/f7ab882faa2d3fc180aa153811677e

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Michelle A Martin

2. Charter School Name:

King Center Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address	[redacted]
4. *Your Home Address: | City/State	[redacted]
4. *Your Home Address: | Zip	[redacted]

5. *Your Business Address

5. *Your Business Address | Street Address	[redacted]
5. *Your Business Address | City/State	[redacted]
5. *Your Business Address | Zip	[redacted]

6. *Daytime Phone Number:

[redacted]

7. *E-mail Address:

[redacted]

8. Select all positions you held on Board:

(check all that apply)

- Vice Chair/Vice President

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 17, 2013
Updated Tuesday, March 25, 2014
https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/fb9138a1f5c46794230246262c7f57

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Reginald D. Melson

2. Charter School Name:

King Center Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address	[redacted]
4. *Your Home Address: | City/State	[redacted]
4. *Your Home Address: | Zip	[redacted]

5. *Your Business Address

5. *Your Business Address | Street Address	[redacted]
5. *Your Business Address | City/State	[redacted]
5. *Your Business Address | Zip	[redacted]

6. *Daytime Phone Number:

[redacted]

7. *E-mail Address:

[redacted]

8. Select all positions you held on Board:

(check all that apply)

- Other, please specify...: Trustee

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

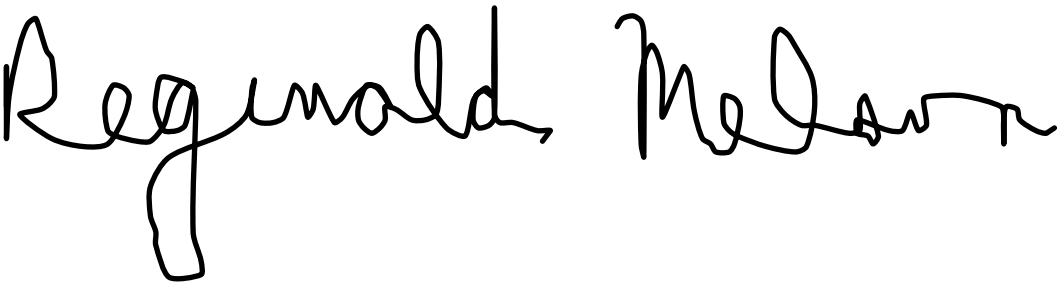
14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

Yes

14a. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write None.

	Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Member with Interest	Steps Taken to Avoid Conflict of Interest
1	King Urban Life Center	Lease Facilities	$160,000	Reginald Melson	
2					
3					
4					
5					

Signature of Trustee



Required Form: Appendix E - Disclosure of Financial Interest Form

Created Sunday, July 21, 2013
Updated Tuesday, July 01, 2014
https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/4791044100f75335d208bb669e646

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

densie stevens

2. Charter School Name:

King Center Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address	[redacted]
4. *Your Home Address: | City/State	[redacted]
4. *Your Home Address: | Zip	[redacted]

5. *Your Business Address

5. *Your Business Address | Street Address	[redacted]
5. *Your Business Address | City/State	[redacted]
5. *Your Business Address | Zip	[redacted]

6. *Daytime Phone Number:

[redacted]

7. *E-mail Address:

[redacted]

8. Select all positions you held on Board:

(check all that apply)

- Parent Representative

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Denise Stevens

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 31, 2013
Updated Tuesday, March 25, 2014
https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/c190dbb31e18705895881aaecddae1

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Catherine T. Wettlaure

2. Charter School Name:

King Center Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address	[redacted]
4. *Your Home Address: | City/State	[redacted]
4. *Your Home Address: | Zip	[redacted]

5. *Your Business Address

5. *Your Business Address | Street Address	[redacted]
5. *Your Business Address | City/State	[redacted]
5. *Your Business Address | Zip	[redacted]

6. *Daytime Phone Number:

[redacted]

7. *E-mail Address:

[redacted]

8. Select all positions you held on Board:

(check all that apply)

- Chair/President

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

Yes

13a. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Question 2-4 above, you need not disclose again your employment status, salary, etc.

	Date(s) of Transactions	Nature of Financial Interest/Transaction	Steps Taken to Avoid Conflict of Interest (e.g., did not vote, did not participate in discussion)	Name of Person Holding Interest and Relationship to You
1	various	M&T Bank	my spouse is legal counsel to the bank the school has a banking relationship with the bankhe has no involvment with the day to day operations of the bank	Arthur J. Bronson Deputy Counsel and Group Vice Presidnet M&T bank-spouse
2				
3				
4				
5				

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 24, 2013
Updated Tuesday, July 01, 2014
https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/b481ee2f2846c05f655b7933e684ee

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Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Wendell Whitaker

2. Charter School Name:

King Center Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address	[redacted]
4. *Your Home Address: | City/State	[redacted]
4. *Your Home Address: | Zip	[redacted]

5. *Your Business Address

5. *Your Business Address | Street Address	[redacted]
5. *Your Business Address | City/State	[redacted]
5. *Your Business Address | Zip	[redacted]

6. *Daytime Phone Number:

[redacted]

7. *E-mail Address:

[redacted]

8. Select all positions you held on Board:

(check all that apply)

- Treasurer

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee