

# I. SCHOOL INFORMATION AND COVER PAGE

Created Wednesday, July 09, 2014

Updated Thursday, July 31, 2014

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## 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
30 Rich Street Buffalo, NY 14211	716-891-7912	716-895-2058	

### 4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Keith W. Frome, Ed.D.
Title	Executive Director
Emergency Phone Number (###-###-####)	

### 5. SCHOOL WEB ADDRESS (URL)

www.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 2013-14 (as reported on BEDS Day)

(as reported on BEDS Day)

**9. GRADES SERVED IN SCHOOL YEAR 2013-14**

Check all that apply

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 1

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 2

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 3

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 7**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?

No, just one site.

## 12. SCHOOL SITES

Please list the sites where the school will operate in 2014-15.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	156 Newburgh Ave, Buffalo, NY 14211	716-891-7912	BUFFALO CITY SD	k-8	No	Own

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]
Operational Leader	Antoinette Rhodes	[REDACTED]	[REDACTED]	[REDACTED]
Compliance Contact	Barbara Lindaman	[REDACTED]	[REDACTED]	[REDACTED]
Complaint Contact	Dr. Keith Frome	[REDACTED]		[REDACTED]

14. Were there any revisions to the school's charter during the 2013-2014 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 stylus on your mobile device to sign your name).

• Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Thank you.

# Appendix A: Link to the New York State School Report Card

Created Tuesday, July 22, 2014

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## Page 1

Charter School Name: 140600860814 KING CENTER CS

### 1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

<http://data.nysed.gov/profile.php?instid=800000052431>



**KING CENTER  
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 12, 2014

By:

Keith Frome

Antoinette Rhodes

Omarlla Roulhac

Christopher Ciechoski

30 Rich Street, Buffalo, New York 14211

(716) 891-7912

Keith W. Frome, Executive Director; Antoinette Rhodes, Principal; Omarlla Roulhac, Director of Curriculum & instruction; Christopher Ciechoski, Assistant Director of Curriculum & Instruction prepared this 2013-14 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-Tompkins	Secretary
Carl Morgan	Treasurer
Susan Koch	Parent Rep
Timothy Kupinski, A.I.A.	Member
Wendell Whitaker	Member
Olga Karman	Member
Steve Biltekoff	Member
Abby Stevens	Member
Robert Kresse, J.D.	Member
Reginald D. Melson	Member

## 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 allowed the school to provide school readiness activities for those three and four-year old students for whom kindergarten spots had been reserved. This program is no longer in effect in accordance with New York State Charter School Admissions law. All students in all grades are selected by a lottery. 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 third grade. The 2011 cohort of 6<sup>th</sup> graders graduated from the school in June of 2012 because KCCS did not have a 7<sup>th</sup> grade. The school subsequently applied for and was granted an extension to its charter to add grades 7 and 8. The school added its first class of 7<sup>th</sup> graders in 2013. In the school year 2013-2014, KCCS operated with two sections of students K-4 and one section each of 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> grades. At full run rate, KCCS will serve 435 students, K-8, with two sections each K-6 and 8 sections of 12 students each in grades 7-8.

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 planning conversations with all stakeholders, the school continues to add strategic elements to its design and offerings in order to respond to our data, evolving curricular standards as well as the emerging needs of our families. The school has also broadened its network of partnerships in order to holistically serve its students.

The key design elements for the 2013-2014 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. 8 days 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 formative assessment data to inform dynamic learning objective guides;
5. Implementation of a K-7 KCCS 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 grades K-6 than a typical Buffalo public school and an extended day for the 7<sup>th</sup> graders to cover sports, homework help, and enrichment activities;
7. A summer reading and math program for struggling students;
8. Departmentalized academic instruction beginning in 5<sup>th</sup> grade;
9. Two certified teachers in each classroom;
10. Research-driven KCCS middle school advisory program founded on non-cognitive principles that strengthen tenacity in children and that emphasizes the acquisition of college knowledge;
11. Social, emotional and health support systems for families and students implemented by a full-time nurse and social worker;

12. Community partnerships with mental health clinics, private schools, and athletic organizations;
13. Commitment to technology, making it possible for all teachers to integrate digital tools into their daily teaching;
14. Daily morning meetings with the entire student body to emphasize shared community values and to instill background knowledge and reinforce academic vocabulary and critical thinking;
15. ESL services

The King Center Charter School is located on the east side of Buffalo, which is one of the most impoverished urban communities in the United States. Almost all of its students are economically disadvantaged. While the school continues to attract African-American students from its east side neighborhood, it is beginning to enroll more and more immigrant families. In order to serve this population, KCCS added its first ESL teacher last year. In 2013-2014, in response to growing demand, the school’s strategic plan, and more complex programmatic needs, the KCCS Board of Trustees decided to purchase Buffalo Public School 71, which was 2 miles from the school’s original site. The new school building afforded the school a gym and an auditorium as well as more than 20,000 more square feet of instructional space so that all of the grades and staff could be housed under one roof. In addition, by owning its facility rather than renting, the Board could allocate more dollars to direct student services. The KCCS Board completed the purchase of School 71 at the end of the 2013-2014 school year and spent the summer of 2014 renovating the building.

**School Enrollment by Grade Level and School Year**

School Year	K	1	2	3	4	5	6	7	Total
2010-11	42	21	25	22	20	-	-	-	177
2011-12	47	46	47	24	24	25	23	-	238
2012-13	44	47	50	46	25	23	25	-	260
2013-14	57	52	49	45	43	24	21	22	313

## 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 maximize the use of student performance to guide practice. All instructional work is aligned with the educational plan as documented in the school's LOGS (Learning Objective Guides). Every two weeks, each lead teacher meets with the School Principal, the Director of Instruction and Curriculum, and the School Social Worker to collaboratively analyze leading indicator ELA data from a variety of assessments that are aligned with the New York State Common Core standards. These assessments are used to prioritize academic intervention services as well as to help adjust lesson plans and the Learning Objective Guides. In addition, the school's Leadership Team analyzes formative assessment data at regular intervals throughout the year to determine strategic responses that can include regrouping of students, the provision of additional assistance in the classroom, the procurement of additional materials, and the delivery of training for the teachers. When students emerge as falling off track, support action plans are 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 implementation in 2012-2013. After analyzing the results from the 2013 state assessments, the KCCS leadership team determined that the assessment materials in the Scott Foresman Common Core textbook series that the school had purchased in anticipation of the state's adoption of the Common Core standards were misaligned with the actual New York State assessments. The Scott Foresman assessments lacked critical thinking rigor and its benchmark tests did not reflect the format or the length of the New York State assessments. We notified Pearson representatives of the inadequacy of their assessments and they sent curriculum specialists to our school to meet with us and give us additional resources. The school decided that it had to reorganize the Pearson materials by adding new reading and literature pieces, reformatting the vocabulary questions and adding short/extended responses so that they were more reflective of the New York State assessments.

At the same time, KCCS tested every student in the school using the F&P system to determine each student's reading level as a fall baseline and then provided regular small-group reading intervention to students who were below reading level according to the new Common Core standards. Our theory of change was that since a student can't critically engage with a text he or she can't read, we needed to quickly attend to our student's reading skills to catch them up to the new expectations.

In addition, we devoted professional development time during the year to teaching teachers how to teach critical thinking in both verbal and written environments.

**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.

**Method**

The school administered the New York State Testing Program English language arts assessment to students in 3<sup>rd</sup> through 7<sup>th</sup> grade in April 2014. 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.

**2013-14 State English Language Arts Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>1</sup>			Total Enrolled
		IEP	ELL	Absent	
3	42	-	-	-	42
4	43	-	-	-	43
5	23	-	-	-	23
6	21	-	-	-	21
7	21	-	-	-	21
All	150	-	-	-	150

**Results**

**Performance on 2013-14 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students Level 3 or 4		Enrolled in at least their Second Year Level 3 or 4	
	Percent	Number Tested	Percent	Number Tested
3	31%	42	27%	34
4	16%	43	15%	41
5	9%	23	9%	23
6	0%	21	0%	21
7	24%	21	24%	21
8	-	-	-	-

<sup>1</sup> 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.

All	18%	150	16%	140
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In 2013-2014, 18% of all KCCS students performed at least at the level 3 cut score on the New York State ELA assessments and 16% of KCCS students in at least their second year performed at least at the level 3 cut score on the New York State ELA assessments.

## Evaluation

KCCS did not meet its goal of 75% of its students achieving either a level 3 or 4 on the New York State assessments. The school did see improvement of 3.4 percentage points from its 2013 results, where 14.6% of all students achieved a 3 or 4. Among our students who have been with us for 2 or more years, our results were flat due to a number of our higher achieving students either moving out of town or being accepted to City Honors, Buffalo’s public entrance exam 5-12<sup>th</sup> grade school.

We saw the best results in third grade, which holds promise for greater growth in the future, and our 7<sup>th</sup> grade, though falling short of our school’s goal, performed much better than comparable 7<sup>th</sup> grades in the city of Buffalo. Our 5<sup>th</sup> and 6<sup>th</sup> grade performed far below the rest of the school. This surprised us as we had departmentalized in 5<sup>th</sup> and 6<sup>th</sup> grades for the year 2013-2014. Their formative assessments and F&P results were among the school’s strongest as well. The 5<sup>th</sup> and 6<sup>th</sup> grade ELA teacher is a veteran teacher who has been highly rated throughout her career. She was observed formally and informally throughout the school year and met with the instructional team every two weeks about her student’s performance data. Her classroom was well-run, she had no discipline issues to speak of, and her lesson plans and Learning Objective Guides were thorough and timely. We had qualitative and quantitative reasons to expect a better performance from these two classes. The students in the 5<sup>th</sup> and 6<sup>th</sup> grades, which had been our strongest grades just last year, need to use more sophisticated academic vocabulary in their short and extended responses. Last year, we emphasized the use of evidence to support their claims, which they did master, but our independent evaluator on the written portion of the exam still took off partial credit because of a lack of academic vocabulary use. In addition, our students reported that they could narrow down the multiple choice questions to the best two options, but were stymied as to which answer was the correct one and often just guessed.

The percentage of 2-year or more students at KCCS who scored at a Level 2 or above, who were, therefore, at least partially proficient, was 66% coming very near to matching the New York statewide average of 70%, even though we serve so many economically disadvantaged students, and far outpacing the results of our neighboring schools. We need to convert these Level 2s to 3s and make significant progress in achieving our accountability plan.

	% Level 2-4	
	% Free Lunch	Total
KCCS - All students	82%	65%
KCCS - 2nd Year Students	82%	66%
Harriet Tubman Academy	88%	16%
Build Academy	89%	22%
Dr. MLK Jr. Multicultural Center	87%	20%
Harvey Austin School 97	89%	19%
PS 59 Charles Drew Sci. Magnet	83%	29%
Buffalo Public School District	76%	38%

### Additional Evidence

Also, additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the school's instructional program.

In the Common Core testing era, KCCS has shown an increase in the percentage of all students achieving at least a level 3 on the New York State ELA assessments and a slight increase in the percentage of students who have been with the school for at least two years. KCCS has shown its largest percentage of growth in third grade. Since the school began to introduce Common Core standards to all grades three years ago, one year, that is, before the official adoption of the Common Core by New York State, last year's have received Common Core instruction since kindergarten. We expect to see increasingly strong results from this initial cohort of students. In addition, the number of all students achieving at least partial proficiency has grown in ELA using the Common Core assessments.

### English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	28.6%	21	17.1%	35	27%	34
4	43.8%	16	4%	24	15%	41
5	42.1%	19	20%	20	9%	23
6	33.3%	21	21.7%	23	0%	21
7	-		-		24%	21
All	36.4%	77	15.7%	102	16%	140

### 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 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 2013-14 English language arts AMO of 89. 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.<sup>2</sup>

### Results

Brief narrative highlighting results in the data tables that directly address the measure by comparing the PLI to this year's AMO.

**English Language Arts 2013-14 Performance Level Index (PLI)**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
150	35	47	17	1

$$\begin{array}{rcccccccc} \text{PI} & = & 47 & + & 17 & + & 1 & = & 65 \\ & & & & 17 & + & 1 & = & \underline{18} \\ & & & & & & \text{PLI} & = & 83 \end{array}$$

### Evaluation

KCCS did not meet the PLI for ELA, missing the benchmark by 6 points. Given our small denominator of 150 students, we missed achieving the PLI by just a few students. If three more had achieved a level 3 or 6 more a level 2, the school would have achieved its PLI. This result reinforces our overall interpretation of the results that the school is actually quite close to achieving its accountability plan in ELA and that we need to continue to implement the programs we have in place with some strategically targeted adjustments.

<sup>2</sup> In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

### 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.<sup>3</sup>

### Results

**2013-14 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 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	27%	34	13%	2302
4	15%	41	15%	2341
5	9%	23	9%	2427
6	0%	21	10%	2362
7	24%	21	11%	2504
All	16%	140	<b>12%</b>	11936

### Evaluation

In 2014, KCCS outperformed all schools in Buffalo by 4 percentage points, or 33%, in ELA, for students who have been with the school for 2 or more years and by 6 percentage points, or 50%, for all students. The gap was widest in 3<sup>rd</sup> and 7<sup>th</sup> grades. 3<sup>rd</sup> graders had received Common Core instruction for more years than most Buffalo 3<sup>rd</sup> graders, because KCCS was an early adopter of the Common Core. 7<sup>th</sup> grade was taught in a 12-student seminar format, which we believe contributed to their greater success when compared to the entire district.

KCCS also outpaced the Buffalo School District in the percentage of students performing at or above partial proficiency. The KCCS Level 2-4 rate is 66%; the Buffalo Public School Level 2-4 rate last year was 38%.

<sup>3</sup> Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

### Additional Evidence

Also, additional evidence may include demographic differences between the school and the district as well as compelling reasons for comparing the school to a subset of schools within the district.

KCCS continues to outscore the entire Buffalo Public School District in ELA, The District had an 76% Free Meal rate; KCCS's Free Meal rate is rate was 82%. When compared to east side Buffalo Public Schools that enroll a similar demographic as KCCS, KCCS demonstrates significantly more success in ELA over the last three years.

### 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					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	28.6%	27.2%	17.1%	12%	27%	13%
4	43.8%	43.8%	4%	10.7%	15%	15%
5	42.1%	42.1%	20%	9.8%	9%	9%
6	33.3%	31.4%	21.7%	12.3%	0%	10%
7	-	-	-	-	24%	11%
All	36%	29%	16%	11%	16%	12%

### 2013-14 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		Harriet Tubman Academy		Build Academy		DR. MLK Multicultural Institute	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	27%	34	0%	41	2%	46	4%	48
4	15%	41	9%	33	2%	47	5%	63
5	9%	23	0%	37	0%	48	0%	95
6	0%	21	0%	54	0%	45	4%	52
7	24%	21	0%	45	4%	53	0%	70
All	16%	140	1%	210	2%	239	2%	328

### 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		Harriet Tubman Academy		Build Academy		DR. MLK Multicultural Institute	
		Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
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
2013-14	3-7	16%	140	1%	210	2%	239	2%	328

#### 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.<sup>4</sup>

#### 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

<sup>4</sup> The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

## Results

### 2012-13 English Language Arts Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	84.8	45	13.3	20.1	- 6.8	-0.58
4	96.0	25	4.0	15.3	-11.3	-0.95
5	95.7	22	18.1	15.8	2.3	0.20
6	92.0	24	25.0	11.9	13.1	1.51
7						
8						
All	90.8	116	14.6	16.6	- 1.9	-0.08

School's Overall Comparative Performance:
Lower than expected

## Evaluation

KCCS demonstrated a lower than expected aggregate Effect Size, showing stronger results in its new middle school. The data illustrates the school's shift to the more rigorous Common Core assessments and standards, demonstrating a somewhat uneven adjustment across grades. Though local conditions, such as poor transportation options that limit some families' ability to participate in extra academic offerings, may play a role in dampening the KCCS effect size, the faculty and administration of the school aim to employ research-based best practices that ought to increase achievement for our students regardless of local context.

## Additional Evidence

Since the advent of the Common Core Standards in ELA, KCCS has not achieved a positive effect size when compared statewide. This reflects the school's teachers and students challenging transition to the new assessments and standards, particularly in their attempts to quickly catch up to the elevated reading and conceptual thinking expectations.

### English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-5	91%	64	37.5	34.7	.170
2011-12	3-6	89.2%	96	33.3	35.4	-0.12

2012-13	3-6	90.8	116	14.6	16.6	-0.08
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### Goal 1: Growth Measure<sup>5</sup>

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.

### 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 from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 score and assigned a percentile based on their relative growth in performance (student 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.

Given the timing of the state’s release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.<sup>6</sup>

### Results

The ELA mean growth data for 2012-2013 demonstrates that our students grow at a greater rate than the state median. Grades 4 and 6 demonstrate the strongest growth rates for the school.

#### 2012-13 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
3	-	50.0
4	60	50.0
5	49	50.0
6	58.5	50.0
All	<b>55.8</b>	50.0

### Evaluation

The growth data demonstrates that KCCS met its growth measure. The data reflects the school’s internal formative assessment results that show our students are learning and achieving but not at

<sup>5</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>6</sup> Schools can acquire these data from the NYSED’s Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

a rate fast enough to catch up quickly to the absolute levels of the new Common Core assessment expectations.

**Additional Evidence**

**English Language Arts Mean Growth Percentile by Grade Level and School Year**

Grade	Mean Growth Percentile			
	2010-11 <sup>7</sup>	2011-12 <sup>7</sup>	2012-13	Statewide Average
3			-	50.0
4			60	50.0
5			49	50.0
6			58.5	50.0
All	**	**	55.8	50.0

\*\* Given the timing of the report the NYS Growth Reporting System was not available to access the 2011 or 2012 Mean Growth Percentile.

**Goal 1: Optional Measure**

Each year, 75% of students will met or exceed the grade level RIT score as determined by the NWEA MAP Assessments for Reading.

**Method: NWEA MAP**

**Result: 26%**

**Evaluation: Students had some difficulty navigating NWEA technology as well as putting forth full effort into the formative assessment in light of other assessments the school has traditionally administered.**

**Goal 1: Optional Measure**

Each year, 75% of students will achieve proficiency on Benchmark Examinations.

**Method: Teacher Redacted Pearson Benchmarks**

**Results: 42%**

**Evaluation: KCCS made the Scott Foresman Benchmarks longer and added more difficult questions to align with the rigor of the New York State Common Core Assessments.**

**Goal 1: Optional Measure**

Each year, 75% of students will be scoring at level 3 or above on the Scott Foresman Writing rubric.

<sup>7</sup> Grade level results not available.

**Method: Evaluation of Extended Writing Using Pearson Writing Rubric**

**Results: 31%**

**Evaluation: Based on an evaluation of the students' writing results on the 2013 New York State Assessments, teachers were trained to more rigorously evaluate student extended writing to match NY State Common Core Standards.**

**Goal 1: Optional Measure**

Each year, 100% of students will complete 5 bound writing pieces.

**Method: Pieces were required, evaluated, collected, and bound**

**Results: 100% complete**

**Evaluation: All students experienced and learned the process of writing extended pieces throughout the year.**

**Goal 1: Optional Measure**

Each year, 75% of students will be reading at or above grade level as defined through Fountas and Pinnell testing

**Method: F&P Baseline and follow-up assessments were given throughout the year by a team of specially trained reading instructors**

**Results: 39%**

**Evaluation: Students could not catch-up rapidly enough to the elevation in Common Core Expectations**

**Goal 1: Optional Measure**

Each year, 75% of students will increase from their Fountas and Pinnell Fall baseline. (\*grades 1-7 only)

**Method: Year-end F&P results**

**Results: 93%**

**Evaluation: This aligns with other measures indicating overall academic growth in the student body after interventions are put in place but not rapid enough growth to hit absolute Common Core grade level expectations.**

**Goal 1: Optional Measure**

Each year, 75% % of students in Kindergarten will increase from their Fountas and Pinnell Winter Baseline

**Method: Year-end F&P assessment**

**Results: 77%**

**Evaluation: Kindergarten students demonstrated growth in their reading skills.**

**Summary of the English Language Arts Goal**

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
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.	Did Not Achieve
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 2012-13 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.	Achieved
Absolute	Each year, 75% of students will met or exceed the grade level RIT score as determined by the NWEA MAP Assessments for Reading.	Did Not Achieve
Absolute	Each year, 75% of students will achieve proficiency on Benchmark Examinations.	Did Not Achieve
Absolute	Each year, 75% of students will be scoring at level 3 or above on the Scott Foresman Writing rubric	Did Not Achieve
Absolute	Each year, 100% of students will complete 5 bound writing pieces.	Achieved
Absolute	Each year, 75% of students will be reading at or above grade level as defined through Fountas and Pinnell testing.	Did Not Achieve
Growth	Each year, 75% of students will increase from their Fountas and Pinnell Fall baseline. (*grades 1-7 only)	Achieved
Growth	Each year, 75% % of students in Kindergarten will increase from their Fountas and Pinnell Winter Baseline	Achieved

**Action Plan**

The data suggests that the students are growing under the influence of the existing ELA program; we need to increase their rate of growth. In response to the 2014 ELA results, KCCS is implementing the following additions to its program to increase its performance on the 2015 assessments:

1. Common Core Question Exit Slips: Each day, students will be given time at the end of the ELA period to answer a question from a bank of Common Core Assessment questions. In exit interviews with students after the 2014 tests, we noticed that the students were often stymied by the format of the questions rather than the content. Teachers will review and revisit the previous day's exit slip at the start of each ELA block.

2. Odyssey Program: The school will purchase and implement the Odyssey software for all students in the testing grades. This will be directly linked to individual student MAP data. It will provide individualized independent practice, intervention and enrichment for students in grades 3-8.
3. Earlier Saturday Academic Program: The school will offer Saturday intervention and enrichment classes beginning in the fall rather than its usual late winter/early spring offering.
4. Laptops: The school will invest in purchasing a laptop for every student in the school.
5. Instructional Technology Director: The School has hired an expert in technology and instruction to train students and teachers on how to employ technology to increase student achievement. The technology director will be responsible for implementing instructional units that will prepare students in grades 2-8 for the upcoming PARCC Assessments.
6. KCCS Guide to Using Academic Vocabulary: KCCS has created and printed a book for parents to use with their children to use academic vocabulary in the context of their daily lives. Each parent will receive a copy of the book at parents' night. In addition, the teachers will be reinforcing the words in the book during the school day in both written and verbal formats.
7. Critical Thinking: Teachers received training to balance the teaching of skills with opportunities to use skills to solve problems in ELA.
8. Individual Growth Plan: All teachers will be following an IGP in 2014-2015. Growth plans will be directly connected to teacher evaluations. The Principal and Director of Curriculum will check plans and progress during monthly data meetings.
9. Trend Analysis: The Office of Instruction and Curriculum will be analyzing the response trends for the 2014 New York State tests and using these trends to drive emphasis points in the curriculum.
10. Additional Counselor: KCCS hired a second social worker to help with social-emotional issues.
11. Restructured the 4<sup>th</sup> grade team based on formative assessment, classroom observations and results in both internal and state metrics.

## MATHEMATICS

### **Goal 2: 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 3-7 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.

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 implementation in 2012-2013. In the 8 days of professional development leading up the beginning of the 2013-2014 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. The school hired an additional curriculum and instruction specialist to coordinate math instruction throughout the school and went to a departmentalized structure in the middle school, grades 5-7, with math specialists teaching all math classes.

**Goal 2: 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.

**Method**

The school administered the New York State Testing Program mathematics assessment to students in 3<sup>rd</sup> through 7<sup>th</sup> grade in April 2014. 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.

**2013-14 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>8</sup>			Total Enrolled
		IEP	ELL	Absent	
3	42	-	-	-	42
4	43	-	-	-	43
5	23	-	-	-	23
6	21	-	-	-	21
7	21	-	-	-	21
All	150	-	-	--	150

**Results**

**Performance on 2013-14 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	33%	42	29%	34
4	12%	43	12%	41
5	0%	23	0%	23
6	10%	21	10%	21
7	10%	21	10%	21

<sup>8</sup> Students exempted from this exam according to their Individualized Education Program (IEP), 21 because of English Language Learners (ELL) status, or absence for at least some part of the exam.

All	15%	150	14%	140
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In 2014, 15% of all the students at KCCS and 14% of the students enrolled in at least their 2<sup>nd</sup> year were proficient in math based on the New York State Common Core Assessments. Grade 3 represented the strongest results and Grade 5 exhibited the worst results. 58% of the KKCS students were at least partially proficient, scoring between a level 2 and 4.

## Evaluation

Since KCCS began to implement the Common Core a full year before its official adoption by New York State, we saw our greatest achievement in third grade whose students had begun to become more acclimated to the higher expectations beginning in kindergarten. The schools' 5<sup>th</sup> and 6<sup>th</sup> grades achieved the worst results. The 5<sup>th</sup> and 6<sup>th</sup> grade math specialist worked very closely with the school's math curriculum and instruction specialist throughout the year. She was observed formally and informally several times and was found to run a model classroom with few disruptions and all students on task. Her planning and lesson documents were completed on time and completely aligned with the standards. All of the KCCS math instructional plans were aligned with the New York State Common Core Standards and the 2014 EngageNY teachers guide was used to determine the percentage of time that should be spent on certain math concepts. We found that the actual assessments did not at times align with the EngageNY recommendations. For instance, fourth grade measurement (angles) was more heavily emphasized on the test than the EngageNY teacher's guide suggested.

In exit polling we found that our 5<sup>th</sup> and 6<sup>th</sup> graders felt especially confident that they had done well on the assessment evidencing a significant gap between what the test asked them to do and what they thought the test asked them to do. Our analysis of their responses reveals that the students did not understand that the problems were asking them to carry out 3 steps or more (despite our coaching on this throughout the year in math class and at morning meeting) and they stopped after their initial calculation. They are still, for the most part, viewing math as a calculative skill rather than an opportunity to apply mathematical skills and concepts to solve problems.

**Additional Evidence**

Also, additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the school’s instructional program.

KCCS math performance fell by 2.5% from last year, when the first set of Common Core assessments were delivered for students at least in their second year. For levels 2-4 for students in at least their second year, KCCS fell from 62% in 2013 to 56% in 2014.

**Mathematics Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	42.9%	26.9%	22%	36	29%	34
4	43.8%	37.1%	16%	24	12%	41
5	42.1%	28.3%	10%	20	0%	23
6	42.9%	33.9%	13%	23	10%	21
7	-	-	-	-	10%	21
All	43%	32%	16.5%	103	140	14%

	% Level 2-4	
	% Free Lunch	Total
KCCS - All students	82%	58%
KCCS - 2nd Year Students	82%	56%
Harriet Tubman Academy	88%	13%
Build Academy	89%	19%
Dr. MLK Jr. Multicultural Center	87%	18%
Harvey Austin School 97	89%	22%
PS 59 Charles Drew Sci. Magnet	83%	27%
Enterprise Charter School	85%	54%
Westminster Charter School	78%	44%
Buffalo Public	76%	40%

## Goal 2: 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 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 2013-14 mathematics AMO of 86. 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.<sup>9</sup>

### Results

#### Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
150	42	43	11	4

$$\begin{array}{rcccccccc} \text{PI} & = & 43 & + & 11 & + & 4 & = & 58 \\ & & & & 11 & + & 4 & = & \underline{15} \\ & & & & & & \text{PLI} & = & 73 \end{array}$$

### Evaluation

The school did not make its Math PLI by 13 points due to the increased number of level 1s in 5<sup>th</sup> grade and the loss of its better students due to family movement and a few who tested into City Honors, Buffalo's exam-entrance 5-12 middle/high school.

## Goal 2: 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

<sup>9</sup> In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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.<sup>10</sup>

**Results**

**2013-14 State Mathematics Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All Buffalo District Students	
	Percent	Number Tested	Percent	Number Tested
3	29%	34	16%	2347
4	12%	41	16%	2371
5	0%	23	13%	2417
6	10%	21	15%	2374
7	10%	21	10%	2471
All	14%	140	<b>14%</b>	11980

For students in at least their second year at KCCS, KCCS equaled the district average and performed one percentage point higher when all KCCS students are included. When compared with Buffalo Public Schools with a similar demographic student body, KCCS demonstrated relative strength outscoring these schools by between 12-13 percentage points in the aggregate and 27 percentage points in third grade forecasting significant future comparative gains. When levels 2-4 are considered, KCCS outscored the district by 16 percentage points and significantly outscored its neighboring public schools by between 31 and 45 percentage points in levels 2-4 comparing all students.

**2013-14 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		Harriet Tubman Academy		Build Academy		DR. MLK Multicultural Institute	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	29%	34	2%	41	2%	44	9%	46
4	12%	41	6%	32	0%	48	2%	64
5	0%	23	0%	34	4%	45	0%	88
6	10%	21	0%	52	0%	45	4%	48
7	10%	21	0%	44	2%	49	0%	67
All	14%	140	1%	203	2%	231	2%	313

<sup>10</sup> Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

**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		Harriet Tubman Academy		Build Academy		DR. MLK Multicultural Institute	
		Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
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
2013-14	3-7	14%	140	1%	203	2%	231	2%	313

**Evaluation**

The school did not meet its math accountability measure for students who have been with the school for at least 2 years because it scored at the same level as the district. It did meet this accountability standard for all students by one percentage point. The loss of several good math students who had been with the school for many years contributed to the diminution in aggregate math achievement especially at the middle school grades. In addition, the middle school math students struggled with the format of the questions on the New York State Assessments and did not achieve at the same levels as they had on the Scott Foresman math Benchmarks and the Rally Practice Common Core Assessment Test the school gave its students in February.

**Additional Evidence**

Also, additional evidence may include demographic differences between the school and the district as well as compelling reasons for comparing the school to a subset of schools within the district.

**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					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	42.9%	26.9%	22%	13.5%	29%	16%
4	43.8%	37.1%	16%	10.2%	12%	16%
5	42.1%	28.3%	10%	9.3%	0%	13%
6	42.9%	33.9%	13%	10.7%	10%	15%
7	-	-	-	-	10%	10%
All	43%	32%	16%	11%	14%	14%

KCCS has demonstrated a history of outscoring the District of Buffalo on the math assessments. In 2014, it equaled the district for students with 2 or more years and outscored the district by one percentage point for all students.

**Goal 2: 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.<sup>11</sup>

**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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

**Results**

**2012-13 Mathematics Comparative Performance by Grade Level**

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	84.8	46	19.6	23.6	- 4.0	-0.26
4	96.0	25	16.0	20.9	- 4.9	-0.30
5	95.7	22	9.1	16.3	- 7.2	-0.49
6	92.0	24	16.6	15.4	1.2	0.09
All	90.7	117	16.2	20.0	- 3.7	-0.24

<b>School’s Overall Comparative Performance:</b>
<b>Lower than expected</b>

<sup>11</sup> The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year’s results using reported free-lunch statistics.

The KCCS effect size was lower than expected in 2013.

## Evaluation

KCCS did not meet the aggregate effect size measure, missing the mark by -.24. Grade 6 had a positive effect size of .09 while the other grades were lower.

## Additional Evidence

**Mathematics Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-5	91	64	54.7	45.1	0.51
2011-12	3-6	89.2	95	40	45	-0.39
2012-13	3-6	90.7	117	16.2	20.0	-0.24

The KCCS aggregate effect size has fallen since the advent of more rigorous standards and longer tests. In the first year of the New York State Math Common Core Assessments, the school's effect size did improve from the previous year.

### Goal 2: Growth Measure<sup>12</sup>

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.

Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.<sup>13</sup>

<sup>12</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>13</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysed.gov](http://portal.nysed.gov).

**2012-13 Mathematics Mean Growth Percentile by Grade Level**

Grade	Mean Growth Percentile	
	School	Statewide Average
3	-	50.0
4	51	50.0
5	59	50.0
6	67.5	50.0
All	<b>59.2</b>	50.0

The KCCS mean growth score is above the state average, with significant growth above the mean at the middle school grades.

**Evaluation**

The math growth results recapitulates a common theme found in our other data sets: KCCS students are growing and getting better results, but their rate of improvement is not rapid enough to match the expectations of the Common Core curriculum.

**Mathematics Mean Growth Percentile by Grade Level and School Year**

Grade	Mean Growth Percentile			
	2010-11 <sup>14</sup>	2011-12 <sup>14</sup>	2012-13	Statewide Average
3			-	50.0
4			51	50.0
5			59	50.0
6			67.5	50.0
All	**	**	59.2	50.0

\*\* Given the timing of the report the NYS Growth Reporting System was not available to access the 2011 or 2012 Mean Growth Percentile.

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<sup>14</sup> Grade level results not available.

**Goal 2: Optional Measure**

Each year, 75% of students will met or exceed the grade level RIT score as determined by the NWEA MAP Assessments for Mathematics

**Method: NWEA Map Assessments**

**Results: 18%**

**Evaluation: Students struggled with the on-line testing format.**

**Goal 2: Optional Measure**

Each Year, 75% of students will achieve proficiency on Math Benchmarks.

**Method: Redacted bi-weekly Scott Foresman Benchmarks**

**Results: 53%**

**Evaluation: Benchmark materials were edited for greater rigor and length making the proficiency benchmark more challenging.**

**Summary of the Mathematics Goal**

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
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.	Did Not Achieve
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.	Did Not Achieve
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 2012-13 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.	Achieved
Absolute	Each year, 75% of students will met or exceed the grade level RIT score as determined by the NWEA MAP Assessments for Mathematics	Did Not Achieve

Absolute	Every Year, 75% of students will achieve proficiency on Math Benchmarks.	Did Not Achieve
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**Action Plan**

KCCS has responded to its math results immediately, meeting with all teachers who have been charged with delivering the curriculum. While the school saw strength in its third graders, who have been receiving Common Core math standards since kindergarten, it was surprised by its middle school results because its year-long Scott Foresman Benchmark data was relatively strong. The faculty had revised the Pearson materials to make them longer, more challenging and more rigorous and we thought that they mirrored the expectations of the New York State Assessments well. The math classrooms were well run and organized. We believe that the students need more time struggling through multi-step problem solving situations. Towards this end, we have added the following elements to our 2014-2015 program:

1. Departmentalization from 4<sup>th</sup> – 8<sup>th</sup> grades: All students in these grades will be taught by a dedicated math specialist. The school was able to recruit a new math teacher who demonstrated excellent results in 6<sup>th</sup> grade math at another charter school.
2. Integration of Odyssey by Compass Learning into Math Curriculum for all testing grades.
3. Grade 6, which achieved 0% proficiency last year, will be taught in sections of 11 students. This is a change from the previous composition of a class of a single-class of 22. This will provide for more individualized instruction, enrichment and intervention.
4. Restructured the 5<sup>th</sup> and 6<sup>th</sup> grade teams to allow for a dedicated math specialist for each grade.
5. Students will be given regular time during class to struggle through New York State Assessment Common Core math problems from previous year’s tests.
6. Teachers received professional development on how to allow students to struggle with the application of math skills to multi-step problems.

## SCIENCE

### Goal 3: Science

Students will demonstrate competency in the understanding and application of scientific concepts.

#### Background

The science 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 2013-14 school year.

During the 2013-14 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. In addition, KCCS partnered with the Park School, a local independent school, to deliver science enrichment based on the New York State Standards to KCCS 4<sup>th</sup> graders on the Park School campus using their labs and environmental science resources.

### 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 4<sup>th</sup> grade in spring 2014. 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% of all KCCS 4<sup>th</sup> graders were proficient as evidenced by results from the New York State Science Exam.

### Charter School Performance on 2013-14 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 2 <sup>nd</sup> Year		All Charter School Students	
	Percent	Number Tested	Percent	Number Tested
4	95%	41	93%	44

## Evaluation

KCCS met its science proficiency goals for the 2013-2014 school year. The school continued its traditional program of delivering the science curriculum in small group settings with hands-on techniques. In addition, it restructured its partnership with the Park School to concentrate on 4<sup>th</sup> graders focusing on New York State science standards.

## Additional Evidence

KCCS has demonstrated a consistent pattern of achieving its accountability goal of 75% of its students exhibiting proficiency on the New York State 4<sup>th</sup> grade science assessment.

### Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number	Percent	Number	Percent	Number

		Tested		Tested		Tested
4	76%	17	95%	23	95%	41
All	76%	17	95%	23	95%	41

**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**

**2013-14 State Science Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		Local District Students	
	Percent	Number Tested	Percent	Number Tested
4	95%	41	Not Available	Not Available

**Evaluation**

Since the Buffalo School District science results were not available at the time this report was due, we are unable to perform this analysis.

**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					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	76%	62%	95%	67%	95%	N/A
8	-	-	-	-	-	-
All	76%	62%	95%	67%	95%	N/A

KCCS has traditionally significantly outscored the local district based on the percentage of students who achieved proficiency on the New York State science assessment. At the time of writing, the local district scores were not available for comparison to determine if this trend will continue.

### **Summary of the Science Goal**

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.	Achieved

### **Action Plan**

KCCS will continue with its current 4<sup>th</sup> grade program and the science related curriculum in grades K-3 that supports it. KCCS hired a 7-12 certified, experienced science teacher for 2014-2015 to teach grades 7 and 8. It is expected that grade 8, under her leadership, will continue to perform at a high level of proficiency and that having more advanced science curriculum and instruction in the school will strengthen the science program in the younger grades.

## NCLB

### Goal 4: 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. The report cards indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

### Results

School In Good Standing

### Evaluation

KCCS has been determined to be a school in good standing according to NCLB.

### Additional Evidence

KCCS has demonstrated a consistent record of achieving its NCLB goal over the past three years.

#### NCLB Status by Year

Year	Status
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing

## APPENDIX B: OPTIONAL GOALS

### Goal S: Absolute Measure

Each year the school will have a daily attendance rate of at least 90% percent.

#### Method

Each morning, KCCS homeroom teachers take attendance and enter it into PowerSchool. Daily attendance rates are calculated by dividing the total number of enrolled students by the number of attendees. The daily average is calculated using the formula found in PowerSchool.

#### Results

KCCS exceeded its goal of a 90% daily attendance rate by 6 percentage points.

#### 2013-14 Attendance

Grade	Average Daily Attendance Rate
1	92%
2	94%
3	94%
4	94%
5	95%
6	95%
7	95%
Overall	96%

#### Evaluation

The school met its attendance target for 2013-14. The factors contributing to this success are the school culture and two full-time employees, a Parent Liaison Officer and the School Counselor, who are dedicated to monitoring daily attendance rates at the individual student level and creating intervention plans.

#### Additional Evidence

Year	Average Daily Attendance Rate
2012-13	94%
2013-14	96%

KCCS consistently achieves its attendance goals.

**Goal S: Absolute Measure**

*The King Center Charter School will launch 20 educational apps.*

**Method:** KCCS successfully completed its grant with the Gates Foundation called the College Knowledge Challenge, launching 19 apps to the nation.

**Results:** 500,000 app maps were sent to low-income schools throughout the country and the apps were uploaded to a website, collegeappmap.org

**Evaluation:** More than 700,000 unique visitors have accessed the College Knowledge Challenge apps.

**Goal S: Absolute Measure**

Every Year 75% of middle school students will participate in athletics or extra curricular activity

**Method:** All 7<sup>th</sup> graders participated in an after school athletic and enrichment program as a requirement.

**Results:** 100% of the 7<sup>th</sup> graders played a sport or participated in a club or both.

**Evaluation:** Requiring an extended day for 7<sup>th</sup> graders kept them involved and invested in the school community creating a sense of commitment and excitement for the younger students.

**Goal S: Absolute Measure**

Every Year, 100% of Middle school students will participate in daily advisory

**Method:** Students in grades 5-7 were scheduled for a required first period advisory course using the KCCS written book "My Life Log"

**Results:** All students received information about post-secondary education and learned techniques for organizing their week's worth of work.

**Evaluation:** Almost all KCCS students understand that college is the expected culmination of their K-12 educational pathway.

**Goal S: Absolute Measure**

Every Year, 90% of parents will attend conferences

**Method:** KCCS held 3 parent conferences, which were scheduled, by reservation and attendance was taken through a sign-in process.

**Results:** 90% of parents attended all 3 conferences.

**Evaluation:** We are still concerned about the 10% who did not attend all 3 conferences and followed up with these parents on the phone and with the school counselor.

**Goal S: Absolute Measure**

Every Year, 100% of parents will receive weekly progress reports

**Method:** Teachers were required to send home a progress report after every administration of the Scott Foresman benchmark and require parents to return the report with their signature.

**Results:** 100% of the parents did receive regular progress reports. Because we amended the Benchmarks to be longer and more difficult to align with the rigor of the New York State Common Core Assessments, the tests were given twice a month and thus progress reports became bi-weekly.

**Evaluation:** Regular progress reporting is a key component of parent communication and student remediation.

**Goal S: Absolute Measure**

Every Year, 100% of faculty will receive 50 hours of Professional Development

**Method:** Faculty are required to attend 8 days of training before the start of school and weekly faculty meetings that almost always include a component of professional development.

**Results:** Faculty received more than 50 hours of professional development in 2013-2014.

**Evaluation:** We have begun to employ a train-the-trainer technique by sending select faculty to conferences and having them return to deliver the conference training to the entire faculty.

**Goal S: Absolute Measure**

85% of King Center Students will attend College.

**Method:** We will not have our first cohort of students for four more years.

# Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Monday, July 28, 2014

## Page 1

Charter School Name: 140600860814 KING CENTER CS

### B. Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

#### 1. Total Expenditures Per Child

To calculate 'Total Expenditures per Child' take total expenditures (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the count of students you reported on of BEDS Day. (Integers Only. No dollar signs or commas).

1. Total Expenditures Per Child   Line 1: Total Expenditures Per Pupil	3617830
1. Total Expenditures Per Child   Line 2: BEDS Day Pupil Count	313
1. Total Expenditures Per Child   Line 3: Divide Line 1 by Line 2	11559

#### 2. Administrative Expenditures per Child

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the BEDS per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

Do not include the FTE of personnel dedicated to administration of the instructional programs.

Do not include Employee Benefit costs or expenditures in the above calculations.

A template for the Schedule of Functional Expenses is provided on page 21 of the 2012 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2013-14 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 1: Relevant Personnel Services Cost (Row)	288861
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 2: Management and General Cost (Column)	702629
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 3: Sum of Line 1 and Line 2	991490
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 4: BEDS Day Pupil Count	313
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 5: Divide Line 3 by the BEDS Day Pupil Count	3168

Thank you.



King Center Charter School Budget / Operating Plan 2014-15														
6	Total Revenue	-	495,398	-	-	1,397,184	-	-	1,397,184	-	-	1,397,184	-	-
7	Total Expenses	-	888,826	-	-	1,255,888	-	-	1,255,396	-	-	1,254,687	-	-
8	Net Income	-	(393,428)	-	-	141,296	-	-	141,788	-	-	142,497	-	-
9	Actual Student Enrollment	-	360	-	-	360	-	-	360	-	-	360	-	-
10	Total Paid Student Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-
11														
12		Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
13		2013-14	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance
68	<b>EXPENSES</b>													
69	<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	No. of Positions												
70	Executive Management	1.00	29,613	-	-	29,613	-	-	29,613	-	-	29,613	-	-
71	Instructional Management	-	-	-	-	-	-	-	-	-	-	-	-	-
72	Deans, Directors & Coordinators	3.00	38,032	-	-	45,303	-	-	45,303	-	-	45,303	-	-
73	CFD / Director of Finance	1.00	16,738	-	-	16,738	-	-	16,738	-	-	16,738	-	-
74	Operation / Business Manager	1.00	17,412	-	-	17,412	-	-	17,412	-	-	17,412	-	-
75	Administrative Staff	1.00	9,013	-	-	9,013	-	-	9,013	-	-	9,013	-	-
76	TOTAL ADMINISTRATIVE STAFF	7.00	110,808	-	-	118,079	-	-	118,079	-	-	118,079	-	-
77														
78	<b>INSTRUCTIONAL PERSONNEL COSTS</b>													
79	Teachers - Regular	23.50	103,746	-	-	311,239	-	-	311,239	-	-	311,231	-	-
80	Teachers - SPED	5.00	21,156	-	-	63,468	-	-	63,468	-	-	63,468	-	-
81	Substitute Teachers	1.00	4,000	-	-	12,000	-	-	12,000	-	-	12,000	-	-
82	Teaching Assistants	6.00	3,600	-	-	10,800	-	-	10,800	-	-	10,800	-	-
83	Specialty Teachers	2.00	9,813	-	-	29,440	-	-	29,440	-	-	29,440	-	-
84	Aides	-	-	-	-	-	-	-	-	-	-	-	-	-
85	Therapists & Counselors	2.00	17,004	-	-	25,004	-	-	25,004	-	-	25,004	-	-
86	Other	3.00	35,887	-	-	43,487	-	-	43,487	-	-	43,487	-	-
87	TOTAL INSTRUCTIONAL	42.50	195,206	-	-	495,438	-	-	495,438	-	-	495,430	-	-
88														
89	<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>													
90	Nurse	1.00	3,700	-	-	11,100	-	-	11,100	-	-	11,100	-	-
91	Librarian	1.00	3,121	-	-	9,363	-	-	9,363	-	-	9,363	-	-
92	Custodian	2.00	16,377	-	-	16,377	-	-	16,377	-	-	16,377	-	-
93	Security	-	-	-	-	-	-	-	-	-	-	-	-	-
94	Other	1.00	9,376	-	-	9,376	-	-	9,376	-	-	9,376	-	-
95	TOTAL NON-INSTRUCTIONAL	5.00	32,574	-	-	46,216	-	-	46,216	-	-	46,216	-	-
96														
97	<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	54.50	338,588	-	-	659,733	-	-	659,733	-	-	659,725	-	-
98														
99	<b>PAYROLL TAXES AND BENEFITS</b>													
100	Payroll Taxes	-	63,750	-	-	63,750	-	-	63,750	-	-	63,750	-	-
101	Fringe / Employee Benefits	-	100,550	-	-	100,550	-	-	100,550	-	-	100,550	-	-
102	Retirement / Pension	-	81,850	-	-	108,150	-	-	108,150	-	-	108,150	-	-
103	TOTAL PAYROLL TAXES AND BENEFITS	-	246,150	-	-	272,450	-	-	272,450	-	-	272,450	-	-
104														
105	<b>TOTAL PERSONNEL SERVICE COSTS</b>	54.50	584,738	-	-	932,183	-	-	932,183	-	-	932,175	-	-
106														
107	<b>CONTRACTED SERVICES</b>													
108	Accounting / Audit	-	-	-	-	-	-	-	-	-	-	-	-	-
109	Legal	-	-	-	-	-	-	-	-	-	-	-	-	-
110	Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-
111	Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-
112	Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
113	Payroll Services	-	-	-	-	-	-	-	-	-	-	-	-	-
114	Special Ed Services	-	5,000	-	-	15,000	-	-	15,000	-	-	15,000	-	-
115	Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-
116	Other Purchased / Professional / Consulting	-	32,208	-	-	53,508	-	-	53,508	-	-	53,506	-	-
117	TOTAL CONTRACTED SERVICES	-	37,208	-	-	68,508	-	-	68,508	-	-	68,506	-	-
118														
119	<b>SCHOOL OPERATIONS</b>													
120	Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
121	Classroom / Teaching Supplies & Materials	-	8,495	-	-	25,485	-	-	25,485	-	-	25,485	-	-
122	Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
123	Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-
124	Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
125	Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
126	Telephone	-	6,535	-	-	6,535	-	-	6,535	-	-	6,535	-	-
127	Technology	-	3,685	-	-	11,055	-	-	11,055	-	-	11,055	-	-
128	Student Testing & Assessment	-	1,720	-	-	5,160	-	-	5,160	-	-	5,160	-	-
129	Field Trips	-	1,130	-	-	3,390	-	-	3,390	-	-	3,390	-	-
130	Transportation (student)	-	20,440	-	-	7,320	-	-	7,320	-	-	7,320	-	-
131	Student Services - other	-	1,963	-	-	5,889	-	-	5,889	-	-	5,889	-	-
132	Office Expense	-	5,238	-	-	5,238	-	-	5,238	-	-	5,236	-	-
133	Staff Development	-	1,072	-	-	3,216	-	-	3,216	-	-	3,216	-	-
134	Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-
135	Student Recruitment / Marketing	-	-	-	-	-	-	-	-	-	-	-	-	-
136	School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
137	Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-
138	Fundraising	-	400	-	-	1,200	-	-	1,200	-	-	1,200	-	-
139	Other	-	63,387	-	-	27,894	-	-	27,402	-	-	26,705	-	-
140	TOTAL SCHOOL OPERATIONS	-	114,065	-	-	102,382	-	-	101,890	-	-	101,191	-	-
141														
142	<b>FACILITY OPERATION &amp; MAINTENANCE</b>													
143	Insurance	-	18,500	-	-	18,500	-	-	18,500	-	-	18,500	-	-
144	Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
145	Building and Land Rent / Lease	-	3,900	-	-	3,900	-	-	3,900	-	-	3,900	-	-
146	Repairs & Maintenance	-	50,415	-	-	50,415	-	-	50,415	-	-	50,415	-	-
147	Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
148	Security	-	-	-	-	-	-	-	-	-	-	-	-	-
149	Utilities	-	32,500	-	-	32,500	-	-	32,500	-	-	32,500	-	-
150	TOTAL FACILITY OPERATION & MAINTENANCE	-	105,315	-	-	105,315	-	-	105,315	-	-	105,315	-	-
151														
152	<b>DEPRECIATION &amp; AMORTIZATION</b>	-	47,500	-	-	47,500	-	-	47,500	-	-	47,500	-	-
153	<b>RESERVES / CONTINGENCY</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
154														
155	<b>TOTAL EXPENSES</b>	-	888,826	-	-	1,255,888	-	-	1,255,396	-	-	1,254,687	-	-
156	<b>NET INCOME</b>	-	(393,428)	-	-	141,296	-	-	141,788	-	-	142,497	-	-

King Center Charter School Budget / Operating Plan 2014-15														
6	Total Revenue	-	495,398	-	-	1,397,184	-	-	1,397,184	-	-	1,397,184	-	-
7	Total Expenses	-	888,835	-	-	1,255,888	-	-	1,255,396	-	-	1,254,687	-	-
8	Net Income	-	(393,438)	-	-	141,296	-	-	141,788	-	-	142,497	-	-
9	Actual Student Enrollment	-	360	-	-	360	-	-	360	-	-	360	-	-
10	Total Paid Student Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-
11														
12		Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
13		2013-14	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance
13.9														
160	ENROLLMENT - *School Districts Are Linked To Above Entries*													
161	School District 1 (Buffalo)	-	360	-	-	360	-	-	360	-	-	360	-	-
162	School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
163	School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
164	School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
165	School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
166	School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
167	School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
168	School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
169	School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
170	School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
171	School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
172	School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
173	School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
174	School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
175	School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
176	School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
177	TOTAL ENROLLMENT	-	360	-	-	360	-	-	360	-	-	360	-	-
178	REVENUE PER PUPIL	-	1,376	-	-	3,881	-	-	3,881	-	-	3,881	-	-
180	EXPENSES PER PUPIL	-	2,469	-	-	3,489	-	-	3,487	-	-	3,485	-	-



King Center Charter School Budget / Operating Plan 2014-15						DESCRIPTION OF ASSUMPTIONS
6	Total Revenue	4,686,950	4,686,950	-	4,686,950	4,686,950
7	Total Expenses	4,654,797	4,654,797	-	(4,654,797)	(4,654,797)
8	Net Income	32,153	32,153	-	32,153	32,153
9	Actual Student Enrollment					
10	Total Paid Student Enrollment					
11						
12						
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68	<b>EXPENSES</b>					
69	<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>					
70	Executive Management	1.00	118,452	118,452	-	(118,452)
71	Institutional Management	-	-	-	-	-
72	Deans, Directors & Coordinators	3.00	173,941	173,941	-	(173,941)
73	CFO / Director of Finance	1.00	66,952	66,952	-	(66,952)
74	Operation / Business Manager	1.00	69,648	69,648	-	(69,648)
75	Administrative Staff	1.00	36,052	36,052	-	(36,052)
76	<b>TOTAL ADMINISTRATIVE STAFF</b>	7.00	465,045	465,045	-	(465,045)
77						
78	<b>INSTRUCTIONAL PERSONNEL COSTS</b>					
79	Teachers - Regular	23.50	1,037,455	1,037,455	-	(1,037,455)
80	Teachers - SPED	5.00	211,560	211,560	-	(211,560)
81	Substitute Teachers	1.00	40,000	40,000	-	(40,000)
82	Teaching Assistants	6.00	36,000	36,000	-	(36,000)
83	Specialty Teachers	2.00	98,133	98,133	-	(98,133)
84	Aides	-	-	-	-	-
85	Therapists & Counselors	2.00	92,016	92,016	-	(92,016)
86	Other	3.00	166,348	166,348	-	(166,348)
87	<b>TOTAL INSTRUCTIONAL</b>	42.50	1,681,512	1,681,512	-	(1,681,512)
88						
89	<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>					
90	Nurse	1.00	37,000	37,000	-	(37,000)
91	Librarian	1.00	31,210	31,210	-	(31,210)
92	Custodian	2.00	65,508	65,508	-	(65,508)
93	Security	-	-	-	-	-
94	Other	1.00	37,504	37,504	-	(37,504)
95	<b>TOTAL NON-INSTRUCTIONAL</b>	5.00	171,222	171,222	-	(171,222)
96						
97	<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	54.50	2,317,779	2,317,779	-	(2,317,779)
98						
99	<b>PAYROLL TAXES AND BENEFITS</b>					
100	Payroll Taxes		255,000	255,000	-	(255,000)
101	Fringe / Employee Benefits		402,200	402,200	-	(402,200)
102	Retirement / Pension		406,300	406,300	-	(406,300)
103	<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		1,063,500	1,063,500	-	(1,063,500)
104						
105	<b>TOTAL PERSONNEL SERVICE COSTS</b>	54.50	3,381,279	3,381,279	-	(3,381,279)
106						
107	<b>CONTRACTED SERVICES</b>					
108	Accounting / Audit		-	-	-	-
109	Legal		-	-	-	-
110	Management Company Fee		-	-	-	-
111	Nurse Services		-	-	-	-
112	Food Service / School Lunch		-	-	-	-
113	Payroll Services		-	-	-	-
114	Special Ed Services		50,000	50,000	-	(50,000)
115	Titelerm Services (i.e. Title I)		-	-	-	-
116	Other Purchased / Professional / Consulting		192,730	192,730	-	(192,730)
117	<b>TOTAL CONTRACTED SERVICES</b>		242,730	242,730	-	(242,730)
118						
119	<b>SCHOOL OPERATIONS</b>					
120	Board Expenses		-	-	-	-
121	Classroom / Teaching Supplies & Materials		84,950	84,950	-	(84,950)
122	Special Ed Supplies & Materials		-	-	-	-
123	Textbooks / Workbooks		-	-	-	-
124	Supplies & Materials other		-	-	-	-
125	Equipment / Furniture		-	-	-	-
126	Telephone		26,140	26,140	-	(26,140)
127	Technology		36,850	36,850	-	(36,850)
128	Student Testing & Assessment		17,200	17,200	-	(17,200)
129	Field Trips		11,300	11,300	-	(11,300)
130	Transportation (student)		42,400	42,400	-	(42,400)
131	Student Services - other		19,630	19,630	-	(19,630)
132	Office Expense		20,950	20,950	-	(20,950)
133	Staff Development		10,720	10,720	-	(10,720)
134	Staff Recruitment		-	-	-	-
135	Student Recruitment / Marketing		-	-	-	-
136	School Meals / Lunch		-	-	-	-
137	Travel (Staff)		-	-	-	-
138	Fundraising		4,000	4,000	-	(4,000)
139	Other		145,388	145,388	-	(145,388)
140	<b>TOTAL SCHOOL OPERATIONS</b>		419,528	419,528	-	(419,528)
141						
142	<b>FACILITY OPERATION &amp; MAINTENANCE</b>					
143	Insurance		74,000	74,000	-	(74,000)
144	Janitorial		-	-	-	-
145	Building and Land Rent / Lease		15,600	15,600	-	(15,600)
146	Repairs & Maintenance		201,660	201,660	-	(201,660)
147	Equipment / Furniture		-	-	-	-
148	Security		-	-	-	-
149	Utilities		130,000	130,000	-	(130,000)
150	<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>		421,260	421,260	-	(421,260)
151						
152	<b>DEPRECIATION &amp; AMORTIZATION</b>		190,000	190,000	-	(190,000)
153	<b>RESERVES / CONTINGENCY</b>		-	-	-	-
154						
155	<b>TOTAL EXPENSES</b>		4,654,797	4,654,797	-	(4,654,797)
156						
157	<b>NET INCOME</b>		32,153	32,153	-	32,153
158						

King Center Charter School Budget / Operating Plan 2014-15						DESCRIPTION OF ASSUMPTIONS
	Original	Total Year Current	Variance	Original vs. PY	Current vs. PY	
6	<b>Total Revenue</b>					
7	4,686,950	4,686,950	-	4,686,950	4,686,950	
8	<b>Total Expenses</b>					
9	4,654,797	4,654,797	-	(4,654,797)	(4,654,797)	
10	<b>Net Income</b>					
11	32,153	32,153	-	32,153	32,153	
12	<b>Actual Student Enrollment</b>					
13	<b>Total Paid Student Enrollment</b>					
14						
15						
16	<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>					
161	School District 1 (Buffalo)					
162	School District 2 (Enter Name)					
163	School District 3 (Enter Name)					
164	School District 4 (Enter Name)					
165	School District 5 (Enter Name)					
166	School District 6 (Enter Name)					
167	School District 7 (Enter Name)					
168	School District 8 (Enter Name)					
169	School District 9 (Enter Name)					
170	School District 10 (Enter Name)					
171	School District 11 (Enter Name)					
172	School District 12 (Enter Name)					
173	School District 13 (Enter Name)					
174	School District 14 (Enter Name)					
175	School District 15 (Enter Name)					
176	School District - ALL OTHER					
177	<b>TOTAL ENROLLMENT</b>					
178						
179	<b>REVENUE PER PUPIL</b>					
180						
181	<b>EXPENSES PER PUPIL</b>					

KING CENTER CHARTER SCHOOL  
Financial Statements  
June 30, 2014 and 2013  
(With Independent Auditors' Report Thereon)

KING CENTER CHARTER SCHOOL

Table of Contents

	<u>Page</u>
Independent Auditors' Report	1 - 2
Financial Statements:	
Statements of Financial Position	3
Statements of Activities	4
Statements of Functional Expenses	5 - 6
Statements of Cash Flows	7
Notes to Financial Statements	8 - 13
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 <u>Government Auditing Standards</u>	14 - 15
Schedule of Findings and Questioned Costs	16
Status of Prior Year Audit Findings	17

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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, 2014 and 2013, 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 audit 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, 2014 and 2013, 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 24, 2014, 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 24, 2014

KING CENTER CHARTER SCHOOL  
Statements of Financial Position  
June 30, 2014 and 2013

<u>Assets</u>	<u>2014</u>	<u>2013</u>
Current assets:		
Cash	\$ 1,533,001	2,011,056
Certificate of deposit	176,448	176,142
Grants and other receivables	56,130	73,929
Prepaid expenses	<u>31,331</u>	<u>57,062</u>
Total current assets	<u>1,796,910</u>	<u>2,318,189</u>
Property and equipment, at cost	2,371,581	1,946,715
Less accumulated depreciation	<u>(789,428)</u>	<u>(655,133)</u>
Net property and equipment	<u>1,582,153</u>	<u>1,291,582</u>
Deferred loan fees	1,750	1,750
Less accumulated amortization	<u>(1,313)</u>	<u>(963)</u>
Net deferred loan fees	<u>437</u>	<u>787</u>
Total assets	<u>\$ 3,379,500</u>	<u>3,610,558</u>
<u>Liabilities and Net Assets</u>		
Current liabilities:		
Accounts payable	85,211	49,434
Accrued expenses:		
Payroll and payroll taxes	121,138	110,678
Pension	<u>314,411</u>	<u>200,004</u>
Total accrued expenses	<u>435,549</u>	<u>310,682</u>
Deferred revenue	188,451	1,191,646
Current portion of note payable	<u>70,000</u>	<u>70,000</u>
Total current liabilities	779,211	1,621,762
Note payable, net of current portion	<u>35,000</u>	<u>105,000</u>
Total liabilities	<u>814,211</u>	<u>1,726,762</u>
Net assets:		
Unrestricted net assets	2,563,366	1,883,796
Temporarily restricted net assets	<u>1,923</u>	<u>-</u>
Total net assets	<u>2,565,289</u>	<u>1,883,796</u>
Contingency (note 9)		
Total liabilities and net assets	<u>\$ 3,379,500</u>	<u>3,610,558</u>

See accompanying notes to financial statements.

KING CENTER CHARTER SCHOOL  
 Statements of Activities  
 Years ended June 30, 2014 and 2013

	<u>2014</u>	<u>2013</u>
Unrestricted revenue:		
Public school districts:		
Resident student enrollment	\$ 3,700,865	3,101,078
Students with disabilities	183,400	129,285
State aid	29,078	30,718
Contributions	536	15,685
Interest income	2,207	5,370
Other income	21,577	13,898
Net assets released from restrictions	<u>2,140,215</u>	<u>1,431,359</u>
Total unrestricted revenue	<u>6,077,878</u>	<u>4,727,393</u>
Unrestricted expenses:		
Program services:		
Regular education	2,392,545	1,973,739
Special education	175,170	136,645
Other programs	<u>574,897</u>	<u>53,768</u>
Total program services	3,142,612	2,164,152
Management and general	<u>979,020</u>	<u>956,888</u>
Total unrestricted expenses	<u>4,121,632</u>	<u>3,121,040</u>
Other expenses:		
Grants made to other organizations	(1,271,700)	(1,411,217)
Loss on abandonment of leasehold improvements	<u>(4,976)</u>	<u>-</u>
Total other expenses	<u>(1,276,676)</u>	<u>(1,411,217)</u>
Change in unrestricted net assets	<u>679,570</u>	<u>195,136</u>
Changes in temporarily restricted net assets:		
Federal and State grants	185,985	164,600
Local grants	1,948,510	1,265,456
Restricted contributions	7,643	1,245
Net assets released from restrictions	<u>(2,140,215)</u>	<u>(1,431,359)</u>
Change in temporarily restricted net assets	<u>1,923</u>	<u>(58)</u>
Increase in net assets	681,493	195,078
Net assets at beginning of year	<u>1,883,796</u>	<u>1,688,718</u>
Net assets at end of year	<u>\$ 2,565,289</u>	<u>1,883,796</u>

See accompanying notes to financial statements.





KING CENTER CHARTER SCHOOL  
Statements of Cash Flows  
Years ended June 30, 2014 and 2013

	<u>2014</u>	<u>2013</u>
Cash flows from operating activities:		
Increase in net assets	\$ 681,493	195,078
Adjustments to reconcile increase in net assets to net cash provided by operating activities:		
Depreciation	150,997	143,932
Amortization	350	350
Loss on abandonment of leasehold improvements	4,976	-
Changes in:		
Grants and other receivables	17,799	11,475
Prepaid expenses	25,731	6,410
Accounts payable	35,777	(56,598)
Accrued expenses	124,867	46,612
Deferred revenue	<u>(1,003,195)</u>	<u>1,191,646</u>
Net cash provided by operating activities	<u>38,795</u>	<u>1,538,905</u>
Cash flows from investing activities:		
Additions to property and equipment	(446,544)	(350,666)
Purchase of certificate of deposit	(176,448)	(176,142)
Redemption of certificate of deposit	<u>176,142</u>	<u>175,000</u>
Net cash used in investing activities	<u>(446,850)</u>	<u>(351,808)</u>
Cash flows from financing activities - principal payments on notes payable	<u>(70,000)</u>	<u>(70,000)</u>
Net increase (decrease) in cash	(478,055)	1,117,097
Cash at beginning of year	<u>2,011,056</u>	<u>893,959</u>
Cash at end of year	<u>\$ 1,533,001</u>	<u>2,011,056</u>
Supplemental schedule of cash flow information - cash paid during the year for interest	<u>\$ 6,686</u>	<u>9,995</u>

See accompanying notes to financial statements.

KING CENTER CHARTER SCHOOL.

Notes to Financial Statements

June 30, 2014 and 2013

(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 311 students in kindergarten through seventh 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.

KING CENTER CHARTER SCHOOL  
Notes to Financial Statements, Continued

(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 Receivables

Grants and other 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 is 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, 2014 and 2013, 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.

KING CENTER CHARTER SCHOOL  
Notes to Financial Statements, Continued

(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

Management has evaluated subsequent events through the date of the report which is the date the financial statements were available to be issued.

(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 2010.

(2) Property and Equipment

Property and equipment are recorded at cost. A summary of property and equipment at June 30, 2014 and 2013 is as follows:

	<u>2014</u>	<u>2013</u>
Land	\$ 2,276	2,276
Leasehold and land improvements	1,557,019	1,571,150
Office equipment	59,679	44,251
Instructional equipment	351,858	300,196
Maintenance equipment	1,499	-
Construction in progress	373,208	2,800
Vehicles	<u>26,042</u>	<u>26,042</u>
	2,371,581	1,946,715
Less accumulated depreciation	<u>(789,428)</u>	<u>(655,133)</u>
Net property and equipment	\$ <u>1,582,153</u>	<u>1,291,582</u>

KING CENTER CHARTER SCHOOL  
Notes to Financial Statements, Continued

(3) Certificate of Deposit

At June 30, 2014, the Organization holds a certificate of deposit at M&T Bank amounting to \$176,448, with interest at 0.10%, maturing on September 14, 2014. At June 30, 2013, the Organization held a certificate of deposit at M&T Bank amounting to \$176,142, with interest at 0.10%, maturing on September 14, 2013.

Fair Value Measurements

A framework has been established for measuring fair value. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (level 1 measurements) and the lowest priority to unobservable inputs (level 3 measurements). Level 1 assets and liabilities are those whose inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets that the Organization has the ability to access. Investments held by the Organization are classified as level 1 in the fair value hierarchy.

(4) 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, 2014). This is a demand note and substantially all of the School's assets are secured under the loan. At June 30, 2014 and 2013, there was no balance on the line.

(5) Note Payable

Note payable consisted of the following at June 30, 2014 and 2013:

	<u>2014</u>	<u>2013</u>
\$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.	\$ 105,000	175,000
Less current portion	<u>(70,000)</u>	<u>(70,000)</u>
Note payable, net of current portion	\$ <u>35,000</u>	<u>105,000</u>

Maturities of note payable for the years following June 30, 2014, are as follows:

2015	\$ 70,000
2016	<u>35,000</u>
	\$ <u>105,000</u>

KING CENTER CHARTER SCHOOL  
Notes to Financial Statements, Continued

(6) Related Party Transactions

There are two Directors of the King Urban Life Center, Inc. (a nonprofit organization) (the Center) who also serve on the Board of Directors of the School. The School rents space for instruction from the Center.

The School entered into a lease agreement with the Center to lease two facilities, one at 30 Rich Street and one at 938 Genesee Street. Rent expense for the years ended June 30, 2014 and 2013 amounted to \$177,420 and \$176,536, respectively. The initial lease for 938 Genesee Street was for a term of one year and is automatically renewable unless terminated by either party. The School terminated the lease at 938 Genesee Street on June 30, 2014.

The School had prepaid rent to the Center of \$16,159 and \$44,896 at June 30, 2014 and 2013, respectively, for 30 Rich Street.

(7) 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 16.25% and 11.84% of the annual covered payroll as of June 30, 2014 and 2013, respectively. Required annual contributions of \$259,800 and \$157,074 were paid to NYSTRS by the School for the years ended June 30, 2014 and 2013, respectively.

KING CENTER CHARTER SCHOOL  
Notes to Financial Statements, Continued

(8) Building Lease

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.

(9) 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.

(10) Expansion Plan

The School has an expansion plan to increase student population whereby they will add additional students every year until 2018, 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.

In June 2014, the School signed an agreement to purchase former School 71 located at 156 Newburgh Avenue in Buffalo, New York for a price of \$330,000. The School was approved for a State Charter Schools Institute Grant in the amount of \$200,000 to assist with the purchase of the building.

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, 2014, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to financial statements, and have issued our report thereon dated October 24, 2014.

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 or significant deficiencies. 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.

## 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 2014-1.

## 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 24, 2014

KING CENTER CHARTER SCHOOL  
Schedule of Findings and Questioned Costs  
Year ended June 30, 2014

2014-1 Student Files

Condition - Compliance testing included a review of 45 student files. One instance of noncompliance was noted in the 45 files tested in 2014. One student file was missing the enrollment form.

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

Effect - The student file was not being maintained in accordance with NYSED regulations.

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

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 continue procedures to monitor student files for compliance with NYSED regulations. Management will continue to serve its mission by providing educational services to the children as it works with parents to ensure compliance.

KING CENTER CHARTER SCHOOL  
Status of Prior Year Audit Findings  
Year ended June 30, 2014

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.

Status - Management has corrected the noted deficiency, however an issue regarding a student file remains in 2014 as noted by finding 2014-1 on page 16.

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

<b>School Name:</b>	<b>King Center Charter School</b>
Date (Report is due Nov. 1):	November 1, 2014
School Fiscal Contact Name:	Barbara Lindaman
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	Toski & Co., P.C.
School Audit Contact Name:	Debra Zevetchin
School Audit Contact Email:	<a href="mailto:dzevetchin@toski.com">dzevetchin@toski.com</a>
School Audit Contact Phone:	716.634.0700
Audit Period:	2013-14
Prior Year:	2012-13

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) <sup>1</sup>	N/A
Corrective Action Plan	N/A

Please also send an ELECTRONIC copy of: 1.) This transmittal 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 <a href="mailto:charterschools@mail.nysed.gov">charterschools@mail.nysed.gov</a>	NYS Education Department Office of Audit Services 89 Washington Avenue Room 524 EBA Room 524 EBA Albany, New York 12234 <a href="mailto:fsanda133@mail.nysed.gov">fsanda133@mail.nysed.gov</a>
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<sup>1</sup> 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.

# Appendix E: Disclosure of Financial Interest Form

Created Monday, July 28, 2014

Updated Thursday, July 31, 2014

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## 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 2013-14 school year. Trustees are at times difficult to track down in the summer 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-trustee-disclosure-form/>. Trustees may download and/or email their forms to you upon completion.

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 <https://fluidsurveys.com/account/surveys/540612/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 09, 2014

Updated Monday, July 28, 2014

## 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	Chair/President	Yes	Law & Education	Expires 6/30/2015 1 year of service	
2	Michelle Martin	Vice Chair/Vice President	Yes	Former Parent	Expires of 2016 7 years of service	
3	Brooke Anderson-Tompkins	Secretary	Yes	Finance & Commercial Real Estate	Expires 2015 13 years of service	
4	Carl Morgan	Treasurer	Yes	Finance	Expires 2017 3 years of service	
5	Susan Koch	Parent Rep	Yes	Parent	Expires 2017 3 years of service	
6	Abby Stevens	Parent Rep	Yes	Parent	Expires 2015 2 years of service	
7	Timothy Kuplinski	Member	Yes	Architecture & Non Profit Fundraising	Expires 2015 2 years of service	
8	Wendell Whitaker	Member	Yes	Former Parent, Government	Expires 2017 3 years of service	
9	Olga Karman	Member	Yes	Education, ELL	Expires 2015 2 years of service	
10	Robert Kresse	Member	Yes	Law, Real Estate, Non-Profits	Expires 2015 2 years of service	
11	Steven Biltekoff	Member	Yes	Law, Non-Profits & Education	Expires 2016 4 years of service	
12	Reginald Melson	Member	Yes	Finance	Expires 2016 4 years of service	

### 2. Total Number of Members Joining Board during the 2013-14 school year

0

### 3. Total Number of Members Departing the Board during the 2013-14 school year

0

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 2013-14 school year?

12

6. How many times will the Board meet during the 2014-15 school year?

12

Thank you.

During the 2014 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 continue to be the primary focus of the school's marketing efforts. During the 2013-2014 school year, the school ELL population is two percent. This determination to focus on ELL families was made because of the current and historically high rates of Students with Disabilities and students receiving free or reduced price lunch.

During the 2014 recruitment period, KCCS purchased an advertisement in the neighborhood publishing circulations and delivered applications to Head Start, daycare, and agencies that serve children and families.

Finally, KCCS continues to communicate with a refugee resettlement agency and a long-term refugee service agency in order to recruit children and families who have recently relocated from other parts of the world. KCCS had some success in recruiting the emergent Middle Eastern population in Buffalo.

# Appendix I: Teacher and Administrator Attrition

Created Monday, July 14, 2014

Updated Wednesday, July 16, 2014

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## Page 1

Charter School Name: 140600860814 KING CENTER CS

### Instructions for completing the Teacher and Administrator Attrition Tables

Board of Regents-authorized charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2013, the FTE for added staff from July 1, 2013 through June 30, 2014, and the FTE for any departed staff from July 1, 2013 through June 30, 2014 using the two tables provided.

### 2013-14 Teacher Attrition Table

FTE Teachers on June 30, 2013	FTE Teachers Additions 7/1/13 – 6/30/14	FTE Teacher Departures 7/1/13 – 6/30/14
20	7	1

### 2013-14 Administrator Position Attrition Table

FTE Administrator Positions On 6/30/2013	FTE Administrator Additions 7/1/13 – 6/30/14	FTE Administrator Departures 7/1/13 – 6/30/14
8	0	1

Thank you

# Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Tuesday, July 22, 2014

Updated Monday, May 18, 2015

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/e830c>

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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:

*olga karman*

2. Charter School Name:

*King Center Charter School*

3. Charter Authorizer:

*SUNY*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

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, Education Committee

---

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

A handwritten signature in black ink that reads "Olga Karmann". The signature is written in a cursive style with a large, looped initial "O" and a long, sweeping underline for the name "Karmann".

# Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Tuesday, July 22, 2014

Updated Monday, May 18, 2015

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/7d218>

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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:

*Steven Biltekoff*

2. Charter School Name:

*King Center Charter School*

3. Charter Authorizer:

*SUNY*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

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

A handwritten signature in black ink, appearing to be "S. Brown".A handwritten signature in black ink, appearing to be "T. B. Smith".

# Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 24, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/e0749>

## 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. Wettlaufer*

2. Charter School Name:

*King Center Charter School*

3. Charter Authorizer:

*SUNY*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

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	banking relationship	my spouse is deputy general counsel to the bank and is not involved in banking relationships with the school	Arthur J. Bronson 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: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Monday, July 28, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/561d2>

## 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:

*Abby Stevens*

2. Charter School Name:

*King Center Charter School*

3. Charter Authorizer:

*SUNY*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

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 response)

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			
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 response)

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				
2				
3				
4				
5				

Signature of Trustee

# Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Monday, July 28, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/53282>

## 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 Anderson Tompkins*

2. Charter School Name:

*King Center Charter School*

3. Charter Authorizer:

*SUNY*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

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

Brooke L Anderson-Jump

# Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Monday, July 28, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/383d3>

## 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

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

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

A handwritten signature in black ink that reads "Susan M. Koch". The signature is written in a cursive style with a long horizontal stroke at the end of the name.

# Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 30, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/e4102>

## 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

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

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

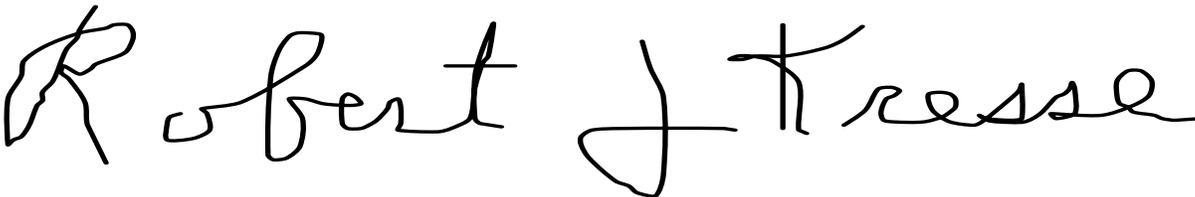
14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest 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: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 30, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/99b0f>

## 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:

*Denise Stevens*

2. Charter School Name:

*King Center Charter School*

3. Charter Authorizer:

*SUNY*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

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 response)

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	N/A			
2	N/A			
3	N/A			
4	N/A			
5	N/A			

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

