



# Entry 1 School Information and Cover Page (New schools that were not open for instruction for the 2018-19 school year are not required to complete or submit an annual report this year).

Created: 07/08/2019 • Last updated: 07/31/2019

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Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer (**as of June 30, 2019**) or you may not be assigned the correct tasks.

## BASIC INFORMATION

**a. SCHOOL NAME** KING CENTER CHARTER SCHOOL

(Select name from the drop down menu)

**a1. Popular School Name  
(Optional)** KCCS

**b. CHARTER AUTHORIZER (As of  
June 30th, 2019)** SUNY Authorized Charter School

Please select the correct authorizer as of  
June 30, 2019 or you may not be  
assigned the correct tasks.

**c. DISTRICT / CSD OF LOCATION** Buffalo

**d. DATE OF INITIAL CHARTER** 07/2019

**e. DATE FIRST OPENED FOR  
INSTRUCTION** 08/2000

**h. SCHOOL WEB ADDRESS (URL)** [www.kccs.org](http://www.kccs.org)

**i. TOTAL MAX APPROVED** 0

**ENROLLMENT FOR THE 2018-19  
SCHOOL YEAR (exclude Pre-K  
program enrollment)**

**j. TOTAL STUDENT ENROLLMENT** 450

**ON JUNE 30, 2019 (exclude Pre-K  
program enrollment)**

**k. GRADES SERVED IN SCHOOL YEAR 2018-19 (does not include Pre-K program  
students)**

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7, 8
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**l. DOES THE SCHOOL CONTRACT** No  
**WITH A CHARTER OR  
EDUCATIONAL MANAGEMENT  
ORGANIZATION?**

**FACILITIES INFORMATION**

**m. FACILITIES**

Will the school maintain or operate multiple sites in 2019-20?

	No, just one site.
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**School Site 1 (Primary)**

**m1. SCHOOL SITES**

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K 5, 6 9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	156 Newburgh Avenue	716 891 7912	Buffalo	k 8	NO

**m1a. Please provide the contact information for Site 1.**

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Tamaira Coleman			
Operational Leader	Antoinette Rhodes			
Compliance Contact	Barbara Lindaman			
Complaint Contact	Antoinette Rhodes			
DASA Coordinator	Joellen Thurman			
Phone Contact for After Hours Emergencies	Tamaira Coleman			

**m1b. Is site 1 in public (co-located) space or in private space?**

Private Space

**IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC**

**m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .**

**Site 1 Certificate of Occupancy (COO)**

<https://nysed.cso.reports.fluidreview.com/resp/100466694/yFPTXS6fVy/>

**Site 1 Fire Inspection Report**

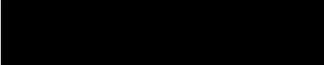
<https://nysed.cso.reports.fluidreview.com/resp/100466694/nBjtmqxAKU/>

**CHARTER REVISIONS DURING THE 2018-19 SCHOOL YEAR**

**n1. Were there any revisions to the school’s charter during the 2018-19 school year? (Please include approved or pending material and non-material charter revisions).** No

**ATTESTATION**

**o. Individual Primarily Responsible for Submitting the Annual Report.**

Name	Tamaira Coleman
Position	Executive Director
Phone/Extension	
Email	

**p. Our signatures (Executive Director/School Leader/Head of School and Board President) 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 then use the mouse on your PC or the stylist on your mobile device to sign your name).**

Yes

**Signature, Head of Charter School**

A handwritten signature in black ink that reads "James Coleman". The signature is fluid and cursive, with a large, prominent "C" in the middle.

**Signature, President of the Board of Trustees**

A handwritten signature in black ink that reads "W. Scott Sykes". The signature is cursive and somewhat stylized, with a large "S" in the middle.

**Date**

2019/08/01

**Thank you.**

**MAIN OFFICE**  
116 Gruner Road  
Buffalo, New York 14227  
Tel. (716)892-5253  
Fax (716)892-5855  
www.glbs-inc.com



**ROCHESTER OFFICE**  
333 Metro Park  
Suite S102  
Rochester, New York 14623  
Tel. (585)235-LAKE  
Toll Free (800)863-6732

# Fire Alarm and Life Safety System Inspection Certificate

*For*

King Center Charter School  
156 Newburgh Ave  
Buffalo, NY 14211

Tested to NFPA 72 Standards

*This Inspection was performed in accordance with applicable NFPA Standards. The subsequent pages of this report provide performance measurements, listed ranges of acceptable results, and complete documentation of the inspection. Whenever discrepancies exist between acceptable performance standards and actual test results, notes and/or recommended solutions have been proposed or provided for immediate review and approval.*

*Inspection Date*  
Oct 11, 2018

Building: King Center Charter School  
Contact: Barbara/ Steve  
Title: Facilities

Company: Great Lakes Building Systems, Inc.  
Contact: Joe Graham  
Title: Inspector

## *Executive Summary*

*Generated by BuildingReports.com*

### Building Information

<b>Building:</b> King Center Charter School	<b>Contact:</b> Barbara/ Steve
<b>Address:</b> 156 Newburgh Ave	<b>Phone:</b> [REDACTED]
<b>Address:</b>	<b>Fax:</b>
<b>City/State/Zip:</b> Buffalo, NY 14211	<b>Mobile:</b>

<b>Country:</b> null	<b>Email:</b> [REDACTED]	
<b>Inspection Performed By</b>		
<b>Company:</b> Great Lakes Building Systems, Inc.	<b>Inspector:</b> Joe Graham	
<b>Address:</b> 116 Gruner Road	<b>Phone:</b> [REDACTED]	
<b>Address:</b>	<b>Fax:</b>	
<b>City/State/Zip:</b> Buffalo, New York 14227	<b>Mobile:</b>	
<b>Country:</b> null	<b>Email:</b> [REDACTED]	
<b>System Control Unit</b>		
<b>Manufacturer:</b> Fire-Lite	<b>Inspection Date:</b> 10/08/2018	<b>IDC Style:</b>
<b>Model Number:</b> MS-9200	<b>Install Date:</b> 07/20/2015	<b>SLC Style:</b>
<b>Software Version:</b>	<b>Version Date:</b> 07/20/2015	<b>NAC Style:</b>
<b>Location:</b> 1st Floor Main Office	<b>Current Protection:</b>	
<b>Monitoring</b>		
<b>Company:</b> RRMS	<b>Phone:</b>	<b>Account #:</b>
<b>Central Station Signal Verification</b>		
<b>Type:</b> Digital Communicator	<b>Mfg:</b> Fire Watch	<b>Model #:</b> 411
<b>Test Time/Date:</b> 10/8/18 12:56:27 PM	<b>Restore Time:</b> 16:26	
<b>Type of Signal</b>	<b>Signal Confirmation</b>	<b>Notes</b>
Type: Alarm	Confirmed Time:	

<b>Inspection Summary</b>								
<b>Category</b>	<b>Total Items</b>		<b>Serviced</b>		<b>Passed</b>		<b>Failed/Other</b>	
	<b>Qty</b>	<b>%</b>	<b>Qty</b>	<b>%</b>	<b>Qty</b>	<b>%</b>	<b>Qty</b>	<b>%</b>
Control	8	4.82%	8	100.00%	4	50.00%	4	50.00%
Monitor	1	0.60%	1	100.00%	1	100.00%	0	0%
Auxiliary	3	1.81%	3	100.00%	1	33.33%	2	66.67%
Initiating	112	67.47%	112	100.00%	104	92.86%	8	7.14%
Indicating	42	25.30%	42	100.00%	42	100.00%	0	0%
<b>Totals</b>	<b>166</b>	<b>100%</b>	<b>166</b>	<b>100.00%</b>	<b>152</b>	<b>91.57%</b>	<b>14</b>	<b>8.43%</b>

<b>Certification</b>	
Company: Great Lakes Building Systems, Inc.	Building: King Center Charter School
Inspector: Joe Graham	Contact: Barbara/ Steve
Signed:	Signed:

<b>Joe Graham Certifications</b>	
<b>Certification Type</b>	<b>Number</b>
New York State License - Fire Alarm	[REDACTED]

## *Discrepancy Report*

*Generated by BuildingReports.com*

<b>Building:</b> King Center Charter School	<b>Control Panel:</b> 1 - Fire-Lite MS-9200
<i>The Discrepancy Report consolidates each discrepancy listed within the various Testing sections of your Inspection. Discrepancies are listed by Category, and grouped by device type. The description of the problem is provided and where appropriate, code references are listed for your convenience. Any item that was inspected that is listed on the Consumer</i>	

Product Safety Commission's website and is subject to a recall by the manufacturer is included.

Device Type	Manufacturer	ModelNumber	Date	Qty
<b>Items listed for Recall by Manufacturer</b>				
No recalled items found during this inspection.				
& ScanID	Location	L Problem	Address	& Reference
<b>Auxiliary</b>				
<b>Elevator</b>				
55100198	1st Floor Elevator Machine Room	Does Not Have Key	1-M46	
55100197	1st Floor Elevator Machine Room	Does Not Have Key	1-M47	
<b>Control</b>				
<b>Battery</b>				
31743716	Basement Power Supply - Boiler Room	Date Expired	1	NFPA72 Table 14.4.2.2 (5)(b)
31743717	Basement Power Supply - Boiler Room	Date Expired	1	NFPA72 Table 14.4.2.2 (5)(b)
31743737	1st Floor FACP - Main Office	Failed Test	1	NFPA72 Table 14.4.2.2 (5)(b)
31743738	1st Floor FACP - Main Office	Failed Test	1	NFPA72 Table 14.4.2.2 (5)(b)
<b>Initiating</b>				
<b>Heat Detector</b>				
31743670	1st Floor Library - Equipment Storage	Access Denied	1-M17	NFPA72 17.4.5
31743695	1st Floor Server Room	Needs Remounting	1-M10	NFPA72 14.2.1.2.2
<b>Pull Station</b>				
31743598	1st Floor Exit By Classroom 103	Needs Remounting	1-M22	NFPA72 17.14.3
<b>Smoke Detector</b>				
55100199	1st Floor Elevator Machine Room	Does Not Have Key	1-L1D	
55100200	1st Floor Elevator Machine Room	Does Not Have Key	1-L1D	
31743647	1st Floor Elevator Lobby	Does Not Have Key	1-P76	
31743645	2nd Floor Elevator Lobby	Does Not Have Key	1-P77	
31743563	3rd Floor Elevator Lobby	Does Not Have Key	1-P78	
<b>Code References</b>				
NFPA72 Table 14.4.2.2 (5)(b)	Batteries shall be replaced in accordance with the recommendations of the alarm equipment manufacturer or when the recharged battery voltage or current falls below the manufacturer's recommendations			
NFPA72 17.4.5	Initiating devices shall be installed in a manner that provides accessibility for periodic maintenance.			
NFPA72 14.2.1.2.2	System defects and malfunctions shall be corrected.			
NFPA72 17.14.3	Each manual fire alarm box shall be securely mounted			

## Proposed Solutions Report

Generated by *BuildingReports.com*

Building: King Center Charter School		Control Panel: 1 - Fire-Lite MS-9200			
The Proposed Solution Report provides a solution for each discrepancy listed on the Discrepancy Report. Provide a check mark where indicated to approve repairs listed within the report. Items listed as T/M are available for repair on a Time and Materials basis.					
ScanID	Location	Solution	Model #	Cost	Fix
<b>Auxiliary</b>					
<b>Elevator</b>					
55100198	1st Floor Elevator Machine Room		CRF-300	T/M	..
55100197	1st Floor Elevator Machine Room		CRF-300	T/M	..
<b>Control</b>					

<b>Battery</b>				
31743716	Basement Power Supply - Boiler Room		PS-1270	T/M ..
31743717	Basement Power Supply - Boiler Room		PS-1270	T/M ..
31743737	1st Floor FACP - Main Office		UT-12180	T/M ..
31743738	1st Floor FACP - Main Office		UT-12180	T/M ..
<i>Initiating</i>				
<b>Heat Detector</b>				
31743670	1st Floor Library - Equipment Storage		5600	T/M ..
31743695	1st Floor Server Room		5600	T/M ..
<b>Pull Station</b>				
31743598	1st Floor Exit By Classroom 103		BG-8	T/M ..
<b>Smoke Detector</b>				
55100199	1st Floor Elevator Machine Room		SD335	T/M ..
55100200	1st Floor Elevator Machine Room		SD335	T/M ..
31743647	1st Floor Elevator Lobby		SD-300T	T/M ..
31743645	2nd Floor Elevator Lobby		NP-100	T/M ..
31743563	3rd Floor Elevator Lobby		NP-100	T/M ..
			<b>PO #:</b> (none)	<b>T/M</b>

## *Inspection & Testing*

*Generated by BuildingReports.com*

<b>Building: King Center Charter School</b>		<b>Control Panel: 1 - Fire-Lite MS-9200</b>		
<i>The Inspection &amp; Testing section lists all of the items inspected in your building. Items are grouped by Passed or Failed/Other. Items are listed by Category. Each item includes the services performed, and the time &amp; date at which testing occurred.</i>				
<b>Device Type</b>	<b>Location</b>	<b>Service</b>	<b>Time</b>	<b>Date</b>
<i>Passed</i>				
<b>Auxiliary</b>				
Elevator	1st Floor Elevator Machine Room	Tested	12:16:47 PM	10/08/2018
<b>Control</b>				
Annunciator	1st Floor Main Entrance	Tested	11:00:17 AM	10/08/2018
Communicator	Basement Boiler Room	Tested	12:56:27 PM	10/08/2018
Control Panel	1st Floor Main Office	Tested	8:18 34 AM	10/08/2018
Power Supply	Basement Boiler Room	Tested	12:56:35 PM	10/08/2018
<b>Indicating</b>				
Horn/Strobe	Basement Boiler Room	Tested	12:50:35 PM	10/08/2018
Horn/Strobe	Basement Boiler Room	Tested	12:57:18 PM	10/08/2018
Horn/Strobe	1st Floor Auditorium	Tested	11:05:31 AM	10/08/2018
Horn/Strobe	1st Floor Auditorium	Tested	11:08:53 AM	10/08/2018
Horn/Strobe	1st Floor Auditorium - Backstage	Tested	11:10:52 AM	10/08/2018
Horn/Strobe	1st Floor By Cafeteria Entrance	Tested	11:38:30 AM	10/08/2018
Horn/Strobe	1st Floor By Gymnasium Entrance	Tested	12:04:14 PM	10/08/2018
Horn/Strobe	1st Floor By Main Office	Tested	11:12:54 AM	10/08/2018
Horn/Strobe	1st Floor By Room 104	Tested	11:23:30 AM	10/08/2018
Horn/Strobe	1st Floor Gymnasium	Tested	11:41:14 AM	10/08/2018
Horn/Strobe	1st Floor Gymnasium	Tested	11:43:15 AM	10/08/2018
Horn/Strobe	2nd Floor Aud	Tested	10:07:11 AM	10/08/2018
Horn/Strobe	2nd Floor Stairwell By Classroom 207	Tested	10:50:45 AM	10/08/2018
Horn/Strobe	2nd Floor Stairwell By Classroom 210	Tested	10:26:52 AM	10/08/2018
Horn/Strobe	3rd Floor By Classroom 302	Tested	8 54 35 AM	10/08/2018
Horn/Strobe	3rd Floor By Classroom 316	Tested	9 26 59 AM	10/08/2018
Horn/Strobe	3rd Floor Stairwell By Classroom 306	Tested	9:19:47 AM	10/08/2018
Horn/Strobe	3rd Floor Stairwell By Classroom 311	Tested	9 36 38 AM	10/08/2018
Strobe	Basement Maintenance Restroom	Tested	12:49:48 PM	10/08/2018
Strobe	1st Floor Athletic Director Office Restroom.	Tested	11:56:21 AM	10/08/2018

Strobe	1st Floor Boy's Restroom By Gymnasium	Tested	11:55:08 AM	10/08/2018
Strobe	1st Floor Faculty Room - Restroom	Tested	12:36:31 PM	10/08/2018
Strobe	1st Floor Girl's Restroom By Auditorium	Tested	11:15:06 AM	10/08/2018
Strobe	1st Floor Gymnasium Storage Room	Tested	4 26:47 PM	10/08/2018
Strobe	1st Floor Library - Office Restroom	Tested	12:43:59 PM	10/08/2018
Strobe	1st Floor Maintenance Office	Tested	12:06:34 PM	10/08/2018
Strobe	1st Floor Nurse's Restroom	Tested	10:56:20 AM	10/08/2018
Strobe	1st Floor Office 118 - Restroom	Tested	11:53:15 AM	10/08/2018
Strobe	1st Floor Staff Restroom By Auditorium	Tested	11:13:56 AM	10/08/2018
Strobe	2nd Floor Boy's Restroom By Classroom 215	Tested	10:34:42 AM	10/08/2018
Strobe	2nd Floor Classroom 201 - Restroom	Tested	10:13:55 AM	10/08/2018
Strobe	2nd Floor Classroom 215 - Restroom	Tested	10:41:11 AM	10/08/2018
Strobe	2nd Floor Classroom 216 - Restroom	Tested	10:32:47 AM	10/08/2018
Strobe	2nd Floor Girl's Restroom By Classroom 202	Tested	10:16:05 AM	10/08/2018
Strobe	2nd Floor Handicap Restroom By Classroom 201	Tested	10:14:50 AM	10/08/2018
Strobe	3rd Floor Boy's Restroom By Classroom 311	Tested	9 29 01 AM	10/08/2018
Strobe	3rd Floor Boy's Room By Classroom 312	Tested	9 20 37 AM	10/08/2018
Strobe	3rd Floor Girl's Restroom By Classroom 305	Tested	8 36 06 AM	10/08/2018
Strobe	3rd Floor Girl's Restroom By Classroom 306	Tested	8 58 27 AM	10/08/2018
Strobe	3rd Floor Handicap Restroom By Classroom 305	Tested	8 36 20 AM	10/08/2018
Strobe	3rd Floor Staff Restroom By Classroom 306	Tested	8 59:14 AM	10/08/2018
Strobe	3rd Floor Storeroom By 312	Tested	9 20 58 AM	10/08/2018

### Initiating

Heat Detector	Basement Boiler Room	Tested	12:51:57 PM	10/08/2018
Heat Detector	Basement Boiler Room	Tested	12:56:49 PM	10/08/2018
Heat Detector	Basement Boiler Room	Tested	12:56:58 PM	10/08/2018
Heat Detector	Basement Fire Pit Room	Tested	12:45:50 PM	10/08/2018
Heat Detector	Basement Fire Pit Room	Tested	12:45:58 PM	10/08/2018
Heat Detector	1st Floor Auditorium - Backstage	Tested	12:45:41 PM	10/08/2018
Heat Detector	1st Floor Auditorium - Backstage	Tested	12:45:45 PM	10/08/2018
Heat Detector	1st Floor Instructional Coach's Office	Tested	11:16:34 AM	10/08/2018
Heat Detector	1st Floor Kitchen Office	Tested	11:35:26 AM	10/08/2018
Heat Detector	1st Floor Library - Storage Room	Tested	11:31:43 AM	10/08/2018
Heat Detector	1st Floor Room 116	Tested	11:49:23 AM	10/08/2018
Heat Detector	2nd Floor Classroom 204	Tested	10:19:26 AM	10/08/2018
Heat Detector	2nd Floor Classroom 204	Tested	10:19:48 AM	10/08/2018
Heat Detector	2nd Floor Custodial Closet By Classroom 206	Tested	10:21:49 AM	10/08/2018
Heat Detector	2nd Floor Storage Room By Classroom 205	Tested	10:52:23 AM	10/08/2018
Heat Detector	3rd Floor Girl's Restroom By Classroom 305 - Custodial Closet	Tested	9 51:10 AM	10/08/2018
Pull Station	Basement Boiler Room	Tested	12:50:40 PM	10/08/2018
Pull Station	Basement Boiler Room	Tested	12:57:15 PM	10/08/2018
Pull Station	1st Floor Auditorium	Tested	11:05:35 AM	10/08/2018
Pull Station	1st Floor Auditorium	Tested	11:08:47 AM	10/08/2018
Pull Station	1st Floor Auditorium - Backstage	Tested	11:10:48 AM	10/08/2018
Pull Station	1st Floor Exit By Classroom 104	Tested	11:21:10 AM	10/08/2018
Pull Station	1st Floor Exit By Gymnasium	Tested	11:38:56 AM	10/08/2018
Pull Station	1st Floor Exit By Gymnasium	Tested	12:04:52 PM	10/08/2018
Pull Station	1st Floor Gymnasium	Tested	11:41:44 AM	10/08/2018
Pull Station	1st Floor Gymnasium	Tested	11:43:24 AM	10/08/2018
Pull Station	2nd Floor Auditorium - Balcony	Tested	10:07:43 AM	10/08/2018
Pull Station	2nd Floor Stairwell By Classroom 206	Tested	10:25:01 AM	10/08/2018
Pull Station	2nd Floor Stairwell By Classroom 207	Tested	10:50:49 AM	10/08/2018
Pull Station	2nd Floor Stairwell By Classroom 210	Tested	10:27:29 AM	10/08/2018
Pull Station	2nd Floor Stairwell By Classroom 211	Tested	10:48:04 AM	10/08/2018
Pull Station	3rd Floor Stairwell By Classroom 305	Tested	8 32:15 AM	10/08/2018
Pull Station	3rd Floor Stairwell By Classroom 306	Tested	9:19:44 AM	10/08/2018
Pull Station	3rd Floor Stairwell By Classroom 310	Tested	9:15 09 AM	10/08/2018
Pull Station	3rd Floor Stairwell By Classroom 311	Tested	9 36:46 AM	10/08/2018
Smoke Detector	Basement Boiler Room Stairwell	Tested	1 01:46 PM	10/08/2018
Smoke Detector	Basement Top Of Stairwell	Tested	1 01 01 PM	10/08/2018
Smoke Detector	1st Floor Auditorium	Tested	11:04:30 AM	10/08/2018
Smoke Detector	1st Floor Auditorium	Tested	11:05:27 AM	10/08/2018
Smoke Detector	1st Floor Auditorium	Tested	12:45:24 PM	10/08/2018
Smoke Detector	1st Floor Auditorium	Tested	12:45:35 PM	10/08/2018
Smoke Detector	1st Floor By Auditorium Entrance	Tested	11:14:50 AM	10/08/2018
Smoke Detector	1st Floor By Auditorium Entrance	Tested	11:19:05 AM	10/08/2018

Smoke Detector	1st Floor By Boy's Restroom	Tested	11:54:34 AM	10/08/2018
Smoke Detector	1st Floor By Cafeteria Entrance	Tested	11:33:32 AM	10/08/2018
Smoke Detector	1st Floor By Cafeteria Entrance	Tested	11:36:53 AM	10/08/2018
Smoke Detector	1st Floor By Cafeteria Entrance	Tested	11:38:27 AM	10/08/2018
Smoke Detector	1st Floor By Classroom 104	Tested	11:24:48 AM	10/08/2018
Smoke Detector	1st Floor By Classroom 107	Tested	12:43:33 PM	10/08/2018
Smoke Detector	1st Floor By Classroom 109	Tested	12:13:04 PM	10/08/2018
Smoke Detector	1st Floor By Classroom 111	Tested	12:09:59 PM	10/08/2018
Smoke Detector	1st Floor By Counseling Room 116	Tested	11:52:41 AM	10/08/2018
Smoke Detector	1st Floor By Gymnasium Entrance	Tested	12:07:35 PM	10/08/2018
Smoke Detector	1st Floor By Library Entrance	Tested	11:26:07 AM	10/08/2018
Smoke Detector	1st Floor By Main Office	Tested	10:59:06 AM	10/08/2018
Smoke Detector	1st Floor By Room 115	Tested	11:59:07 AM	10/08/2018
Smoke Detector	1st Floor CorridorTo Auditorium	Tested	11:13:31 AM	10/08/2018
Smoke Detector	1st Floor Gymnasium	Tested	12:46:02 PM	10/08/2018
Smoke Detector	1st Floor Gymnasium	Tested	12:46:09 PM	10/08/2018
Smoke Detector	1st Floor Gymnasium	Tested	12:46:12 PM	10/08/2018
Smoke Detector	1st Floor Gymnasium	Tested	12:46:17 PM	10/08/2018
Smoke Detector	1st Floor Gymnasium	Tested	12:46:20 PM	10/08/2018
Smoke Detector	1st Floor Gymnasium	Tested	12:46:21 PM	10/08/2018
Smoke Detector	1st Floor Gymnasium	Tested	12:46:24 PM	10/08/2018
Smoke Detector	1st Floor Gymnasium	Tested	12:46:27 PM	10/08/2018
Smoke Detector	1st Floor Gymnasium Storage Room	Tested	11:40:17 AM	10/08/2018
Smoke Detector	1st Floor Library	Tested	11:31:12 AM	10/08/2018
Smoke Detector	1st Floor Maintenance Office	Tested	12:06:15 PM	10/08/2018
Smoke Detector	2nd Floor Auditorium - Balcony	Tested	10:09:14 AM	10/08/2018
Smoke Detector	2nd Floor Auditorium - Balcony	Tested	10:10:05 AM	10/08/2018
Smoke Detector	2nd Floor By Boy's Restroom	Tested	10:35:17 AM	10/08/2018
Smoke Detector	2nd Floor By Classroom 201	Tested	10:14:33 AM	10/08/2018
Smoke Detector	2nd Floor By Classroom 202	Tested	10:18:51 AM	10/08/2018
Smoke Detector	2nd Floor By Classroom 203	Tested	10:00:51 AM	10/08/2018
Smoke Detector	2nd Floor By Classroom 206	Tested	10:24:45 AM	10/08/2018
Smoke Detector	2nd Floor By Classroom 207	Tested	10:00:14 AM	10/08/2018
Smoke Detector	2nd Floor By Classroom 208	Tested	10:26:19 AM	10/08/2018
Smoke Detector	2nd Floor By Classroom 209	Tested	10:50:12 AM	10/08/2018
Smoke Detector	2nd Floor By Classroom 210	Tested	10:28:31 AM	10/08/2018
Smoke Detector	2nd Floor By Classroom 211	Tested	10:46:27 AM	10/08/2018
Smoke Detector	2nd Floor By Classroom 212	Tested	10:30:03 AM	10/08/2018
Smoke Detector	2nd Floor By Classroom 215	Tested	10:42:22 AM	10/08/2018
Smoke Detector	2nd Floor By Classroom 216	Tested	10:33:37 AM	10/08/2018
Smoke Detector	2nd Floor By Girl's Restroom	Tested	10:15:52 AM	10/08/2018
Smoke Detector	2nd Floor Classroom 202	Tested	10:16:43 AM	10/08/2018
Smoke Detector	2nd Floor Classroom 213	Tested	10:43:29 AM	10/08/2018
Smoke Detector	2nd Floor Classroom 215	Tested	10:37:41 AM	10/08/2018
Smoke Detector	2nd Floor Classroom 216	Tested	10:33:14 AM	10/08/2018
Smoke Detector	3rd Floor By Classroom 302	Tested	8 51 52 AM	10/08/2018
Smoke Detector	3rd Floor By Classroom 307	Tested	8 31 09 AM	10/08/2018
Smoke Detector	3rd Floor By Classroom 308	Tested	9 02 08 AM	10/08/2018
Smoke Detector	3rd Floor By Classroom 309	Tested	9 38:45 AM	10/08/2018
Smoke Detector	3rd Floor By Classroom 310	Tested	9:18:42 AM	10/08/2018
Smoke Detector	3rd Floor By Classroom 311	Tested	9 34 31 AM	10/08/2018
Smoke Detector	3rd Floor By Classroom 315	Tested	9 28:17 AM	10/08/2018
Smoke Detector	3rd Floor By Classroom 316	Tested	9 24 22 AM	10/08/2018
Smoke Detector	3rd Floor By Classroom 316	Tested	9 25 39 AM	10/08/2018
Smoke Detector	3rd Floor By Classroom 7D	Tested	8 38:48 AM	10/08/2018
Smoke Detector	3rd Floor Hallway By Classroom 304	Tested	8 55 57 AM	10/08/2018
Smoke Detector	3rd Floor Server Room By Room 311	Tested	9 30 53 AM	10/08/2018
Smoke Detector	3rd Floor Stairwell By Classroom 305	Tested	1 03 57 PM	10/08/2018
Smoke Detector	3rd Floor Stairwell By Classroom 306	Tested	9 01:14 AM	10/08/2018
Smoke Detector	3rd Floor Stairwell By Classroom 310	Tested	9:17 39 AM	10/08/2018
Smoke Detector	3rd Floor Stairwell By Classroom 311	Tested	9 35:13 AM	10/08/2018

**Monitor**

Monitoring	1st Floor Central Station Test	Tested	8:18 28 AM	10/08/2018
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Device Type	Location	Service	Time	Date
<i>Failed/Other</i>				

<b>Auxiliary</b>				
Elevator	1st Floor Elevator Machine Room	Untested	12:30:50 PM	10/08/2018
Elevator	1st Floor Elevator Machine Room	Untested	6:59:23 AM	10/11/2018
<b>Control</b>				
Battery	Basement Power Supply - Boiler Room		12:56:12 PM	10/08/2018
Battery	Basement Power Supply - Boiler Room		12:56:18 PM	10/08/2018
Battery	1st Floor FACP - Main Office	Tested	8:19:25 AM	10/08/2018
Battery	1st Floor FACP - Main Office	Tested	8:19:43 AM	10/08/2018
<b>Initiating</b>				
Heat Detector	1st Floor Library - Equipment Storage		6:59:40 AM	10/11/2018
Heat Detector	1st Floor Server Room	Tested	6:59:51 AM	10/11/2018
Pull Station	1st Floor Exit By Classroom 103	Tested	7:00:05 AM	10/11/2018
Smoke Detector	1st Floor Elevator Machine Room	Untested	6:59:28 AM	10/11/2018
Smoke Detector	1st Floor Elevator Machine Room	Untested	6:59:33 AM	10/11/2018
Smoke Detector	1st Floor Elevator Lobby	Untested	6:59:46 AM	10/11/2018
Smoke Detector	2nd Floor Elevator Lobby	Untested	4:25:05 PM	10/08/2018
Smoke Detector	3rd Floor Elevator Lobby	Untested	7:00:00 AM	10/11/2018

## *Service Summary*

*Generated by BuildingReports.com*

<b>Building: King Center Charter School</b>		
<i>The Service Summary section provides an overview of the services performed in this report.</i>		
<b>Device Type</b>	<b>Service</b>	<b>Quantity</b>
<b><i>Failed/Other</i></b>		
Battery		2
Battery	Tested	2
Elevator	Untested	2
Heat Detector		1
Heat Detector	Tested	1
Pull Station	Tested	1
Smoke Detector	Untested	5
Total		14
<b><i>Passed</i></b>		
Annunciator	Tested	1
Communicator	Tested	1
Control Panel	Tested	1
Elevator	Tested	1
Heat Detector	Tested	16
Horn/Strobe	Tested	18
Monitoring	Tested	1
Power Supply	Tested	1
Pull Station	Tested	19
Smoke Detector	Tested	69
Strobe	Tested	24
Total		166

## *Auxiliary Functions Testing*

*Generated by BuildingReports.com*

<b>Building: King Center Charter School</b>		<b>Control Panel: 1 - Fire-Lite MS-9200</b>
<i>The Auxiliary Functions Testing section lists each of the ancillary items, systems, and emergency equipment that are controlled by the system control unit. Items are grouped by Passed or Failed/Other. The items are listed by device type, and</i>		

a check box is provided to indicate if the test conducted was simulated.

Type	Location	Comment	ScanID	Simulated
<b>Passed</b>				
<b>Elevator</b>				
Hat Flash	1st Floor Elevator Machine Room	Passed	55100196	..
<b>Failed/Other</b>				
<b>Elevator</b>				
Recall Primary	1st Floor Elevator Machine Room	Does Not Have Key	55100198	..
Recall Alternate	1st Floor Elevator Machine Room	Does Not Have Key	55100197	..
<b>Smoke Detector</b>				
Elevator Recall	1st Floor Elevator Machine Room	Does Not Have Key	55100199	..
Elevator Recall	1st Floor Elevator Machine Room	Does Not Have Key	55100200	..
Elevator Recall	1st Floor Elevator Lobby	Does Not Have Key	31743647	..
Elevator Recall	2nd Floor Elevator Lobby	Does Not Have Key	31743645	..
Elevator Recall	3rd Floor Elevator Lobby	Does Not Have Key	31743563	..

## Inventory & Warranty Report

Generated by *BuildingReports.com*

Building: King Center Charter School		Control Panel: 1 - Fire-Lite MS-9200		
<p><i>The Inventory &amp; Warranty Report lists each of the devices and items that are included in your Inspection Report. A complete inventory count by device type and category is provided. Items installed within the last 90 days, within the last year, and devices installed for two years or more are grouped together for easy reference.</i></p>				
Device or Item	Category	% of Inventory		Quantity
Monitoring	Monitor	0.60%		1
Control Panel	Control	0.60%		1
Battery	Control	2.41%		4
Smoke Detector	Initiating	44.58%		74
Pull Station	Initiating	12.05%		20
Strobe	Indicating	14.46%		24
Horn/Strobe	Indicating	10.84%		18
Heat Detector	Initiating	10.84%		18
Annunciator	Control	0.60%		1
Elevator	Auxiliary	1.81%		3
Communicator	Control	0.60%		1
Power Supply	Control	0.60%		1
Type	Qty	Model #	Description	Install Date
<b>In Service - 3 Years to 5 Years</b>				
<b>Fire Watch</b>				
Communicator	1	411	Digital Communicator	07/20/2015
<b>Fire-Lite</b>				
Annunciator	1		LCD Display	07/20/2015
Control Panel	1	MS-9200		07/20/2015
Elevator	1	CRF-300	Hat Flash	07/20/2015
Elevator	1	CRF-300	Recall Alternate	07/20/2015
Elevator	1	CRF-300	Recall Primary	07/20/2015
Monitoring	1		Alarm	07/20/2015
Pull Station	1	BG-12LX	Dual Action	07/20/2015
Pull Station	19	BG-8	Dual Action	07/20/2015
Smoke Detector	8	SD335	Photoelectric	07/20/2015
<b>Silent Knight</b>				
Power Supply	1	5495		07/20/2015
<b>System Sensor</b>				

Heat Detector	18	5600	Fixed Temperature	07/20/2015
Smoke Detector	2	NP-100	Photoelectric	07/20/2015
Smoke Detector	64	SD-300T	Photoelectric	07/20/2015
<b>Wheelock</b>				
Horn/Strobe	18			07/20/2015
Strobe	24			07/20/2015
<b><i>In Service - 5 Years to 10 Years</i></b>				
<b>Power-Sonic</b>				
Battery	2	PS-1270	Sealed Lead Acid	07/02/2014
<b>Ultra Tech</b>				
Battery	2	UT-12180	Sealed Lead Acid	07/01/2014

## ***Zone Address Report***

*Generated by BuildingReports.com*

<b>Building: King Center Charter School</b>		<b>Control Panel: 1 - Fire-Lite MS-9200</b>		
<i>The Zone Address Report lists all of the devices and items that have an individual address, or are grouped together under a common zone. The device type, location, and description are included for your reference.</i>				
<b>Address</b>	<b>Device Type</b>	<b>Location</b>	<b>Type</b>	<b>ScanID</b>
L1D	Smoke Detector	1st Floor Elevator Machine Room	Photoelectric	55100199
L1D	Smoke Detector	1st Floor Elevator Machine Room	Photoelectric	55100200
L1D60	Smoke Detector	3rd Floor By Classroom 7D	Photoelectric	35633707
L1D61	Smoke Detector	3rd Floor By Classroom 302	Photoelectric	35633708
L1D67	Smoke Detector	3rd Floor Hallway By Classroom 304	Photoelectric	35633709
L1D68	Smoke Detector	3rd Floor By Classroom 316	Photoelectric	35633704
L1D69	Smoke Detector	3rd Floor By Classroom 315	Photoelectric	35633702
L1D70	Smoke Detector	3rd Floor By Classroom 316	Photoelectric	35633703
L1D79	Smoke Detector	3rd Floor Server Room By Room 311	Photoelectric	35633706
M01	Heat Detector	Basement Boiler Room	Fixed Temperature	31743714
M02	Heat Detector	Basement Boiler Room	Fixed Temperature	31743713
M02	Pull Station	Basement Boiler Room	Dual Action	31743711
M04	Heat Detector	Basement Fire Pit Room	Fixed Temperature	31743726
M04	Heat Detector	Basement Fire Pit Room	Fixed Temperature	31743727
M05	Heat Detector	Basement Boiler Room	Fixed Temperature	31743709
M07	Pull Station	Basement Boiler Room	Dual Action	31743708
M08	Pull Station	1st Floor Exit By Gymnasium	Dual Action	31743651
M09	Pull Station	1st Floor Gymnasium	Dual Action	31743654
M10	Heat Detector	1st Floor Server Room	Fixed Temperature	31743695
M11	Heat Detector	1st Floor Room 116	Fixed Temperature	55100194
M12	Pull Station	1st Floor Gymnasium	Dual Action	31743656
M13	Pull Station	1st Floor Exit By Gymnasium	Dual Action	31743675
M14	Heat Detector	1st Floor Kitchen Office	Fixed Temperature	31743680
M15	Heat Detector	1st Floor Library - Storage Room	Fixed Temperature	31743700
M16	Pull Station	1st Floor Exit By Classroom 104	Dual Action	31743611
M17	Heat Detector	1st Floor Library - Equipment Storage	Fixed Temperature	31743670
M18	Pull Station	1st Floor Auditorium - Backstage	Dual Action	31743701
M19	Pull Station	1st Floor Auditorium	Dual Action	31743604
M20	Pull Station	1st Floor Auditorium	Dual Action	31743601
M21	Heat Detector	1st Floor Instructional Coach's Office	Fixed Temperature	55100193
M22	Pull Station	1st Floor Exit By Classroom 103	Dual Action	31743598
M24	Pull Station	2nd Floor Stairwell By Classroom 207	Dual Action	31743642
M25	Pull Station	2nd Floor Stairwell By Classroom 211	Dual Action	31743595
M26	Pull Station	2nd Floor Stairwell By Classroom 210	Dual Action	31743584
M27	Pull Station	2nd Floor Stairwell By Classroom 206	Dual Action	31743582
M28	Heat Detector	2nd Floor Classroom 204	Fixed Temperature	31743691

M29	Heat Detector	2nd Floor Classroom 204	Fixed Temperature	31743692
M29	Heat Detector	2nd Floor Custodial Closet By Classroom 206	Fixed Temperature	31743690
M31	Pull Station	2nd Floor Auditorium - Balcony	Dual Action	31743635
M33	Heat Detector	2nd Floor Storage Room By Classroom 205	Fixed Temperature	31743688
M34	Heat Detector	3rd Floor Girl's Restroom By Classroom 305 - Custodial Closet	Fixed Temperature	31743681
M35	Pull Station	3rd Floor Stairwell By Classroom 305	Dual Action	31743564
M36	Pull Station	3rd Floor Stairwell By Classroom 311	Dual Action	31743615
M39	Pull Station	3rd Floor Stairwell By Classroom 310	Dual Action	31743644
M40	Pull Station	3rd Floor Stairwell By Classroom 306	Dual Action	31743626
M46	Elevator	1st Floor Elevator Machine Room	Recall Primary	55100198
M47	Elevator	1st Floor Elevator Machine Room	Recall Alternate	55100197
M48	Elevator	1st Floor Elevator Machine Room	Hat Flash	55100196
M53	Heat Detector	1st Floor Auditorium - Backstage	Fixed Temperature	31743724
M54	Heat Detector	1st Floor Auditorium - Backstage	Fixed Temperature	31743725
P02	Smoke Detector	Basement Boiler Room Stairwell	Photoelectric	31743712
P03	Smoke Detector	Basement Top Of Stairwell	Photoelectric	31743705
P05	Smoke Detector	1st Floor By Classroom 111	Photoelectric	31743650
P06	Smoke Detector	1st Floor By Gymnasium Entrance	Photoelectric	31743673
P07	Smoke Detector	1st Floor Maintenance Office	Photoelectric	31743652
P08	Smoke Detector	1st Floor By Room 115	Photoelectric	31743658
P09	Smoke Detector	1st Floor By Boy's Restroom	Photoelectric	31743696
P10	Smoke Detector	1st Floor By Counseling Room 116	Photoelectric	31743674
P11	Smoke Detector	1st Floor By Cafeteria Entrance	Photoelectric	31743676
P12	Smoke Detector	1st Floor Gymnasium Storage Room	Photoelectric	31743699
P13	Smoke Detector	1st Floor By Cafeteria Entrance	Photoelectric	31743678
P15	Smoke Detector	1st Floor By Cafeteria Entrance	Photoelectric	31743679
P16	Smoke Detector	1st Floor Library	Photoelectric	31743671
P17	Smoke Detector	1st Floor By Library Entrance	Photoelectric	31743613
P18	Smoke Detector	1st Floor By Classroom 104	Photoelectric	31743612
P19	Smoke Detector	1st Floor By Auditorium Entrance	Photoelectric	31743609
P20	Smoke Detector	1st Floor By Auditorium Entrance	Photoelectric	31743607
P21	Smoke Detector	1st Floor Corridor To Auditorium	Photoelectric	31743605
P22	Smoke Detector	1st Floor Auditorium	Photoelectric	31743599
P23	Smoke Detector	1st Floor Auditorium	Photoelectric	31743600
P25	Smoke Detector	2nd Floor By Classroom 207	Photoelectric	31743641
P26	Smoke Detector	2nd Floor By Classroom 209	Photoelectric	31743596
P27	Smoke Detector	2nd Floor By Classroom 211	Photoelectric	31743594
P29	Smoke Detector	2nd Floor Classroom 213	Photoelectric	31743593
P30	Smoke Detector	2nd Floor Classroom 215	Photoelectric	55100190
P31	Smoke Detector	2nd Floor By Classroom 215	Photoelectric	31743592
P32	Smoke Detector	1st Floor Gymnasium	Photoelectric	31743728
P33	Smoke Detector	1st Floor Gymnasium	Photoelectric	31743729
P34	Smoke Detector	1st Floor Gymnasium	Photoelectric	31743730
P35	Smoke Detector	1st Floor Gymnasium	Photoelectric	31743731
P36	Smoke Detector	1st Floor Gymnasium	Photoelectric	31743732
P37	Smoke Detector	1st Floor Gymnasium	Photoelectric	31743733
P38	Smoke Detector	1st Floor Gymnasium	Photoelectric	31743734
P39	Smoke Detector	1st Floor Gymnasium	Photoelectric	31743735
P40	Smoke Detector	2nd Floor By Boy's Restroom	Photoelectric	31743590
P41	Smoke Detector	2nd Floor By Classroom 216	Photoelectric	31743689
P42	Smoke Detector	2nd Floor Classroom 216	Photoelectric	31743588
P43	Smoke Detector	2nd Floor By Classroom 212	Photoelectric	31743587
P44	Smoke Detector	2nd Floor By Classroom 210	Photoelectric	31743586
P45	Smoke Detector	2nd Floor By Classroom 208	Photoelectric	31743583
P46	Smoke Detector	2nd Floor By Classroom 206	Photoelectric	31743629
P48	Smoke Detector	2nd Floor Classroom 202	Photoelectric	31743693
P49	Smoke Detector	2nd Floor By Classroom 202	Photoelectric	31743630
P50	Smoke Detector	2nd Floor By Girl's Restroom	Photoelectric	31743632
P51	Smoke Detector	1st Floor Auditorium	Photoelectric	31743722
P52	Smoke Detector	1st Floor Auditorium	Photoelectric	31743723
P53	Smoke Detector	2nd Floor Auditorium - Balcony	Photoelectric	31743639

P54	Smoke Detector	2nd Floor Auditorium - Balcony	Photoelectric	31743638
P55	Smoke Detector	2nd Floor By Classroom 201	Photoelectric	31743634
P56	Smoke Detector	2nd Floor By Classroom 203	Photoelectric	31743640
P57	Smoke Detector	3rd Floor By Classroom 307	Photoelectric	31743565
P58	Smoke Detector	3rd Floor By Classroom 309	Photoelectric	31743637
P59	Smoke Detector	3rd Floor By Classroom 311	Photoelectric	31743617
P64	Smoke Detector	3rd Floor By Classroom 310	Photoelectric	31743624
P65	Smoke Detector	3rd Floor By Classroom 308	Photoelectric	31743625
P71	Smoke Detector	1st Floor By Main Office	Photoelectric	31743597
P72	Smoke Detector	1st Floor By Classroom 107	Photoelectric	31743646
P73	Smoke Detector	1st Floor By Classroom 109	Photoelectric	31743649
P76	Smoke Detector	1st Floor Elevator Lobby	Photoelectric	31743647
P77	Smoke Detector	2nd Floor Elevator Lobby	Photoelectric	31743645
P78	Smoke Detector	3rd Floor Elevator Lobby	Photoelectric	31743563
P96	Smoke Detector	3rd Floor Stairwell By Classroom 305	Photoelectric	31743682
P97	Smoke Detector	3rd Floor Stairwell By Classroom 311	Photoelectric	31743683
P98	Smoke Detector	3rd Floor Stairwell By Classroom 310	Photoelectric	31743685
P99	Smoke Detector	3rd Floor Stairwell By Classroom 306	Photoelectric	31743686



**CITY OF BUFFALO**  
**DEPARTMENT OF ECONOMIC DEVELOPMENT,**  
**PERMIT & INSPECTION SERVICES**



**OFFICE OF THE COMMISSIONER**

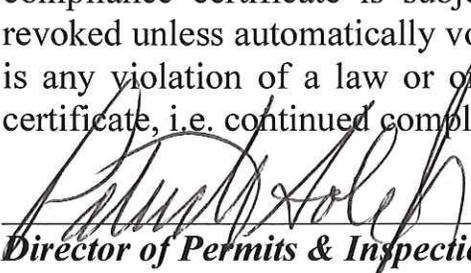
BYRON W. BROWN  
Mayor

JAMES COMERFORD, Jr.  
Deputy Commissioner

## **Certificate of Compliance**

### **Number 2666**

In accordance with the appropriate laws of the State of New York and or the ordinances of the City of Buffalo, the structures at **104 LANG** Buffalo, New York, having been inspected and found to conform substantially to applicable laws, ordinances, rules or regulations, the portion identified on this certificate is hereby certified for occupancy. This compliance certificate is subject to the limitations specified herein and is valid until revoked unless automatically voided by this certificate being altered in any manner if there is any violation of a law or ordinance found to exist subsequent to the issuance of the certificate, i.e. continued compliance with applicable codes and ordinances is required.

  
\_\_\_\_\_  
*Director of Permits & Inspections*

***Date Issued: 05/05/2015***

**Building Classification: 5A fire resistive**

**Occupancy: E**

**Building Permit(s) Number: 213721**

**Date Issued: 09/02/2014**

**Building Inspector: Walter, Todd**

**Date of Inspection: 04/27/2015**

**Receipt Number: Per Permit**

**Portion of Building being inspected and certified:** Alterations to the main Office Area of a Charter School.



# Entry 2 NYS School Report Card Link

Last updated: 07/08/2019

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## 1. CHARTER AUTHORIZER (As of June 30th, 2019)

SUNY Authorized Charter School

(For technical reasons, please re select authorizer name from the drop down menu).

## 2. 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.)

[https://data.nysed.gov/essa.php?instid=800000052431&year=2018&createreport=1&allchecked=1&OverallStatus=1&section\\_1003=1&EMindicators=1&EMcomposite=1&EMgrowth=1&EMcompgrowth=1&EMelp=1&EMprogress=1&EMchronic=1&EMpart=1&staffqual=1&expend=1&38ELA=1&38MATH=1&48SCI=1&nyseslat=1&feddata=1](https://data.nysed.gov/essa.php?instid=800000052431&year=2018&createreport=1&allchecked=1&OverallStatus=1&section_1003=1&EMindicators=1&EMcomposite=1&EMgrowth=1&EMcompgrowth=1&EMelp=1&EMprogress=1&EMchronic=1&EMpart=1&staffqual=1&expend=1&38ELA=1&38MATH=1&48SCI=1&nyseslat=1&feddata=1)



**King Center Charter School**  
**2018-19 ACCOUNTABILITY PLAN**  
**PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 20, 2019

By Tamaira Coleman

156 Newburgh Ave.  
Buffalo, NY 14211

(716) 891-7912

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Tamaira Coleman, Executive Director, Antoinette Rhodes, Principal, Melissa Rivera, Assistant Principal, Omarlla Roulhac, Director of Curriculum & Instruction and Christopher J. Ciechoski, Data and Assessment Coordinator prepared this 2018-19 Accountability Progress Report on behalf of the school's Board of Trustees:

Trustee's Name	Board Position
Michelle Martin	Co-President
W. Scott Saperston	Co-President
Carl Morgan	Treasurer
Julie Henry	Secretary
Toddie Rogers	Parent Rep
Susan Koch	Member
Steven G. Biltekoff	Member
Sherri M Weber, Ph.D	Member
Michael P. McMahan	Member
Constance M. Moss, Ph.D	Member
Donnell Gibson	Member
Maura Comerford Devlin	Member

**Antoinette Rhodes has served as the Principal (School Leader) since 2014.**

**Tamaira Coleman appointed Executive Director effective 7/1/2019**

The King Center Charter School has historically provided a learning environment for at-risk students focused on their behavioral and academic success. We are a unique 21<sup>st</sup> century laboratory school for the study of teaching and learning in urban settings servicing 426 students. This year King Center Charter School will celebrate its 20th year of providing education to our community's students and families.

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). Lead teachers meet with the School Principal, Assistant Principal, the Director and Assistant Director of Instruction and Curriculum, and the Instructional Coaches to collaboratively analyze leading indicator achievement 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 timely strategic responses that can include regrouping of students, the provision of additional assistance in the classroom, the procurement of additional materials, and the providing professional development 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, intervention, parent conferences, home visits, etc.

As a school, we are committed to learn all that we can from our formative and summative data so we are constantly evaluating our effectiveness using various information sources

and looking for best practices and curriculum to help increase students' outcomes. After searching for a curriculum that would give us the continuity with instruction, and student outcomes, we adopted the New York Engage ELA and Math Modules K-8<sup>th</sup>. In choosing a more aligned curriculum, we believe, overtime, our students will demonstrate more proficiency in math and reading. In addition, we added Math and ELA Interventionists to service those students who needed extra support and assigned them for core support in some classrooms. We also provide break out spaces for Response-to-Intervention for students who are at risk for inadequate academic progress to receive academic intervention. This year we are continuing to implement our After School Academy which provides extra support for students who struggle academically and enrichment for those students who are excelling. We have also implemented Restorative Justice, a program that helps students and teachers build relationships for the success of the classroom- learning environment. The school also provides instructional coaching for teachers K-8<sup>th</sup> in ELA and Math to help refine instructional practices for the success for all students.

KCCS continues to test every student in the school using the F&P system to determine each student's reading level as a fall baseline and then provide regular small-group reading interventions to students who were below reading level according to Common Core standards. Our theory of change is that when a student can't critically engage with a text he or she can't read, we need to

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

initially attend to our students' reading skills to catch them up to the new expectations. We are also focusing on increasing the number of students reading independently at school by providing independent reading time within the classroom schedule. We know that increasing literacy skills will result in student achievement in all subject areas.

In addition, we have devoted professional development time to support teachers in increasing reading levels, writing levels, social-emotional skills as well as critical thinking in both verbal and written environments.

Our mission as a school is to prepare all students beginning in kindergarten for college and career readiness. We believe that the "Road to College begins in Kindergarten". As a school we are working to fulfill this mission and we are dedicated to exposing our students at an early age to college and career readiness opportunities. We will continue to partner with local colleges, businesses and community organizations to provide our students with 21<sup>st</sup> century learning experiences. King Center will continue to provide all students with access to technology in preparation for the new computer-based New York State test and for Career and College readiness preparation.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2014-15	56	54	51	57	40	43	21	23	22	367
2015-16	51	57	54	47	54	42	43	24	23	395
2016-17	45	62	52	51	50	51	51	41	22	425
2017-18	62	51	55	52	51	48	46	46	36	447
2018-19	56	59	49	50	52	40	39	42	40	427

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

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

### BACKGROUND

#### Core Curriculum:

KCCS has fully adopted the NYS Engage Modules and Domains for all students in grades K-8. The Modules are used as a core resource for delivering common core aligned lessons. The Learning Objectives Guide (LOG) provides a scope and sequence for daily instruction, re-teaching, assessments and review. Teachers use Performance Matters data system to upload assessment results, develop item analysis reports, and cross reference multiple data points for each student.

Weak skills are identified through this system and then an action plan is developed during weekly data team meeting sessions. KCCS follows the Lucy Calkins writing workshop model for grades K-8. All students are given a pre- assessment at the beginning of each writing unit to plan mini-lessons throughout the writing process. Students work through three main writing units throughout the school year and complete a post- assessment at the end of each unit.

### Assessments:

KCCS continues to test every student in the school using the Fountas & Pinnell (F & P) system to determine each student's reading level as a fall baseline and then provide regular small-group reading interventions to students who score below grade level expectations. The F & P assessment is administered three times a year to monitor progress, revise interventions and to guide the classroom RTI blocks. K-5 teachers are participating in an in-depth training for RTI this school year. Grades K-8 mid and end-of-module assessments have also been fully revised to closely mirror the New York State ELA assessment. NWEA Map ELA assessment is administered three times per year. The results are used to identify skill deficits, remediate weak skills and predict NYS proficiency levels so that we can respond before the actual assessments are given..

### Staffing:

During the 2018-19 school year, we hired two new lead teachers for grades 5 and 7. These teachers continue to receive coaching and mentoring in their second year at KCCS.

### **Goal 1: Absolute Measure**

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above 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 ("ELA") assessment to students in 3<sup>rd</sup> through 8<sup>th</sup> grade in April 2019. 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 (defined as enrolled by BEDS day of the previous school year).

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

2018-19 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	Refused	
3	48				1	49
4	49				1	50
5	36			1	3	39
6	37					38
7	33				9	42
8	36				3	39
All	239				18	257

### RESULTS AND EVALUATION

In 2018-19, 33% of students in at least their second year at King Center Charter School performed at or above a Level 3 on the NYS ELA assessments. The proficiency rate of all students, including first year students, was slightly higher at 35% for the 2019 NYS ELA assessment. King Center saw notably higher proficiency results for fourth and sixth grade. King Center had 74% of students perform at a level 2 or higher compared with 53% of students tested in the Buffalo City School District scoring a Level 2 or higher. The King Center exceeded the Buffalo City School District by 21 percentage points when comparing levels 2-4 and by 8% points when comparing levels 3-4.

Performance on 2018-19 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	38%	48	33%	45
4	51%	49	51%	49
5	14%	36	14%	35
6	43%	37	43%	37
7	30%	33	28%	32
8	28%	36	28%	36
All	35%	239	33%	234

### ADDITIONAL EVIDENCE

King Center Charter School has showed an increase in proficiency from 2016-17 to 2017-2018 and held steady for the 2018 -2019 school year, remaining steady at 33% for students in at least their second year and King Center Charter School.

<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.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	29%	48	48%	48	33%	45
4	25%	40	46%	46	51%	49
5	13%	31	20%	40	14%	35
6	16%	32	29%	34	43%	37
7	23%	26	20%	40	28%	32
8	42%	19	30%	23	28%	36
All	24%	196	33%	231	33%	234

### Goal 1: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

### METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 English language arts MIP for all students of 105. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

### RESULTS AND EVALUATION

King Center exceeded the state's 2018-19 English Language Arts MIP for all students of 105 by 8 points. The reduction of students scoring at a level 1 over the previous two years has allowed King Center to keep ahead of the MIP goals set forth in the ESSA accountability system.

### English Language Arts 2018-19 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	26	39	28	7

$$\begin{array}{rclclclcl}
 \text{PI} & = & 39 & + & 28 & + & 7 & = & 74 \\
 & & & & 28 & + & 7 & = & 35 \\
 & & & & 7 & + & (.5)^* & = & 4 \\
 & & & & & & 7 & & \\
 & & & & & & \text{PI} & = & 113
 \end{array}$$

## 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 school district of comparison.

## METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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>2</sup>

## RESULTS AND EVALUATION

King Center Charter School Students in at least their second year exceeded the Buffalo City School District’s proficiency by 8 percentage points. King Center exhibited the largest gap to the district when comparing 4th and 6th grade respectively.

2018-19 State English Language Arts Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	33%	45	32%	2348
4	51%	49	28%	2408
5	14%	35	18%	2306
6	43%	37	25%	2238
7	28%	32	18%	2033
8	28%	36	27%	1985
All	33%	234	25%	13318

## ADDITIONAL EVIDENCE

King Center Charter School students in at least their 2nd year have consistently outscored the Buffalo City School District throughout the duration of the charter. The current gap between King Center and the Buffalo City School District is most notable in grades 4 and 6.

When compared to Buffalo Public Schools on the East Side of Buffalo with similar demographics and percentage of students enrolled in the Free Lunch Program, King Center has continued to demonstrate significantly more success. With achievement gaps ranging from 13 to 25 percentage points. (See attached charts in Optional Goal 1)

<sup>2</sup> Schools can acquire these data when the New York State Education Department releases its 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](#).

## 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 Scoring at or Above Proficiency Compared to District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	29%	18%	48%	32%	33%	32%
4	25%	18%	46%	23%	51%	28%
5	13%	15%	20%	16%	14%	18%
6	16%	15%	29%	25%	43%	25%
7	23%	20%	20%	18%	28%	18%
8	42%	20%	30%	25%	28%	27%
All	24%	18%	33%	23%	33%	25%

### 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

### METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a comparative performance analysis, which compares the school’s performance to that of demographically similar public schools statewide. 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 concentration of economically disadvantaged students. The difference between the school’s 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 meaningful 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 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

### RESULTS AND EVALUATION

King Center’s overall effect size for the 2017-18 analysis was slightly higher than expected at 0.08. King Center achieved the largest effect size within the 3rd and 4th grade cohorts while the middle school effect size was lower than expected.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### 2017-18 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	96.2%	50	46	35.5	10.5	0.58
4	96.1%	50	46	33.3	12.7	0.71
5	93.8%	43	23.3	22.8	0.5	0.03
6	97.8%	39	25.6	31.1	-5.5	-0.37
7	91.3%	43	18.6	26.1	-7.5	-0.49
8	83.3%	24	29.2	38.3	-9.1	-0.47
All	93.9%	249	32.5	30.8	1.7	0.08

#### School's Overall Comparative Performance:

*Slightly higher than expected*

### ADDITIONAL EVIDENCE

King Center has shown improvement from the 2016-17 results with an increase that resulted in a score that was slightly higher than expected for the 2017-18.

### English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-8	97.5	201	27.7	20.4	0.39
2016-17	3-8	96.5	227	22.4	22.3	-0.01
2017-18	3-8	93.9	249	32.5	30.8	0.08

#### Goal 1: Growth Measure<sup>3</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 target of 50.

### 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 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 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

<sup>3</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.<sup>4</sup>

### RESULTS AND EVALUATION

King Center Charter School exceeded the state median target. The largest growth was shown in grades 4 and 8.

2017-18 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	57	50.0
5	45.4	50.0
6	46.4	50.0
7	46.7	50.0
8	56.9	50.0
All	<u>50.1</u>	50.0

### ADDITIONAL EVIDENCE

King Center Charter School met the state median growth goal after coming close to meeting it in the previous two years.

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

Grade	Mean Growth Percentile			Target
	2015-16	2016-17	2017-18	
4	59	34	57	50.0
5	34	40.1	45.4	50.0
6	48	56.4	46.4	50.0
7	56	40.3	46.7	50.0
8	52	55	56.9	50.0
All	<u>49</u>	<u>44.5</u>	<u>50.1</u>	50.0

<sup>4</sup> Schools can acquire these data from the NYSED's Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

**Goal 1: Optional Measure**

Each year, the percent of students enrolled in at least their second year and scoring at proficiency on the state English Language Arts Exam will be greater than that of students in the same grade in neighboring public schools with similar demographics.

These schools include:

- Harriet Tubman Academy, Build Academy, Harvey Austin School 97, Ps 59 Charles Drew Science Magnet, Lydia T. Wright School of Excellence and Highgate Heights.

**METHOD: COMPARISONS OF NYS TESTING RESULTS**

**RESULTS AND EVALUATION: KING CENTER CHARTER SCHOOL OUTSCORED ALL 6 NEIGHBORING SCHOOLS WITH SIMILAR DEMOGRAPHICS**

**ADDITIONAL EVIDENCE: SEE CHARTS BELOW**

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							
	KING CENTER Charter School		Harriet Tubman Academy		Build Community School		Harvey Austin School 97	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	33%	45	20%	60	30%	37	28%	46
4	51%	49	2%	50	10%	48	27%	48
5	14%	35	6%	66	0%	41	9%	53
6	43%	37	8%	37	9%	32	14%	58
7	28%	32	3%	29	3%	40	0%	64
8	28%	36	2%	45	6%	36	11%	61
All	33%	234	8%	287	5%	234	14%	330

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							
	KING CENTER Charter School		PS 59 Dr. Charles Drew Science Magnet		Dr. Lydia T Wright School of Excellence		Highgate Heights	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	33%	45	19%	79	21%	56	22%	36
4	51%	49	19%	89	23%	62	33%	48
5	14%	35	10%	93	6%	78	2%	53
6	43%	37	17%	90	22%	92	29%	45
7	28%	32	7%	44	11%	63	15%	41
8	28%	36	13%	47	13%	46	24%	42
All	33%	234	15%	442	16%	397	20%	265

Each Year, 75% of students who score below the NWEA MAP grade level mean score for their current grade level on the designated test, as measured by the initial administration of the NWEA MAP, will achieve a minimum increase of one school year equivalent of growth in English Language Arts.

**METHOD: COMPARISON OF FALL AND SPRING NWEA MAP RESULTS**

**RESULTS AND EVALUATION:** FOR THE 2018-19 SCHOOL YEAR 44% OF STUDENTS WHO TESTED BELOW GRADE LEVEL IN THE FALL SHOWED AT LEAST 1 YEAR OF GROWTH ON THE SPRING ADMINISTRATION.

**ADDITIONAL EVIDENCE:**

Each Year, 75% of students will increase 2 levels (4 Levels in Grade 1) from their Fountas and Pinnell Fall baseline (\*Grades1-6 only)

**METHOD: COMPARISON OF FALL AND SPRING FOUNTAS & PINNELL RESULTS**

**RESULTS AND EVALUATION:** FOR THE 2018-19 SCHOOL YEAR 72% OF STUDENTS IN GRADES 1-6 ACHIEVED AT LEAST 1 YEAR EQUIVALENT OF GROWTH ON THE SPRING FOUNTAS AND PINNELL ASSESSMENT

**ADDITIONAL EVIDENCE:**

Each Year, 75% of students will increase 1 level from their Fountas and Pinnell Winter baseline (Kindergarten only)

**METHOD: COMPARISON OF WINTER AND SPRING FOUNTAS & PINNELL RESULTS**

**RESULTS AND EVALUATION:** FOR THE 2017-18 SCHOOL YEAR 86% OF STUDENTS IN KINDERGARTEN INCREASED AT LEAST 1 READING LEVEL ON THE SPRING FOUNTAS AND PINNELL ASSESSMENT.

**ADDITIONAL EVIDENCE:**

Each year, 75% of students will increase one level from their writing pre-assessment to their post assessment using the Lucy Calkins Writing Rubric

**METHOD: COMPARISON PRE AND POST WRITING ASSESSMENT RESULTS**

**RESULTS AND EVALUATION: FOR THE 2018-19 SCHOOL YEAR 84% OF STUDENTS INCREASED ONE LEVEL FROM THEIR PRE-WRITING TO POST-WRITING ASSESSMENT USING THE LUCY CAULKINS WRITING RUBRIC.**

**ADDITIONAL EVIDENCE:**

**SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL**

**King Center achieved six out of the ten measures set forth for the 2018-19 accountability plan. King Center showed favorable achievement in both the comparative and growth measures.**

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not Achieved
Absolute	Each year, the school’s aggregate PI on the state’s English language arts exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	Achieved
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 school district of comparison.	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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Not Achieved
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 target of 50. (Using 2017-18 results.)	Achieved
Comparative	Each year, the percent of students enrolled in at least their second year and scoring at proficiency on the state English Language Arts Exam will be greater than that of students in the same grade in neighboring public schools with similar demographics. These schools include: Harriet Tubman Academy, Build Academy, Harvey Austin School 97, Ps 59 Charles Drew Science Magnet, Lydia T. Wright School of Excellence and Highgate Heights.	Achieved
Growth	Each Year, 75% of students who score below the NWEA MAP grade level mean score for their current grade level on the designated test, as	Not Achieved

	measured by the initial administration of the NWEA MAP, will achieve a minimum increase of one school year equivalent of growth in English Language Arts.	
Growth	Each Year, 75% of students will increase 2 levels (4 Levels in Grade 1) from their Fountas and Pinnell Fall baseline (*Grades 1-6 only)	Not Achieved
Growth	Each Year, 75% of students in Kindergarten will grow at least 1 level from their Fountas and Pinnell Winter Baseline.	Achieved
Growth	Each year, 75% of students will increase one level from their writing pre-assessment to their post assessment using the Lucy Calkins Writing Rubric	Achieved

**ACTION PLAN**

The review of academic achievement data suggests that there are areas where students are making progress under the current practices in our instructional program and areas that need improvement. In response to the outcome data for the spring of 2019, and our previous site visit reports from CSI, in 2019-2020 KCCS plans to incorporate and/or build on the following, in order to increase student achievement and growth in targeted areas.

English Language Arts (continued from last school year)	
Parent Literacy Nights	Restorative Justice
After-School Academy	KinderCamp
Increased Independent Reading Time (in school and at home)	K-2 CKLA Modules EngageNY
ELA Instructional Coach	Assessment Strategy Incentive Program

English Language Arts (new)	
Weekly Data Team Meetings and PLC's	Visits to Charter Schools with Similar Demographics and Greater Assessment Scores
Performance Matters	Professional Development
NWEA Map Skills Computer Program	Assessment Modification (3-8)
King Center ACES Program	

1. Weekly Data Team Meetings and PLC's: this school year we plan to move to a weekly data team meeting structure (as opposed to monthly) with all lead teachers in grades 3-8. Lead teachers will collect student performance results on all assessments. They will analyze the item analysis and school wide data reports in order to collaborate to form action plans to remediate skill deficits in a timely fashion. Lead teachers will meet weekly (using the most recent class set of data) to collaborate with the Director of Instruction, Assistant Director of Instruction, and Instructional Coaches. Teachers will also continue to meet once monthly with the principal to report academic, behavior, and social/emotional data. Professional Learning Communities (PLCs) will be implemented for K-2 lead teachers. PLCs will be an ongoing process where educators will work collaboratively to analyze evidence of student learning and develop strategies for improvement.

2. Performance Matters: KCCS has fully moved to a more advanced data reporting system through Power School. Performance Matters collates all student data onto a single platform, allowing for a more holistic view of student proficiency, growth targets and assessments of skill strengths and deficits. Teachers will analyze and use the data reports from Performance Matters to meet for weekly data team meetings allowing for a more centralized action plan for remediation.

3. NWEA Map Skills Computer Program: All students in grades 3-8 will use the MAP Skills computer based program to identify skill deficits, individualize instruction and monitor progress between MAP school-wide assessments. MAP Skills will be used to supplement interventions and closely track student progress and growth. MAP skills be used as a resource during RTI instructional blocks.

4. King Center ACES Program: (Accelerated Curriculum for Enriching Students) program will target high achieving students. The enrichment program gives the students more time to study concepts with greater depth, and complexity. Enrichment also provides opportunities for students to pursue learning in their own areas of interest. The program will follow the PBL Works (Buck Institute) model for Project Based Learning. All curriculum and unit plans will incorporate classroom content and use the Gold Star PBL model for implementation, planning and teaching strategies.

5. School Visits: We plan to visit several higher performing schools with similar demographics this year to bring back best practices for data, instruction, RTI and test prep.

6. Professional Development:

- Next Generation Standards (ELA, math, science, social studies)
- Performance Matters Data System
- Guided Reading
- Trauma
- PLC's
- RTI
- Classroom Management/Behavior
- Restorative Justice

7. Assessment Modification (3-8): We have fully revised the grades 3-8 module assessments for ELA. The mid and end of module assessments will be closely aligned to the format of the NYS assessments including more multiple choice, short response and paired extended responses.

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

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

### BACKGROUND

#### Core Curriculum:

KCCS has fully adopted the NYS Engage Modules for all students in grades K-8. The Modules are used as a core resource for delivering common core aligned lessons. The Learning Objectives Guide (LOG) provides a scope and sequence for daily instruction, re-teaching, assessments and review. Teachers use the Performance Matters data system to upload assessment results, develop item analysis reports, and cross reference multiple data points for each student. Weak skills are identified through this system and then an action plan is developed during weekly data team meeting sessions.

#### Assessments:

Math baseline assessments are administered in grade K-8 in the beginning of the year to identify weak skills and determine interventions. NWEA Map Math assessment is administered 3 times per year. The results are used to identify skill deficits, remediate weak skills and predict NYS proficiency projections.

#### Staffing:

KCCS hired a new 5th grade math teacher in February after months of working with a long-term sub. This teacher continues to receive instructional coaching and mentoring in her second year.

### 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 8<sup>th</sup> grade in April 2019. 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.

2018-19 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>5</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	48					48
4	46				4	50
5	37				2	39
6	33			2	3	38
7	37				5	42
8	29				10	39
All	230			2	24	256

## RESULTS AND EVALUATION

In 2018-19, 35% of students in at least their second year at King Center Charter School performed at or above a Level 3 on the NYS Math assessments. The proficiency rate of all students, including first year students, was slightly higher at 36% for the 2019 NYS Math assessment. King Center saw notably higher proficiency results for third and fourth grade. King Center had 64% of students performing at a level 2 or higher compared to 42% of the students in the Buffalo City District scoring a level 2 or higher. King Center exceeded the Buffalo City School District by 24% percentage points when comparing levels 2-4.

Performance on 2018-19 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 Proficient	Number Tested	Percent Proficient	Number Tested
3	65%	48	58%	45
4	46%	46	46%	46
5	11%	37	11%	36
6	42%	33	42%	33
7	14%	37	14%	36
8	24%	29	24%	29
All	36%	232	35%	225

King Center Charter School has seen an upward trend in proficiency over the last 3 years.

<sup>5</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.

## Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	48%	46	60%	47	58%	45
4	40%	42	44%	45	46%	46
5	0%	31	33%	40	11%	36
6	21%	33	23%	35	42%	33
7	13%	24	17%	36	14%	36
8	21%	19	17%	29	24%	29
All	27%	195	34%	232	35%	225

### Goal 2: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

### METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 mathematics MIP for all students of 107. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

### RESULTS AND EVALUATION

King Center performed slightly below the 107 Measure of Interim progress (MIP) goal set forth by New York State. King Center did however exceed the MIP goal the African American subgroup and the MIP goal for the economically disadvantaged subgroup both of which comprise 94% of the KCCS student population.

**Mathematics 2017-18 Performance Level Index (PI)**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	36	28	21	14

$$\begin{array}{rclclclcl}
 \text{PI} & = & 28 & + & 2 & + & 14 & = & 63 \\
 & & & & 1 & & & & \\
 & & & & 2 & + & 14 & = & 35 \\
 & & & & 1 & + & (.5)*1 & = & 7 \\
 & & & & & & 4 & & \\
 & & & & & & \text{PI} & = & 105
 \end{array}$$

**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 school district of comparison.

**METHOD**

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. 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>6</sup>

**RESULTS AND EVALUATION**

King Center has historically outscored the Buffalo Public School district in mathematics. Over the last 2 years King Center has experienced an increasing gap when compared to the district with the 2018-19 school year showing a gap of 14 percentage points.

When compared to Buffalo Public Schools on the East Side of Buffalo with similar demographics and percentage of students enrolled in the Free Lunch Program, King Center has demonstrated significantly more success. With achievement gaps ranging from 17 to 30 percentage points.

(See “2018-19 Mathematics Performance of Charter School and Comparison Schools by the Grade Level” chart below)

<sup>6</sup> Schools can acquire these data when the New York State Education Department releases its 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](#).

## 2019 State Mathematics Exam

### Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	58%	45	28%	2384
4	46%	46	21%	2456
5	11%	36	20%	2301
6	42%	33	22%	2212
7	14%	36	16%	1963
8	24%	29	17%	1956
All	35%	225	<b>21%</b>	13272

### ADDITIONAL EVIDENCE

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							
	KING CENTER Charter School		Harriet Tubman Academy		Build Community School		Harvey Austin School 97	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	58%	45	30%	64	11%	37	26%	46
4	46%	46	10%	51	0%	48	10%	48
5	11%	36	4%	70	8%	40	19%	53
6	42%	33	3%	40	13%	32	3%	58
7	14%	36	7%	30	0%	38	0%	64
8	24%	29	4%	45	0%	35	3%	61
All	35%	225	11%	300	5%	230	5%	330

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							
	KING CENTER Charter School		PS 59 Dr. Charles Drew Science Magnet		Dr. Lydia T Wright School of Excellence		Highgate Heights	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	58%	45	18%	80	18%	57	24%	37
4	46%	46	20%	89	10%	60	20%	50
5	11%	36	7%	95	12%	78	4%	51
6	42%	33	11%	91	10%	84	43%	44
7	14%	36	10%	49	4%	56	13%	40
8	24%	29	0%	52	0%	44	8%	39
All	35%	225	12%	456	9%	379	18%	261

**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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	48%	22%	60%	31%	58%	28%
4	40%	18%	44%	20%	46%	21%
5	0%	19%	33%	18%	11%	20%
6	21%	20%	23%	22%	42%	22%
7	13%	15%	17%	19%	14%	16%
8	21%	7%	17%	14%	24%	17%
All	27%	17%	34%	<b>21%</b>	35%	<b>21%</b>

**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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

**METHOD**

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. 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 concentration of economically disadvantaged students. The difference between the school’s 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 meaningful 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 2017-18 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

**RESULTS AND EVALUATION**

KING CENTER HAD AN EFFECT SIZE THAT WAS HIGHER TO A MEANINGFUL DEGREE. THE EFFECT SIZE FOR GRADES 3 AND 4 WERE SIGNIFICANTLY HIGHER THAN THE 0.3 GOAL WITH .91 AND .92 RESPECTIVELY.

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	96.2	49	57.1	38.3	18.9	0.91
4	96.1	49	49	31.2	17.8	0.92
5	93.8	43	34.9	26.3	8.6	0.5
6	97.8	40	20	23.3	-3.3	-0.2
7	91.3	39	15.4	23.4	-8	-0.43
8	83.3	30	16.7	22.1	-5.5	-0.26
All	93.7	250	34.4	28.2	6.2	0.31

<b>School's Overall Comparative Performance:</b>
<b><i>Higher than expected to a meaningful degree</i></b>

## ADDITIONAL EVIDENCE

King Center Charter School has shown an upward trend in effect size over the last 3 years.

### Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-8	97.5	196	19.3	20.5	-0.08
2016-17	3-8	96.5	229	25.9	21.5	0.21
2017-18	3-8	93.7	250	34.4	28.2	0.31

### Goal 2: Growth Measure<sup>7</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 target of 50.

## 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 2017-18 and also have a state exam score in 2016-17 including students who were retained in the same grade. Students with the same 2016-17 scores are ranked by their 2017-18 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students'

<sup>7</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state’s release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.<sup>8</sup>

## RESULTS AND EVALUATION

King Center came close to meeting the statewide median growth percentile. It should be noted, Grade 6 achieved a much higher level of growth when compared to the state median target. Grades 5 and 7 were lower than expected growth during the 2017-18 school year. In response to the lower than expected growth, the school added additional interventions to support those cohorts in the 2018-19 school year.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	48	50.0
5	40.6	50.0
6	72.6	50.0
7	38.7	50.0
8	51.8	50.0
All	<b>49.8</b>	50.0

## ADDITIONAL EVIDENCE

King Center continues to make growth towards meeting the statewide median target of 50.0.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	43	31.9	48	50.0
5	41	35.5	40.6	50.0
6	62	54.6	72.6	50.0
7	39	37.5	38.7	50.0
8	44	70.4	51.8	50.0
All	<b>46.5</b>	<b>44.3</b>	<b>49.8</b>	50.0

<sup>8</sup> Schools can acquire these data from the NYSED’s business portal: [portal.nysed.gov](http://portal.nysed.gov).

**Goal 2: Optional Measure**

Each year, the percent of students enrolled in at least their second year and scoring at proficiency on the state Mathematics Exam will be greater than that of students in the same grade in neighboring public schools with similar demographics.

These schools include:

- Harriet Tubman Academy, Build Academy, Harvey Austin School 97, Ps 59 Charles Drew Science Magnet, Lydia T. Wright School of Excellence and Highgate Heights.

**METHOD: COMPARISON OF 2019 NYS MATH ASSESSMENT RESULTS****RESULTS AND EVALUATION: KING CENTER CHARTER SCHOOL OUTSCORED ALL 6 NEIGHBORING SCHOOLS WITH SIMILAR DEMOGRAPHICS****ADDITIONAL EVIDENCE: SEE CHART BELOW**

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							
	KING CENTER Charter School		Harriet Tubman Academy		Build Community School		Harvey Austin School 97	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	58%	45	30%	64	11%	37	26%	46
4	46%	46	10%	51	0%	48	10%	48
5	11%	36	4%	70	8%	40	19%	53
6	42%	33	3%	40	13%	32	3%	58
7	14%	36	7%	30	0%	38	0%	64
8	24%	29	4%	45	0%	35	3%	61
All	35%	225	11%	300	5%	230	5%	330

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							
	KING CENTER Charter School		PS 59 Dr. Charles Drew Science Magnet		Dr. Lydia T Wright School of Excellence		Highgate Heights	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	58%	45	18%	80	18%	57	24%	37
4	46%	46	20%	89	10%	60	20%	50
5	11%	36	7%	95	12%	78	4%	51
6	42%	33	11%	91	10%	84	43%	44
7	14%	36	10%	49	4%	56	13%	40
8	24%	29	0%	52	0%	44	8%	39
All	35%	225	12%	456	9%	379	18%	261

Each Year, 75% of students who score below the NWEA MAP grade level mean score for their current grade level on the designated test, as measured by the initial administration of the NWEA MAP, will achieve a minimum increase of one school year equivalent of growth in Mathematics.

**METHOD: COMPARISON OF FALL AND SPRING NWEA MAP RESULTS**

**RESULTS AND EVALUATION: FOR THE 2018-19 SCHOOL YEAR 41% OF STUDENTS WHO TESTED BELOW GRADE LEVEL IN THE FALL SHOWED AT LEAST 1 YEAR OF GROWTH ON THE SPRING ADMINISTRATION.**

**ADDITIONAL EVIDENCE:**

**SUMMARY OF THE MATHEMATICS GOAL**

King Center fell short of the absolute and growth measures but were within a small margin of achieving both the state median growth target measure and the MIP goal set forth by the ESSA Accountability system. While King Center did not achieve the MIP goal for all students they did exceed the MIP goals for the majority subgroups (African American, Economically Disadvantaged) who attend King Center.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Not Achieved
Absolute	Each year, the school’s aggregate PI on the state’s English language arts exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	Not Achieved
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 school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Achieved
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 target of 50. (Using the 2017-18 results.)	Not Achieved
Comparative	Each year, the percent of students enrolled in at least their second year and scoring at proficiency on the state Mathematics Exam will be greater than that of students in the same grade in neighboring public schools with similar demographics.	Achieved

	These schools include: Harriet Tubman Academy, Build Academy, Harvey Austin School 97, Ps 59 Charles Drew Science Magnet, Lydia T. Wright School of Excellence and Highgate Heights.	
Growth	Each Year, 75% of students who score below the NWEA MAP grade level mean score for their current grade level on the designated test, as measured by the initial administration of the NWEA MAP, will achieve a minimum increase of one school year equivalent of growth in Mathematics.	Not Achieved

**ACTION PLAN**

**Mathematics (continued from last school year)**

Math Instructional Coach	KinderCamp
Restorative Justice	
After-School Academy	
Assessment Strategy Incentive Program	

**Mathematics (New for 2019-20)**

Weekly Data Team Meetings and PLC's	School Visits
Performance Matters	Professional Development
NWEA Map Skills	King Center ACES Program

1. Weekly Data Team Meetings and PLC's: this school year we plan to move to a weekly data team meeting structure with all lead teachers in grades 3-8. Lead teachers will collect student performance results on all formative assessments. They will interpret the item analysis and school wide data reports in order to collaborate to form action plans to remediate skill deficits. Lead teachers will meet weekly (using the most recent class set of data) to collaborate with the Director of Instruction, Assistant Director of Instruction, and Instructional Coaches. Each meeting will produce an action plan which will be managed by the Director of Instruction. Teachers will also continue to meet once monthly with the principal to report academic, behavior, and social/emotional data. Professional Learning Communities (PLC's) will be implemented for K-2 lead teachers. PLCs will be an ongoing process where educators will work collaboratively to analyze evidence of student learning and develop strategies for improvement.

2. Performance Matters: KCCS has fully migrated to a more advanced data reporting system through PowerSchool. Performance Matters brings together all student data into one platform, allowing for a more holistic view of student proficiency, growth targets and skill strengths and deficits. Teachers will analyze and use the data reports from Performance Matters for weekly data team meetings allowing for a more centralized action plan for remediation.

3. NWEA Map Skills Computer Program: All students in grades 3-8 will use the MAP Skills computer based program to identify skill deficits, individualize instruction and monitor progress

between MAP school-wide assessments. MAP Skills will be used to supplement interventions and closely track student progress and growth. MAP skills be used as a resource during RTI instructional blocks.

4. King Center ACES Program: (Accelerated Curriculum for Enriching Students) program will target high achieving students. Enrichment gives the students more time to study concepts with greater depth and complexity. Enrichment also provides opportunities for students to pursue learning in their own areas of interest. The program will follow the PBL Works (Buck Institute) model for Project Based Learning. All curriculum and unit plans will incorporate classroom content and use the Gold Star PBL model for implementation, planning and teaching strategies.

5. School Visits: We plan to visit several higher performing schools with similar demographics this year to bring back best practices for data, instruction, RTI and test prep.

6. Professional Development Topics:

- Next Generation Standards (ELA, math, science, social studies)
- Performance Matters Data System
- Guided Reading
- Trauma
- PLCs
- RTI
- Classroom Management/Behavior

## GOAL 3: SCIENCE

### Goal 3: Science

Goal: 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 2015-16 school year.

King Center Charter 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. KCCS also invested \$8,000 in science resources and materials to further enhance the science curriculum and provide additional opportunities for hands-on learning activities.

### Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above 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> and 8<sup>th</sup> grade in spring 2019. 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 to score at proficiency.

### RESULTS AND EVALUATION

83% of King Center students in at least their second year were proficient on the 2018-2019 New York State Science Exam. Grade 8 saw a slight increase in proficiency when compared to the 2017-18 Science results.

Charter School Performance on 2018-19 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 <sup>nd</sup> Year	
	Percent Proficient	Number Tested
4	94%	50
8	69%	39
All	83%	89

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	96%	46	90%	51	94%	50
8	89%	19	66%	35	69%	39
All	94%	65	78%	86	83%	89

**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 school district of comparison.

**METHOD**

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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 school district of comparison. Given the timing of the state’s release of district science data, the 2018-19 comparative data may not yet be available. If not, schools should report comparison to the district’s **2017-18** data.

**RESULTS AND EVALUATION**

**Based on data from the 2017-18 NYS Science Examination, King Center Charter School outperformed the Buffalo City School District by 25 percentage points.**

2018-19 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		All District Students <sup>9</sup>	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	90%	51	69%	2386
8	66%	35	34%	2072
All	78%	86	53%	4458

### 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 and the 8<sup>th</sup> grade science exam while outscoring the Buffalo City School District by a wide margin.

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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
4	96%	64%	90%	69%	94%	*
8	89%	32%	66%	34%	69%	*
All	94%		78%	53%	83%	*

### SUMMARY OF THE SCIENCE GOAL

**King Center Charter School met both the Absolute and Comparative goals. King Center has consistently achieved both of these goals throughout their charter.**

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above 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 school district of comparison.	Achieved

<sup>9</sup> This table uses the prior year's results as 2018-19 district science scores are not yet available.

## ACTION PLAN

The data suggests that there are areas where students are making significant progress under the current practices in our instructional program and areas that need improvement. In response to the outcome data for the spring of 2019 and our previous visit from CSI, KCCS plans to incorporate and/or build on the following to increase student achievement and promote growth in targeted areas

Plan	Description
Science Coordinator	The King Center Science Coordinator will continue to manage the implementation of the new science standards for K-8. They have developed instructional pacing guides, materials and resources for supporting the new curriculum.
Next Generation Science Standard	Continuing professional development on the implementation of the Next Gen standards K-8 with the addition of Amplify Science NGSS Curriculum.
Science Professional Development	King Center Charter School is transitioning to the New York State Science Learning Standards for grades K-8. Teachers participated in professional development led by experienced science educators to explore the standards and develop learning plans. Each professional development involved the instructors modeling best science practices and instructing the teachers in new science content. The teachers then explored the standards for their grade level and developed learning plans with guidance from the expert.

## GOAL 4: ESSA

### Goal 4: ESSA

King Center will remain a school in good standing

#### Goal 4: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

### METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

### RESULTS AND EVALUATION

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

### ADDITIONAL EVIDENCE

KCCS has demonstrated a consistent record of achieving this goal over the past 3 years.

Accountability Status by Year

Year	Status
2016-17	School in Good Standing
2017-18	School in Good Standing
2018-19	School in Good Standing

## 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

King Center achieved the goal of 90% attendance rate for students during the 2018-19 school year.

#### 2018-19 Attendance

Grade	Average Daily Attendance Rate
1	90%
2	92%
3	93%
4	91%
5	93%
6	92%
7	91%
8	92%
Overall	92%

### EVALUATION

Despite a slight drop in the attendance rate from 2018, King Center has met this attendance metric for the last 3 years.

### ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2016-17	94%
2017-18	93%
2018-19	92%



# Entry 4 Expenditures per Child

Created: 07/08/2019 • Last updated: 07/31/2019

## KING CENTER CHARTER SCHOOL Section Heading

### 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 2018-19 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

**Note:** *The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:*

*Audit Guide* available within the portal or on the NYSED website at: <http://www.p12.nysed.gov/psc/regentsoversightplan/otherdocuments/auditguide2018.pdf>.

Line 1: Total Expenditures	5802564
Line 2: Year End FTE student enrollment	420
Line 3: Divide Line 1 by Line 2	13816

## 2. Administrative Expenditures per Child

To calculate **'Administrative Expenditures per Child'** To calculate "Administrative Expenditures per Child" first *add* together the following:

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2018 19 Schedule of Functional Expenses)
2. Any contracted administrative/management fee paid to other organizations or corporations
3. Take the total from above and divide it by the year end FTE enrollment. 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 officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. 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. Do not include the FTE of personnel whose role is to directly support the instructional program.

### Notes:

**The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:**

**<http://www.p12.nysed.gov/psc/AuditGuide.html>.**

**Employee benefit costs or expenditures should not be reported in the above calculations.**

Line 1: Relevant Personnel Services Cost (Row)	840453
Line 2: Management and General Cost (Column)	71552
Line 3: Sum of Line 1 and Line 2	912005
Line 5: Divide Line 3 by the Year End FTE student enrollment	2171

**Thank you.**

KING CENTER CHARTER SCHOOL  
Financial Statements  
June 30, 2019 and 2018  
(With Independent Auditors' Report Thereon)

KING CENTER CHARTER SCHOOL

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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, 2019 and 2018, 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 the 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, 2019 and 2018, 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 9, 2019, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely 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 effectiveness of the School's internal control over financial reporting or 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.

EFPR Group, CPAs, PLLC

Williamsville, New York  
October 9, 2019

KING CENTER CHARTER SCHOOL  
Statements of Financial Position  
June 30, 2019 and 2018

	<u>Assets</u>	<u>2019</u>	<u>2018</u>
Current assets:			
Cash		\$ 4,537,110	4,251,874
Grants and other receivables		168,390	97,368
Prepaid expenses		<u>12,984</u>	<u>9,546</u>
Total current assets		<u>4,718,484</u>	<u>4,358,788</u>
Property and equipment, at cost		3,475,683	3,095,083
Less accumulated depreciation		<u>(701,153)</u>	<u>(532,695)</u>
Net property and equipment		<u>2,774,530</u>	<u>2,562,388</u>
Total assets		<u><u>\$ 7,493,014</u></u>	<u><u>6,921,176</u></u>
<u>Liabilities and Net Assets</u>			
Current liabilities:			
Accounts payable		170,699	46,256
Accrued expenses:			
Payroll and payroll taxes		319,803	275,584
Pension		<u>402,582</u>	<u>349,470</u>
Total accrued expenses		722,385	625,054
Deferred revenue		2,363	43,134
Capital lease obligation, current portion		<u>92,216</u>	<u>88,712</u>
Total current liabilities		987,663	803,156
Capital lease obligation, less current portion		<u>120,409</u>	<u>212,625</u>
Total liabilities		<u>1,108,072</u>	<u>1,015,781</u>
Net assets:			
Without donor restrictions		6,384,442	5,905,395
With donor restrictions		<u>500</u>	<u>-</u>
Total net assets		<u>6,384,942</u>	<u>5,905,395</u>
Contingency (note 8)		<u>                    </u>	<u>                    </u>
Total liabilities and net assets		<u><u>\$ 7,493,014</u></u>	<u><u>6,921,176</u></u>

See accompanying notes to financial statements.

KING CENTER CHARTER SCHOOL  
Statements of Activities  
Years ended June 30, 2019 and 2018

	<u>2019</u>	<u>2018</u>
Revenue:		
Public school districts:		
Resident student enrollment	\$ 5,582,978	5,602,645
Students with disabilities	203,482	290,132
State aid	120,420	125,752
Interest income	3,814	3,148
Other income	6,373	6,725
Net assets released from restrictions	<u>349,304</u>	<u>331,080</u>
Total revenue	<u>6,266,371</u>	<u>6,359,482</u>
Expenses:		
Program services:		
Regular education	4,117,024	3,787,374
Special education	405,575	414,998
Other programs	<u>52,841</u>	<u>56,474</u>
Total program services	4,575,440	4,258,846
Management and general	<u>1,211,884</u>	<u>1,028,570</u>
Total expenses	<u>5,787,324</u>	<u>5,287,416</u>
Change in net assets without donor restrictions	<u>479,047</u>	<u>1,072,066</u>
Change in net assets with donor restrictions:		
Federal and State grants	349,304	331,080
Contribution	500	-
Net assets released from restrictions	<u>(349,304)</u>	<u>(331,080)</u>
Change in net assets with donor restrictions	<u>500</u>	<u>-</u>
Change in net assets	479,547	1,072,066
Net assets at beginning of year	<u>5,905,395</u>	<u>4,833,329</u>
Net assets at end of year	<u>\$ 6,384,942</u>	<u>5,905,395</u>

See accompanying notes to financial statements.

KING CENTER CHARTER SCHOOL  
Statement of Functional Expenses  
Year ended June 30, 2019  
with comparative totals for 2018

	No. of <u>positions</u>	<u>Program Services</u>				Management and <u>general</u>	<u>Total</u>	
		<u>Regular education</u>	<u>Special education</u>	<u>Other programs</u>	<u>Total</u>		<u>2019</u>	<u>2018</u>
Salaries:								
Instructional	60	\$ 2,722,266	265,792	-	2,988,058	-	2,988,058	2,772,375
Administrative	15	-	-	-	-	877,267	877,267	746,013
Non-instructional	1	-	-	39,096	39,096	-	39,096	42,436
Total salaries	<u>76</u>	<u>2,722,266</u>	<u>265,792</u>	<u>39,096</u>	<u>3,027,154</u>	<u>877,267</u>	<u>3,904,421</u>	<u>3,560,824</u>
Payroll taxes		217,631	21,249	3,126	242,006	70,132	312,138	279,725
Employee benefits		506,492	49,452	7,274	563,218	163,220	726,438	642,801
Instructional consultants		25,779	-	-	25,779	-	25,779	20,750
Instructional materials		34,567	-	-	34,567	-	34,567	19,679
Classroom supplies		29,170	-	-	29,170	-	29,170	31,998
Field trips		20,524	-	-	20,524	-	20,524	22,993
Transportation		16,718	-	-	16,718	-	16,718	37,465
Student activities		28,321	-	-	28,321	-	28,321	21,186
Student testing and assessment		11,111	-	-	11,111	-	11,111	11,655
Special education services		-	45,669	-	45,669	-	45,669	48,455
Technology		128,713	-	-	128,713	-	128,713	94,453
Staff development		16,712	-	-	16,712	-	16,712	29,671
Dues and subscriptions		4,590	-	-	4,590	-	4,590	6,480
Utilities		51,030	5,103	729	56,862	16,038	72,900	60,952
Insurance		65,184	6,518	931	72,633	20,487	93,120	83,813
Office supplies		-	-	-	-	6,607	6,607	5,518
Telephone		2,427	-	-	2,427	-	2,427	19,590
Postage		2,444	-	-	2,444	-	2,444	2,675
Printing and promotion		43,136	-	-	43,136	-	43,136	15,369
Building repair and maintenance		55,765	-	-	55,765	-	55,765	70,273
Contractual services		3,300	-	-	3,300	-	3,300	3,859
Professional fees		-	-	-	-	21,073	21,073	19,878
Miscellaneous		2,949	-	-	2,949	-	2,949	3,947
Depreciation		117,921	11,792	1,685	131,398	37,060	168,458	159,456
Interest expense		10,274	-	-	10,274	-	10,274	13,951
Total expenses		<u>\$ 4,117,024</u>	<u>405,575</u>	<u>52,841</u>	<u>4,575,440</u>	<u>1,211,884</u>	<u>5,787,324</u>	<u>5,287,416</u>

See accompanying notes to financial statements.

KING CENTER CHARTER SCHOOL

Statement of Functional Expenses

Year ended June 30, 2018

	<u>No. of positions</u>	<u>Program Services</u>			<u>Total</u>	<u>Management and general</u>	<u>Total</u>
		<u>Regular education</u>	<u>Special education</u>	<u>Other programs</u>			
Salaries:							
Instructional	59	\$ 2,500,584	271,791	-	2,772,375	-	2,772,375
Administrative	14	-	-	-	-	746,013	746,013
Non-instructional	<u>1</u>	<u>-</u>	<u>-</u>	<u>42,436</u>	<u>42,436</u>	<u>-</u>	<u>42,436</u>
Total salaries	<u>74</u>	<u>2,500,584</u>	<u>271,791</u>	<u>42,436</u>	<u>2,814,811</u>	<u>746,013</u>	<u>3,560,824</u>
Payroll taxes		196,436	21,351	3,334	221,121	58,604	279,725
Employee benefits		451,406	49,064	7,661	508,131	134,670	642,801
Instructional consultants		20,750	-	-	20,750	-	20,750
Instructional materials		19,679	-	-	19,679	-	19,679
Classroom supplies		31,998	-	-	31,998	-	31,998
Field trips		22,993	-	-	22,993	-	22,993
Transportation		37,465	-	-	37,465	-	37,465
Student activities		21,186	-	-	21,186	-	21,186
Student testing and assessment		11,655	-	-	11,655	-	11,655
Special education services		-	48,455	-	48,455	-	48,455
Technology		94,453	-	-	94,453	-	94,453
Staff development		29,671	-	-	29,671	-	29,671
Dues and subscriptions		6,480	-	-	6,480	-	6,480
Utilities		42,666	4,876	610	48,152	12,800	60,952
Insurance		58,669	6,705	838	66,212	17,601	83,813
Office supplies		-	-	-	-	5,518	5,518
Telephone		19,590	-	-	19,590	-	19,590
Postage		2,675	-	-	2,675	-	2,675
Printing and promotion		15,369	-	-	15,369	-	15,369
Building repair and maintenance		70,273	-	-	70,273	-	70,273
Contractual services		3,859	-	-	3,859	-	3,859
Professional fees		-	-	-	-	19,878	19,878
Miscellaneous		3,947	-	-	3,947	-	3,947
Depreciation		111,619	12,756	1,595	125,970	33,486	159,456
Interest expense		<u>13,951</u>	<u>-</u>	<u>-</u>	<u>13,951</u>	<u>-</u>	<u>13,951</u>
Total expenses		<u>\$ 3,787,374</u>	<u>414,998</u>	<u>56,474</u>	<u>4,258,846</u>	<u>1,028,570</u>	<u>5,287,416</u>

See accompanying notes to financial statements.

KING CENTER CHARTER SCHOOL  
 Statements of Cash Flows  
 Years ended June 30, 2019 and 2018

	<u>2019</u>	<u>2018</u>
Cash flows from operating activities:		
Cash receipts from:		
Public school districts	\$ 5,926,834	6,274,403
Federal, state and local grants	280,646	561,776
Other sources	(32,447)	8,673
Cash payments to/for:		
Employees for services and benefits	(4,845,666)	(4,449,673)
Vendors and suppliers	<u>(574,819)</u>	<u>(636,290)</u>
Net cash provided by operating activities	754,548	1,758,889
Cash flows from investing activities - additions to property and equipment	(380,600)	(53,735)
Cash flows from financing activities - payments on capital lease obligation	<u>(88,712)</u>	<u>(85,341)</u>
Net change in cash	285,236	1,619,813
Cash at beginning of year	<u>4,251,874</u>	<u>2,632,061</u>
Cash at end of year	<u>\$ 4,537,110</u>	<u>4,251,874</u>

See accompanying notes to financial statements.

# KING CENTER CHARTER SCHOOL

## Notes to Financial Statements

June 30, 2019 and 2018

### (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 January 12, 2018, the State extended the School's Charter through July 31, 2023.

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 420 students in kindergarten through eighth 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 two classes of net assets: net assets without donor restrictions and net assets with donor restrictions. Net assets without donor restrictions represent resources available for the general support of the School's activities. Net assets with donor restrictions are those whose use has been limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled by actions of the School.

#### (d) Estimates

The preparation of financial statements in accordance with 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.

#### (f) Concentration of Credit Risk

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

KING CENTER CHARTER SCHOOL  
Notes to Financial Statements, Continued

(1) Summary of Significant Accounting Policies, Continued

(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 property and equipment. If donors stipulate how long the assets must be used, the contributions are recorded as net assets with donor restrictions. In the absence of such stipulations, contributions of property and equipment are recorded as net assets without donor restrictions. 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 and equipment, the appropriate property and equipment accounts are reduced by the related costs and accumulated depreciation. The resulting gains and losses are reflected in the statements of activities. Generally, property and 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) Long-Lived Assets

The School reviews its long-lived assets for impairment whenever events or changes in circumstances indicate that the carrying amount of the assets may not be recoverable. In determining whether there is an impairment of long-lived assets, the School compares the sum of the expected future net cash flows (undiscounted and without interest charges) to the carrying amount of the assets. At June 30, 2019 and 2018, no impairment in value has been recognized.

(j) Public School District Revenue

The School receives per pupil aid which is passed through several school districts. The Buffalo Public School District provides the largest portion of public school district revenue. New York State Education Department mandates the rate per pupil. For the years ended June 30, 2019 and 2018, the per pupil rate was \$13,350 and \$13,005, respectively, for the Buffalo Public School District.

KING CENTER CHARTER SCHOOL  
Notes to Financial Statements, Continued

(1) Summary of Significant Accounting Policies, Continued

(k) 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.

(l) Donated Equipment, Materials, Supplies and Personnel Services

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

Donated personnel 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.

(m) 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 net assets without donor restrictions if the restrictions expire in the year in which the contributions are recognized. All other donor-restricted contributions are reported as increases in net assets with donor restrictions depending on the nature of the restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions.

(n) 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. Program related expenses are allocated by direct allocation of expenses. Management and general and fundraising expenses are allocated based on level of effort.

(o) Subsequent Events

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

(p) Income Taxes

The School is exempt from Federal income taxes under Section 501(c)(3) of the Internal Revenue Code (the Code), therefore, no provision for income taxes is reflected in the financial statements. The School has been classified as a publicly supported organization that is not a private foundation under Section 509(a) of the Code. The School presently discloses or recognizes income tax positions based on management's estimate of whether it is reasonably possible or probable that a liability has been incurred for unrecognized income taxes. Management has concluded that the School has taken no uncertain tax positions that require adjustment in its financial statements. U.S. Forms 990 filed by the School are subject to examination by taxing authorities.

KING CENTER CHARTER SCHOOL  
Notes to Financial Statements, Continued

(1) Summary of Significant Accounting Policies, Continued

(q) Recent Accounting Standards Issued

In August 2016, the Financial Accounting Standards Board (FASB) issued Accounting Standards Update (ASU) 2016-14, “Not-for-Profit Entities (Topic 958) Presentation of Financial Statements of Not-for-Profit Entities.” ASU 2016-14 contains several provisions that change the presentation of and disclosures within the financial statements of a not-for-profit entity. These changes include an updated net asset classification scheme from three classes to two classes, quantitative and qualitative disclosures regarding liquidity, and a requirement to report expenses by function, nature, and an analysis showing the relationship between function and nature and the removal of the requirement for a reconciliation for statements of cash flows done on the direct basis. This guidance is effective for fiscal years beginning after December 15, 2017. These financial statements and notes reflect adoption of this new standard.

(2) Liquidity

The School has \$4,630,412 of financial assets available within one year of the statement of financial position date consisting of \$4,462,022 of cash and \$168,390 of receivables. None of these financial assets are subject to donor or contractual restrictions that make them unavailable for general expenditures within one year of the statement of financial position date. As more fully described in note 5, the School has a line of credit in the amount of \$200,000 which it could draw upon in the event of an unanticipated liquidity need.

(3) Property and Equipment

Property and equipment are recorded at cost. A summary of property and equipment at June 30, 2019 and 2018 is as follows:

	<u>2019</u>	<u>2018</u>
Land	\$ 35,776	35,776
Building	345,828	345,828
Building improvements	2,372,207	2,344,742
Office equipment	47,277	45,579
Instructional equipment	344,789	277,629
Maintenance equipment	10,796	5,897
Construction in progress	284,178	4,800
Vehicles	33,750	33,750
Cafeteria equipment	<u>1,082</u>	<u>1,082</u>
	3,475,683	3,095,083
Less accumulated depreciation	<u>(701,153)</u>	<u>(532,695)</u>
Net property and equipment	\$ <u>2,774,530</u>	<u>2,562,388</u>

KING CENTER CHARTER SCHOOL  
Notes to Financial Statements, Continued

(4) Capital Lease Obligation

The School leases a boiler under a capital lease agreement. This lease obligation and the related equipment was placed into service on October 1, 2016. The following is a summary of equipment under capital lease obligation at June 30, 2019 and 2018. Depreciation expense reported on the statements of functional expenses of \$31,098 for the equipment under capital lease.

	<u>2019</u>	<u>2018</u>
Capital lease obligation	\$ 222,384	321,222
Less amounts representing interest on capital lease obligation	<u>(9,759)</u>	<u>(19,885)</u>
Capital lease obligation, net of interest	212,625	301,337
Less current portion	<u>(92,216)</u>	<u>(88,712)</u>
Capital lease obligation, excluding current portion	\$ <u>120,409</u>	<u>212,625</u>

The related future minimum lease payments as of June 30, 2019 are as follows:

2020	\$ 98,838	
2021	98,838	
2022	<u>24,708</u>	
Total minimum lease payments	\$ <u>222,384</u>	

(5) 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 (5.5% at June 30, 2019). This is a demand note and substantially all of the School's assets secure the loan. At June 30, 2019 and 2018, there was no balance on the line.

(6) Pension Plan

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

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

KING CENTER CHARTER SCHOOL  
Notes to Financial Statements, Continued

(6) Pension Plan, Continued

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 an actuarially determined rate. The rates for NYSTRS were 10.62% and 9.80% of the annual covered payroll as of June 30, 2019 and 2018, respectively. Required annual contributions of \$331,458 and \$279,454 were paid to NYSTRS by the School for the years ended June 30, 2019 and 2018, respectively.

(7) Defined Contribution Plan

The School sponsors a 401(k) contributory defined contribution plan (the Plan) covering employees who are at least 18 years of age. The employer contribution is calculated based on a pro rata basis of compensation of each eligible participant, but in no event will exceed the lesser of: (a) five percent (5%) of compensation or (b) one-third ( $\frac{1}{3}$ ) of the highest allocation rate for any highly compensated participant for the plan year. The School contributes a percentage of non-instructional employees' salaries to the plan, subject to certain limitations, as determined annually by the Board of Directors. Total expense for the years ended June 30, 2019 and 2018 was \$24,150 and \$21,840, respectively. The School also sponsors a non-contributory tax deferred annuity 403(b) plan. Eligible employees may contribute to the Plan up to the maximum allowed by Internal Revenue Code.

(8) Contingency

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

(9) Escrow Reserve

As set forth in its charter, the School established an escrow reserve in August 2007, in the amount of \$75,000 for the purpose of funding legal and audit fees in the event of dissolution. The amount in escrow was \$75,088 and \$75,028 as of June 30, 2019 and 2018, respectively, and is included in cash in the accompanying statements of financial position.

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, 2019, 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 9, 2019.

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 no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

## 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.

EFPR Group, CPAs, PLLC

Williamsville, New York  
October 9, 2019

## REPORT TO THE BOARD

October 9, 2019

The Board of Directors  
King Center Charter School

Dear Board Members:

We have audited the financial statements of King Center Charter School (the School) for the year ended June 30, 2019, and have issued our report thereon dated October 9, 2019. Professional standards require that we provide you with information about our responsibilities under auditing standards generally accepted in the United States of America and Government Auditing Standards, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our engagement letter. Professional standards also require that we communicate to you the following information related to our audit.

### Significant Accounting Policies

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the School are described in note 1 to the financial statements. For the year ended June 30, 2019, the School adopted Financial Accounting Standards Board (FASB) Accounting Standards Update (ASU) 2016-14, "Not-for-Profit Entities (Topic 958) Presentation of Financial Statements of Not-for-Profit Entities," as described in note 1(q). ASU 2016-14 contains several provisions that change the presentation of and disclosures within the financial statements of a not-for-profit entity. We noted no transactions entered into by the School during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

### Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected.

For the year ended June 30, 2019, we evaluated the key factors and assumptions used by management in determining that accounting estimates were reasonable in relation to the financial statements taken as a whole.

### Sensitive Disclosures

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. There most sensitive disclosure affecting the financial statements was the disclosure of the contingency in note 8.

### Difficulties Encountered in Performing the Audit

We encountered no difficulties in dealing with management in performing and completing our audit.

### Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. There were no material uncorrected misstatements detected as a result of our audit procedures.

### Disagreements with Management

For purposes of this report, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction that could be significant to the financial statements or the auditors' report. We are pleased to report that no such disagreements arose during the course of our audit.

### Management Representations

We have requested certain representations from management that are included in the management representation letter.

### Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the School's financial statements or a determination of the type of auditors' opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the School’s auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Recent Accounting Standards Issued

In February 2016, the FASB issued ASU 2016-02 - “Leases (Topic 842).” ASU 2016-02 modifies the current presentation of operating leases. Currently, operating leases are not recorded on the statement of financial position as obligations, rather there is a footnote disclosure that includes the expected future lease payments for operating leases. This update will now require organizations that lease assets to recognize assets and liabilities on their statement of financial position for operating leases with lease terms of more than 12 months. Operating leases will be required to recognize a right-of-use asset and a lease liability, measured at the present value of the lease payment, recognize a single lease cost, generally allocating the lease over a straight-line basis and classify all cash payments within operating activities of cash flows. These changes will require expanded footnote disclosure to enhance the financial statement user’s understanding of the amount, timing and uncertainty of cash flows arising from leases. The guidance is effective for fiscal years beginning after December 15, 2020.

In June 2018, the FASB released ASU 2018-08 which provides clarification for properly determining if transactions should be considered contributions or exchange transactions, as well as guidance for determining if a contribution is conditional. This clarification is intended to support a uniform approach for the proper recording of such transactions. For contributions, entities are also required to assess the presence of conditions that must be met as well as the presence of a right of return within the agreement. For most entities, this update will be applicable for reporting periods beginning after December 15, 2018.

\* \* \* \* \*

This information is intended solely for the use of the Board of Directors and management of King Center Charter School and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

*EFPR Group, CPAs, PLLC*

EFPR GROUP, CPAs, PLLC



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

<b>Charter School Name:</b>	King Center Charter School
<b>Audit Period:</b>	2018-19
<b>Prior Period:</b>	2017-18
<b>Report Due Date:</b>	Friday, November 01, 2019
<b>Date Submitted:</b>	Monday, October 28, 2019
<b>School Fiscal Contact Name:</b>	Barbara Lindaman
<b>School Fiscal Contact Email:</b>	[REDACTED]
<b>School Fiscal Contact Phone:</b>	[REDACTED]
<b>School Audit Firm Name:</b>	EFPR Group, CPAs PLLC
<b>School Audit Contact Name:</b>	David Urban
<b>School Audit Contact Email:</b>	[REDACTED]
<b>School Audit Contact Phone:</b>	[REDACTED]

**Please submit the Annual Financial Statement and other associated documents  
to BOTH  
SUNY Charter Schools Institute  
AND  
New York State Education Department**

**SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:**

Online Portal: <https://my.epicenternow.org/home.aspx>

**Required 8 Items:**

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

**And, if applicable:**

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 \$750,000; 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. If not applicable enter "N/A."

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
4) Management Letter	none
5) Management Letter Response	N/A
6) Form 990; or Extension Form 8868	extended, expected completion by 12/31/19
7) Federal Single Audit Uniform Guidelines in 2 CFR Part 200	N/A

7) Guidance in 2 CFR Part 200, Subpart F	
8) Corrective Action Plan	N/A

**NEW YORK STATE EDUCATION DEPARTMENT - Reporting Requirements:**

Online Portal: <https://nysed-cso-reports.myreviewroom.com/>

**Required Items:**

- 1) This transmittal form (a copy of the Excel file containing the four schedules Does NOT need to be included);
- 2) Audited Financial Report;

**And, if applicable:**

- 3) Management Letter and Response;
- 4) Federal Single Audit/Uniform Guidance in 2 CFR Part 200, Subpart F.

**KING CENTER CHARTER SCHOOL**  
**Statement of Financial Position**  
**as of June 30, 2019**

<u>ASSETS</u>	<u>2018-19</u>	<u>2017-18</u>
<b><u>CURRENT ASSETS</u></b>		
Cash and cash equivalents	\$ 4,537,110	\$ 4,251,874
Grants and contracts receivable	168,390	97,368
Accounts receivables	-	-
Prepaid expenses	12,984	9,546
Contributions and other receivables	-	-
<b>TOTAL CURRENT ASSETS</b>	<b>4,718,484</b>	<b>4,358,788</b>
<b><u>PROPERTY, BUILDING AND EQUIPMENT, net</u></b>	<b>2,774,530</b>	<b>2,562,388</b>
<b><u>OTHER ASSETS</u></b>	<b>-</b>	<b>-</b>
<b>TOTAL ASSETS</b>	<b><u>7,493,014</u></b>	<b><u>6,921,176</u></b>
<b><u>LIABILITIES AND NET ASSETS</u></b>		
<b><u>CURRENT LIABILITIES</u></b>		
Accounts payable and accrued expenses	\$ 170,699	\$ 46,256
Accrued payroll and benefits	722,385	625,054
Deferred Revenue	2,363	43,134
Current maturities of long-term debt	92,216	88,712
Short Term Debt - Bonds, Notes Payable	-	-
Other	-	-
<b>TOTAL CURRENT</b>	<b>987,663</b>	<b>803,156</b>
<b><u>LONG-TERM LIABILITIES</u></b>		
Deferred Rent	-	-
All other long-term debt and notes payable, net current maturities	120,409	212,625
<b>LIABILITIES</b>	<b><u>120,409</u></b>	<b><u>212,625</u></b>
<b>TOTAL LIABILITIES</b>	<b><u>1,108,072</u></b>	<b><u>1,015,781</u></b>
<b><u>NET ASSETS</u></b>		
Unrestricted	6,384,442	5,905,395
Temporarily restricted	500	-
<b>TOTAL NET ASSETS</b>	<b><u>6,384,942</u></b>	<b><u>5,905,395</u></b>

**TOTAL LIABILITIES AND  
NET ASSETS**

**7,493,014**

**6,921,176**

CK - Should be zero

-

-

**KING CENTER CHARTER SCHOOL**  
**Statement of Activities**  
**as of June 30, 2019**

	2018-19			2017-18
	Unrestricted	Temporarily Restricted	Total	Total
<b>REVENUE, GAINS AND OTHER SUPPORT</b>				
Public School District				
Resident Student Enrollment	\$ 5,582,978	\$ -	\$ 5,582,978	\$ 5,602,645
Students with disabilities	203,482	-	203,482	290,132
Grants and Contracts				
State and local	120,420	-	120,420	125,752
Federal - Title and IDEA	-	-	-	-
Federal - Other	-	-	-	-
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
<b>TOTAL REVENUE, GAINS AND OTHER SUPPORT</b>	5,906,880	-	5,906,880	6,018,529
<b>EXPENSES</b>				
Program Services				
Regular Education	\$ 4,117,024	\$ -	\$ 4,117,024	\$ 3,787,374
Special Education	405,575	-	405,575	414,998
Other Programs	52,841	-	52,841	56,474
Total Program Services	4,575,440	-	4,575,440	4,258,846
Management and general	1,211,884	-	1,211,884	1,028,570
Fundraising	-	-	-	-
<b>TOTAL OPERATING EXPENSES</b>	5,787,324	-	5,787,324	5,287,416
<b>SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS</b>	119,556	-	119,556	731,113
<b>SUPPORT AND OTHER REVENUE</b>				
Contributions				
Foundations	\$ -	\$ -	\$ -	\$ -
Individuals	500	-	500	-
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	3,814	-	3,814	3,148
Miscellaneous income	6,373	-	6,373	6,725
Net assets released from restriction	349,304	-	349,304	331,080
<b>TOTAL SUPPORT AND OTHER REVENUE</b>	359,991	-	359,991	340,953

<b>CHANGE IN NET ASSETS</b>	479,547	-	479,547	1,072,066
NET ASSETS BEGINNING OF YEAR	5,905,395	-	5,905,395	4,833,329
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
<b>NET ASSETS END OF YEAR</b>	<u>\$ 6,384,942</u>	<u>\$ -</u>	<u>\$ 6,384,942</u>	<u>\$ 5,905,395</u>

**KING CENTER CHARTER SCHOOL**  
**Statement of Cash Flows**  
**as of June 30, 2019**

	<u>2018-19</u>	<u>2017-18</u>
<b>CASH FLOWS - OPERATING ACTIVITIES</b>		
Increase (decrease) in net assets	\$ 479,547	\$ 1,072,066
Revenues from School Districts	-	-
Accounts Receivable	(71,022)	439,971
Due from School Districts	-	-
Depreciation	168,458	159,456
Grants Receivable	-	-
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	(3,438)	(929)
Accounts Payable	124,443	12,714
Accrued Expenses	97,331	33,677
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	(40,771)	41,934
Interest payments	-	-
Other	-	-
Other	-	-
<b>NET CASH PROVIDED FROM OPERATING ACTIVITIES</b>	<b>\$ 754,548</b>	<b>\$ 1,758,889</b>
<b>CASH FLOWS - INVESTING ACTIVITIES</b>		
Purchase of equipment	(380,600)	(53,735)
Other	-	-
<b>NET CASH PROVIDED FROM INVESTING ACTIVITIES</b>	<b>\$ (380,600)</b>	<b>\$ (53,735)</b>
<b>CASH FLOWS - FINANCING ACTIVITIES</b>		
Principal payments on long-term debt	(88,712)	(85,341)
Other	-	-
<b>NET CASH PROVIDED FROM FINANCING ACTIVITIES</b>	<b>\$ (88,712)</b>	<b>\$ (85,341)</b>
<b>NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS</b>	<b>\$ 285,236</b>	<b>\$ 1,619,813</b>
Cash at beginning of year	4,251,874	2,632,061
<b>CASH AND CASH EQUIVALENTS AT END OF YEAR</b>	<b>\$ 4,537,110</b>	<b>\$ 4,251,874</b>

**KING CENTER CHARTER SCHOOL**

**Statement of Functional Expenses  
as of June 30, 2019**

		2018-19						
		Program Services				Supporting Services		
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total
		\$	\$	\$	\$	\$	\$	\$
Personnel Services Costs								
Administrative Staff Personnel	14.00	-	-	-	-	-	877,267	877,267
Instructional Personnel	59.00	2,722,266	265,792	-	2,988,058	-	-	-
Non-Instructional Personnel	1.00	-	-	39,096	39,096	-	-	-
Total Salaries and Staff	74.00	2,722,266	265,792	39,096	3,027,154	-	877,267	877,267
Fringe Benefits & Payroll Taxes		471,684	46,383	8,445	526,512	-	156,456	156,456
Retirement		252,439	24,318	1,955	278,712	-	76,896	76,896
Management Company Fees		-	-	-	-	-	-	-
Legal Service		-	-	-	-	-	-	-
Accounting / Audit Services		-	-	-	-	-	-	-
Other Purchased / Professional / Consulting Services		25,779	-	-	25,779	-	21,073	21,073
Building and Land Rent / Lease / Facility Finance Interest		-	-	-	-	-	-	-
Repairs & Maintenance		55,765	-	-	55,765	-	-	-
Insurance		65,184	6,518	931	72,633	-	20,487	20,487
Utilities		53,457	5,103	729	59,289	-	16,038	16,038
Supplies / Materials		63,737	-	-	63,737	-	-	-
Equipment / Furnishings		-	-	-	-	-	-	-
Staff Development		16,712	-	-	16,712	-	-	-
Marketing / Recruitment		43,136	-	-	43,136	-	-	-
Technology		128,713	-	-	128,713	-	-	-
Food Service		-	-	-	-	-	-	-
Student Services		-	45,669	-	45,669	-	-	-
Office Expense		2,444	-	-	2,444	-	6,607	6,607
Depreciation		117,921	11,792	1,685	131,398	-	37,060	37,060
OTHER		97,787	-	-	97,787	-	-	-
<b>Total Expenses</b>		<b>\$ 4,117,024</b>	<b>\$ 405,575</b>	<b>\$ 52,841</b>	<b>\$ 4,575,440</b>	<b>\$ -</b>	<b>\$ 1,211,884</b>	<b>\$ 1,211,884</b>

		<b>2017-18</b>	
<b>Total</b>			
\$		\$	
	877,267		746,013
	2,988,058		2,772,375
	39,096		42,436
	3,904,421		3,560,824
	682,968		621,232
	355,608		301,294
	-		-
	-		-
	-		-
	46,852		40,628
	-		-
	55,765		70,273
	93,120		83,813
	75,327		80,542
	63,737		51,677
	-		-
	16,712		29,671
	43,136		15,369
	128,713		94,453
	-		-
	45,669		48,455
	9,051		8,193
	168,458		159,456
	<u>97,787</u>		<u>121,536</u>
\$	5,787,324	\$	5,287,416



**GENERAL INSTRUCTIONS FOR  
ANNUAL BUDGET/QUARTERLY REPORT**

**TEMPLATE TABS**

**1- GRAY tab contains the Instructions**

<a href="#">Instructions</a>	Provides description of tabs and input requirements.
<a href="#">Funding by District</a>	Charter School Tuition Rates

**2- BLUE tabs require input of information**

<a href="#">1.) Name of School</a>	>Select school name from list. >Enter contact information.
<a href="#">2.) Enrollment</a>	Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
<a href="#">3.) Staffing Plan</a>	Enter staffing plan information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter >" <b>Prior Year</b> " column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
<a href="#">4.) Yearly Budget</a>	Enter Yearly Budget information. Includes: >" <b>Prior Year</b> " column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. (Note: Quarterly Revenue allocation may be set) >Budgeted Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Budgeted FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses >Budget Revisions, as necessary and <i>approved</i> by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
<a href="#">5.) Balance Sheet</a>	Enter Balance Sheet information for EdCorps. Separate schools merged into a primary EdCorp should NOT use this tab. >" <b>Prior Year</b> " column may be <i>initially</i> completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.

<a href="#">6.) Quarterly Report</a>	Enter Actual Quarterly Report information . Includes: >Actual Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Actual FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses
<a href="#">7.) Annual Report Requirement</a>	Complete when submitting Actual Quarter 4.

**CELL COLORS & GUIDANCE COMMENTS**

-  = Enter information into the light BLUE shaded cells.
-  = Cells labeled in ORANGE containe guidance regarding the input of information.
-  = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

**Charter Funding Alphabetical By NYS School District**  
**\* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**



**ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE**

**King Center Charter School**

**SCHOOL**

<b>Name:</b>	King Center Charter School
--------------	----------------------------

**CONTACT INFORMATION**

<b>Contact Name:</b>	Barbara Lindaman
<b>Contact Title:</b>	Director of Finance
<b>Contact Email:</b>	[REDACTED]
<b>Contact Phone:</b>	[REDACTED]

**REPORT PERIOD**

<b>Current Academic Year:</b>	2019-20
<b>Prior Academic Year:</b>	2018-19











**NG CENTER CHARTER SCHO  
2019-20**

**PLAN - FULL TIME EQUIVALI**

**\*NOTE:** Enter the number of FTE positions in the "blue" cells. *Id be input.*

**\*NOTE:** State the assumptions that are being made for personnel FTE levels.

ADMINISTRATIVE PERSONNEL FTE		Q4 Actual	Description of Assumptions
Executive Management			
Instructional Management			
Deans, Directors & Coordinators			
CFO / Director of Finance			
Operation / Business Manager			
Administrative Staff			
<b>TOTAL ADMINISTRATIVE STAFF</b>		0.0	

INSTRUCTIONAL PERSONNEL FTE		Q4 Actual	Description of Assumptions
Teachers - Regular			
Teachers - SPED			
Substitute Teachers			
Teaching Assistants			
Specialty Teachers			
Aides			
Therapists & Counselors			
Other			
<b>TOTAL INSTRUCTIONAL</b>		0.0	

NON-INSTRUCTIONAL PERSONNEL FTE		Q4 Actual	Description of Assumptions
Nurse			
Librarian			
Custodian			
Security			
Other			
<b>TOTAL NON-INSTRUCTIONAL</b>		0.0	

<b>TOTAL PERSONNEL SERVICE FTE</b>		0.0	
------------------------------------	--	-----	--



<b>KING CENTER CHARTER SCHOOL</b>								
<b>Budget / Operating Plan</b>								
<b>2019-20</b>								
<b>Total Revenue</b>	-	<b>638,740</b>	-	-	<b>1,914,619</b>	-	-	<b>1,914,619</b>
<b>Total Expenses</b>	-	<b>1,168,861</b>	-	-	<b>1,738,022</b>	-	-	<b>1,737,760</b>
<b>Net Income</b>	-	<b>(530,121)</b>	-	-	<b>176,597</b>	-	-	<b>176,859</b>
<b>Actual Student Enrollment</b>	-	<b>430</b>	-	-	<b>430</b>	-	-	<b>430</b>
	<b>Prior Year Actual</b>	<b>1st Quarter - 7/1 - 9/30</b>			<b>2nd Quarter - 10/1 - 12/31</b>			<b>3rd Q</b>
	<b>2018-19</b>	<b>Original</b>	<b>Revised</b>		<b>Original</b>	<b>Revised</b>		<b>Original</b>
	<b>Revenue Per</b>	<b>Budget</b>	<b>Budget</b>	<b>Variance</b>	<b>Budget</b>	<b>Budget</b>	<b>Variance</b>	<b>Budget</b>
	<b>Pupil</b>							
Charter School Program (CSP) Planning & Implementation				-			-	
Other				-			-	
Other				-			-	
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	-	<b>28,315</b>	-	-	<b>84,944</b>	-	-	<b>84,944</b>
<b>LOCAL and OTHER REVENUE</b>								
Contributions and Donations				-			-	
Fundraising				-			-	
Erate Reimbursement				-			-	
Earnings on Investments				-			-	
Interest Income		800		-	800		-	800
Food Service (Income from meals)				-			-	
Text Book				-			-	
OTHER		<u>843</u>		-	<u>2,529</u>		-	<u>2,529</u>
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	-	<b>1,643</b>	-	-	<b>3,329</b>	-	-	<b>3,329</b>
<b>TOTAL REVENUE</b>	-	<b><u>638,740</u></b>	-	-	<b><u>1,914,619</u></b>	-	-	<b><u>1,914,619</u></b>

**KING CENTER CHARTER SCHOOL**  
**Budget / Operating Plan**  
**2019-20**

<b>Total Revenue</b>	-	<b>638,740</b>	-	-	<b>1,914,619</b>	-	-	<b>1,914,619</b>
<b>Total Expenses</b>	-	<b>1,168,861</b>	-	-	<b>1,738,022</b>	-	-	<b>1,737,760</b>
<b>Net Income</b>	-	<b>(530,121)</b>	-	-	<b>176,597</b>	-	-	<b>176,859</b>
<b>Actual Student Enrollment</b>	-	<b>430</b>	-	-	<b>430</b>	-	-	<b>430</b>
	<b>Prior Year Actual</b>	<b>1st Quarter - 7/1 - 9/30</b>			<b>2nd Quarter - 10/1 - 12/31</b>			<b>3rd Q</b>
	<b>2018-19</b>	<b>Original</b>	<b>Revised</b>		<b>Original</b>	<b>Revised</b>		<b>Original</b>
	<b>Revenue Per</b>	<b>Budget</b>	<b>Budget</b>	<b>Variance</b>	<b>Budget</b>	<b>Budget</b>	<b>Variance</b>	<b>Budget</b>
	<b>Pupil</b>							

**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

Avg. No.  
of Positions

Executive Management	1.00	27,500		-	27,500		-	27,500
Instructional Management	2.00	45,737		-	45,738		-	45,738
Deans, Directors & Coordinators	2.00	22,770		-	31,158		-	31,158
CFO / Director of Finance	1.00	23,299		-	23,299		-	23,299
Operation / Business Manager	-			-			-	
Administrative Staff	<u>2.00</u>	<u>24,133</u>		-	<u>24,133</u>		-	<u>24,133</u>
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>8.00</b>	<b>143,439</b>	<b>-</b>	<b>-</b>	<b>151,828</b>	<b>-</b>	<b>-</b>	<b>151,828</b>

**INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular	33.00	256,440		-	512,883		-	512,883
Teachers - SPED	5.00	39,567		-	79,134		-	79,134
Substitute Teachers	2.00	8,786		-	17,571		-	17,571
Teaching Assistants	8.00	28,343		-	56,685		-	56,685
Specialty Teachers	8.00	63,717		-	127,437		-	127,437
Aides	-			-			-	
Therapists & Counselors	2.00	17,087		-	26,687		-	26,687
Other	<u>5.00</u>	<u>83,759</u>		-	<u>83,759</u>		-	<u>83,759</u>
<b>TOTAL INSTRUCTIONAL</b>	<b>63.00</b>	<b>497,699</b>	<b>-</b>	<b>-</b>	<b>904,156</b>	<b>-</b>	<b>-</b>	<b>904,156</b>

**NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse	1.00	6,305		-	12,615		-	12,615
Librarian	1.00	5,857		-	11,715		-	11,715
Custodian	4.00	35,996		-	35,996		-	35,996
Security	1.00	4,686		-	9,372		-	9,372
Other	<u>1.00</u>	<u>12,066</u>		-	<u>12,066</u>		-	<u>12,066</u>
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>8.00</b>	<b>64,910</b>	<b>-</b>	<b>-</b>	<b>81,764</b>	<b>-</b>	<b>-</b>	<b>81,764</b>

**SUBTOTAL PERSONNEL SERVICE COSTS**

	79.00	706,048	-	-	1,137,748	-	-	1,137,748
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**PAYROLL TAXES AND BENEFITS**

Payroll Taxes		70,605		-	113,775		-	113,774
Fringe / Employee Benefits		127,600		-	127,600		-	127,600

		KING CENTER CHARTER SCHOOL Budget / Operating Plan 2019-20							
<b>Total Revenue</b>		-	638,740	-	-	1,914,619	-	-	1,914,619
<b>Total Expenses</b>		-	1,168,861	-	-	1,738,022	-	-	1,737,760
<b>Net Income</b>		-	(530,121)	-	-	176,597	-	-	176,859
<b>Actual Student Enrollment</b>		-	430	-	-	430	-	-	430
		<b>Prior Year Actual</b>	<b>1st Quarter - 7/1 - 9/30</b>			<b>2nd Quarter - 10/1 - 12/31</b>			<b>3rd Q</b>
		<b>2018-19 Revenue Per Pupil</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>
Retirement / Pension			62,555		-	100,803		-	100,803
TOTAL PAYROLL TAXES AND BENEFITS		-	260,760	-	-	342,178	-	-	342,177
<b>TOTAL PERSONNEL SERVICE COSTS</b>			966,808	-	-	1,479,926	-	-	1,479,925
<b>CONTRACTED SERVICES</b>									
Accounting / Audit					-			-	
Legal					-			-	
Management Company Fee					-			-	
Nurse Services					-			-	
Food Service / School Lunch					-			-	
Payroll Services					-			-	
Special Ed Services			4,800		-	14,400		-	14,400
Titlement Services (i.e. Title I)					-			-	
Other Purchased / Professional / Consulting			14,725		-	22,725		-	22,725
<b>TOTAL CONTRACTED SERVICES</b>		-	19,525	-	-	37,125	-	-	37,125

79.00

**KING CENTER CHARTER SCHOOL**  
**Budget / Operating Plan**  
**2019-20**

	-	638,740	-	-	1,914,619	-	-	1,914,619
<b>Total Revenue</b>								
<b>Total Expenses</b>								
<b>Net Income</b>								
<b>Actual Student Enrollment</b>								
	Prior Year Actual 2018-19 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
<b>SCHOOL OPERATIONS</b>								
Board Expenses				-			-	
Classroom / Teaching Supplies & Materials		7,936		-	23,808		-	23,808
Special Ed Supplies & Materials				-			-	
Textbooks / Workbooks				-			-	
Supplies & Materials other				-			-	
Equipment / Furniture				-			-	
Telephone		725		-	725		-	725
Technology		6,504		-	19,512		-	19,512
Student Testing & Assessment		1,472		-	4,416		-	4,416
Field Trips		2,080		-	6,240		-	6,240
Transportation (student)		2,320		-	6,960		-	6,960
Student Services - other		3,580		-	10,740		-	10,740
Office Expense		17,490		-	17,490		-	17,490
Staff Development		3,859		-	11,577		-	11,577
Staff Recruitment				-			-	
Student Recruitment / Marketing				-			-	
School Meals / Lunch				-			-	
Travel (Staff)				-			-	
Fundraising				-			-	
Other		29,457		-	12,398		-	12,137
<b>TOTAL SCHOOL OPERATIONS</b>	-	75,423	-	-	113,866	-	-	113,605
<b>FACILITY OPERATION &amp; MAINTENANCE</b>								
Insurance		23,650		-	23,650		-	23,650
Janitorial				-			-	
Building and Land Rent / Lease / Facility Finance Interest				-			-	
Repairs & Maintenance		22,605		-	22,605		-	22,605
Equipment / Furniture				-			-	
Security				-			-	
Utilities		15,450		-	15,450		-	15,450
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	61,705	-	-	61,705	-	-	61,705
<b>DEPRECIATION &amp; AMORTIZATION</b>		45,400		-	45,400		-	45,400
<b>RESERVES / CONTINGENCY</b>				-			-	
<b>DEFERRED RENT</b>				-			-	

<b>KING CENTER CHARTER SCHOOL</b>									
<b>Budget / Operating Plan</b>									
<b>2019-20</b>									
<b>Total Revenue</b>	-	<b>638,740</b>	-	-	<b>1,914,619</b>	-	-	<b>1,914,619</b>	
<b>Total Expenses</b>	-	<b>1,168,861</b>	-	-	<b>1,738,022</b>	-	-	<b>1,737,760</b>	
<b>Net Income</b>	-	<b>(530,121)</b>	-	-	<b>176,597</b>	-	-	<b>176,859</b>	
<b>Actual Student Enrollment</b>	-	<b>430</b>	-	-	<b>430</b>	-	-	<b>430</b>	
	<b>Prior Year Actual</b>	<b>1st Quarter - 7/1 - 9/30</b>			<b>2nd Quarter - 10/1 - 12/31</b>			<b>3rd C</b>	
	<b>2018-19</b>	<b>Original</b>	<b>Revised</b>		<b>Original</b>	<b>Revised</b>		<b>Original</b>	
	<b>Revenue Per</b>	<b>Budget</b>	<b>Budget</b>	<b>Variance</b>	<b>Budget</b>	<b>Budget</b>	<b>Variance</b>	<b>Budget</b>	
	<b>Pupil</b>								
<b>TOTAL EXPENSES</b>	-	<b>1,168,861</b>	-	-	<b>1,738,022</b>	-	-	<b>1,737,760</b>	
<b>NET INCOME</b>	-	<b>(530,121)</b>	-	-	<b>176,597</b>	-	-	<b>176,859</b>	

		KING CENTER CHARTER SCHOOL Budget / Operating Plan 2019-20						
Total Revenue	-	638,740	-	-	1,914,619	-	-	1,914,619
Total Expenses	-	1,168,861	-	-	1,738,022	-	-	1,737,760 C
Net Income	-	(530,121)	-	-	176,597	-	-	176,859
Actual Student Enrollment	-	430	-	-	430	-	-	430
	Prior Year Actual 2018-19 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>								
Number of Districts:	-	1	-	-	1	-	-	1
BUFFALO CITY SD	-	430	-	-	430	-	-	430
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: ( Weighted Avg )	-	-	-	-	-	-	-	-
<b>TOTAL ENROLLMENT</b>	-	<b>430</b>	-	-	<b>430</b>	-	-	<b>430</b>
<b>REVENUE PER PUPIL</b>	-	<b>1,485</b>	-	-	<b>4,453</b>	-	-	<b>4,453</b>
<b>EXPENSES PER PUPIL</b>	-	<b>2,718</b>	-	-	<b>4,042</b>	-	-	<b>4,041</b>



<b>Total Revenue</b>	-	-	<b>1,914,619</b>	-	-
<b>Total Expenses</b>	-	-	<b>1,737,497</b>	-	-
<b>Net Income</b>	-	-	<b>177,122</b>	-	-
<b>Actual Student Enrollment</b>	-	-	<b>430</b>	-	-
	<b>Quarter - 1/1 - 3/31</b>		<b>4th Quarter - 4/1 - 6/30</b>		
	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>
Charter School Program (CSP) Planning & Implementation		-			-
Other		-			-
Other		-			-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	-	-	84,944	-	-
<b>LOCAL and OTHER REVENUE</b>					
Contributions and Donations		-			-
Fundraising		-			-
Erate Reimbursement		-			-
Earnings on Investments		-			-
Interest Income		-	800		-
Food Service (Income from meals)		-			-
Text Book		-			-
OTHER		-	<u>2,529</u>		-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	-	-	3,329	-	-
<b>TOTAL REVENUE</b>	-	-	<b>1,914,619</b>	-	-

<b>Total Revenue</b>		-	-	<b>1,914,619</b>	-
<b>Total Expenses</b>		-	-	<b>1,737,497</b>	-
<b>Net Income</b>		-	-	<b>177,122</b>	-
<b>Actual Student Enrollment</b>		-	-	<b>430</b>	-
		<b>Quarter - 1/1 - 3/31</b>		<b>4th Quarter - 4/1 - 6/30</b>	
		<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>
				<b>Variance</b>	
<b>EXPENSES</b>					
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>		Avg. No. of Positions			
Executive Management	1.00		-	27,500	-
Instructional Management	2.00		-	45,738	-
Deans, Directors & Coordinators	2.00		-	31,157	-
CFO / Director of Finance	1.00		-	23,299	-
Operation / Business Manager	-		-		-
Administrative Staff	2.00		-	24,131	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>8.00</b>	-	-	<b>151,825</b>	-
<b>INSTRUCTIONAL PERSONNEL COSTS</b>					
Teachers - Regular	33.00		-	512,889	-
Teachers - SPED	5.00		-	79,129	-
Substitute Teachers	2.00		-	17,572	-
Teaching Assistants	8.00		-	56,687	-
Specialty Teachers	8.00		-	127,439	-
Aides	-		-		-
Therapists & Counselors	2.00		-	26,685	-
Other	5.00		-	83,758	-
<b>TOTAL INSTRUCTIONAL</b>	<b>63.00</b>	-	-	<b>904,159</b>	-
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>					
Nurse	1.00		-	12,615	-
Librarian	1.00		-	11,713	-
Custodian	4.00		-	35,995	-
Security	1.00		-	9,370	-
Other	1.00		-	12,067	-
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>8.00</b>	-	-	<b>81,760</b>	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>					
	79.00	-	-	1,137,744	-
<b>PAYROLL TAXES AND BENEFITS</b>					
Payroll Taxes			-	113,746	-
Fringe / Employee Benefits			-	127,600	-

<b>Total Revenue</b>		-	-	<b>1,914,619</b>	-	-
<b>Total Expenses</b>		-	-	<b>1,737,497</b>	-	-
<b>Net Income</b>		-	-	<b>177,122</b>	-	-
<b>Actual Student Enrollment</b>		-	-	<b>430</b>	-	-
		<b>Quarter - 1/1 - 3/31</b>			<b>4th Quarter - 4/1 - 6/30</b>	
		<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>
Retirement / Pension			=	<u>100,839</u>		=
TOTAL PAYROLL TAXES AND BENEFITS		-	-	342,185	-	-
<b>TOTAL PERSONNEL SERVICE COSTS</b>		-	-	1,479,929	-	-
<b>CONTRACTED SERVICES</b>						
Accounting / Audit			-			-
Legal			-			-
Management Company Fee			-			-
Nurse Services			-			-
Food Service / School Lunch			-			-
Payroll Services			-			-
Special Ed Services			-	14,400		-
Titlement Services (i.e. Title I)			-			-
Other Purchased / Professional / Consulting			=	<u>22,725</u>		=
<b>TOTAL CONTRACTED SERVICES</b>		-	-	37,125	-	-

79.00

<b>Total Revenue</b>	-	-	<b>1,914,619</b>	-	-
<b>Total Expenses</b>	-	-	<b>1,737,497</b>	-	-
<b>Net Income</b>	-	-	<b>177,122</b>	-	-
<b>Actual Student Enrollment</b>	-	-	<b>430</b>	-	-
	<b>Quarter - 1/1 - 3/31</b>		<b>4th Quarter - 4/1 - 6/30</b>		
	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>
<b>SCHOOL OPERATIONS</b>					
Board Expenses		-			-
Classroom / Teaching Supplies & Materials		-	23,808		-
Special Ed Supplies & Materials		-			-
Textbooks / Workbooks		-			-
Supplies & Materials other		-			-
Equipment / Furniture		-			-
Telephone		-	725		-
Technology		-	19,512		-
Student Testing & Assessment		-	4,416		-
Field Trips		-	6,240		-
Transportation (student)		-	6,960		-
Student Services - other		-	10,740		-
Office Expense		-	17,490		-
Staff Development		-	11,577		-
Staff Recruitment		-			-
Student Recruitment / Marketing		-			-
School Meals / Lunch		-			-
Travel (Staff)		-			-
Fundraising		-			-
Other		-	<u>11,870</u>		-
<b>TOTAL SCHOOL OPERATIONS</b>	-	-	<b>113,338</b>	-	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>					
Insurance		-	23,650		-
Janitorial		-			-
Building and Land Rent / Lease / Facility Finance Interest		-			-
Repairs & Maintenance		-	22,605		-
Equipment / Furniture		-			-
Security		-			-
Utilities		-	<u>15,450</u>		-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	-	<b>61,705</b>	-	-
<b>DEPRECIATION &amp; AMORTIZATION</b>		-	<b>45,400</b>		-
<b>RESERVES / CONTINGENCY</b>		-			-
<b>DEFERRED RENT</b>		-			-

<b>Total Revenue</b>	-	-	<b>1,914,619</b>	-	-
<b>Total Expenses</b>	-	-	<b>1,737,497</b>	-	-
<b>Net Income</b>	-	-	<b>177,122</b>	-	-
<b>Actual Student Enrollment</b>	-	-	<b>430</b>	-	-
	<b>Quarter - 1/1 - 3/31</b>		<b>4th Quarter - 4/1 - 6/30</b>		
	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>
<b>TOTAL EXPENSES</b>	-	-	<u><b>1,737,497</b></u>	-	-
<b>NET INCOME</b>	-	-	<u><b>177,122</b></u>	-	-

<b>Total Revenue</b>	-	-	<b>1,914,619</b>	-	-
<b>Total Expenses</b>	Quarter - 1/1 - 3/31	-	<b>1,737,497</b>	-	-
<b>Net Income</b>	-	-	<b>177,122</b>	-	-
<b>Actual Student Enrollment</b>	-	-	<b>430</b>	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>					
<b>Number of Districts:</b>	-	-	<b>1</b>	-	-
BUFFALO CITY SD	-	-	<b>430</b>	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
ALL OTHER School Districts: ( Weighted Avg )	-	-	-	-	-
<b>TOTAL ENROLLMENT</b>	-	-	<b>430</b>	-	-
<b>REVENUE PER PUPIL</b>	-	-	<b>4,453</b>	-	-
<b>EXPENSES PER PUPIL</b>	-	-	<b>4,041</b>	-	-



		<b>KING CENTER CHARTER SCHOOL</b>					<b>DESCRIPTION OF ASSUMPTIONS</b>
		<b>Budget / Operating Plan</b>					
					<b>2019-20</b>		
		<b>6,382,597</b>	<b>6,382,597</b>	<b>-</b>	<b>6,382,597</b>	<b>6,382,597</b>	
<b>Total Revenue</b>		<b>6,382,597</b>	<b>6,382,597</b>	<b>-</b>	<b>6,382,597</b>	<b>6,382,597</b>	
<b>Total Expenses</b>		<b>6,382,140</b>	<b>6,382,140</b>	<b>-</b>	<b>(6,382,140)</b>	<b>(6,382,140)</b>	
<b>Net Income</b>		<b>457</b>	<b>457</b>	<b>-</b>	<b>457</b>	<b>457</b>	
<b>Actual Student Enrollment</b>							
		<b>Total Year</b>			<b>VARIANCE</b>		
		<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget vs. PY Budget</b>	<b>Revised Budget vs. PY Budget</b>	
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	
Other		-	-	-	-	-	
Other		-	-	-	-	-	
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>		<b>283,147</b>	<b>283,147</b>	<b>-</b>	<b>283,147</b>	<b>283,147</b>	
<b>LOCAL and OTHER REVENUE</b>							
Contributions and Donations		-	-	-	-	-	
Fundraising		-	-	-	-	-	
Erate Reimbursement		-	-	-	-	-	
Earnings on Investments		-	-	-	-	-	
Interest Income		3,200	3,200	-	3,200	3,200	
Food Service (Income from meals)		-	-	-	-	-	
Text Book		-	-	-	-	-	
OTHER		<u>8,430</u>	<u>8,430</u>	<u>-</u>	<u>8,430</u>	<u>8,430</u>	
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>		<b>11,630</b>	<b>11,630</b>	<b>-</b>	<b>11,630</b>	<b>11,630</b>	
<b>TOTAL REVENUE</b>		<b><u>6,382,597</u></b>	<b><u>6,382,597</u></b>	<b>-</b>	<b><u>6,382,597</u></b>	<b><u>6,382,597</u></b>	

		KING CENTER CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan			2019-20		
		6,382,597	6,382,597	-	6,382,597	6,382,597	
		6,382,140	6,382,140	-	(6,382,140)	(6,382,140)	
Total Revenue							
Total Expenses							
Net Income							
Actual Student Enrollment							
		Total Year			VARIANCE		
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
<b>EXPENSES</b>							
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>							
	Avg. No. of Positions						
Executive Management	1.00	110,000	110,000	-	(110,000)	(110,000)	
Instructional Management	2.00	182,951	182,951	-	(182,951)	(182,951)	
Deans, Directors & Coordinators	2.00	116,243	116,243	-	(116,243)	(116,243)	
CFO / Director of Finance	1.00	93,196	93,196	-	(93,196)	(93,196)	
Operation / Business Manager	-	-	-	-	-	-	
Administrative Staff	2.00	96,530	96,530	-	(96,530)	(96,530)	
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>8.00</b>	<b>598,920</b>	<b>598,920</b>	<b>-</b>	<b>(598,920)</b>	<b>(598,920)</b>	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>							
Teachers - Regular	33.00	1,795,095	1,795,095	-	(1,795,095)	(1,795,095)	
Teachers - SPED	5.00	276,964	276,964	-	(276,964)	(276,964)	
Substitute Teachers	2.00	61,500	61,500	-	(61,500)	(61,500)	
Teaching Assistants	8.00	198,400	198,400	-	(198,400)	(198,400)	
Specialty Teachers	8.00	446,030	446,030	-	(446,030)	(446,030)	
Aides	-	-	-	-	-	-	
Therapists & Counselors	2.00	97,146	97,146	-	(97,146)	(97,146)	
Other	5.00	335,035	335,035	-	(335,035)	(335,035)	
<b>TOTAL INSTRUCTIONAL</b>	<b>63.00</b>	<b>3,210,170</b>	<b>3,210,170</b>	<b>-</b>	<b>(3,210,170)</b>	<b>(3,210,170)</b>	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>							
Nurse	1.00	44,150	44,150	-	(44,150)	(44,150)	
Librarian	1.00	41,000	41,000	-	(41,000)	(41,000)	
Custodian	4.00	143,983	143,983	-	(143,983)	(143,983)	
Security	1.00	32,800	32,800	-	(32,800)	(32,800)	
Other	1.00	48,265	48,265	-	(48,265)	(48,265)	
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>8.00</b>	<b>310,198</b>	<b>310,198</b>	<b>-</b>	<b>(310,198)</b>	<b>(310,198)</b>	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>79.00</b>	<b>4,119,288</b>	<b>4,119,288</b>	<b>-</b>	<b>(4,119,288)</b>	<b>(4,119,288)</b>	
<b>PAYROLL TAXES AND BENEFITS</b>							
Payroll Taxes		411,900	411,900	-	(411,900)	(411,900)	
Fringe / Employee Benefits		510,400	510,400	-	(510,400)	(510,400)	

**KING CENTER CHARTER SCHOOL**  
**Budget / Operating Plan**  
**2019-20**

	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
<b>Total Revenue</b>	6,382,597	6,382,597	-	6,382,597	6,382,597
<b>Total Expenses</b>	6,382,140	6,382,140	-	(6,382,140)	(6,382,140)
<b>Net Income</b>	457	457	-	457	457
<b>Actual Student Enrollment</b>					
Retirement / Pension	365,000	365,000	-	(365,000)	(365,000)
TOTAL PAYROLL TAXES AND BENEFITS	1,287,300	1,287,300	-	(1,287,300)	(1,287,300)
<b>TOTAL PERSONNEL SERVICE COSTS</b>	5,406,588	5,406,588	-	(5,406,588)	(5,406,588)
<b>CONTRACTED SERVICES</b>					
Accounting / Audit	-	-	-	-	-
Legal	-	-	-	-	-
Management Company Fee	-	-	-	-	-
Nurse Services	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-
Payroll Services	-	-	-	-	-
Special Ed Services	48,000	48,000	-	(48,000)	(48,000)
Titlement Services (i.e. Title I)	-	-	-	-	-
Other Purchased / Professional / Consulting	82,900	82,900	-	(82,900)	(82,900)
<b>TOTAL CONTRACTED SERVICES</b>	130,900	130,900	-	(130,900)	(130,900)

79.00

**DESCRIPTION OF ASSUMPTIONS**

**KING CENTER CHARTER SCHOOL**  
**Budget / Operating Plan**  
**2019-20**

<b>Total Revenue</b>	<b>6,382,597</b>	<b>6,382,597</b>	<b>-</b>	<b>6,382,597</b>	<b>6,382,597</b>
<b>Total Expenses</b>	<b>6,382,140</b>	<b>6,382,140</b>	<b>-</b>	<b>(6,382,140)</b>	<b>(6,382,140)</b>
<b>Net Income</b>	<b>457</b>	<b>457</b>	<b>-</b>	<b>457</b>	<b>457</b>
<b>Actual Student Enrollment</b>					

	<b>Total Year</b>			<b>VARIANCE</b>	
	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget vs. PY Budget</b>	<b>Revised Budget vs. PY Budget</b>

**DESCRIPTION OF ASSUMPTIONS**

**SCHOOL OPERATIONS**

Board Expenses	-	-	-	-	-
Classroom / Teaching Supplies & Materials	79,360	79,360	-	(79,360)	(79,360)
Special Ed Supplies & Materials	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-
Telephone	2,900	2,900	-	(2,900)	(2,900)
Technology	65,040	65,040	-	(65,040)	(65,040)
Student Testing & Assessment	14,720	14,720	-	(14,720)	(14,720)
Field Trips	20,800	20,800	-	(20,800)	(20,800)
Transportation (student)	23,200	23,200	-	(23,200)	(23,200)
Student Services - other	35,800	35,800	-	(35,800)	(35,800)
Office Expense	69,960	69,960	-	(69,960)	(69,960)
Staff Development	38,590	38,590	-	(38,590)	(38,590)
Staff Recruitment	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-
Travel (Staff)	-	-	-	-	-
Fundraising	-	-	-	-	-
Other	65,862	65,862	-	(65,862)	(65,862)
<b>TOTAL SCHOOL OPERATIONS</b>	<b>416,232</b>	<b>416,232</b>	<b>-</b>	<b>(416,232)</b>	<b>(416,232)</b>

**FACILITY OPERATION & MAINTENANCE**

Insurance	94,600	94,600	-	(94,600)	(94,600)
Janitorial	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-
Repairs & Maintenance	90,420	90,420	-	(90,420)	(90,420)
Equipment / Furniture	-	-	-	-	-
Security	-	-	-	-	-
Utilities	61,800	61,800	-	(61,800)	(61,800)
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>246,820</b>	<b>246,820</b>	<b>-</b>	<b>(246,820)</b>	<b>(246,820)</b>

**DEPRECIATION & AMORTIZATION**

	181,600	181,600	-	(181,600)	(181,600)
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**RESERVES / CONTINGENCY**

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**DEFERRED RENT**

	-	-	-	-	-
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		<b>KING CENTER CHARTER SCHOOL</b>				
		<b>Budget / Operating Plan</b>				
					<b>2019-20</b>	
<b>Total Revenue</b>		6,382,597	6,382,597	-	6,382,597	6,382,597
<b>Total Expenses</b>		6,382,140	6,382,140	-	(6,382,140)	(6,382,140)
<b>Net Income</b>		457	457	-	457	457
<b>Actual Student Enrollment</b>						
		<b>Total Year</b>			<b>VARIANCE</b>	
		<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget vs. PY Budget</b>	<b>Revised Budget vs. PY Budget</b>
<b>TOTAL EXPENSES</b>		<u>6,382,140</u>	<u>6,382,140</u>	-	<u>(6,382,140)</u>	<u>(6,382,140)</u>
<b>NET INCOME</b>		<u>457</u>	<u>457</u>	-	<u>457</u>	<u>457</u>

**DESCRIPTION OF ASSUMPTIONS**



		<b>KING CENTER CHARTER SCHOOL Budget / Operating Plan 2019-20</b>							
<b>Total Revenue</b>	-	638,740	-	-	1,914,619	-	-	1,914,619	
<b>Total Expenses</b>	-	1,168,861	-	-	1,738,022	-	-	1,737,760	
<b>Net Income</b>	-	(530,121)	-	-	176,597	-	-	176,859	
<b>Actual Student Enrollment</b>	-	430	-	-	430	-	-	430	
	<b>Prior Year Actual</b>	<b>1st Quarter - 7/1 - 9/30</b>			<b>2nd Quarter - 10/1 - 12/31</b>			<b>3rd Q</b>	
	<b>2018-19 Revenue Per Pupil</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	
<b>CASH FLOW ADJUSTMENTS</b>									
OPERATING ACTIVITIES <i>{enter descriptions below}</i>									
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	-	-	-	
INVESTMENT ACTIVITIES <i>{enter descriptions below}</i>									
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	-	-	-	
FINANCING ACTIVITIES <i>{enter descriptions below}</i>									
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	-	-	-	
<b>Total Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	
<b>NET INCOME</b>	-	(530,121)	-	-	176,597	-	-	176,859	
<b>Beginning Cash Balance</b>	-	-	-	-	(530,121)	-	-	(353,524)	
<b>ENDING CASH BALANCE</b>	-	(530,121)	-	-	(353,524)	-	-	(176,665)	

<b>Total Revenue</b>	-	-	<b>1,914,619</b>	-	-
<b>Total Expenses</b>	-	-	<b>1,737,497</b>	-	-
<b>Net Income</b>	-	-	<b>177,122</b>	-	-
<b>Actual Student Enrollment</b>	-	-	<b>430</b>	-	-
	<b>Quarter - 1/1 - 3/31</b>		<b>4th Quarter - 4/1 - 6/30</b>		
	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>
<b>CASH FLOW ADJUSTMENTS</b>					
OPERATING ACTIVITIES <i>{enter descriptions below}</i>					
Example - Add Back Depreciation	-	-	-	-	-
Other	-	-	-	-	-
Total Operating Activities	-	-	-	-	-
INVESTMENT ACTIVITIES <i>{enter descriptions below}</i>					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-
Other	-	-	-	-	-
Total Investment Activities	-	-	-	-	-
FINANCING ACTIVITIES <i>{enter descriptions below}</i>					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
<b>Total Cash Flow Adjustments</b>	-	-	-	-	-
<b>NET INCOME</b>	-	-	<b>177,122</b>	-	-
<b>Beginning Cash Balance</b>	-	-	<b>(176,665)</b>	-	-
<b>ENDING CASH BALANCE</b>	-	-	<b>457</b>	-	-

		KING CENTER CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan			2019-20		
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
<b>Total Revenue</b>		6,382,597	6,382,597	-	6,382,597	6,382,597	
<b>Total Expenses</b>		6,382,140	6,382,140	-	(6,382,140)	(6,382,140)	
<b>Net Income</b>		457	457	-	457	457	
<b>Actual Student Enrollment</b>							
<b>CASH FLOW ADJUSTMENTS</b>							
OPERATING ACTIVITIES <i>{enter descriptions below}</i>							
Example - Add Back Depreciation		-	-	-	-	-	
Other		-	-	-	-	-	
Total Operating Activities		-	-	-	-	-	
INVESTMENT ACTIVITIES <i>{enter descriptions below}</i>							
Example - Subtract Property and Equipment Expenditures		-	-	-	-	-	
Other		-	-	-	-	-	
Total Investment Activities		-	-	-	-	-	
FINANCING ACTIVITIES <i>{enter descriptions below}</i>							
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	-	
Other		-	-	-	-	-	
Total Financing Activities		-	-	-	-	-	
<b>Total Cash Flow Adjustments</b>		-	-	-	-	-	
<b>NET INCOME</b>		457	457	-	457	457	
<b>Beginning Cash Balance</b>		-	-	-	-	-	
<b>ENDING CASH BALANCE</b>		457	457	-	457	457	

**KING CENTER CHARTER SCHOOL  
BALANCE SHEET  
2019-20**

	Prior Year	Q1	Q2	Q3	Q4
	2018-19	As of 9/30	As of 12/31	As of 3/31	As of 6/30
<b><u>ASSETS</u></b>					
<b><u>CURRENT ASSETS</u></b>					
Cash and cash equivalents	-	-	-	-	-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
<b>TOTAL CURRENT ASSETS</b>	-	-	-	-	-
<b><u>PROPERTY, BUILDING AND EQUIPMENT, net</u></b>	-	-	-	-	-
<b><u>OTHER ASSETS</u></b>	-	-	-	-	-
<b>TOTAL ASSETS</b>	-	-	-	-	-
<b><u>LIABILITIES AND NET ASSETS</u></b>					
<b><u>CURRENT LIABILITIES</u></b>					
Accounts payable and accrued expenses	-	-	-	-	-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>TOTAL CURRENT LIABILITIES</b>	-	-	-	-	-
<b><u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u></b>	-	-	-	-	-
<b>TOTAL LIABILITIES</b>	-	-	-	-	-
<b><u>NET ASSETS</u></b>					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
<b>TOTAL NET ASSETS</b>	-	-	-	-	-
<b>TOTAL LIABILITIES AND NET ASSETS</b>	-	-	-	-	-



**KING CENTER CHARTER SC**  
**Budget / Operating Plan**

2019-20

<b>Total Revenue</b>	-	638,740	-	-	1,914,619	-	-
<b>Total Expenses</b>	-	1,168,861	-	-	1,738,022	-	-
<b>Net Income</b>	-	(530,121)	-	-	176,597	-	-
<b>Actual Student Enrollment</b>	-	430	-	-	430	-	-
<b>2019-20</b>							
<b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b>							
	<b>1st Quarter - 7/1 - 9/30</b>			<b>2nd Quarter - 10/1 - 12/31</b>			<b>3rd Q</b>
	<b>Actual</b>	<b>Current Budget</b>	<b>Variance</b>	<b>Actual</b>	<b>Current Budget</b>	<b>Variance</b>	<b>Actual</b>
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	28,315	-	-	84,944	-	-
<b>LOCAL and OTHER REVENUE</b>							
Contributions and Donations	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	800	-	-	800	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	843	-	-	2,529	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	1,643	-	-	3,329	-	-
<b>TOTAL REVENUE</b>	-	<b>638,740</b>	-	-	<b>1,914,619</b>	-	-

**KING CENTER CHARTER SC  
Budget / Operating Plan**

**2019-20**

<b>Total Revenue</b>	-	<b>638,740</b>	-	-	<b>1,914,619</b>	-	-
<b>Total Expenses</b>	-	<b>1,168,861</b>	-	-	<b>1,738,022</b>	-	-
<b>Net Income</b>	-	<b>(530,121)</b>	-	-	<b>176,597</b>	-	-
<b>Actual Student Enrollment</b>	-	<b>430</b>	-	-	<b>430</b>	-	-

<b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b>	<b>1st Quarter - 7/1 - 9/30</b>			<b>2nd Quarter - 10/1 - 12/31</b>			<b>3rd Quarter</b>
	<b>Actual</b>	<b>Current Budget</b>	<b>Variance</b>	<b>Actual</b>	<b>Current Budget</b>	<b>Variance</b>	<b>Actual</b>

<b>EXPENSES</b>	<b>Quarter 0 No. of Positions</b>	<b>Actual</b>	<b>Current Budget</b>	<b>Variance</b>	<b>Actual</b>	<b>Current Budget</b>	<b>Variance</b>	<b>Actual</b>
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>								
Executive Management	-		27,500	-		27,500	-	
Instructional Management	-		45,737	-		45,738	-	
Deans, Directors & Coordinators	-		22,770	-		31,158	-	
CFO / Director of Finance	-		23,299	-		23,299	-	
Operation / Business Manager	-		-	-		-	-	
Administrative Staff	-		24,133	-		24,133	-	
<b>TOTAL ADMINISTRATIVE STAFF</b>	-		143,439	-		151,828	-	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>								
Teachers - Regular	-		256,440	-		512,883	-	
Teachers - SPED	-		39,567	-		79,134	-	
Substitute Teachers	-		8,786	-		17,571	-	
Teaching Assistants	-		28,343	-		56,685	-	
Specialty Teachers	-		63,717	-		127,437	-	
Aides	-		-	-		-	-	
Therapists & Counselors	-		17,087	-		26,687	-	
Other	-		83,759	-		83,759	-	
<b>TOTAL INSTRUCTIONAL</b>	-		497,699	-		904,156	-	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>								
Nurse	-		6,305	-		12,615	-	
Librarian	-		5,857	-		11,715	-	
Custodian	-		35,996	-		35,996	-	
Security	-		4,686	-		9,372	-	
Other	-		12,066	-		12,066	-	
<b>TOTAL NON-INSTRUCTIONAL</b>	-		64,910	-		81,764	-	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	-		706,048	-		1,137,748	-	
<b>PAYROLL TAXES AND BENEFITS</b>								
Payroll Taxes			70,605	-		113,775	-	
Fringe / Employee Benefits			127,600	-		127,600	-	
Retirement / Pension			62,555	-		100,803	-	
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>			260,760	-		342,178	-	
<b>TOTAL PERSONNEL SERVICE COSTS</b>			966,808	-		1,479,926	-	

**KING CENTER CHARTER SC**  
**Budget / Operating Plan**

2019-20

<b>Total Revenue</b>	-	638,740	-	-	1,914,619	-	-
<b>Total Expenses</b>	-	1,168,861	-	-	1,738,022	-	-
<b>Net Income</b>	-	(530,121)	-	-	176,597	-	-
<b>Actual Student Enrollment</b>	-	430	-	-	430	-	-

<b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b>	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
	<b>CONTRACTED SERVICES</b>						
Accounting / Audit	-	-	-	-	-	-	-
Legal	-	-	-	-	-	-	-
Management Company Fee	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-
Special Ed Services	-	4,800	-	-	14,400	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	14,725	-	-	22,725	-	-
<b>TOTAL CONTRACTED SERVICES</b>	-	19,525	-	-	37,125	-	-

**KING CENTER CHARTER SC**  
**Budget / Operating Plan**

2019-20

<b>Total Revenue</b>	-	638,740	-	-	1,914,619	-	-
<b>Total Expenses</b>	-	1,168,861	-	-	1,738,022	-	-
<b>Net Income</b>	-	(530,121)	-	-	176,597	-	-
<b>Actual Student Enrollment</b>	-	430	-	-	430	-	-

	<b>1st Quarter - 7/1 - 9/30</b>			<b>2nd Quarter - 10/1 - 12/31</b>			<b>3rd Q</b>
<b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b>	<b>Actual</b>	<b>Current Budget</b>	<b>Variance</b>	<b>Actual</b>	<b>Current Budget</b>	<b>Variance</b>	<b>Actual</b>

**SCHOOL OPERATIONS**

Board Expenses		-	-		-	-	
Classroom / Teaching Supplies & Materials		7,936	-		23,808	-	
Special Ed Supplies & Materials		-	-		-	-	
Textbooks / Workbooks		-	-		-	-	
Supplies & Materials other		-	-		-	-	
Equipment / Furniture		-	-		-	-	
Telephone		725	-		725	-	
Technology		6,504	-		19,512	-	
Student Testing & Assessment		1,472	-		4,416	-	
Field Trips		2,080	-		6,240	-	
Transportation (student)		2,320	-		6,960	-	
Student Services - other		3,580	-		10,740	-	
Office Expense		17,490	-		17,490	-	
Staff Development		3,859	-		11,577	-	
Staff Recruitment		-	-		-	-	
Student Recruitment / Marketing		-	-		-	-	
School Meals / Lunch		-	-		-	-	
Travel (Staff)		-	-		-	-	
Fundraising		-	-		-	-	
Other		<u>29,457</u>	-		<u>12,398</u>	-	
<b>TOTAL SCHOOL OPERATIONS</b>		- 75,423	-		- 113,866	-	

**FACILITY OPERATION & MAINTENANCE**

Insurance		23,650	-		23,650	-	
Janitorial		-	-		-	-	
Building and Land Rent / Lease / Facility Finance Interest		-	-		-	-	
Repairs & Maintenance		22,605	-		22,605	-	
Equipment / Furniture		-	-		-	-	
Security		-	-		-	-	
Utilities		<u>15,450</u>	-		<u>15,450</u>	-	
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>		- 61,705	-		- 61,705	-	

**DEPRECIATION & AMORTIZATION**

<b>RESERVES / CONTINGENCY</b>		45,400	-		45,400	-	
<b>DEFERRED RENT</b>		-	-		-	-	

**KING CENTER CHARTER SC**  
**Budget / Operating Plan**

**2019-20**

<b>Total Revenue</b>	-	638,740	-	-	1,914,619	-	-
<b>Total Expenses</b>	-	1,168,861	-	-	1,738,022	-	-
<b>Net Income</b>	-	(530,121)	-	-	176,597	-	-
<b>Actual Student Enrollment</b>	-	430	-	-	430	-	-

<b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b>	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
	<b>TOTAL EXPENSES</b>	-	1,168,861	-	-	1,738,022	-
<b>NET INCOME</b>	-	(530,121)	-	-	176,597	-	-



**SCHOOL  
n**

<b>Total Revenue</b>	<b>1,914,619</b>	-	-	<b>1,914,619</b>	-
<b>Total Expenses</b>	<b>1,737,760</b>	-	-	<b>1,737,497</b>	-
<b>Net Income</b>	<b>176,859</b>	-	-	<b>177,122</b>	-
<b>Actual Student Enrollment</b>	<b>430</b>	-	-	<b>430</b>	-

<b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b>	<b>Quarter - 1/1 - 3/31</b>		<b>4th Quarter - 4/1 - 6/30</b>		
	<b>Current Budget</b>	<b>Variance</b>	<b>Actual</b>	<b>Current Budget</b>	<b>Variance</b>

<b>REVENUE</b>					
<b>REVENUES FROM STATE SOURCES</b>					
Per Pupil Revenue	2019-20 Per Pupil Rate				
BUFFALO CITY SD	13,494	1,740,726	-	1,740,726	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
ALL OTHER School Districts: ( Count = 0 )	-	-	-	-	-
<b>TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)</b>	<b>13,494</b>	<b>1,740,726</b>	<b>-</b>	<b>1,740,726</b>	<b>-</b>
Special Education Revenue		85,620	-	85,620	-
Grants					
Stimulus		-	-	-	-
DYCD (Department of Youth and Community Development)		-	-	-	-
Other		-	-	-	-
NYC DoE Rental Assistance		-	-	-	-
Other		-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>		<b>1,826,346</b>	<b>-</b>	<b>1,826,346</b>	<b>-</b>
<b>REVENUE FROM FEDERAL FUNDING</b>					
IDEA Special Needs		-	-	-	-
Title I		-	-	-	-
Title Funding - Other		84,944	-	84,944	-
School Food Service (Free Lunch)		-	-	-	-
Grants					
Charter School Program (CSP) Planning & Implementation		-	-	-	-
Other		-	-	-	-

**SCHOOL  
n**

<b>Total Revenue</b>	<b>1,914,619</b>	-	-	<b>1,914,619</b>	-
<b>Total Expenses</b>	<b>1,737,760</b>	-	-	<b>1,737,497</b>	-
<b>Net Income</b>	<b>176,859</b>	-	-	<b>177,122</b>	-
<b>Actual Student Enrollment</b>	<b>430</b>	-	-	<b>430</b>	-
	<b>Quarter - 1/1 - 3/31</b>		<b>4th Quarter - 4/1 - 6/30</b>		
<b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b>	<b>Current Budget</b>	<b>Variance</b>	<b>Actual</b>	<b>Current Budget</b>	<b>Variance</b>
	-	-	-	-	-
Other	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	84,944	-	-	84,944	-
<b>LOCAL and OTHER REVENUE</b>					
Contributions and Donations	-	-	-	-	-
Fundraising	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-
Earnings on Investments	-	-	-	-	-
Interest Income	800	-	-	800	-
Food Service (Income from meals)	-	-	-	-	-
Text Book	-	-	-	-	-
OTHER	<u>2,529</u>	-	-	<u>2,529</u>	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	3,329	-	-	3,329	-
<b>TOTAL REVENUE</b>	<b><u>1,914,619</u></b>	<b>-</b>	<b>-</b>	<b><u>1,914,619</u></b>	<b>-</b>

**SCHOOL**  
**n**

<b>Total Revenue</b>	<b>1,914,619</b>	-	-	<b>1,914,619</b>	-
<b>Total Expenses</b>	<b>1,737,760</b>	-	-	<b>1,737,497</b>	-
<b>Net Income</b>	<b>176,859</b>	-	-	<b>177,122</b>	-
<b>Actual Student Enrollment</b>	<b>430</b>	-	-	<b>430</b>	-

<p><b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b></p>	<b>Quarter - 1/1 - 3/31</b>		<b>4th Quarter - 4/1 - 6/30</b>		
	<b>Current Budget</b>	<b>Variance</b>	<b>Actual</b>	<b>Current Budget</b>	<b>Variance</b>

<b>EXPENSES</b>	<b>Quarter 0</b>					
	<b>No. of Positions</b>					
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>						
Executive Management	-	27,500	-		27,500	-
Instructional Management	-	45,738	-		45,738	-
Deans, Directors & Coordinators	-	31,158	-		31,157	-
CFO / Director of Finance	-	23,299	-		23,299	-
Operation / Business Manager	-	-	-		-	-
Administrative Staff	-	<u>24,133</u>	-		<u>24,131</u>	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	<b>151,828</b>	-	-	<b>151,825</b>	-
<b>INSTRUCTIONAL PERSONNEL COSTS</b>						
Teachers - Regular	-	512,883	-		512,889	-
Teachers - SPED	-	79,134	-		79,129	-
Substitute Teachers	-	17,571	-		17,572	-
Teaching Assistants	-	56,685	-		56,687	-
Specialty Teachers	-	127,437	-		127,439	-
Aides	-	-	-		-	-
Therapists & Counselors	-	26,687	-		26,685	-
Other	-	<u>83,759</u>	-		<u>83,758</u>	-
<b>TOTAL INSTRUCTIONAL</b>	-	<b>904,156</b>	-	-	<b>904,159</b>	-
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>						
Nurse	-	12,615	-		12,615	-
Librarian	-	11,715	-		11,713	-
Custodian	-	35,996	-		35,995	-
Security	-	9,372	-		9,370	-
Other	-	<u>12,066</u>	-		<u>12,067</u>	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	<b>81,764</b>	-	-	<b>81,760</b>	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	-	<b>1,137,748</b>	-	-	<b>1,137,744</b>	-
<b>PAYROLL TAXES AND BENEFITS</b>						
Payroll Taxes		113,774	-		113,746	-
Fringe / Employee Benefits		127,600	-		127,600	-
Retirement / Pension		<u>100,803</u>	-		<u>100,839</u>	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		<b>342,177</b>	-	-	<b>342,185</b>	-
<b>TOTAL PERSONNEL SERVICE COSTS</b>	-	<b>1,479,925</b>	-	-	<b>1,479,929</b>	-

SCHOOL n					
<b>Total Revenue</b>	1,914,619	-	-	1,914,619	-
<b>Total Expenses</b>	1,737,760	-	-	1,737,497	-
<b>Net Income</b>	176,859	-	-	177,122	-
<b>Actual Student Enrollment</b>	430	-	-	430	-
<b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b>		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
		SCHOOL n			
	Current Budget	Variance	Actual	Current Budget	Variance
<b>CONTRACTED SERVICES</b>					
Accounting / Audit	-	-		-	-
Legal	-	-		-	-
Management Company Fee	-	-		-	-
Nurse Services	-	-		-	-
Food Service / School Lunch	-	-		-	-
Payroll Services	-	-		-	-
Special Ed Services	14,400	-		14,400	-
Titlement Services (i.e. Title I)	-	-		-	-
Other Purchased / Professional / Consulting	<u>22,725</u>	-		<u>22,725</u>	-
<b>TOTAL CONTRACTED SERVICES</b>	<u>37,125</u>	-	-	<u>37,125</u>	-

**SCHOOL  
n**

<b>Total Revenue</b>	<b>1,914,619</b>	-	-	<b>1,914,619</b>	-
<b>Total Expenses</b>	<b>1,737,760</b>	-	-	<b>1,737,497</b>	-
<b>Net Income</b>	<b>176,859</b>	-	-	<b>177,122</b>	-
<b>Actual Student Enrollment</b>	<b>430</b>	-	-	<b>430</b>	-

<b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b>	<b>Quarter - 1/1 - 3/31</b>		<b>4th Quarter - 4/1 - 6/30</b>		
	<b>Current Budget</b>	<b>Variance</b>	<b>Actual</b>	<b>Current Budget</b>	<b>Variance</b>

**SCHOOL OPERATIONS**

Board Expenses	-	-		-	-
Classroom / Teaching Supplies & Materials	23,808	-		23,808	-
Special Ed Supplies & Materials	-	-		-	-
Textbooks / Workbooks	-	-		-	-
Supplies & Materials other	-	-		-	-
Equipment / Furniture	-	-		-	-
Telephone	725	-		725	-
Technology	19,512	-		19,512	-
Student Testing & Assessment	4,416	-		4,416	-
Field Trips	6,240	-		6,240	-
Transportation (student)	6,960	-		6,960	-
Student Services - other	10,740	-		10,740	-
Office Expense	17,490	-		17,490	-
Staff Development	11,577	-		11,577	-
Staff Recruitment	-	-		-	-
Student Recruitment / Marketing	-	-		-	-
School Meals / Lunch	-	-		-	-
Travel (Staff)	-	-		-	-
Fundraising	-	-		-	-
Other	<u>12,137</u>	-		<u>11,870</u>	-
<b>TOTAL SCHOOL OPERATIONS</b>	<b>113,605</b>	-	-	<b>113,338</b>	-

**FACILITY OPERATION & MAINTENANCE**

Insurance	23,650	-		23,650	-
Janitorial	-	-		-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-		-	-
Repairs & Maintenance	22,605	-		22,605	-
Equipment / Furniture	-	-		-	-
Security	-	-		-	-
Utilities	<u>15,450</u>	-		<u>15,450</u>	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>61,705</b>	-	-	<b>61,705</b>	-

**DEPRECIATION & AMORTIZATION**

**RESERVES / CONTINGENCY**

**DEFERRED RENT**

	45,400	-		45,400	-
	-	-		-	-
	-	-		-	-

SCHOOL					
n					
SCHOOL					
n					
Total Revenue	1,914,619	-	-	1,914,619	-
Total Expenses	1,737,760	-	-	1,737,497	-
Net Income	176,859	-	-	177,122	-
Actual Student Enrollment	430	-	-	430	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		Quarter - 1/1 - 3/31		Current	
		Budget	Variance	Actual	Budget
TOTAL EXPENSES	1,737,760	-	-	1,737,497	-
NET INCOME	176,859	-	-	177,122	-

SCHOOL					
n					
Total Revenue	1,914,619	-	-	1,914,619	-
Total Expenses	1,737,760	-	-	1,737,497	-
Net Income	176,859	-	-	177,122	-
Actual Student Enrollment	Quarter - 1/1 - 3/31 430	-	-	430	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed					
	Current Budget	Variance	Actual	Current Budget	Variance
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>					
BUFFALO CITY SD	430	-	-	430	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
ALL OTHER School Districts: ( Count = 0 )	-	-	-	-	-
<b>TOTAL ENROLLMENT</b>	<b>430</b>	<b>-</b>	<b>-</b>	<b>430</b>	<b>-</b>
<b>REVENUE PER PUPIL</b>	<b>4,453</b>	<b>-</b>	<b>-</b>	<b>4,453</b>	<b>-</b>
<b>EXPENSES PER PUPIL</b>	<b>4,041</b>	<b>-</b>	<b>-</b>	<b>4,041</b>	<b>-</b>



**KING CENTER CHARTER SCHOOL  
Budget / Operating Plan**

**2019-20**

<b>Total Revenue</b>	-	-	-	6,382,597	(6,382,597)	-	-	6,382,5
<b>Total Expenses</b>	-	-	-	6,382,140	6,382,140	-	-	6,382,1
<b>Net Income</b>	-	-	-	457	(457)	-	-	4
<b>Actual Student Enrollment</b>	-	-	-			-	-	

**\*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**

**TOTALS AND VARIANCE ANALYSIS**

	<b>Actual</b>	<b>Current Budget (Current Quarter)</b>	<b>Actual vs. Current Budget</b>	<b>Current Budget - TY</b>	<b>Actual vs. Current Budget TY</b>	<b>Original Budget (Current Quarter)</b>	<b>Actual vs. Original Budget</b>	<b>Original Budget -</b>
Other	-	-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	283,147	(283,147)	-	-	283,1
<b>LOCAL and OTHER REVENUE</b>								
Contributions and Donations	-	-	-	-	-	-	-	
Fundraising	-	-	-	-	-	-	-	
Erate Reimbursement	-	-	-	-	-	-	-	
Earnings on Investments	-	-	-	-	-	-	-	
Interest Income	-	-	-	3,200	(3,200)	-	-	3,2
Food Service (Income from meals)	-	-	-	-	-	-	-	
Text Book	-	-	-	-	-	-	-	
OTHER	-	-	-	8,430	(8,430)	-	-	8,4
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	11,630	(11,630)	-	-	11,6
<b>TOTAL REVENUE</b>	-	-	-	<b>6,382,597</b>	<b>(6,382,597)</b>	-	-	<b>6,382,5</b>

**KING CENTER CHARTER SCHOOL**  
**Budget / Operating Plan**

2019-20

<b>Total Revenue</b>	-	-	-	6,382,597	(6,382,597)	-	-	6,382,597
<b>Total Expenses</b>	-	-	-	6,382,140	6,382,140	-	-	6,382,140
<b>Net Income</b>	-	-	-	457	(457)	-	-	457
<b>Actual Student Enrollment</b>	-	-	-			-	-	

\*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

**TOTALS AND VARIANCE ANALYSIS**

Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget -
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**EXPENSES** Quarter 0

**ADMINISTRATIVE STAFF PERSONNEL COSTS** No. of Positions

Executive Management	-	-	-	110,000	110,000	-	-	110,000
Instructional Management	-	-	-	182,951	182,951	-	-	182,951
Deans, Directors & Coordinators	-	-	-	116,243	116,243	-	-	116,243
CFO / Director of Finance	-	-	-	93,196	93,196	-	-	93,196
Operation / Business Manager	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	96,530	96,530	-	-	96,530
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	-	-	598,920	598,920	-	-	598,920

**INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular	-	-	-	1,795,095	1,795,095	-	-	1,795,095
Teachers - SPED	-	-	-	276,964	276,964	-	-	276,964
Substitute Teachers	-	-	-	61,500	61,500	-	-	61,500
Teaching Assistants	-	-	-	198,400	198,400	-	-	198,400
Specialty Teachers	-	-	-	446,030	446,030	-	-	446,030
Aides	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	97,146	97,146	-	-	97,146
Other	-	-	-	335,035	335,035	-	-	335,035
<b>TOTAL INSTRUCTIONAL</b>	-	-	-	3,210,170	3,210,170	-	-	3,210,170

**NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse	-	-	-	44,150	44,150	-	-	44,150
Librarian	-	-	-	41,000	41,000	-	-	41,000
Custodian	-	-	-	143,983	143,983	-	-	143,983
Security	-	-	-	32,800	32,800	-	-	32,800
Other	-	-	-	48,265	48,265	-	-	48,265
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-	-	310,198	310,198	-	-	310,198

**SUBTOTAL PERSONNEL SERVICE COSTS**

	-	-	-	4,119,288	4,119,288	-	-	4,119,288
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**PAYROLL TAXES AND BENEFITS**

Payroll Taxes	-	-	-	411,900	411,900	-	-	411,900
Fringe / Employee Benefits	-	-	-	510,400	510,400	-	-	510,400
Retirement / Pension	-	-	-	365,000	365,000	-	-	365,000
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-	-	-	1,287,300	1,287,300	-	-	1,287,300

**TOTAL PERSONNEL SERVICE COSTS**

	-	-	-	5,406,588	5,406,588	-	-	5,406,588
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**KING CENTER CHARTER SCHOOL  
Budget / Operating Plan**

**2019-20**

<b>Total Revenue</b>	-	-	-	6,382,597	(6,382,597)	-	-	6,382,597
<b>Total Expenses</b>	-	-	-	6,382,140	6,382,140	-	-	6,382,140
<b>Net Income</b>	-	-	-	457	(457)	-	-	457
<b>Actual Student Enrollment</b>	-	-	-			-	-	

**TOTALS AND VARIANCE ANALYSIS**

**\*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**

	<b>Actual</b>	<b>Current Budget (Current Quarter)</b>	<b>Actual vs. Current Budget</b>	<b>Current Budget - TY</b>	<b>Actual vs. Current Budget TY</b>	<b>Original Budget (Current Quarter)</b>	<b>Actual vs. Original Budget</b>	<b>Original Budget -</b>
<b>CONTRACTED SERVICES</b>								
Accounting / Audit	-	-	-	-	-	-	-	-
Legal	-	-	-	-	-	-	-	-
Management Company Fee	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	48,000	48,000	-	-	48,000
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	82,900	82,900	-	-	82,900
<b>TOTAL CONTRACTED SERVICES</b>	-	-	-	130,900	130,900	-	-	130,900

**KING CENTER CHARTER SCHOOL  
Budget / Operating Plan**

**2019-20**

<b>Total Revenue</b>	-	-	-	<b>6,382,597</b>	<b>(6,382,597)</b>	-	-	<b>6,382,597</b>
<b>Total Expenses</b>	-	-	-	<b>6,382,140</b>	<b>6,382,140</b>	-	-	<b>6,382,140</b>
<b>Net Income</b>	-	-	-	<b>457</b>	<b>(457)</b>	-	-	<b>457</b>
<b>Actual Student Enrollment</b>	-	-	-			-	-	

**TOTALS AND VARIANCE ANALYSIS**

**\*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**

<b>Actual</b>	<b>Current Budget (Current Quarter)</b>	<b>Actual vs. Current Budget</b>	<b>Current Budget - TY</b>	<b>Actual vs. Current Budget TY</b>	<b>Original Budget (Current Quarter)</b>	<b>Actual vs. Original Budget</b>	<b>Original Budget -</b>
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**SCHOOL OPERATIONS**

Board Expenses	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	79,360	79,360	-	-	79,360
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-
Telephone	-	-	-	2,900	2,900	-	-	2,900
Technology	-	-	-	65,040	65,040	-	-	65,040
Student Testing & Assessment	-	-	-	14,720	14,720	-	-	14,720
Field Trips	-	-	-	20,800	20,800	-	-	20,800
Transportation (student)	-	-	-	23,200	23,200	-	-	23,200
Student Services - other	-	-	-	35,800	35,800	-	-	35,800
Office Expense	-	-	-	69,960	69,960	-	-	69,960
Staff Development	-	-	-	38,590	38,590	-	-	38,590
Staff Recruitment	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-
Other	-	-	-	65,862	65,862	-	-	65,862
<b>TOTAL SCHOOL OPERATIONS</b>	-	-	-	<b>416,232</b>	<b>416,232</b>	-	-	<b>416,232</b>

**FACILITY OPERATION & MAINTENANCE**

Insurance	-	-	-	94,600	94,600	-	-	94,600
Janitorial	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	90,420	90,420	-	-	90,420
Equipment / Furniture	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-
Utilities	-	-	-	61,800	61,800	-	-	61,800
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	-	-	<b>246,820</b>	<b>246,820</b>	-	-	<b>246,820</b>

**DEPRECIATION & AMORTIZATION**

<b>RESERVES / CONTINGENCY</b>	-	-	-	-	-	-	-	-
<b>DEFERRED RENT</b>	-	-	-	-	-	-	-	-

**KING CENTER CHARTER SCHOOL  
Budget / Operating Plan**

**2019-20**

<b>Total Revenue</b>	-	-	-	6,382,597	(6,382,597)	-	-	6,382,5
<b>Total Expenses</b>	-	-	-	6,382,140	6,382,140	-	-	6,382,1
<b>Net Income</b>	-	-	-	457	(457)	-	-	4
<b>Actual Student Enrollment</b>	-	-	-			-	-	

**TOTALS AND VARIANCE ANALYSIS**

**\*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget -
<b>TOTAL EXPENSES</b>	-	-	-	6,382,140	6,382,140	-	-	6,382,1
<b>NET INCOME</b>	-	-	-	457	(457)	-	-	4



<b>Total Revenue</b>	<b>(6,382,597)</b>	-	-
<b>Total Expenses</b>	<b>6,382,140</b>	-	-
<b>Net Income</b>	<b>(457)</b>	-	-
<b>Actual Student Enrollment</b>		-	-

<b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b>	<b>Actual vs. Original Budget TY</b>	<b>PY Actual (PY TY / No. of COMPLETED Actual CY</b>	<b>Actual CY vs. Actual PY</b>
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<b>REVENUE</b>				
<b>REVENUES FROM STATE SOURCES</b>				
Per Pupil Revenue	2019-20 Per Pupil Rate			
BUFFALO CITY SD	13,494	(5,802,420)	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
ALL OTHER School Districts: ( Count = 0 )	-	-	-	-
<b>TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)</b>	<b>13,494</b>	<b>(5,802,420)</b>	<b>-</b>	<b>-</b>
Special Education Revenue		(285,400)	-	-
Grants				
Stimulus		-	-	-
DYCD (Department of Youth and Community Development)		-	-	-
Other		-	-	-
NYC DoE Rental Assistance		-	-	-
Other		-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>		<b>(6,087,820)</b>	<b>-</b>	<b>-</b>
<b>REVENUE FROM FEDERAL FUNDING</b>				
IDEA Special Needs		-	-	-
Title I		-	-	-
Title Funding - Other		(283,147)	-	-
School Food Service (Free Lunch)		-	-	-
Grants				
Charter School Program (CSP) Planning & Implementation		-	-	-
Other		-	-	-

<b>Total Revenue</b>	<b>(6,382,597)</b>	-	-
<b>Total Expenses</b>	<b>6,382,140</b>	-	-
<b>Net Income</b>	<b>(457)</b>	-	-
<b>Actual Student Enrollment</b>		-	-
<p><b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b></p>			
	<b>Actual vs. Original Budget TY</b>	<b>PY Actual (PY TY / No. of COMPLETED Actual CY</b>	<b>Actual CY vs. Actual PY</b>
Other	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	(283,147)	-	-
<b>LOCAL and OTHER REVENUE</b>			
Contributions and Donations	-	-	-
Fundraising	-	-	-
Erate Reimbursement	-	-	-
Earnings on Investments	-	-	-
Interest Income	(3,200)	-	-
Food Service (Income from meals)	-	-	-
Text Book	-	-	-
OTHER	(8,430)	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	(11,630)	-	-
<b>TOTAL REVENUE</b>	<b>(6,382,597)</b>	-	-

<b>Total Revenue</b>	<b>(6,382,597)</b>	-	-
<b>Total Expenses</b>	<b>6,382,140</b>	-	-
<b>Net Income</b>	<b>(457)</b>	-	-
<b>Actual Student Enrollment</b>		-	-

**\*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**

<b>Actual vs. Original Budget TY</b>	<b>PY Actual (PY TY / No. of COMPLETED Actual CY</b>	<b>Actual CY vs. Actual PY</b>
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**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

	Quarter 0 No. of Positions			
Executive Management	-	110,000	-	-
Instructional Management	-	182,951	-	-
Deans, Directors & Coordinators	-	116,243	-	-
CFO / Director of Finance	-	93,196	-	-
Operation / Business Manager	-	-	-	-
Administrative Staff	-	96,530	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	<b>598,920</b>	-	-

**INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular	-	1,795,095	-	-
Teachers - SPED	-	276,964	-	-
Substitute Teachers	-	61,500	-	-
Teaching Assistants	-	198,400	-	-
Specialty Teachers	-	446,030	-	-
Aides	-	-	-	-
Therapists & Counselors	-	97,146	-	-
Other	-	335,035	-	-
<b>TOTAL INSTRUCTIONAL</b>	-	<b>3,210,170</b>	-	-

**NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse	-	44,150	-	-
Librarian	-	41,000	-	-
Custodian	-	143,983	-	-
Security	-	32,800	-	-
Other	-	48,265	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	<b>310,198</b>	-	-

**SUBTOTAL PERSONNEL SERVICE COSTS**

**PAYROLL TAXES AND BENEFITS**

Payroll Taxes		411,900	-	-
Fringe / Employee Benefits		510,400	-	-
Retirement / Pension		365,000	-	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		<b>1,287,300</b>	-	-

**TOTAL PERSONNEL SERVICE COSTS**

	-	5,406,588	-	-
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<b>Total Revenue</b>	<b>(6,382,597)</b>	-	-
<b>Total Expenses</b>	<b>6,382,140</b>	-	-
<b>Net Income</b>	<b>(457)</b>	-	-
<b>Actual Student Enrollment</b>		-	
<b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b>			
	<b>Actual vs. Original Budget TY</b>	<b>PY Actual (PY TY / No. of COMPLETED Actual CY</b>	<b>Actual CY vs. Actual PY</b>
<b>CONTRACTED SERVICES</b>			
Accounting / Audit	-	-	-
Legal	-	-	-
Management Company Fee	-	-	-
Nurse Services	-	-	-
Food Service / School Lunch	-	-	-
Payroll Services	-	-	-
Special Ed Services	48,000	-	-
Titlement Services (i.e. Title I)	-	-	-
Other Purchased / Professional / Consulting	82,900	-	-
<b>TOTAL CONTRACTED SERVICES</b>	<b>130,900</b>	-	-

<b>Total Revenue</b>	<b>(6,382,597)</b>	-	-
<b>Total Expenses</b>	<b>6,382,140</b>	-	-
<b>Net Income</b>	<b>(457)</b>	-	-
<b>Actual Student Enrollment</b>		-	-
<p><b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b></p>			
	<b>Actual vs. Original Budget TY</b>	<b>PY Actual (PY TY / No. of COMPLETED Actual CY</b>	<b>Actual CY vs. Actual PY</b>
<b>SCHOOL OPERATIONS</b>			
Board Expenses	-	-	-
Classroom / Teaching Supplies & Materials	79,360	-	-
Special Ed Supplies & Materials	-	-	-
Textbooks / Workbooks	-	-	-
Supplies & Materials other	-	-	-
Equipment / Furniture	-	-	-
Telephone	2,900	-	-
Technology	65,040	-	-
Student Testing & Assessment	14,720	-	-
Field Trips	20,800	-	-
Transportation (student)	23,200	-	-
Student Services - other	35,800	-	-
Office Expense	69,960	-	-
Staff Development	38,590	-	-
Staff Recruitment	-	-	-
Student Recruitment / Marketing	-	-	-
School Meals / Lunch	-	-	-
Travel (Staff)	-	-	-
Fundraising	-	-	-
Other	65,862	-	-
<b>TOTAL SCHOOL OPERATIONS</b>	<b>416,232</b>	-	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>			
Insurance	94,600	-	-
Janitorial	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-
Repairs & Maintenance	90,420	-	-
Equipment / Furniture	-	-	-
Security	-	-	-
Utilities	61,800	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>246,820</b>	-	-
<b>DEPRECIATION &amp; AMORTIZATION</b>	<b>181,600</b>	-	-
<b>RESERVES / CONTINGENCY</b>	-	-	-
<b>DEFERRED RENT</b>	-	-	-

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<b>Total Revenue</b>	<b>(6,382,597)</b>	-	-
<b>Total Expenses</b>	<b>6,382,140</b>	-	-
<b>Net Income</b>	<b>(457)</b>	-	-
<b>Actual Student Enrollment</b>		-	
<p><b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b></p>			
	<b>Actual vs. Original Budget TY</b>	<b>PY Actual (PY TY / No. of COMPLETED Actual CY</b>	<b>Actual CY vs. Actual PY</b>
<b>TOTAL EXPENSES</b>	<b>6,382,140</b>	-	-
<b>NET INCOME</b>	<b>(457)</b>	-	-

				-
<b>Total Revenue</b>	<b>(6,382,597)</b>	-	-	-
<b>Total Expenses</b>	<b>6,382,140</b>	-	-	-
<b>Net Income</b>	<b>(457)</b>	-	-	-
<b>Actual Student Enrollment</b>		-	-	-
<p><b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b></p>		<p><b>Actual vs. Original Budget TY</b></p>	<p><b>PY Actual (PY TY / No. of COMPLETED Actual CY</b></p>	<p><b>Actual CY vs. Actual PY</b></p>
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>				
BUFFALO CITY SD		-	-	-
-		-	-	-
-		-	-	-
-		-	-	-
-		-	-	-
-		-	-	-
-		-	-	-
-		-	-	-
-		-	-	-
-		-	-	-
-		-	-	-
-		-	-	-
-		-	-	-
-		-	-	-
-		-	-	-
-		-	-	-
-		-	-	-
ALL OTHER School Districts: ( Count = 0 )		-	-	-
<b>TOTAL ENROLLMENT</b>		-	-	-
<b>REVENUE PER PUPIL</b>		-	-	-
<b>EXPENSES PER PUPIL</b>		-	-	-



**Annual Report Requirement**  
*for SUNY Authorized Charter Schools*  
**KING CENTER CHARTER SCHOOL**  
**2019-20**

Administrative  
expenditures per pupil:

\$0.00

Per NYS Statute

Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

**\*NOTE: THIS TAB ONLY NEEDS TO BE COMPLETED FOR Q4**

**Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools**

**Name: Constance M. Moss, Ph.D.**

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**Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):**

**King Center Charter School**

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1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative). Member

2. Are you an employee of any school operated by the education corporation?  
 Yes  No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date. As a consultant, served from 2007 – 2011 for approximately \$30,000 annually.

4. 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 have held or engaged in with the charter school(s) operated by the education corporation 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
None	None		

5. Identify each individual, business, corporation, union association, firm, partnership, 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(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
None				

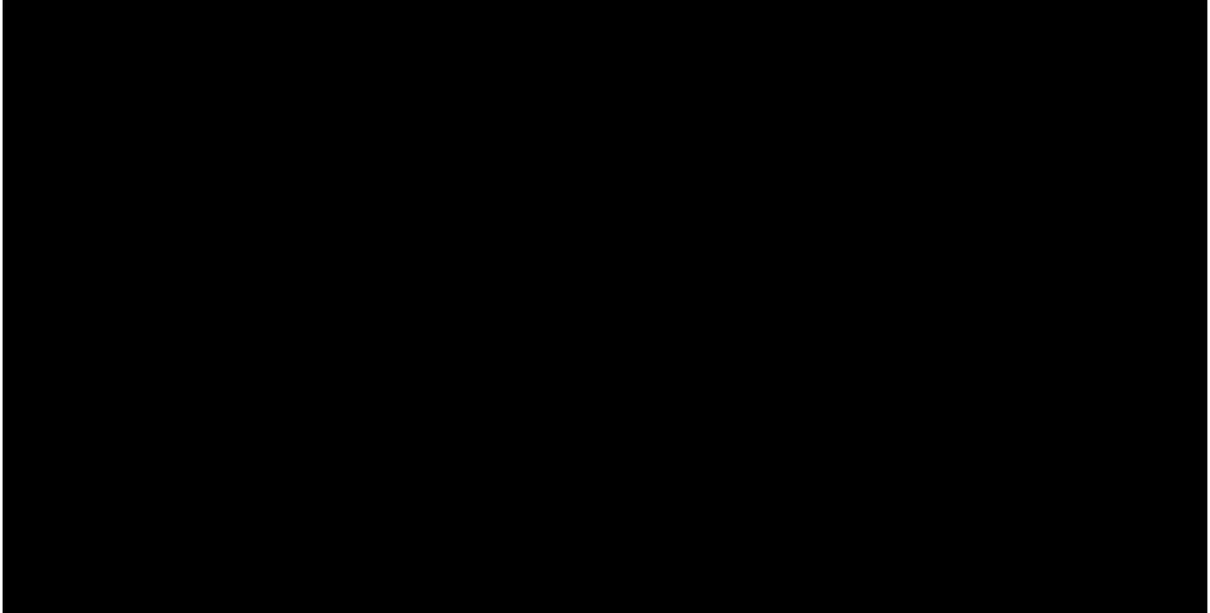
Constance M. Moss

7-10-19

Signature

Date

*Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*



*last revised 08/21/2018*

**Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools**

**Name:**

**Donell L. Gibson, Jr.**

**Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):**

**King Center Charter School**

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

**No Board positions held**

2. Are you an employee of any school operated by the education corporation?  
 Yes  No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. 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 have held or engaged in with the charter school(s) operated by the education corporation 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

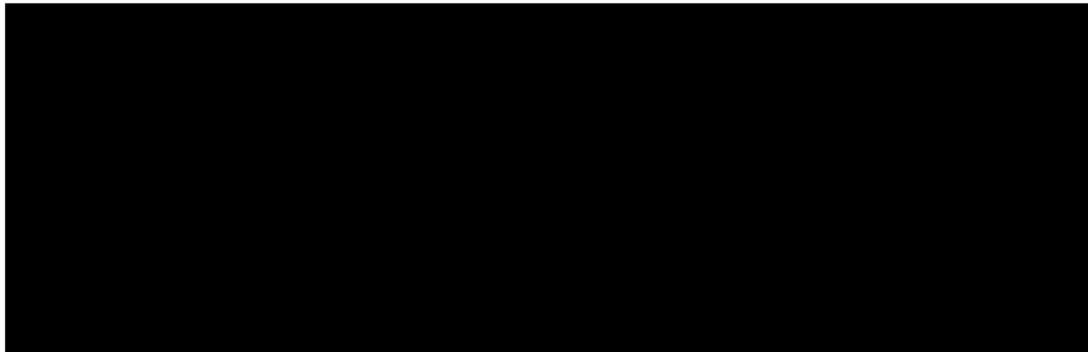
Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
NONE	NONE	NONE	NONE

5. Identify each individual, business, corporation, union association, firm, partnership, 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(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
NONE	NONE	NONE	NONE	NONE


7/9/2019  
 \_\_\_\_\_  
 Signature Date

*Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*



**Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools**

**Name: Michael McMahon**

---

**Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):**

**King Center Charter School**

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1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

**Board Member**

2. Are you an employee of any school operated by the education corporation?  
 Yes  No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

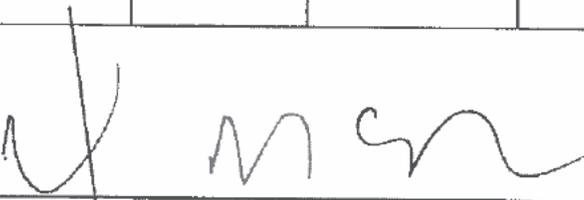
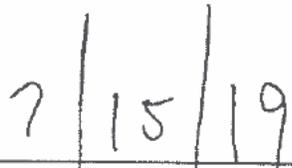
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4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

<b>Date(s)</b>	<b>Nature of financial interest/transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>
<i>NONE</i>	<i>NONE</i>	<i>NONE</i>	<i>NONE</i>

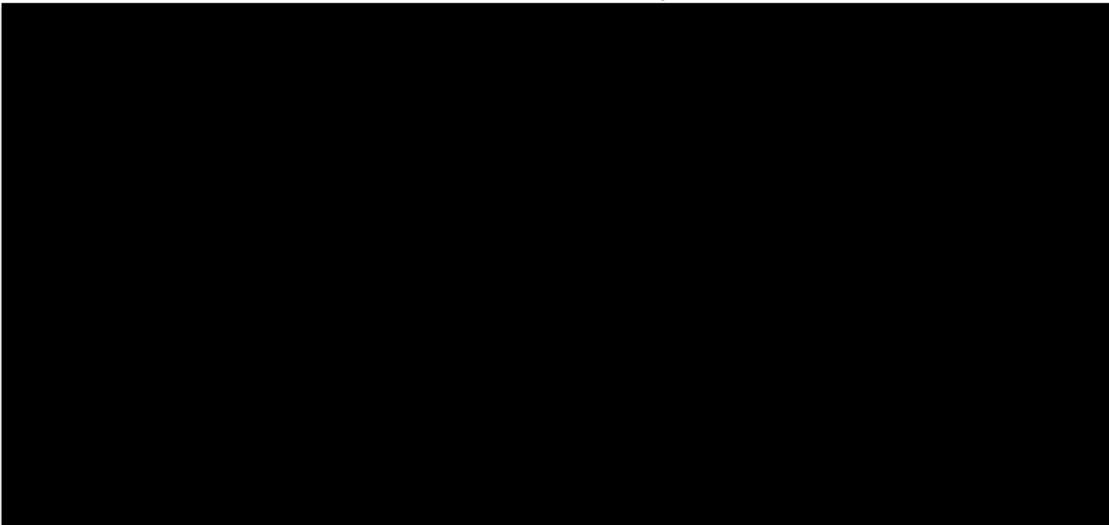
5. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
NONE	NONE	NONE	NONE	NONE.

Signature \_\_\_\_\_ Date \_\_\_\_\_

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**Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools**

Name:

Toddie Rogers

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

King Center Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Parent representative

2. Are you an employee of any school operated by the education corporation?  
 Yes  No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

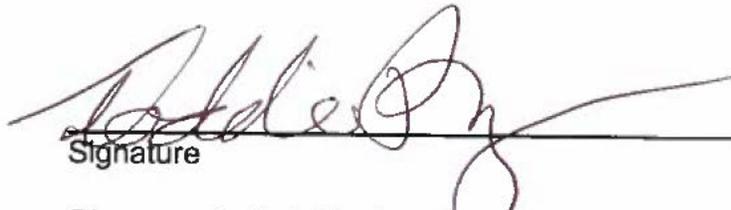
If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. 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 have held or engaged in with the charter school(s) operated by the education corporation 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

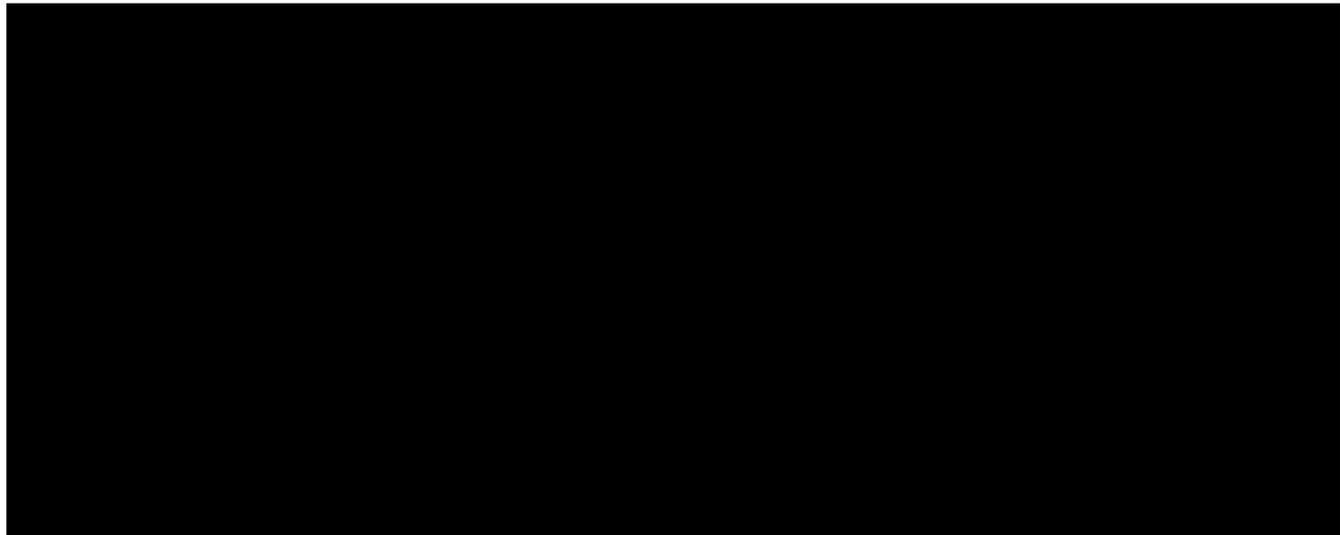
Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
—	None	—	—

5. Identify each individual, business, corporation, union association, firm, partnership, 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(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
—	None	—	—	—

 \_\_\_\_\_  
Signature Date 7/14/19

*Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*



**Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools**

Name:

Julie Henry

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

KCCS

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Secretary  
Education Committee

2. Are you an employee of any school operated by the education corporation?  
 Yes  No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

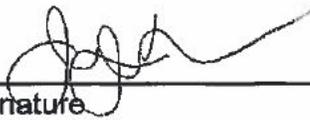
If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. 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 have held or engaged in with the charter school(s) operated by the education corporation 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

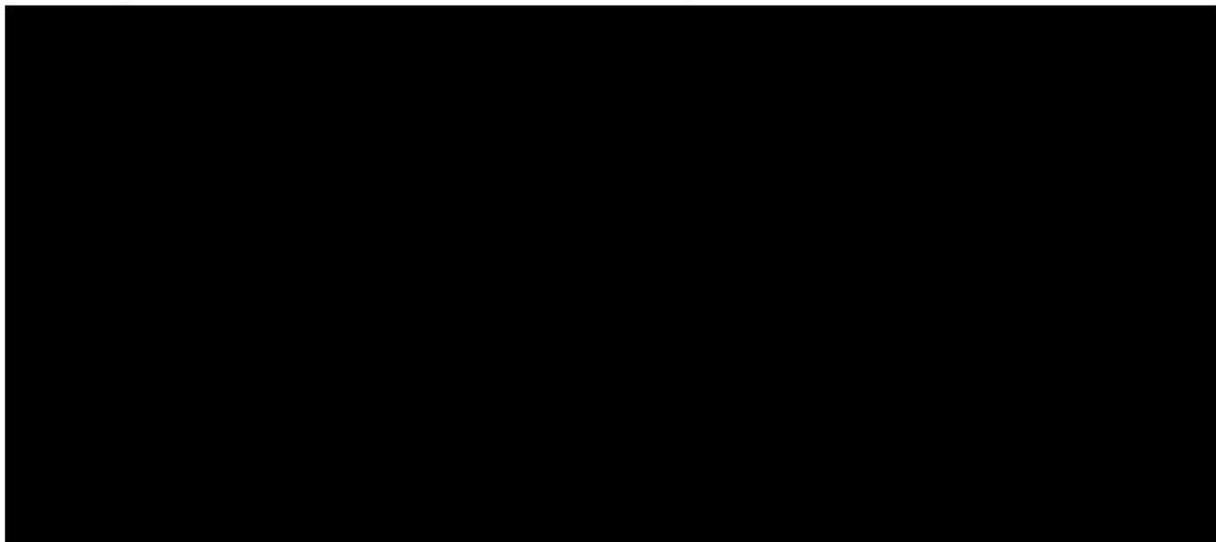
5. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

  
Signature

7/10/19  
Date

*Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*



**Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools**

Name: STEVEN BILTEKOFF

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

MEMBER

2. Are you an employee of any school operated by the education corporation?  
 Yes  No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

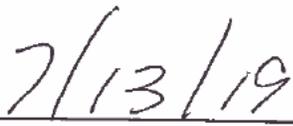
If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. 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 have held or engaged in with the charter school(s) operated by the education corporation 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

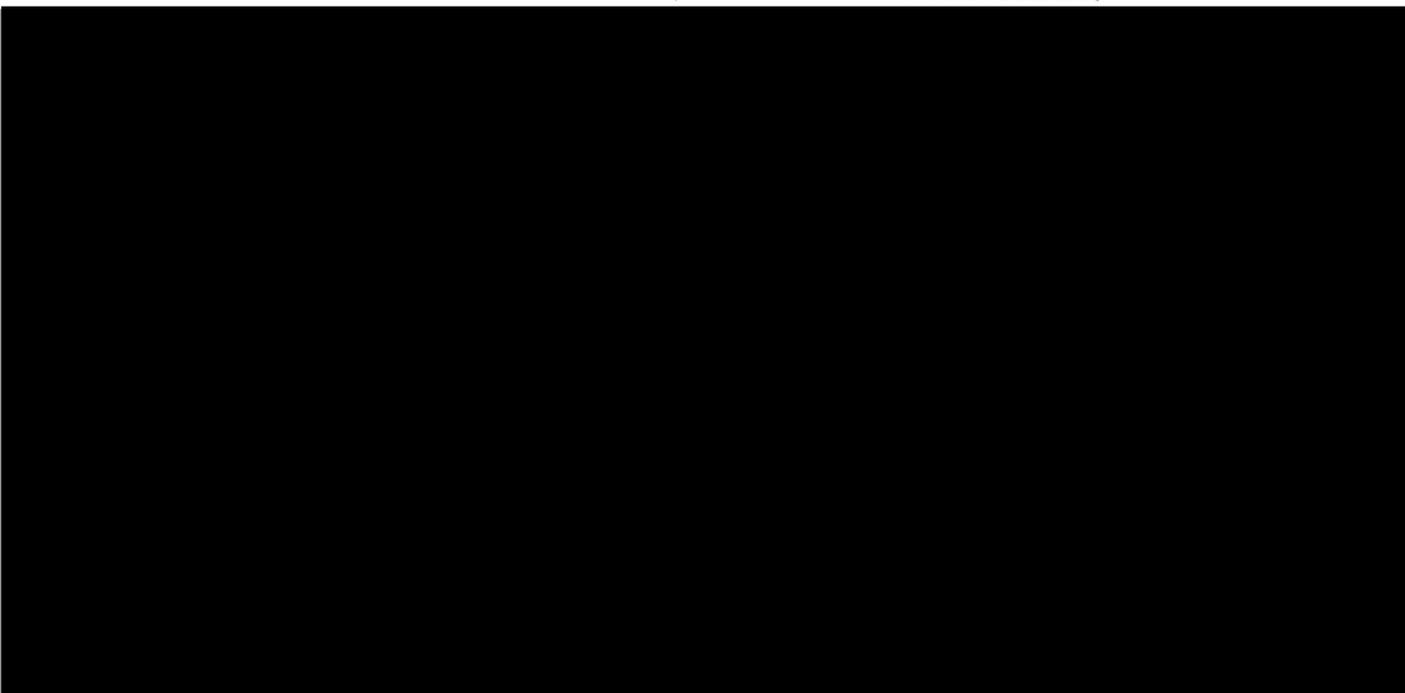
Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
	<i>NONE</i>		

5. Identify each individual, business, corporation, union association, firm, partnership, 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(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>NONE</i>				

   
Signature \_\_\_\_\_ Date \_\_\_\_\_

*Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*



**Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools**

Name:

Carl B Morgan

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

King Center Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Treasurer

2. Are you an employee of any school operated by the education corporation?  
 Yes  No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. 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 have held or engaged in with the charter school(s) operated by the education corporation 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
Please write <b>NONE</b>	<i>"None" if applicable.</i>	<i>Do not leave</i>	<i>this space blank.</i>

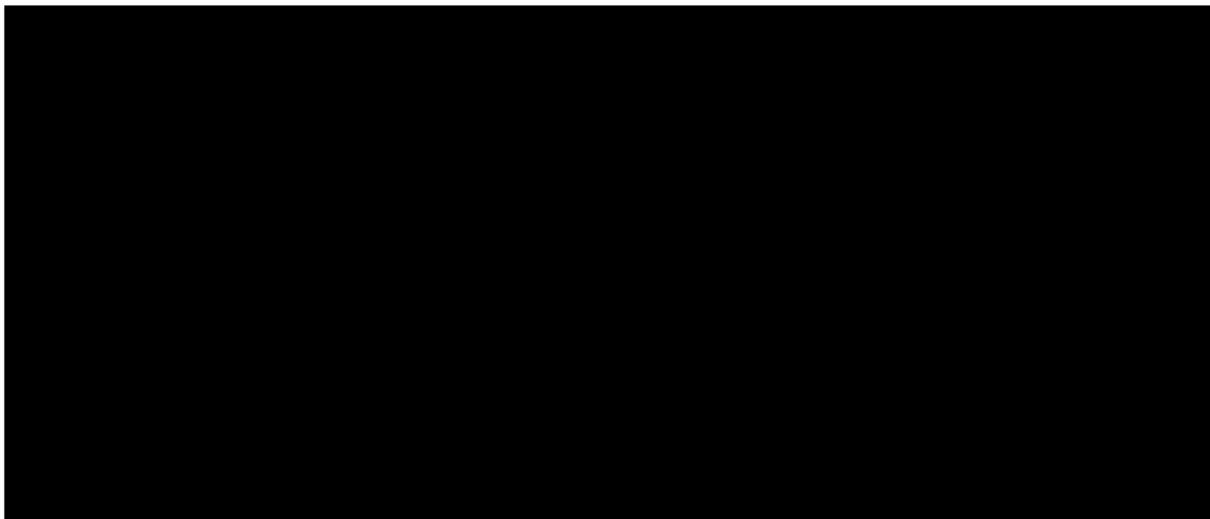
5. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None.**"

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<p><i>None</i></p> <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				

*[Handwritten Signature]*  
 \_\_\_\_\_  
 Signature

*19 July 2019*  
 \_\_\_\_\_  
 Date

*Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*



**Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools**

Name:

Scott Saperston

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

King Center Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Co-President

2. Are you an employee of any school operated by the education corporation?  
 Yes  No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. 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 have held or engaged in with the charter school(s) operated by the education corporation 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p><i>None</i></p>			

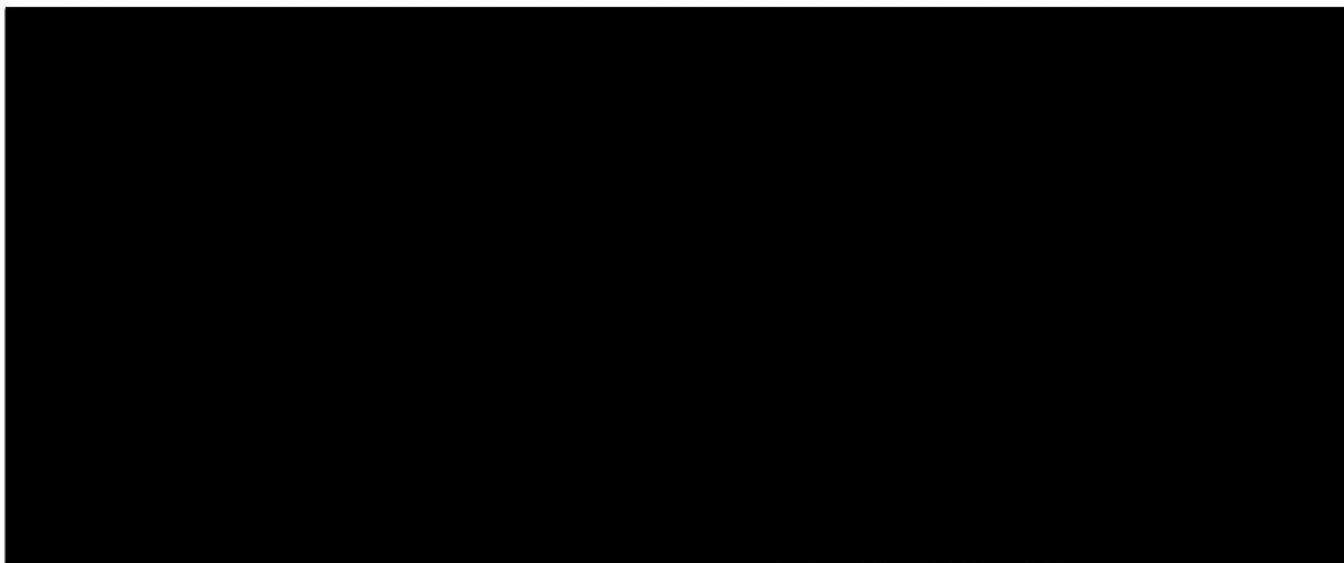
5. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="text-align: center;">None</p>				

*W. Matt Depertis*  
 Signature

7/22/19  
 Date

*Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*



**Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools**

Name:

Michelle A. Martin

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

King Center Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Co-President  
Chair of Personnel + Nominations

2. Are you an employee of any school operated by the education corporation?  
 Yes  No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. 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 have held or engaged in with the charter school(s) operated by the education corporation 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>			

5. Identify each individual, business, corporation, union association, firm, partnership, 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(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

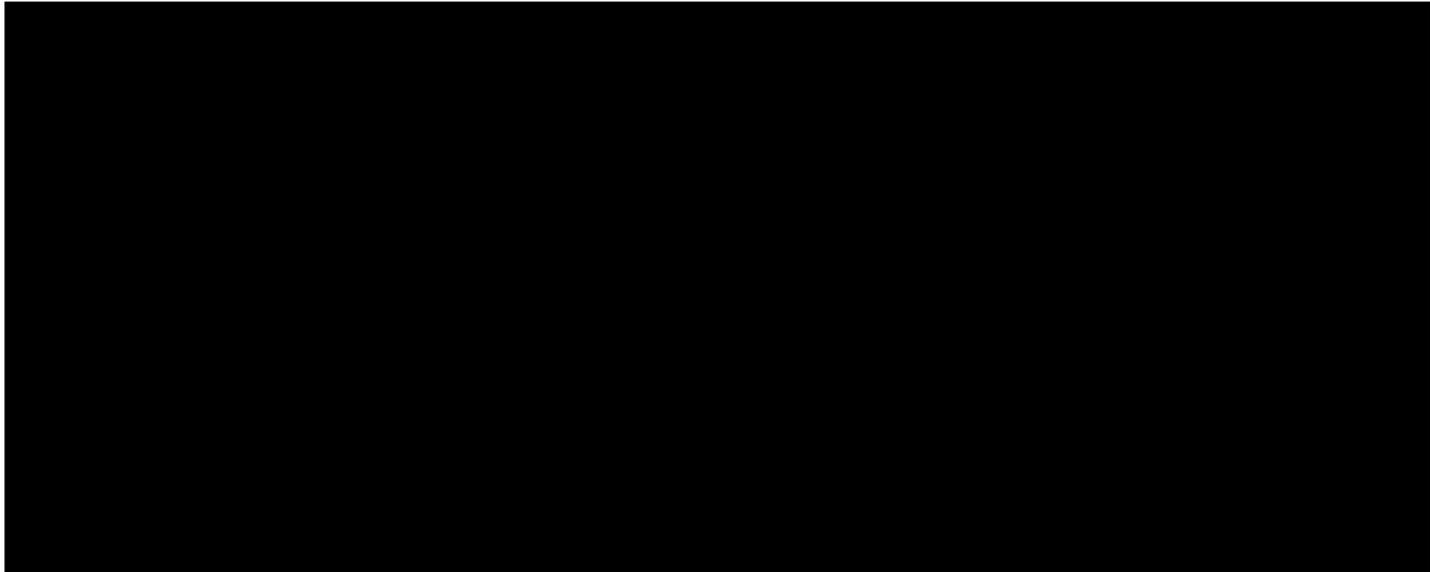
*[Handwritten Signature]*

Signature

7/22/19

Date

*Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*



**Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools**

**Name:**

Susan M. Koch

**Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):**

King Center Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

parent rep, member

2. Are you an employee of any school operated by the education corporation?  
 Yes  No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. 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 have held or engaged in with the charter school(s) operated by the education corporation 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<i>None</i> Please write "None" if applicable. Do not leave this space blank.			

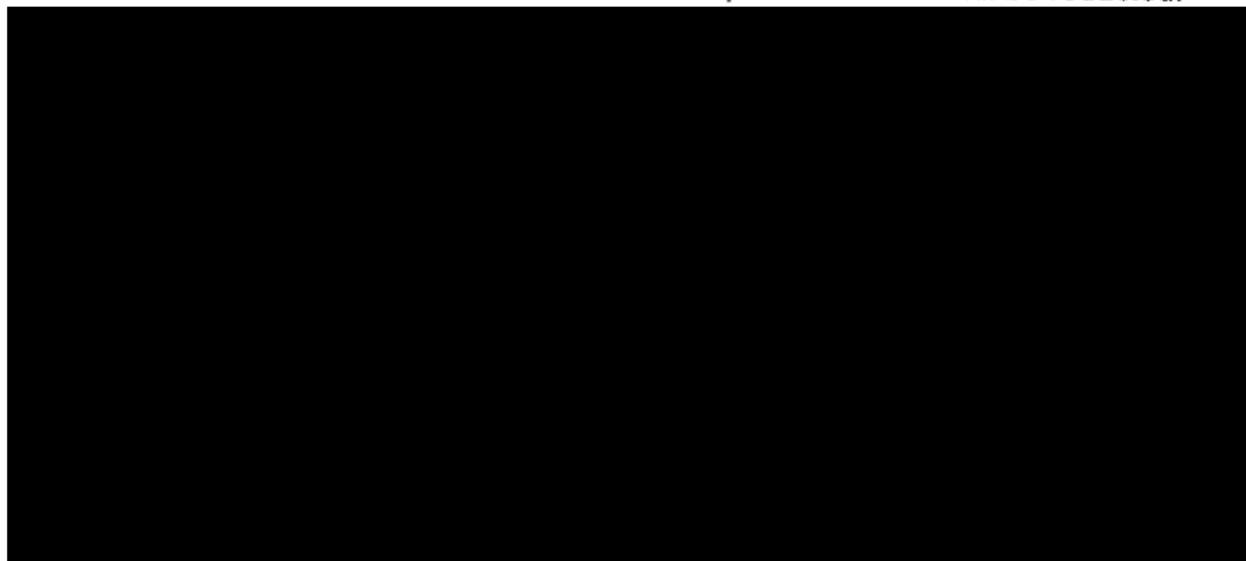
5. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p><i>None</i></p>				

*Musem M. Koch*  
 \_\_\_\_\_  
 Signature

*7-23-19*  
 \_\_\_\_\_  
 Date

*Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*



**Disclosure of Financial Interest by a Current or Proposed Board of Trustees  
Member – Board of Regents-Authorized Charter Schools**

Name:

Sherrin Weber

Name of Charter School Education Corporation (the Charter School Name,  
if the charter school is the only school operated by the education  
corporation):

King Center Charter School

1. List all positions held on the education corporation Board of Trustees ("Board")  
(e.g. president, treasurer, parent representative).

- Board member  
- member of Education Committee

2. Are you an employee of any school operated by the education corporation?

Yes  No

If Yes, for each school, please provide a description of the position(s) you  
hold, your responsibilities, your salary and your start date.

3. Are you a past, current, or prospective employee of the charter school,  
education corporation, and/or an entity that provides comprehensive  
management services ("CMO"), whether for-profit or not-for-profit, which  
contracts, or may contract, with the charter school or education corporation;  
or do you serve as an employee, officer, or director of, or own a controlling  
interest in, a business or entity that contracts, or does business with, or plans  
to contract or do business with, the charter school, education corporation,  
and/or a CMO, whether for-profit or not-for-profit, including, but not limited to,  
the lease of real or personal property to the said entities?

Yes  No

If Yes, please provide a description of the position(s) you hold, your  
responsibilities, your salary and your start date.

4. 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 have held or engaged in with the charter school(s)  
operated by the education corporation 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 interest or transaction, write **None**. Please note that if you answered  
**Yes** to Questions 2-3 above, you need not disclose again your employment  
status, salary, etc.



**Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools**

**Name:**

Maura Deulin

**Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):**

King Center Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Trustee / Marketing Committee

2. Are you an employee of any school operated by the education corporation?  
 Yes  No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. 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 have held or engaged in with the charter school(s) operated by the education corporation 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

5. Identify each individual, business, corporation, union association, firm, partnership, 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(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

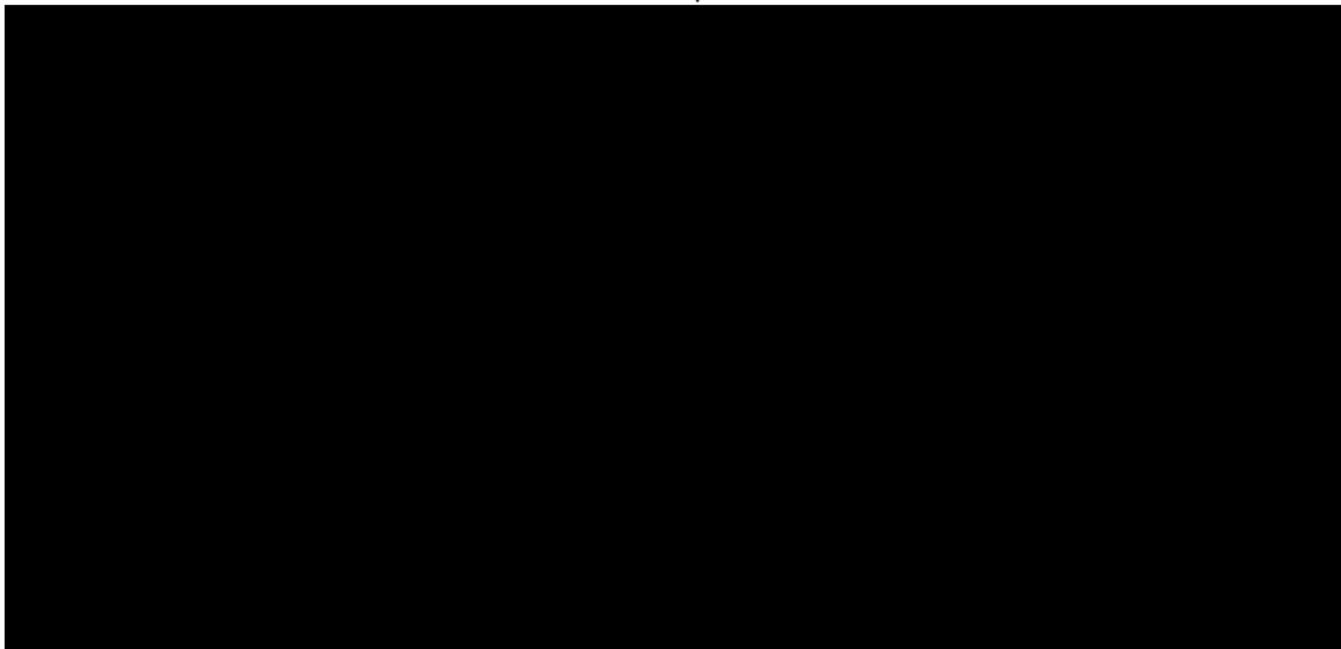
*Maura De*

*7/30/2019*

Signature

Date

*Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*





# Entry 8 BOT Table

Created: 07/10/2019 • Last updated: 07/15/2019

1. SUNY AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE AUTHORIZED charter schools are required to provide information for all VOTING and NON VOTING trustees.

## 1. Current Board Member Information (Enter info for each BOT member)

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2018 19
1	Michelle A. Martin [REDACTED]	Vice Chair	Finance Committee Personnel Committee	Yes	3	7/1/2016	6/30/2019	10
2	W. Scott Saperston [REDACTED]	Vice Chair	Finance Committee	Yes	1	7/1/2018	6/30/2021	11
3	Carl Morgan [REDACTED]	Treasurer	Finance Committee	Yes	3	7/1/2016	6/30/2019	11
4	Toddie Rogers [REDACTED]	Parent Rep	Education	Yes	1	7/1/2018	6/30/2021	9
5	Susan Koch [REDACTED]	Parent Rep	Education Committee	Yes	2	7/1/2017	6/30/2020	9
	Julie							

6	Henry [REDACTED]	Trustee/Member	Educational Committee	Yes	1	7/1/2018	6/30/2021	11
7	Steven G. Biltkoff [REDACTED]	Trustee/Member	Educational Committee	Yes	3	7/1/2016	6/30/2019	11
8	Sherri M. Weber [REDACTED]	Trustee/Member	Educational Committee	Yes	2	7/1/2017	6/30/2020	6
9	Michael P. McMahon [REDACTED]	Trustee/Member	Finance Committee	Yes	2	7/1/2017	6/30/2020	5 or less

**1a. Are there more than 9 members of the Board of Trustees?**

Yes

**1b. Current Board Member Information**

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2018 19
10	Constance M. Moss [REDACTED]	Trustee/Member	Education Committee	Yes	1	7/1/2018	6/30/2021	7
11	Donell L. Gibson [REDACTED]	Trustee/Member	Personnel Committee	Yes	1	7/1/2018	6/30/2021	7
12	Maura Comerford Devlin [REDACTED]	Trustee/Member	Marketing Committee	Yes	1	7/1/2018	6/30/2021	8
13								
14								
15								

**1c. Are there more than 15 members of the Board of Trustees?** No

## 2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2019	12
b.Total Number of Members Added During 2018 19	3
c. Total Number of Members who Departed during 2018 19	2
d.Total Number of members in 2018 19, as set by in Bylaws, Resolution or Minutes	12

**3. Number of Board meetings held during 2018-19** 11

**4. Number of Board meetings scheduled for 2019-20** 11

**Thank you.**



# Entry 10 Enrollment and Retention of Special Populations

Created: 07/10/2019 • Last updated: 07/29/2019

## Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2018 19 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual learners, and students who are economically disadvantaged. In addition, describe the school’s plans for meeting or making progress toward meeting its enrollment and retention targets in 2019 20.

### KING CENTER CHARTER SCHOOL Section Heading

#### Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2018 19	Describe Recruitment Plans in 2019 20
Economically Disadvantaged	<p>Opened our facilities to the community in efforts to retain and attract targeted students and families for after school activities.</p> <p>Implemented a strategic marketing and enrollment plan organized by our newly formed enrollment team;            Tabled at community events and Head Start organizations to recruit targeted students.</p> <p>Continue to build an effective internal public relations capacity in order to attract local media and other community stakeholders to know and understand the KCCS mission;            Continue to use the school building as a community resource tool;            Partnered with a variety of community agencies and organizations and community agencies that support KCCS’s marketing and outreach efforts, which will be submitted to the building principal at the end of each school year;</p> <p>Efficacy of the school’s recruitment and enrollment efforts will be evaluated by increased numbers of applications of all targeted populations each year.</p>	<p>Open our facilities to the community in efforts to retain and attract targeted students and families for after school activities.</p> <p>Implement a strategic marketing and enrollment plan for 2020 organized by our newly formed enrollment team and new branding partners.</p> <p>Continue to build an effective internal public relations capacity in order to attract local media and other community stakeholders to know and understand the KCCS mission;            Continue to use the school building as a community resource tool;            Partnered with a variety of community agencies and organizations and community agencies that support KCCS’s marketing and outreach efforts.</p> <p>Efficacy of the school’s recruitment and enrollment efforts will be evaluated by increased numbers of applications of all targeted populations each year.</p>

<p>English Language Learners/Multilingual Learners</p>	<p>Continue to revise the KCCS website to encourage families from targeted populations to apply; including translated admissions and enrollment information in top 5 foreign languages spoken in Western New York in local resettlement publications as well as translated admissions documentation on our school website. Engaged in demographic targeted advertising to recruit English language learners working through resettlement; Worked with current families to spread the word for recruitment of new students and their families.</p>	<p>Use KCCS website to encourage families from targeted populations to apply; including translated admissions and enrollment information in top 5 foreign languages spoken in Western New York in local resettlement publications as well as translated admissions documentation on our school website. Engage in demographic targeted advertising to recruit English language learners working through resettlement; Worked with current families to spread the word for recruitment of new students and their families.</p>
<p>Students with Disabilities</p>	<p>Continue to build an effective internal public relations capacity in order to attract local media and other community stakeholders to know and understand the KCCS mission; Continue to use the school building as a community resource tool; Used a mixture of internal communication with current stakeholders, targeted advertising, and community outreach through the local media, local speaking engagements, and partnering with other agencies that work with early head start and specific family populations.</p> <p>The school will seek to enroll the majority of its grades 1-8 through retention, while filling attrition openings through the school's annual lottery. The kindergarten class will be filled entirely through the lottery process.</p>	<p>Continue to build an effective internal public relations capacity in order to attract local media and other community stakeholders to know and understand the KCCS mission; Continue to use the school building as a community resource tool using our new branding partners. Use a mixture of internal communication with current stakeholders, targeted advertising, and community outreach through the local media, local speaking engagements, and partnering with other agencies that work with early head start and specific family populations.</p> <p>The school will seek to enroll the majority of its grades 1-8 through retention, while filling attrition openings through the school's annual lottery. Its kindergarten class will be filled entirely through the lottery process.</p>

## Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2018 19	Describe Retention Plans in 2019 20
Economically Disadvantaged	<p>Remain at its current site on the East Side of Buffalo;</p> <p>Continue to offer busing using the public school bus services;</p> <p>Strengthen its Parent Teacher Organization to encourage more parent communication and parent to parent peer support with the use of our full time parent liaison and administrative staff;</p> <p>Continue to encourage KCCS to speak and give presentations at the local and national levels as well as to teach at local colleges;</p>	<p>Remain on its current site on the East Side of Buffalo;</p> <p>Continue to offer busing using the public school bus services;</p> <p>Strengthen its Parent Teacher Organization to encourage more parent communication and parent to parent peer support with the use of our full time parent liaison and administrative staff;</p> <p>Continue to encourage KCCS to speak and give presentations at the local and national levels as well as to teach at local colleges;</p> <p>Offer variety of activities after school and supports to our current families.</p>
English Language Learners/Multilingual Learners	<p>Continue building our ENL department with a full time ENL positions;</p> <p>Continue to speak with parents and receive feedback on what's working well for their students.</p> <p>Professional development for staff on cultural relevance.</p> <p>Continue to integrate their culture into the school setting.</p> <p>Hosted afterschool support for students and families.</p>	<p>Continue building our ENL department with a full time ENL positions;</p> <p>Continue to speak with parents and receive feedback on what's working well for their students.</p> <p>Continue Professional development for staff on cultural relevance integrate their culture into the school setting ex. fasting room</p> <p>Host afterschool support for students and families.</p> <p>Host a multicultural week for current families.</p>
Students with Disabilities	<p>Maintained its special education teachers including a full time speech teacher, 2 full time social workers.</p> <p>Provided continued professional development to KCCS faculty on issues of poverty, special education.</p> <p>The administrative team, and special education will be responsible for monitoring and overseeing the school's retention efforts, the performance of students in the three populations.</p>	<p>Maintain its special education teachers including a full time speech teacher, 2 full time social workers</p> <p>Provide continued professional development to KCCS faculty on issues of poverty, trauma, special education.</p> <p>The administrative team, and special education will be responsible for monitoring and overseeing the school's retention efforts, the performance of students in the three populations.</p> <p>Use our current lottery process to enroll students grades K 8th.</p>



# Entry 11 Classroom Teacher and Administrator Attrition

Created: 07/08/2019 • Last updated: 07/10/2019

Report changes in teacher and administrator staffing.

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

Charter schools must complete the tables titled 2018-2019 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing during the 2018-2019 school year. Please provide the full time equivalent (FTE) of staff on June 30, 2018; the FTE for any departed staff from July 1, 2018 through June 30, 2019; the FTE for added staff from July 1, 2018 through June 30, 2019; and the FTE of staff added in newly created positions from July 1, 2018 through June 30, 2019 using the tables provided.

### 1. Classroom Teacher Attrition Table

	FTE Classroom Teachers on 6/30/18	FTE Classroom Teachers Departed 7/1/18 6/30/19	FTE Classroom Teachers Filling Vacant Positions 7/1/18 6/30/19	FTE Classroom Teachers Added in New Positions 7/1/18 6/30/19	FTE of Classroom Teachers on 6/30/19
	46.5	5.5	6	3	50

### 2. Administrator Position Attrition Table

	FTE Administrative Positions on 6/30/18	FTE Administrators Departed 7/1/18 6/30/19	FTE Administrators Filling Vacant Positions 7/1/18 6/30/19	FTE Administrators Added in New Positions 7/1/18 6/30/19	FTE Administrative Positions on 6/30/19
	4		1		5

### 3. Tell your school's story

Charter schools may provide additional information in this section of the Annual Report about their respective teacher and administrator attrition rates as some teacher or administrator departures do not reflect advancement or movement within the charter school networks. Schools may provide additional detail to reflect a teacher's advancement up the ladder to a leadership position within the network or an administrator's movement to lead a new network charter school.

(No response)

4. Charter schools must ensure that all prospective employees receive clearance through [the NYSED Office of School Personnel Review and Accountability \(OSPRA\)](#) prior to employment. After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

Have all employees have been cleared through the NYSED TEACH system?

Yes

5. For perspective or current employees whose clearance has been denied, have you terminated their employment and removed them from the TEACH system?

	Yes
--	-----

Thank you

