



Charter Schools Institute
The State University of New York

Renewal Recommendation Report

King Center Charter School

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The school should broadly share the final version of the SUNY Charter Schools Institute’s renewal recommendation report with the entire school community. The Institute will post the final report on its website at: www.newyorkcharters.org/pubsReportsRenewals.htm.

REPORT INTRODUCTION

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the Board of Trustees of the State University of New York (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Charter Renewal, and more broadly, details the merits of a school’s case for renewal. This report has been created and issued pursuant to the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the Board of Trustees of the State University of New York* (the “SUNY Renewal Policies”).¹

Information about the SUNY renewal process and an overview of the requirements for renewal under the New York State Charter Schools Act of 1998 (as amended) (the “Act”) are available on the Institute’s website at: www.newyorkcharters.org/schoolsRenewOverview.htm.

RECOMMENDATION

Recommendation

Subsequent Full-Term Renewal

The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of the King Center Charter School and renew its charter for a period of five years with authority to provide instruction to students in Kindergarten through 8th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 432 students.

Background and Required Findings

According to the SUNY Renewal Policies (p. 11):

In subsequent renewal reviews, and in contrast to initial renewal reviews, the SUNY Trustees evaluate the strength and effectiveness of a school’s academic program almost exclusively by the degree to which the school has succeeded in meeting its academic Accountability Plan goals during the Accountability Period.² This approach is consistent with the greater time that a school has been in operation and a concomitant increase in the quantity and quality of student achievement data that the school has generated. It is also consistent with the Act’s purpose of moving from a rules-based to an outcome-based system of accountability in which schools are held accountable for meeting measurable student achievement results.

King Center Charter School (“King Center”) has applied for Subsequent Renewal. In the school’s 13th year of operation, and near the end of its fourth charter term, King Center must demonstrate that it

¹ The *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the Board of Trustees of The State University of New York* (revised June 25, 2012) are available at: <http://newyorkcharters.org/documents/SUNYRenewalPolicies.pdf>.

² For the purpose of reporting student achievement results, the Accountability Period is defined in the SUNY Renewal Policies as the time the Accountability Plan was in effect. In the case of a Subsequent Renewal, the Accountability Plan covers the last year of the previous charter term through the first four years of the charter term under review.

has met the criteria for a Full-Term Renewal of five years. The SUNY Renewal Policies provide a Short-Term Renewal outcome only for schools in an initial charter term.

The SUNY Trustees voted to grant King Center a first charter in February 2000 and most recently voted to renew the school for a full charter term of five years in January 2008. Based on the Institute's review of the evidence of success posted by the school in the current charter term and that King Center has provided including, but not limited to, the school's Application for Charter Renewal, evaluation visits conducted during the charter term, a renewal evaluation visit conducted in the fifth year of the current charter term, and, most importantly, the school's record of academic performance determined by the extent to which it has met its academic Accountability Plan goals, the Institute finds that the school has met the criteria for a Full-Term Renewal.

As part of the renewal process, the Institute reviewed evidence submitted during the Accountability Period, the Application for Charter Renewal and supplemental information requested or provided. Based on the foregoing, the Institute makes the following findings required by the Act:

- the school, as described in the Application for Charter Renewal meets the requirements of the Act and all other applicable laws, rules and regulations (with one exception noted below);
- the school can demonstrate the ability to operate in an educationally and fiscally sound manner in the next charter term; and,
- given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.³

As required by Education Law subdivision 2851(4)(e), King Center included in its application information regarding the means by which it would meet or exceed SUNY's enrollment and retention targets for students with disabilities, English language learners ("ELLs"), and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program. SUNY⁴ and the Board of Regents have finalized the methodology for setting targets, but the Institute has not yet set final targets for individual schools. Therefore, the Institute, for this purpose, used district enrollment averages, and will assign final targets by the end of February 2013. The school will agree to substitute the final targets for the district average targets as part of its renewal charter agreement. In accordance with the statute, the Institute, acting on behalf of the SUNY Trustees, considered the school's plans for meeting its enrollment and retention targets prior to recommending the renewal application for approval.

Therefore, in accordance with the standard for Subsequent Renewal found in the SUNY Renewal Policies, the Institute recommends that the SUNY Trustees approve King Center's Application for Charter Renewal and renew the school's charter for a full term of five years.

³ New York Education Law § 2850(2).

⁴ SUNY Trustees' Charter Schools Committee resolution dated October 2, 2012.

Consideration of School District Comments

In accordance with the Act, the Institute notified the school district in which the charter school is located regarding the school's Application for Charter Renewal. As of the date of this report, the Institute has received no comments from the district in response.

SUMMARY DISCUSSION

Academic Success

Academic Accountability Plan Goals

In the five years of the Accountability Period, King Center has generally come close to meeting its key academic Accountability Plan goals in English language arts ("ELA") and math. In the most recent year, the school's performance declined after having come close to meeting the ELA goal in the previous three years and having met or come close to meeting the math goal in each of the previous four years of the Accountability Period. The school is meeting its science and No Child Left Behind ("NCLB") goals.

The Institute presents King Center's attainment of its academic goals below under Academic Attainment and Improvement. Specific results for the key academic Accountability Plan goals in ELA and math appear on pages 18 and 19.

Based on results of the five measures in its Accountability Plan, King Center has generally come close to meeting its ELA goal throughout the Accountability Period. After failing to meet it in the first year of the Accountability Period in 2007-08, the school came close to meeting the goal in the following three years before showing a decline in 2011-12. Nevertheless, King Center has consistently outperformed the Buffalo City School District in each of the five years of the Accountability Period. In the three years prior to 2011-12, the school essentially met the absolute target of 75 percent proficiency,⁵ exceeded the Annual Measureable Objective ("AMO") set by the state and performed better than expected in comparison to demographically similar schools statewide. In 2011-12, King Center performed worse than expected in comparison to demographically similar schools statewide, but continued to outperform comparable schools in Buffalo. In the last two years, King Center did not meet its overall year-to-year growth target after having met it in the prior three years.

Based on the results of the five measures in its Accountability Plan, King Center has generally met its math goal during the Accountability Period. The school met or came close to meeting the goal in the first four years of the Accountability Period before showing a decline in 2011-12. Throughout the five years, King Center has outperformed the Buffalo City School District and has consistently

⁵ For the purpose of evaluating the goal's absolute measure, the Institute has adapted the State Education Department's ("SED's") "time-adjusted" ELA cut score for 2011-12 as it had in 2010-11. The other four measures utilize the current, revised ELA cut scores. As such, the cut scores for the state's Annual Measureable Objective and cohort growth are different from last year when the "time-adjusted cut score" was used instead.

exceeded the absolute target of 75 percent proficiency.⁶ Prior to the most recent year, the school exceeded the state's AMO and performed better than expected in comparison to demographically similar schools statewide. In 2011-12, King Center performed worse than expected in comparison to demographically similar schools statewide, but continued to outperform comparable schools in Buffalo. The school did not meet its year-to-year cohort growth targets in 2011-12, after all grade level cohorts met their targets in 2010-11.

Qualitative Education Benchmarks⁷

Instructional Leadership. Under the direction of its founding director, King Center has had strong instructional leadership throughout the charter term. Responding to the demands of expanding the school to serve 5th and 6th grades and implementing a deliberate and orderly succession plan for the retirement of the founding director, the school has increased the size and structure of its leadership team to include the director of instruction, dean of students, middle school principal and school director who work collaboratively and systematically to improve teachers' classroom effectiveness and ensure that each teacher receives coaching to address individual areas of improvement. This change, made midway through the current charter term, appeared at the time of the renewal visit to provide the school with the leadership support to implement the school's instructional delivery system -- integrating curriculum, assessment, instruction and professional development. Leaders, as they have done throughout the charter term, instill high expectations for both teacher and student performance by creating an environment where community members believe that they are capable of achieving at high levels. Instructional leaders continue to conduct regular teacher evaluations and have used this charter term to refine and improve the clarity and quality of evaluation criteria with the aim of increasing the effectiveness of teacher feedback. The leadership team augments this support by implementing a professional development program that addresses school-wide priorities.

Use of Assessment Data. King Center has an established system to gather assessment and evaluation data and uses this system to improve instructional effectiveness and student learning. Throughout each year of the charter term, the school has regularly administered a variety of assessments, diligently analyzed the results and regularly shared student progress and performance with families. With the addition of dedicated staff for data analysis and electronic record keeping, King Center has improved its ability to analyze, identify and respond to trends at the classroom, grade and school level. The quality of the system rests on the validity of the assessments to measure student mastery of state performance standards. To the extent that student performance has declined, the school's interim assessments may not align adequately with the state standards.

The school has also used this charter term to research and launch a compensation program that both rewards and holds teachers accountable for student progress by incorporating interim assessment results into teacher evaluations and end-of-year bonus decisions. At the time of the renewal visit, the school had also begun active analysis of qualitative data alongside assessment

⁶ For the purpose of evaluating the goal's absolute measure, the Institute has adapted SED's "time-adjusted" math cut score for 2011-12 as it had in 2010-11. The other four measures utilize the current, revised math cut scores. As such, the cut scores for the AMO and cohort growth are different from last year when the "time-adjusted cut score" was used instead.

⁷ The Qualitative Education Benchmarks are a subset of the SUNY Charter Renewal Benchmarks (the "SUNY Renewal Benchmarks") available at: <http://www.newyorkcharters.org/documents/SUNYRenewalBenchmarks5FINAL5-8-12.pdf> (p. 2).

results to provide students with a full spectrum of support and ensure that they stay on track for meeting social and academic goals. School leaders continue to support a data-driven culture by meeting frequently with individual teachers to modify the curriculum, develop plans for re-teaching and determine student groupings for intervention services.

Curriculum. Throughout the charter term, King Center has used a highly detailed and organized curriculum framework with pacing guides based on commercial curricula. Teachers clearly know what to teach in ELA and math and when to teach it; they have ample materials to implement their lessons. During the charter term, the school expanded and now serves 5th and 6th grades in addition to K – 4th grades. The middle school principal was hired to manage development of the 5th to 8th grade program (assuming renewal) and at the time of the renewal visit the curriculum creation process appears to have been thoughtful, well-developed and effectively implemented. The school continues to use interim assessment data effectively to review and revise its pacing guides and curriculum framework regularly. In the most recent academic year, teachers began to incorporate several of the Common Core standards⁸ into each curriculum unit, with the director of curriculum and instruction overseeing and assisting with this process and providing teachers with guidance in choosing resources to supplement the school's existing commercial curriculum to begin delivering instruction based on the Common Core. The middle school principal is in the process of modifying and designing the curriculum for the school's desired expansion to 7th grade next school year.

Pedagogy. Over the charter term, high quality instruction has been evident in most classes across the grade levels. Using a combination of whole group instruction and student centers, lead teachers implement purposeful lessons with learning objectives aligned to state standards and the school's curriculum. Additionally, early career teachers, hired in cooperation with the Americorps program, act as co-teachers, supporting lead teachers in lesson implementation, providing instruction to struggling students and planning and lead-teaching one subject area. Students are generally on-task and engaged in daily lessons which have increasingly promoted higher-order thinking and built students' background knowledge throughout the charter term. Teachers utilize effective classroom management techniques to maximize learning time and create a consistent focus on academic achievement. Notwithstanding these positive characteristics of the delivery of instruction observed during school evaluation visits and at the time of the renewal visit, the school experienced a decline in ELA and math performance in 2011-12 based on results of the state testing program.

At-Risk Students. King Center meets the educational needs of at-risk students. Based on an ongoing analysis of assessment results, the school continues to use clear procedures for identifying at-risk students including students with disabilities and those struggling academically. With ample special education staff to serve students with Individualized Education Programs and with a reading specialist and classroom co-teachers providing direct intervention to students struggling in reading, the school provides sufficient resources to meet at-risk students' educational needs. Through its well-delineated assessment system, the school carefully and deliberately monitors at-risk student

⁸ The Common Core State Standards initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). They developed in collaboration with teachers, school administrators, and experts, a clear and consistent framework to prepare students for college training and the workforce. New York State adopted the Common Core State Standards in 2011 and began assessing student achievement toward meeting the standards in 2012.

performance. The school provides regularly scheduled opportunities for coordination between classroom teachers and at-risk program staff. The school's location in a community with a relatively low population of non-English speakers limits its ability to recruit a large number of ELLs, though it regularly administer the Home Language Survey and subsequent Language Assessment Battery – Revised (LAB-R) as appropriate. Nevertheless, the school has not implemented a coordinated program to provide its small ELL population with support to develop their English language acquisition skills. As a result, the Institute requested that King Center send a plan for a legally sufficient and effective ELL program for implementation beginning in the 2012-13 school year to the Institute for review prior to the Institute forwarding its renewal recommendation to the SUNY Trustee's Charter Schools Committee.

Organizational Effectiveness and Viability

Mission. Throughout the charter term, King Center has strived to fulfill its mission of providing students with an “evidence based curriculum taught by deeply committed and highly-qualified staff.” To accomplish this, the school stresses its internal career ladder by promoting leaders and coordinators from the ranks of lead teachers, and lead teachers in turn coming from the cadre of AmeriCorps volunteers with teacher certification who enter the school as co-teachers.

Parent Satisfaction. Based on limited data, parents appear satisfied with the school. King Center conducted a parent survey during the 2011-12 school year and reported a participation rate of 85 percent. Over 90 percent of parents who responded ranked their satisfaction with the school as a four or five, on a five point scale. In addition, during each year of the current charter term 92 to 95 percent of students eligible to return to the school chose to do so.

Organizational Structure. King Center's organization effectively supports the delivery of the educational program. The school has an administrative structure with staff, operational systems, policies and procedures that allow the school to carry out its academic program. Throughout the charter term, leaders have had clearly defined roles and responsibilities with distinct lines of accountability all staff understand well. At the time of renewal, two school co-leaders competently managed day-to-day operations, with oversight of operations, legal compliance, student discipline and special education services delegated to key personnel. The priorities of the charter school education corporation's board of trustees, as well as those serving in leadership positions, clearly align to the school's mission.

King Center has set forth procedures and policies to record and monitor its enrollment and retention of ELLs, students with disabilities and FRPL students, with a clear focus on developing additional strategies to recruit ELLs who tend to be geographically separated from the school. Based on these procedures and good faith recruitment efforts, the school is likely to meet or exceed the enrollment and retention targets set by the SUNY Trustees.

The school promotes a culture that is safe and orderly with a clear, legally compliant student discipline policy, which is consistently applied, with few out of school suspensions. Throughout the charter term, King Center has generally maintained full enrollment with a sizable waitlist of students seeking entry each year. The school is unwavering in its focus on data to evaluate its

instructional program and make appropriate adjustments to enhance student outcomes. The school is deliberate in implementing well-developed succession plans for the seamless transition of leadership and grade level expansions.

In response to the 2011-12 decline in student performance, King Center indicates that in ELA it plans to increase literacy instruction, revamp its writing program, change roles and responsibilities of teacher specialists, expand independent reading time, evaluate the alignment of the school's assessments with those of the state testing program and teacher analysis of assessment results; in math, it plans to increase math instruction, provide supplemental curriculum material, provide small-group interventions and hire a math specialist to analyze data and provide professional development.

Board Oversight. King Center's board continues to work effectively to achieve the school's mission and provide oversight to the total education program. Since the beginning of the charter term and throughout most of King Center's existence, the board has maintained continuity in its membership, with many of its founding members still serving on the current board. The board includes individuals with a diverse set of skills, to include a former school principal, former teachers, as well as individuals with real estate, finance and legal expertise. The board composition also reflects the community-focus of the school including two parents of currently-enrolled students, as well as the parents of recent graduates. The board works with the school's Parent-Teacher Association, led by a senior teacher, to identify and select potential parent members.

The board remains relentlessly focused on using student achievement data to inform governance decisions and to meet the school's academic Accountability Plan goals. The board regularly receives sufficient information from school leaders related to the school's academic performance and fiscal status, as well as matters related to student discipline and legal compliance. The board remains actively involved in the process to recruit and hire the school co-leaders, though other hiring decisions are generally delegated to the sound discretion of those leaders after consultation with the board's personnel committee. The board does not have in place a formal self-assessment process, though they do evaluate the school co-leaders annually and hold them accountable for achieving measurable student performance results, meeting the school's Accountability Plan and internal goals, and for maintaining a fiscally strong and legally compliant organization.

The board communicates with the school community primarily through regular monthly board meetings during the school year. While a significant number of parents do not attend board meetings, the board regularly receives and carefully reviews reports, comments, and suggestions generated from the Parent-Teacher Association. The board and school leadership identify strong parental demand as the primary reason for seeking a recent revision to the school's charter to expand into middle school grades.

As stated above, the composition of the board of King Center includes individuals with a diverse set of skills, although the board's personnel committee indicated that they are seeking additional board members with expertise in urban education, finance, fundraising, construction, mental health and social work. Board members also noted a desire to increase the board's language diversity, primarily as a means of successfully reaching out to Buffalo's growing immigrant and ELL communities.

Board Governance. During the current charter term, the King Center board has generally abided by its by-laws and has held its regular meetings generally in compliance with the Open Meetings Law. The school director generally manages the development and revision of school policies, which the teaching staff typically reviews prior to implementation. Throughout the charter term, the King Center board of trustees has generally avoided creating conflicts of interest where possible especially with the trustees affiliated with the King Urban Life Center, a community based organization that holds the school's lease, and where conflicts exist, the education corporation board has managed those conflicts in a clear and transparent manner through recusal. In material respect, the education corporation board has implemented adequate policies and procedures to ensure the effective governance and oversight of the school. The King Center board demonstrated a thorough understanding of its role in holding school leadership accountable for academic results, fiscal soundness, and legal compliance.

Board Compliance. Based on the evidence available at the time of the renewal visit and throughout the current charter term, in material respect, King Center has been in general and substantial compliance with the terms of its charter, bylaws, applicable state and federal law, rules and regulations. Minor deficiencies were noted in the areas of Freedom of Information Law compliance, Open Meetings Law compliance, and Family Educational Rights and Privacy Act compliance. The King Center board has legal capacity on the board and generally maintained a relationship with outside counsel for advice on legal, compliance and real estate matters. The school has substantially followed the terms of its monitoring plan.

Fiscal Soundness

Budgeting and Long Range Planning. Throughout the charter term, King Center has maintained fiscal soundness through conservative budgeting practices, routine monitoring of revenues and expenses, and making appropriate adjustments when necessary. The director of operations (DOO), who is also responsible for the school's financial functions, and the school's director work collaboratively to develop the school's annual budget with input from the leadership team and education corporation trustees. King Center is conservative when considering spending trends, staffing and instructional needs in the development of its budgets. When a final budget passes, the DOO routinely analyzes variances and communicates these variances to the school director and members of the King Center board's finance committee. When negative variances exist, the school plans adjustments to the future expenses to ensure a minimal effect on instruction. During the past five years, actual expenses were less than actual revenues with only one exception, fiscal year (FY) 2008, when the school had a small deficit. For the current fiscal year, King Center projects balanced operations, if not a small surplus.

Internal Controls. King Center has maintained appropriate fiscal policies, procedures and controls related to external and internal compliance for cash disbursements, cash receipts, bank reconciliations, payroll, fixed assets, grants/contributions and the preparation of financial statements. The school accurately records and appropriately documents transactions in accordance with management's direction. Key staff members and the education corporation board document and follow the fiscal policies and procedures. The school's recent audit reports of internal controls related to financial reporting and compliance with laws, regulations and grants, disclosed no

material weaknesses, or instances of non-compliance. The lack of any other deficiencies in the reports provides some, but not absolute, assurance that King Center has maintained adequate internal controls and procedures throughout the charter term.

Financial Reporting. The school has complied with financial reporting requirements during the charter term. The school filed budget, quarterly and annual financial statement audit reports in a timely, accurate and complete manner. Each of King Center's annual financial audits indicates that school staff followed and conducted reports in accordance with generally accepted accounting principles. Each financial audit received an unqualified opinion, indicating that in the auditor's opinion, King Center's financial statements and notes fairly represent, in all material respects, the school's financial position, changes in net assets and cash flows. The education corporation board has reviewed and approved various monthly and quarterly reports along with the annual financial audit report.

Financial Condition. King Center has maintained adequate financial resources to ensure stable operations and has successfully managed cash flow. The school completed fiscal year 2012 in stable financial condition increasing its total net assets and maintaining adequate cash reserves.

The SUNY Fiscal Dashboard, a multi-year financial data and analysis for SUNY authorized charter schools, is an appendix to this report. As illustrated in the Fiscal Dashboard, the school has averaged a "fiscally strong" financial responsibility composite score rating over the current charter term that includes fiscal year 2012, indicating a consistent level of fiscal stability. The composite score assists in measuring the financial health of a school using a blended score that measures the school's performances on key financial indicators. The blended score offsets the school's financial strengths against areas where there are financial weaknesses. Over the years, King Center has averaged a "low risk/excellent" rating in its working capital ratio and quick ratio, indicating that the school has had sufficient short term assets to cover liabilities due in the near to medium term. The school has averaged a "low risk/excellent" rating debt-to-asset ratio, indicating that the school has a low level of debt compared to its assets. The school has a small bank loan (\$175,000); the proceeds from which financed the capital improvements to 30 Rich Street, the parish building adjacent to King Center's main building. King Center has averaged 4.7 months or "medium risk/good" rating on the months of cash reserves ratio; this compares well relative the Institute's minimum three months of cash guideline. The school averaged 78% of all expenses being allocated to program services over the current charter term. King Center also showed revenues exceeding expenses per student on an average of 12%, contributing to the steady growth in unrestricted net assets.

Based on all of the foregoing, King Center has demonstrated fiscal soundness over the course of its charter term.

Plans for the Next Charter Term

Renewal Charter Exhibits. King Center has provided reasonable, feasible and achievable structural elements for a charter renewal. Planned changes to the school's mission, key design elements, enrollment structure, staffing and facility reflect the school's expansion to serve additional grades

and are consistent with the core features of King Center's educational program in place during the current charter period.

Plans for the Educational Program. Beginning in 2013-14, King Center would expand its academic program to provide instruction to 7th and 8th grade students. Projected enrollment during the proposed charter term would grow to 432 students resulting from the grade expansion and the increase of all grades to serve two sections of students. To meet the needs of a larger student population, King Center plans to hire additional instructional staff as well as two full-time guidance counselors, one of whom will manage a high school transition program.

To reflect this proposed educational program, King Center would revise its mission statement as follows:

The King Center Charter School partners with parents and the community to emphasize post-secondary preparation and planning for all of its students beginning at the earliest ages. The school seeks to create a caring, student-centered culture of high expectations for personal and academic excellence and accountability supported by evidence-based curriculum taught and supported by a deeply committed and highly qualified staff.

King Center's key design elements would change to include the following:

- An extended school day;
- An Advisory Group to explore personal and academic growth;
- Individual attention through small sections of grades to promote student participation in learning;
- An afternoon program ending in athletics, supervised study hall and individual or small group tutoring;
- Early identification and remediation of students who are off-track academically and/or having social/emotional difficulties; and
- Global knowledge and awareness through community meetings, guest speakers, college visits and field trips.

Plans for Board Oversight and Governance. Members of the current school board of trustees expressed their interest in continuing their service to the school. The school board would maintain its existing committee structure to carry out its responsibilities and would continue to recruit candidates to the board who passionately believe in the mission of the school and whose skill sets would forward the school's strategy.

Fiscal and Facility Plans. King Center has presented a reasonable and appropriate fiscal plan for the proposed charter term including reasonable and achievable budgets. The school has taken a very conservative approach to budgeting and planning for the next charter term. The school has developed a working budget that would use the current funding level as a baseline for FY 2013 and beyond, while increasing certain expenses at various rates in future years. The Institute notes that the use of FYs 2012 and 2013 per pupil rate as the monetary placeholder for each year of the new charter term demonstrates the conservative nature of the school's plan. The plan projects

adequate operating and cash flow surplus in each year contingent upon the school continuing to meet enrollment projections as it has in the past. These surpluses would help the school continue its current trend of maintaining fiscal soundness.

To accommodate proposed growth of its academic program, King Center would finance an addition to its current facility to create 10,000 additional square feet of program space to accommodate the projected increase in Kindergarten-6 enrollment. The five-year lease on the current facility expires at the end of the 2013-14 academic year. The school would also lease and renovate an adjacent facility to include 13,000 square feet of space for the 7th and 8th grade program.

The school's facility expansion and student enrollment plans could have considerable impact on King Center's future operational plan and fiscal viability. These plans, set to occur in FYs 2014 and 2015 (years 1 and 2 of the proposed charter term), would increase King Center's enrollment during the charter term by 38 percent. To accommodate this growth, total construction, improvement and equipping costs are estimated at \$3.8 million. This construction would take place in FY 2013 with financing coming from the following: \$2.2 million permanent financing (via bank loan or tax-exempt bonds), \$520,000 from education corporation board fundraising activities during FY 2013 and use of reserves in addition to drawing from the corporation's line of credit. With this plan, the school risks overextending its credit and/or creating negative cash flow if fundraising and/or enrollment targets are not met. If King Center undertakes the described major capital investment, the Institute will require submission of a revised five-year projection that includes sufficient explanation of contingency planning should financial and enrollment targets fall below projections.

Long-range fiscal projections are more susceptible to error than those for a single year. Such projections are subject to revision due to changes in local conditions, objectives, laws and state funding. King Center would be required to develop and adopt annual budgets based on confirmed per pupil amounts for the districts from which it draws enrollment. Based on the foregoing fiscal information and the school's track record of fiscal soundness to date, the Institute finds that King Center has demonstrated the ability to operate in a fiscally sound manner during the next charter term.

King Center's Application for Charter Renewal contained all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to comply with all necessary requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals. The school has amended other key aspects of the renewal application, to include the proposed bylaws and code of ethics to comply with various provisions of the Education Law, Not-for-Profit Corporation Law, Public Officers Law, the General Municipal Law and Title VI of the federal Civil Rights Act of 1964, as appropriate.

SCHOOL OVERVIEW

Opening Information

Date Initial Charter Approved by SUNY Trustees	January 25, 2000
Date Initial Charter Approved by Operation of Law	April 4, 2000
School Opening Date	August 7, 2000

Location

School Year(s)	Location(s)	Grades	District
2000-present	938 Genesee St., Buffalo, NY 14211	K-4	Buffalo City School District
2008-present	938 Genesee St., Buffalo, NY 14211 30 Rich St., Buffalo, NY 14211	K-1 2-6	Buffalo City School District

Renewal

Type of Renewal	Date
Initial Short-Term Renewal (2 years)	March 1, 2005
Subsequent One-Year Renewal With Conditions	March 20, 2007
Subsequent Full-Term Renewal	January 15, 2008

Current Mission Statement

The King Center Charter School partners with parents and the community to emphasize post-secondary preparation and planning for all of its students beginning at the earliest ages. The school seeks to create a caring, student-centered culture of high expectations for personal and academic excellence and accountability supported by evidence-based curriculum taught and supported by a deeply committed and highly qualified staff.

Current Key Design Elements

- For Kindergarten through 6th grade, the school will provide a 7.5 hour day for 180 days with a 4 week summer program of intensive reading and math instruction for those not functioning consistently at grade level. Students in 7th and 8th grade will have an 8.5 hour school day structured and supervised to maximize attention to building college and career aspirations; preparing for a college-ready high school curriculum; and strengthening social and emotional skills;
- Use of a Social Growth curriculum, Promoting Alternative Thinking Strategies in grades K-3 and implementing an Advisory Group which engages students in a King Center created The Life Log under the direction of Dr. Frome (King Center Head of Middle School) to develop a respectful and responsible community of learners;
- Requiring students to wear uniforms four out of five days each week;
- Provide morning rituals including daily exercises with school pledges and songs for Kindergarten through 6th grade and for 7th and 8th grade the school day will include a daily advisory utilizing the writing process to explore each student's motivations and interests. The school day will also culminate

in an afternoon program combining athletics, supervised study hall and individual or small group tutoring;
<ul style="list-style-type: none"> Facilitate a data-driven curriculum design led by an instructional leadership team responsive to the demonstrated academic needs of the students through a series of formative assessments;
<ul style="list-style-type: none"> 7th and 8th grade will be divided into four sections of no more than 12 students to insure individual attention and to promote student participation in learning ;
<ul style="list-style-type: none"> Track all 7th and 8th grade students using the King Center's Early Warning Indicator (EWI) system, cataloguing on a weekly basis each student's attendance, grades in Math and English, disciplinary visits, and social/emotional issues to identify students who are off-track and remediate accordingly;
<ul style="list-style-type: none"> 7th and 8th grade students will develop background knowledge and national and international awareness through daily community meetings, guest speakers and field trips; students will also visit local colleges, receive high school placement services and receive regular college counseling services;
<ul style="list-style-type: none"> A full-time instructional analytics team will regularly review formative student assessments and work with teachers to revise lesson plans and learning objective guides to reflect trends in student achievement;
<ul style="list-style-type: none"> A full time social worker will work with and support students and families in crisis; and
<ul style="list-style-type: none"> The arts, particularly music, and athletics will be used both for expression and participation purposes as well as to reemphasize and rearticulate core academic concepts and skills and background knowledge.

School Characteristics

School Year	Original Chartered Enrollment	Revised Charter Enrollment	Actual Enrollment ⁹	Original Chartered Grades	Actual Grades	Days of Instruction
2000-01	80	-	80	K-3	K-3	185
2001-02	80	100	101	K-3	K-4	185
2002-03	80	100	100	K-3	K-4	185
2003-04	80	100	100	K-3	K-4	185
2004-05	80	100	105	K-3	K-4	185
2005-06	105	-	105	K-4	K-4	185
2006-07	105	-	104	K-4	K-4	185
2007-08	105	-	101	K-4	K-4	185
2008-09	105	-	105	K-4	K-4	185
2009-10	105	132	131	K-4	K-4	185
2010-11	105	176	177	K-4	K-5	185
2011-12	105	220	242	K-4	K-6	185
2012-13	105	198	198	K-4	K-6	185

⁹ Source: SUNY Charter Schools Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

Student Demographics

	2008-09 ¹⁰		2009-10		2010-11	
	Percent of School Enrollment	Percent of Buffalo CSD Enrollment	Percent of School Enrollment	Percent of Buffalo CSD Enrollment	Percent of School Enrollment ¹¹	Percent of Buffalo CSD Enrollment ¹²
Race/Ethnicity						
American Indian or Alaska Native	0	1	0	1	0	1
Black or African American	97	57	97	56	93	55
Hispanic	0	15	0	14	1	15
Asian, Native Hawaiian, or Pacific Islander	0	3	0	4	0	5
White	2	24	2	23	4	23
Multiracial	1	0	1	1	2	2
Special Populations						
Students with Disabilities	N/A	N/A	N/A	N/A	14	N/A
English Language Learners	0	8	0	9	0	10
Free/Reduced Lunch						
Eligible for Free Lunch	78	74	83	70	91	73
Eligible for Reduced-Price Lunch	8	8	11	7	3	6

¹⁰ Source: 2008-09, 2009-10 and 2010-11 School Report Cards, SED.

¹¹ The 2010-11 Students with Disabilities statistic is derived from the school's October 2010 student enrollment report to SED (2010-11 BEDS Report).

¹² District-level Students with Disabilities enrollment data are not available for 2010-11. SED released these district data for the first time in spring 2012. Based on the state's Empirical Analysis of Enrollment Targets, the CSD's 2011-12 Students with Disabilities enrollment is 22 percent compared to 14 percent for the school.

Current Board of Trustees¹³

Board Member Name	Position/Committees
Lois Johnson	Co-President – Education & Curriculum, Personnel & Nominating
Catherine Wettlaufer	Co-President – Finance & Facilities, Policies & Procedures
Michelle Martin	Vice President – Education & Curriculum, Personnel & Nominating
Keith Frome	Ex-officio, non-voting, Head of Middle School
Robert Kresse	Treasurer – Finance & Facilities
Susan Koch	Parent Rep. – Policies & Procedures
Timothy Kupinski	Secretary – Finance & Facilities
Claity Massey	Ex-officio, non-voting, School Director
Carl Morgan	Trustee – Finance & Facilities
Brooke A. Tompkins	Trustee – Finance & Facilities
Wendell Whitaker	Trustee – Finance & Facilities, Policies & Procedures

School Leader(s)

School Year	School Leader(s) Name and Title
2000-12	Dr. Claity Massey, School Director

School Visit History

School Year	Visit Type	Evaluator (Institute/External)	Date
2000-01	First-Year Visit	Institute	May 24, 2001
2001-02	Second-Year Visit	Institute	April 29, 2002
2002-03	Third-Year Visit	External	February 24-25, 2004
2004-05	Initial Renewal Visit	Institute	October 8, 2004
2006-07	Subsequent Renewal Visit	Institute	September 20, 2006
2007-08	Subsequent Renewal Visit	Institute	September 26, 2007
2009-10	Tenth-Year Visit	Institute	March 4, 2010
2011-12	Subsequent Renewal Visit	Institute	May 22-23, 2012

¹³ Source: Institute Board records.

ACADEMIC ATTAINMENT AND IMPROVEMENT

Background

At the beginning of the charter term the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and math. The plan also includes science and NCLB goals. For each goal in the Accountability Plan specific outcome measures define the level of performance necessary to meet that goal. The required outcome measures include the following three types: 1) the absolute level of student performance on state examinations; 2) the comparative level of student performance on state examinations; and 3) the growth in student learning according to year-to-year comparisons of grade level cohorts. The following table shows the outcome measures currently required by the Institute in each subject area goal, as well as for the NCLB goal. Schools may have also elected to include additional optional goals and measures in their Accountability Plan.

Summary of Required Goals and Outcome Measures in Elementary/Middle School (K-8) Accountability Plans					
GOAL	Required Outcome Measures				
	Absolute ¹⁴		Comparative		Growth
	75 percent at or above Level 3 on state exam	Performance Index (PI) meets Annual Measurable Objective (AMO)	Percent proficient greater than that of local school district	School exceeds predicted level of performance compared to similar public schools by small Effect Size	Grade-level cohorts reduce by half the gap between prior year's percent at or above Level 3 and 75 percent
English Language Arts	✦	✦	✦	✦	✦
Mathematics	✦	✦	✦	✦	✦
Science	✦		✦		
NCLB	School is deemed in "Good Standing" under state's NCLB accountability system				

The most important criterion for renewal is academic success, which a school demonstrates in large part by meeting the goals in its Accountability Plan. The Institute determines the outcome of a goal by evaluating the multiple measures associated with that goal.

The following presentation indicates the outcome of each of the school's goals. A general analysis of the key academic goals appears above under Academic Accountability Plan goals in the summary of the school's academic success. The ensuing format divides the data into two sections: 1) the key goals of ELA and math; and 2) the additional goals of science and NCLB.

¹⁴ Note: In 2009-10, SED raised its achievement standard, by increasing the scaled-score cutoff for proficiency or Level 3 performance on the ELA and math exams. In order to maintain a consistent standard for determining meeting the absolute measure, the Institute has adapted SED's "time-adjusted" cutoffs. In the presentation of ELA and math results below, the Institute uses the "time-adjusted" Level 3 cutoffs for 2009-10 and 2010-11.

Aside from required Accountability Plan measures, the additional goals section following also presents the results of optional academic measures, included in the school's plan. Based on the Institute's analysis, numbers of students at times differ from those the school reported; these differences do not affect the interpretation of results.

SCHOOL PERFORMANCE SUMMARY: English Language Arts
King Center Charter School



	2009-10 Grades Served: K-4			MET	2010-11 Grades Served: K-5			MET	2011-12 Grades Served: K-6			MET						
	Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)							
ABSOLUTE MEASURES 1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above a Level 3 on the New York State exam.	3	60.0 (20)	57.1 (14)		3	54.6 (22)	52.4 (21)		3	50.0 (24)	52.4 (21)							
	4	87.0 (23)	84.2 (19)		4	85.0 (20)	83.3 (18)		4	70.8 (24)	64.7 (17)							
	5	(0)	(0)		5	86.4 (22)	94.4 (18)		5	76.0 (25)	84.2 (19)							
	6	(0)	(0)		6	(0)	(0)		6	69.6 (23)	71.4 (21)							
	7	(0)	(0)		7	(0)	(0)		7	(0)	(0)							
	8	(0)	(0)		8	(0)	(0)		8	(0)	(0)							
	All	74.4 (43)	72.7 (33)	NO	All	75.0 (64)	75.4 (57)	YES	All	66.7 (96)	67.9 (78)	NO						
2. Each year the school's aggregate Performance Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	Grades	PI	AMO		Grades	PI	AMO		Grades	PI	AMO							
	3-4	174	155	YES	3-5	131	122	YES	3-6	122	135	NO						
COMPARATIVE MEASURES 3. Each year the percent of students enrolled in at least their second year and performing at or above Level 3 will be greater than that of students in the same grades in the local district.	Comparison: Buffalo City Schools				Comparison: Buffalo City Schools				Comparison: Buffalo City Schools									
	Grades	School	District		Grades	School	District		Grades	School	District							
	3-4	55.3	32.6	YES	3-5	36.8	26.5	YES	3-6	35.9	29.0	YES						
4. Each year the school will exceed its predicted percent of students at or above Level 3 on the state exam by at least a small Effect Size (at least 0.3) based on its Free Lunch (FL) rate.	% FL	Actual	Predicted	Effect Size	% FL	Actual	Predicted	Effect Size	% FL	Actual	Predicted	Effect Size						
	83.5	55.8	36.3	1.30	YES	91.5	37.5	34.7	0.17	NO	89.2	33.3	35.4	-0.12	NO			
GROWTH MEASURE 5. The year-to-year school-wide cohort of students will meet the target of reducing by one-sixth the difference between the previous year's baseline and 75 percent performing at or above Level 3 on the New York State exam. An asterisk indicates grade-level cohort met target.	Gr	N	Base	Target	Result		Gr	N	Base	Target	Result		Gr	N	Base	Target	Result	
	3	1	0.0		100.0	NO	3					NO	3					NO
	4	20	85.0	85.1	85.0		4	18	50.0	54.2	55.6 *		4	17	23.5	32.1	41.2 *	
	5						5	18	55.6	58.8	33.3		5	19	52.6	56.4	42.1	
	6						6						6	21	33.3	40.3	33.3	
	7						7						7					
	8						8						8					
	All	20	85.0	85.1	85.0		All	37	51.4	55.3	43.2		All	57	36.8	43.2	38.6	

TACS The Institute uses SED's "time adjusted cut scores", or "TACS", for evaluating the designated measures in the respective years. Although a lower standard than that used before 2009-10, TACS provide continuity with the standard used in previous years. Data Sources: SED data; school data workbooks; the Institute's student test database.

SCHOOL PERFORMANCE SUMMARY: Mathematics

King Center Charter School



	2009-10 Grades Served: K-4			MET	2010-11 Grades Served: K-5			MET	2011-12 Grades Served: K-6			MET						
	Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)							
ABSOLUTE MEASURES 1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above a Level 3 on the New York State exam.	3	80.0 (20)	78.6 (14)		3	100.0 (22)	100.0 (21)		3	91.3 (23)	95.2 (21)							
	4	82.6 (23)	87.0 (23)		4	80.0 (20)	83.3 (18)		4	79.2 (24)	76.5 (17)							
	5	(0)	(0)		5	95.5 (22)	94.4 (18)		5	84.0 (25)	84.2 (19)							
	6	(0)	(0)		6	(0)	(0)		6	78.3 (23)	81.0 (21)							
	7	(0)	(0)		7	(0)	(0)		7	(0)	(0)							
	8	(0)	(0)		8	(0)	(0)		8	(0)	(0)							
	All	81.4 (43)	83.8 (37)	YES	All	92.2 (64)	93.0 (57)	YES	All	83.2 (95)	84.6 (78)	YES						
2. Each year the school's aggregate Performance Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	Grades	PI	AMO		Grades	PI	AMO		Grades	PI	AMO							
	3-4	181	135	YES	3-5	153	137	YES	3-6	128	148	NO						
COMPARATIVE MEASURES 3. Each year the percent of students enrolled in at least their second year and performing at or above Level 3 will be greater than that of students in the same grades in the local district.	Comparison: Buffalo City Schools				Comparison: Buffalo City Schools				Comparison: Buffalo City Schools									
	Grades	School	District		Grades	School	District		Grades	School	District							
	3-4	50.0	47.2	YES	3-5	56.1	31.3	YES	3-6	42.3	33.1	YES						
4. Each year the school will exceed its predicted level of students at or above Level 3 on the State exam by at least a small Effect Size (at least 0.3) based on its Free Lunch (FL) rate.	% FL	Actual	Predicted	Effect Size	% FL	Actual	Predicted	Effect Size	% FL	Actual	Predicted	Effect Size						
	83.5	46.5	45.1	0.08	NO	91.5	54.7	45.0	0.51	YES	89.2	40.0	47.6	-0.39	NO			
GROWTH MEASURE 5. The year-to-year school-wide cohort of students will meet the target of reducing by one-sixth the difference between the previous year's baseline and 75 percent performing at or above Level 3 on the New York State exam. An asterisk indicates grade-level cohort met target.	Gr	N	Base	Target	Result		Gr	N	Base	Target	Result		Gr	N	Base	Target	Result	
	3	1	100.0		100.0	NO	3					YES	3					NO
	4	20	100.0	100.0	85.0		4	18	50.0	54.2	55.6	*	4	17	52.9	56.6	41.2	
	5						5	18	44.4	49.5	61.1	*	5	19	52.6	56.4	42.1	
	6						6						6	21	57.1	60.1	42.9	
	7						7						7					
	8						8						8					
	All	21	100.0	100.0	85.7		All	37	45.9	50.8	56.8		All	57	54.4	57.8	42.1	

TACS The Institute uses SED's "time adjusted cut scores", or "TACS", for evaluating the designated measures in the respective years. Although a lower standard than that used before 2009-10, TACS provide continuity with the standard used in previous years. Data Sources: SED data; school data workbooks; the Institute's student test database.

ADDITIONAL ACCOUNTABILITY PLAN GOALS

Science

Accountability Plan Goal: Students will demonstrate competency in the understanding and application of scientific concepts.

Outcome: King Center has met its science goal.

Absolute Measure: <i>Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science examination.¹⁵</i>				
Results (in percents)				
Grade	School Year			
	2007-08 (Tested: 16)	2008-09 (Tested: 19)	2009-10 (Tested: 23)	2010-11 (Tested: 18)
4	63	95	100	100
8	-	-	-	-

King Center exceeded its absolute performance target in science in three years of the Accountability Period. In the most recent years for which data is available, the school posted 100 percent proficiency.

Comparative Measure: <i>Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state science exam will be greater than that of all students in the same tested grades in the local school district.</i>				
Results (in percents)				
Comparison	School Year			
	2007-08 (Grade 4)	2008-09 (Grade 4)	2009-10 (Grade 4)	2010-11 (Grade 4)
School	63	95	100	100
District	63	70	62	68

Throughout the Accountability Period, King Center has matched or exceeded the local school district's performance on the state's 4th grade science exam. Recently, the school has outperformed the local school district by at least 30 percentage points.

NCLB

In addition to meeting its specific subject area goals, the school is expected under No Child Left Behind to make adequate yearly progress towards enabling all students to score at the proficient level on the state ELA and math exams. In holding charter schools to the same standards as other public schools, the state issues an annual school accountability report that indicates the school's status each year.

¹⁵ Science results are not yet available for the 2011-12 school year.

Accountability Plan Goal: Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

Outcome: King Center was deemed to be in good standing each year during the Accountability Period and has met its NCLB goal.

Absolute Measure: <i>Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.</i>				
Results				
Status	School Year			
	2008-09	2009-10	2010-11	2011-12
Good Standing	Yes	Yes	Yes	Yes

APPENDIX: FISCAL DASHBOARD



King Center

SCHOOL INFORMATION

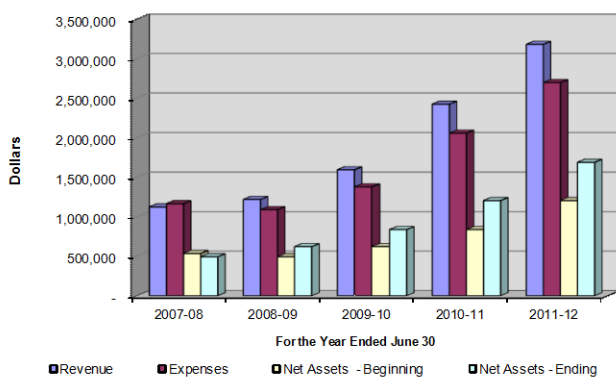
AS OF
QUARTER 1

FINANCIAL POSITION	2007-08	2008-09	2009-10	2010-11	2011-12
Assets					
Current Assets					
Cash and Cash Equivalents - GRAPH 2	382,657	503,143	640,838	613,531	1,068,959
Grants and Contracts Receivable	58,294	57,137	65,634	36,594	85,404
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	2,906	14,723	92,623	82,612	63,472
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 2	443,857	575,003	799,095	732,737	1,217,835
Property, Building and Equipment, net	176,004	172,447	182,699	901,239	1,084,848
Other Assets	-	-	-	176,487	1,137
Total Assets - GRAPH 2	619,861	747,450	981,794	1,810,463	2,303,820
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	125,857	125,178	143,500	104,614	106,032
Accrued Payroll and Benefits	-	-	-	186,009	264,070
Deferred Revenue	-	-	-	882	-
Current Maturities of Long-Term Debt	-	-	-	70,000	70,000
Short-Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
Total Current Liabilities - GRAPH 2	125,857	125,178	143,500	360,505	440,102
L-T Debt and Notes Payable, net current maturities	-	-	-	245,000	175,000
Total Liabilities - GRAPH 2	125,857	125,178	143,500	605,505	615,102
Net Assets					
Unrestricted	494,004	622,272	837,944	1,204,958	1,688,661
Temporarily restricted	-	-	350	-	57
Total Net Assets	494,004	622,272	838,294	1,204,958	1,688,718
Total Liabilities and Net Assets	619,861	747,450	981,794	1,810,463	2,303,820
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	959,168	1,061,880	1,362,236	2,124,820	2,871,587
Students with Disabilities	61,393	63,799	72,825	136,913	133,336
Grants and Contracts	-	-	-	-	-
State and local	-	-	-	-	-
Federal - Title and IDEA	-	-	138,273	125,498	138,881
Federal - Other	-	-	-	-	-
Other	88,858	83,956	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	1,109,419	1,209,635	1,573,034	2,387,231	3,143,804
Expenses					
Regular Education	805,407	789,109	1,019,235	1,333,820	1,842,136
SPED	65,862	61,142	104,406	227,076	123,969
Regular Education & SPED (combined)	-	-	-	-	-
Other	466	10,607	11,116	20,244	46,106
Total Program Services	871,735	860,858	1,134,757	1,581,140	2,012,211
Management and General	294,490	229,680	243,624	476,313	685,593
Fundraising	-	-	-	-	-
Total Expenses - GRAPH 1 / GRAPH 4	1,166,225	1,090,538	1,378,381	2,057,453	2,697,804
Surplus / (Deficit) From School Operations	(56,806)	119,097	194,653	329,778	445,980
Support and Other Revenue					
Contributions	1,269	1,000	11,903	22,871	10,448
Fundraising	-	-	-	-	-
Miscellaneous Income	13,634	8,171	9,466	14,015	27,332
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	14,903	9,171	21,369	36,886	37,780
Total Unrestricted Revenue	1,124,322	1,218,806	1,594,403	2,424,117	3,181,584
Total Temporarily Restricted Revenue	-	-	-	(350)	(142)
Total Revenue - GRAPH 1	1,124,322	1,218,806	1,594,403	2,424,117	3,181,584
Change in Net Assets	(41,903)	128,268	216,022	366,664	483,760
Net Assets - Beginning of Year - GRAPH 1	535,907	494,004	622,272	838,294	1,204,958
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 1	494,004	622,272	838,294	1,204,958	1,688,718
Functional Expense Breakdown					
Personnel/Service					
Administrative Staff Personnel	-	-	160,969	272,532	357,660
Instructional Personnel	-	-	616,355	791,840	988,482
Non-Instructional Personnel	-	-	-	-	31,933
Personnel Services (Combined)	691,888	658,656	-	-	-
Total Salaries and Staff	691,888	658,656	777,324	1,064,372	1,378,075
Fringe Benefits & Payroll Taxes	148,609	156,932	155,614	193,915	230,541
Retirement	-	-	37,144	76,294	123,839
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease	131,020	144,120	144,121	165,697	169,413
Staff Development	1,884	2,410	5,944	12,393	10,793
Professional Fees, Consultant & Purchased Services	27,820	32,350	81,397	214,407	299,550
Marketing / Recruitment	-	-	-	-	-
Student Supplies, Materials & Services	27,622	25,837	69,896	78,712	57,127
Depreciation	18,486	18,507	19,183	71,072	119,482
Other	113,896	51,726	87,668	182,588	246,870
Total Expenses	1,166,225	1,090,538	1,378,381	2,057,453	2,697,804
ENROLLMENT					
Chartered Enroll	105	105	105	105	105
Revised Enroll	-	-	132	176	-
Actual Enroll - GRAPH 4	105	105	132	176	220
Chartered Grades	K-4	K-4	K-4	K-4	K-4
Revised Grades	-	-	-	K-6	K-6
Actual Grades	-	-	K-4	-	-

SCHOOL ANALYSIS

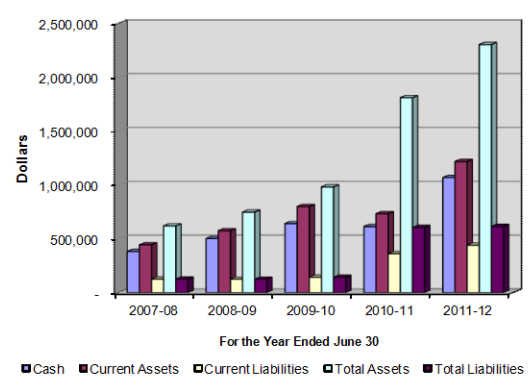
	2007-08	2008-09	2009-10	2010-11	2011-12	
Primary School District	Buffalo					
Per Pupil Funding	9,499	9,567	10,429	10,429	12,005	
Increase over prior year	#DIV/0!	0.7%	9.0%	0.0%	15.1%	
PER STUDENT BREAKDOWN						Average - 5 Yrs. OR Charter Term
Revenue						
Operating	10,566	11,520	11,917	13,564	14,290	12,371
Other Revenue and Support	142	87	162	210	172	154
TOTAL - GRAPH 3	10,708	11,608	12,079	13,773	14,462	12,526
Expenses						
Program Services	8,302	8,199	8,597	8,984	9,147	8,646
Management and General, Fundraising	2,805	2,187	1,846	2,706	3,116	2,532
TOTAL - GRAPH 3	11,107	10,386	10,442	11,690	12,263	11,178
% of Program Services	74.7%	78.9%	82.3%	76.8%	74.6%	77.5%
% of Management and Other	25.3%	21.1%	17.7%	23.2%	25.4%	22.5%
% of Revenue Exceeding Expenses - GRAPH 5	-3.6%	11.8%	15.7%	17.8%	17.9%	12.1%
Student to Faculty Ratio						12.6 14.2
Faculty to Admin Ratio						4.7 3.4
Financial Responsibility Composite Scores - GRAPH 6						
Score	2.9	2.3	3.0	3.0	3.0	3.0
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring -1.0 - 0.9	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong
Working Capital - GRAPH 7						
Net Working Capital	318,000	449,825	655,595	372,232	777,733	514,677
As % of Unrestricted Revenue	28.3%	36.9%	41.1%	15.4%	24.4%	29.2%
Working Capital (Current) Ratio Score	3.5	4.6	5.6	2.0	2.8	3.7
Risk (Low > 3.0 / Medium 1.4 - 2.9 / High < 1.4)	LOW	LOW	LOW	MEDIUM	MEDIUM	LOW
Rating (Excellent > 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Excellent	Excellent	Excellent	Good	Good	Excellent
Quick (Acid Test) Ratio						
Score	3.5	4.5	4.9	1.8	2.6	3.5
Risk (Low > 2.5 / Medium 1.0 - 2.4 / High < 1.0)	LOW	LOW	LOW	MEDIUM	LOW	LOW
Rating (Excellent > 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Excellent	Excellent	Excellent	Good	Excellent	Excellent
Debt to Asset Ratio - GRAPH 7						
Score	0.2	0.2	0.1	0.3	0.3	0.2
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	LOW	LOW	LOW	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Months of Cash - GRAPH 8						
Score	3.9	5.5	5.6	3.6	4.8	4.7
Risk (Low > 6 mo. / Medium 3 - 6 mo. / High < 3 mo.)	MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent > 6 mo. / Good 3 - 6 mo. / Poor < 3)	Good	Good	Good	Good	Good	Good

GRAPH 1 Revenue, Expenses and Net Assets

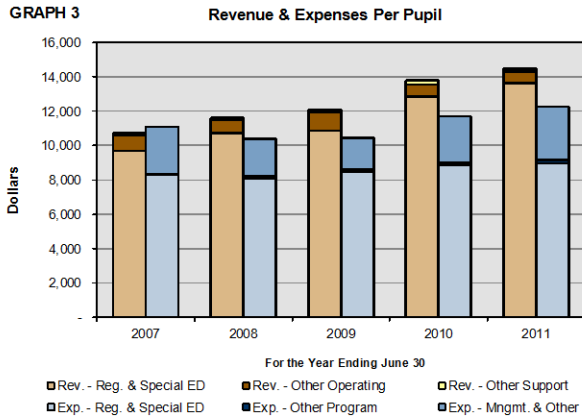


This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year to year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year building a more fiscally viable school.

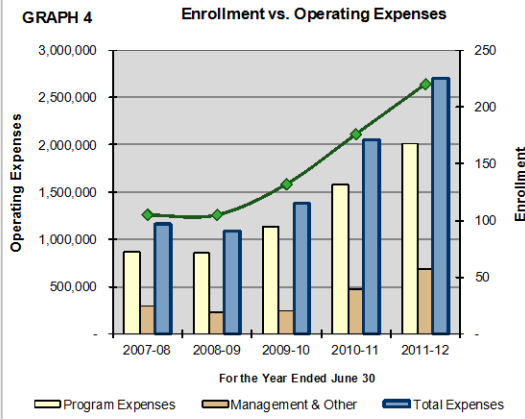
GRAPH 2 Cash, Assets and Liabilities



This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.



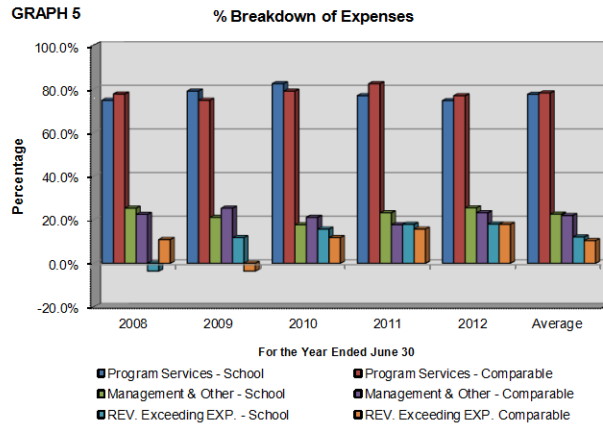
This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.



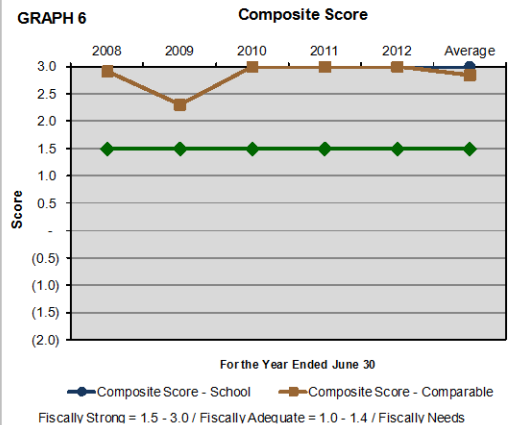
This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

Comparable School, Region or Network

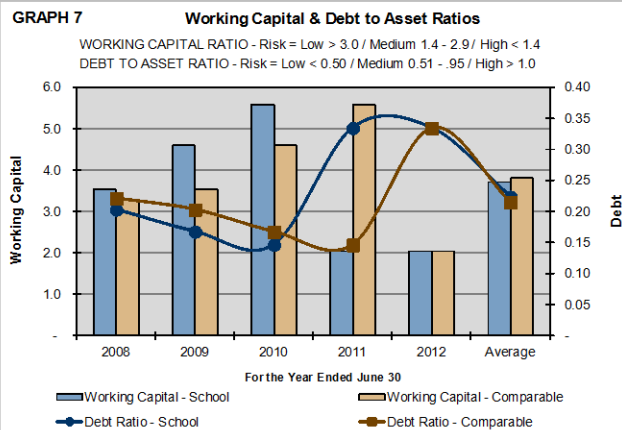
* Average = Average - 5 Yrs. OR Charter Term



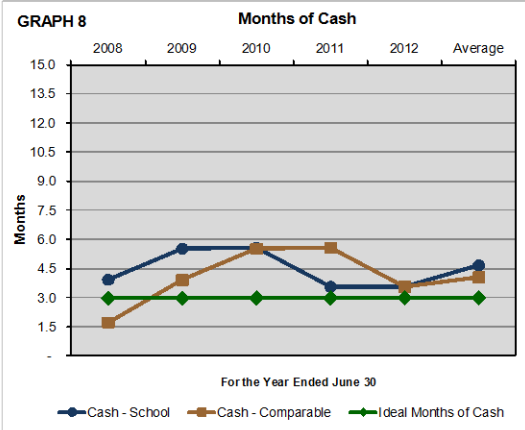
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.



This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.



This chart illustrates Working Capital and Debt to Asset Ratios. W/C indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. Debt to Asset indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.