

THE SUNY CHARTER SCHOOLS INSTITUTE

SCHOOL EVALUATION REPORT
KING CENTER CHARTER SCHOOL

VISIT DATE: MARCH 11, 2026

REPORT DATE: AUGUST 13, 2026

SUNY Charter Schools Institute

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Charter Schools Institute
The State University of New York

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INTRODUCTION

INTRODUCTION

This School Evaluation Report offers an analysis of evidence collected during the school visit to King Center Charter School (“King Center”) on March 11, 2026. While the SUNY Charter Schools Institute (the “Institute”) conducts a comprehensive review of evidence related to all the [State University of New York Charter Renewal Benchmarks](#) (the “SUNY Renewal Benchmarks”) near the end of a charter term, most mid-cycle charter school evaluation visits focus on a subset of these benchmarks addressing the academic success of the school and the effectiveness and viability of the charter school organization. The SUNY Renewal Benchmarks provide a framework for examining the quality of the educational program, focusing on teaching and learning (e.g., curriculum, pedagogy, assessment, and services for at-risk students), as well as instructional leadership, organizational capacity, and board oversight. The Institute uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

The Institute provided the school an Accountability Summary that outlines the school’s previous three years of performance and the extent to which the school is meeting, coming close to meeting, or not meeting its Accountability Plan goals. For more information about the school’s performance, see the 2024-25 School Performance Review section below.

This report serves as a summary of the school’s program based on the Qualitative Education Benchmarks. The Institute intends this selection of information to be an exception report in order to highlight areas of concern. As such, limited detail about positive elements of the educational program is not an indication that the Institute does not recognize other indicators of program effectiveness.

The Appendix to the report contains a School Overview with descriptive and historical information about the school, as well as background information on the conduct of the visit. Together this information puts the visit in the context of the school’s current charter term.

While the Institute posts the evaluation report on its website and makes it publicly available, the Institute encourages school leaders to share the report with its stakeholders including, but not limited to, the full board of trustees, staff members, and families.





SCHOOL BACKGROUND

KING CENTER CHARTER SCHOOL

156 Newburgh Avenue, Buffalo, New York | Grades: K-8 | Buffalo City School District



MISSION

King Center 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 CHARTER

Opened:
2000-01

Serves:
Kindergarten – 8th

Chartered Enrollment:
459

Charter Expiration:
July 31, 2028

KEY DESIGN ELEMENTS

Partnering with parents and the community	+
Post-secondary planning	+
Caring, student-centered culture	-
Academic excellence and accountability	-
Committed and highly qualified staff	-

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

King Center is in the third year of its seventh charter term. The school has demonstrated low performance against its key academic Accountability Plan goals throughout the current charter term. In response, the board and school leadership recognize the urgent need to strengthen systems and deliver a high quality instructional program that drives improved and sustained student achievement. In response to the appropriately identified need to improve student outcomes given the school's record of low performance against its Accountability Plan goals, the board decided to seek new leadership following the 2024-25 school year. While this decision was based on the school's clear track record of low performance, the board's communication regarding the leadership transition was abrupt and elicited more significant questions and concerns from the broader King Center community than the board anticipated. The board acknowledges the need to reestablish trust and open communication, and is working to improve systems that engage stakeholders including students, families, and staff members, while continuing to emphasize the need for significant and sustained improvement in academic outcomes.

King Center's current principal, who began at start of the 2025-26 school year, focuses on instilling a culture of high expectations for student learning. Leaders recognize the need to implement new systems to improve the school's instructional practices, which have consistently resulted in low achievement for students. However, leaders continue to grapple with the challenges of effectively managing schoolwide change while building staff member investment and community support for the new direction of the school. The new instructional leaders are working to implement systems to increase teacher accountability and expectations and improve classroom culture. However, the Institute did not yet observe evidence that these systems are fully effective, and leaders must continue to build the capacity and investment of teachers to implement them with fidelity. The instructional leader capacity is strained by frequent teacher absences, which requires principals, coaches, and intervention teachers to provide coverage. These coverages take instructional leaders and intervention teachers away from established responsibilities including observations, teacher feedback, and student small group remediation.

Leaders have identified new curricular programs across subject areas in response to the school not consistently meeting its Accountability Plan goals during this charter term. For English language arts ("ELA"), the school is transitioning its long standing home grown curriculum to Book Worm and Reading Reconsidered. The school is improving its instructional leadership systems to include more intensive data analysis and lesson preparation procedures. The school is working to solidify its new systems and increase the rigor of the academic program to address low expectations for student achievement the Institute observed among some teachers.

Evidence and reflections shared in stakeholder conversations, including a family focus group, reiterated the critical need for the school to focus on building trust and alignment across stakeholders. While the family focus group included eight families, which is a limited sample, the families present expressed several growth areas. Specifically, some of the families reported dissatisfaction with the school's communication methods and families with students in middle school grades reported concerns about classroom culture. The families represented expressed a desire for more clear and consistent communication from the school, particularly pertaining to significant shifts such as staffing changes. Importantly, all stakeholders including families, leaders, staff members, and board members agreed that the ultimate goal is to provide students with a safe, enriching learning environment and to ensure the school lives up to its deep-rooted community history and legacy. The school and board must remain focused on building trust across stakeholder groups to ensure all members of the King Center community are working toward the school's stated goals of academic excellence, accountability, and committed staff members.

ACADEMIC PERFORMANCE

2024-25 SCHOOL PERFORMANCE REVIEW

At the beginning of the Accountability Period,¹ the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. Throughout the charter term, the Institute examines results for the required Accountability Plan measures on an annual basis and provides an Accountability Summary to each school detailing the school's progress toward meeting its Accountability Plan goals. Because The New York State Charter Schools Act of 1998 (the "Act") requires charters be held "accountable for meeting measurable student achievement results"² and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"³ for other public schools, The SUNY's Trustees' required accountability measures rest on performance as measured primarily by statewide assessments. More information about the required Accountability Plan measures can be found on the [Institute's website](#).

King Center was last renewed in 2022-23, and is next due for renewal in 2027-28. The school demonstrated mixed performance across ELA and mathematics in every year of the current charter term. The SUNY Renewal Policies outline two options for schools in a subsequent charter term: full-term renewal of five years and non-renewal. Given the school's low overall achievement and inconsistent record over the term, the school must make improvement to make the best case for renewal in 2027-28. The school has two more testing administrations to demonstrate unequivocal attainment of its Accountability Plan goals before the Institute's planned renewal visit in fall 2027.

King Center posted a record of low ELA achievement across the current Accountability Period, which began in 2022-23. In ELA, for King Center's tested students enrolled in at least their second year, 27% performed at or above proficiency in 2022-23, 24% in 2023-24, and 35% in 2024-25. While the 2024-25 absolute proficiency result represents growth from the prior two years', the school's absolute proficiency results are low across the Accountability Period, and at its highest point in 2024-25 still fall below the absolute target by 40 percentage points. That year, the school posted a mean growth percentile of 52 that meets the target. Despite meeting the growth target and the school's low overall proficiency, the school's educational program does not sufficiently grow the learning of the students. Given the school's low absolute proficiency, the Institute would expect to see much higher growth to demonstrate that the school is urgently growing the learning of all students. According to the Institute's regression analyses, King Center posted an effect size of -0.36 or lower during the current Accountability Period. In all three years, the posted level of achievement is lower than the target of 0.30 and indicates the school performed lower than expected in comparison to schools across the state enrolling similar percentages of economically disadvantaged students. In order to make the best case for earning subsequent renewal, King Center must substantially improve its performance across all required measures under its ELA goal.

The school came close to meeting its mathematics goal in 2024-25. With 38% of its tested students enrolled in at least their second year scoring at or above proficiency, the school performed under the 75% target by 37 percentage points. The school's mathematics proficiency rate exceeded the local district's proficiency rate of 25% by 13 percentage points. The school posted a mathematics effect size of -0.15 according to the Institute's effect size

1. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. In the case of initial renewal, the Accountability Period covers the first four years of the charter term.

2. Education Law § 2850(2)(f).

3. Education Law § 2854(1)(d).

ACADEMIC PERFORMANCE

analysis. This level of achievement is lower than the target of 0.30 and indicates that when compared to schools across the state enrolling similar percentages of economically disadvantaged students, the school performed lower than expected. The school met its growth target posting a mean growth percentile of 53. Although the school meaningfully outperformed the local district, the school's overall absolute achievement remains low. In order to make the best case for earning subsequent renewal, the school must improve its performance across all required measures under its mathematics goal.

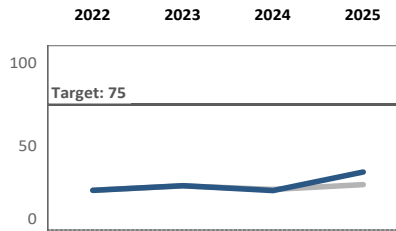
ACADEMIC PERFORMANCE

KING CENTER CHARTER SCHOOL

Buffalo City School District

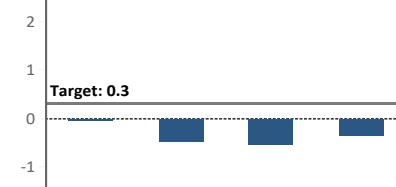
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of tested students enrolled in at least their second year at **the school** performing at or above proficiency in ELA compared to the district.



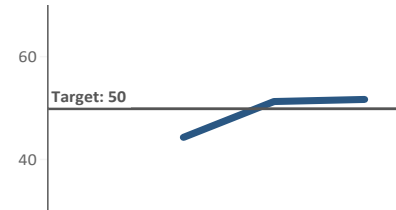
Test Year	Comp Grades	District %	School %
2022	3-8	24	24
2023	3-8	27	27
2024	3-8	25	24
2025	3-8	28	35

Effect Size. The chart shows school's **effect size** compared to its predicted level of performance in ELA according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	ED %	Effect Size
2022	3-8	92.1	-0.01
2023	3-8	93.6	-0.47
2024	3-8	93.8	-0.54
2025	3-8	91.2	-0.36

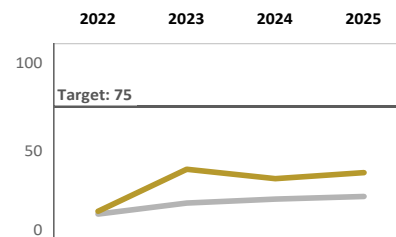
Comparative Growth Measure: Mean Growth Percentile. The school's **unadjusted mean growth percentile** for all students in grades 4-8 will be above target of 50 in ELA.



Test Year	School Mean Growth
2022	N/A
2023	44.4
2024	51.4
2025	51.8

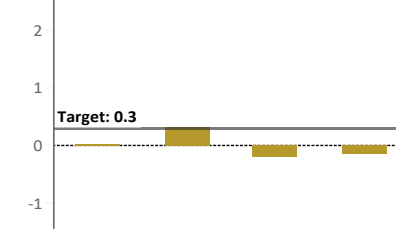
MATHEMATICS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of tested students enrolled in at least their second year at **the school** performing at or above proficiency in mathematics compared to the district.



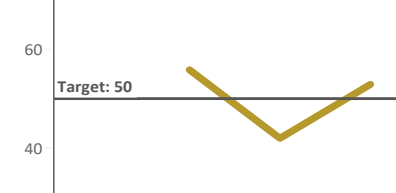
Test Year	Comp Grades	District %	School %
2022	3-8	15	17
2023	3-8	21	40
2024	3-8	24	35
2025	3-8	25	38

Effect Size. The chart shows school's **effect size** compared to its predicted level of performance in mathematics according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	ED %	Effect Size
2022	3-8	92.4	0.02
2023	3-8	93.6	0.31
2024	3-8	93.8	-0.18
2025	3-8	91.3	-0.15

Comparative Growth Measure: Mean Growth Percentile. The school's **unadjusted mean growth percentile** for all students in grades 4-8 will be above target of 50 in mathematics.



Test Year	School Mean Growth
2022	N/A
2023	56.0
2024	42.1
2025	53.0

ACADEMIC PERFORMANCE

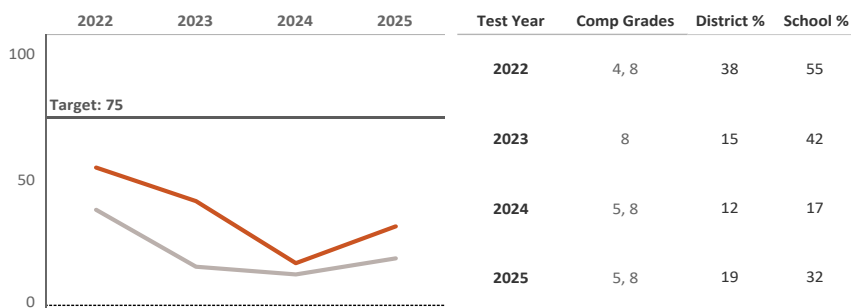
KING CENTER CHARTER SCHOOL

Buffalo City School District

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. The percentage of tested students at **the school** in at least their second year performing at or above proficiency in science compared to **the district**. Schools may administer a science Regents exam in lieu of the regular grade 8 exam.

Through 2022, the NYS science exam was administered to grades 4 & 8. In 2023, the science exam was administered to grade 8 only. As of 2024, the science exam is administered to grades 5 & 8.



TESTED PERCENTAGES

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
School Tested Number (N)	235	221	256	255	252	252	262	259
School Tested %	92.5	87.4	98.8	98.5	98.4	98.4	94.6	93.5
District Tested %	82.9	80.4	86.8	86.4	86.1	87.6	86.9	89.0

PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS*

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	23	22	28	28	24	24	22	22
School % Proficient on Exam	8.7	18.2	14.3	35.7	16.7	29.2	18.2	13.6
District % Proficient	7.2	5.5	9.0	8.1	9.2	10.4	10.6	11.2

	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	16	20	18	18
School % Making Progress	6.3	20.0	50.0	33.3

*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".

BENCHMARK SUMMARY

QUALITATIVE BENCHMARK ANALYSIS

The SUNY Renewal Benchmarks, grounded in the body of research from the Center for Urban Studies at Harvard University,⁴ describe the elements in place at schools that are highly effective at providing students from low-income backgrounds the instruction, content, knowledge, and skills necessary to produce strong academic performance.

ASSESSMENT

The school regularly administers valid and reliable assessments aligned to the school's curriculum and state performance standards. The school administers NWEA MAP ("MAP"), and teachers use curricular program assessments. While this suite of assessments produces data, the school does not effectively implement systems or adequate support for teachers to use these data to make necessary instructional adjustments. The new instructional leaders identify this as a growth area and are working to implement more robust data review systems. However, the efficacy of these efforts are not yet evident.

Although the school makes data accessible to teachers, teachers do not effectively use assessment results to meet student needs by modifying lesson plans, adjusting classroom instruction, or strategically grouping students. While leaders attempt to meet with teachers to analyze data and determine adjustments to instruction, teachers do not adjust instruction or implement differentiation based on the outcomes of these meetings in ways that improve student learning. During lesson observations, the Institute did not observe any meaningful adjustment to practice or differentiation strategies.

The school communicates with parents and guardians about their students' progress and growth. The school provides families with trimester report cards and digital updates through tools like Parent Square and ClassDojo. During the family focus group, caregivers provided mixed feedback on the frequency and content of communication from the school with some expressing dissatisfaction and others reporting they were pleased with current systems.

CURRICULUM

King Center's curriculum is not yet of sufficient quality and rigor to support teachers in their instructional planning. The school's curriculum includes some programs that provide grade level alignment with a fixed, underlying structure, and the school is in process of transitioning some of its curricular programs. In mathematics, the school primarily uses Zearn with supplemental materials from other sources. For ELA, the school is transitioning from an internally developed curriculum to Book Worms and Reading Reconsidered in 2nd – 4th grade and 5th – 8th grade, respectively. While many of the commercial programs demonstrate alignment to grade level standards, teachers do not consistently deliver the programs with fidelity and sometimes supplement lesson materials with low quality materials. This results in some lessons not meeting the rigor of grade level standards and reflecting low expectations for students. Leaders are working to fully implement Book Worms and Reading Reconsidered for the elementary and middle school programs, respectively, to better meet the rigor of the New York State standards.

4. An extensive body of research, including a [report from the United States General Accounting Office](#), identifying and confirming the correlates of effective schools dating back four decades.

BENCHMARK SUMMARY

For this school year, the school is developing its process for selecting, developing, and reviewing its curricular documents. School leaders report the previous ELA program was not sufficiently rigorous to meet grade level standards. While some components of the program are still in place, leaders are working to supplement learning through new intervention procedures. However, teachers do not yet consistently implement differentiation or intervention strategies in classrooms to fully meet student needs.

Teachers do not plan purposeful and focused lessons. Leaders review lesson plans with teachers during coaching meetings. Leaders focus their review of lesson plans on the quality of the objectives, engagement activities, and checks for understanding. Based on the Institute's review of lesson plans, the quality of planning across the school is not consistent with leaders' expectations. In many cases, the planning for student work demonstrated below grade level standards.

PEDAGOGY

High quality instruction is not yet evident in classrooms across King Center. Teachers do not consistently deliver purposeful instruction aligned to the school's curriculum. While teachers implement the school's basic instructional routines, such as the workshop model, most lessons feature instruction that lacks high expectations for student engagement or achievement. In most lessons observed, teachers did not clearly communicate instructions and expectations for classwork resulting in low student engagement with lesson activities.

As evidenced by the visit team's 14 classroom observations, teachers do not regularly and effectively check for student understanding. Teachers implement strategies such as call and response or cold calling to gauge understanding across the classroom. However, in some lessons, teachers call on a small subset of students unrepresentative of the entire class. In other examples, teachers implement checks for understanding such as circulating the room, but do not adjust their instruction in response to the information they collect.

Few teachers at King Center deliver rigorous instruction that challenges students with questions or activities to develop higher order thinking and problem solving skills. While some lessons present challenging material and engaging activities, most teachers deliver lessons with procedural content that yield limited student discourse. Teacher questioning is often based on factual recall rather than questions that prompt higher order thinking and challenge students to defend or elaborate on their responses.

In most lessons observed, teachers do not maximize learning time and allow transitions to extend into planned instruction time. Although King Center teachers implement some foundational schoolwide routines for managing classroom behavior, teachers do not consistently hold students accountable to the school's expectations for classroom culture. As a result, student engagement is inconsistent within and across lessons. In some lessons, teachers allow some students to opt out of instruction without effective redirection.

BENCHMARK SUMMARY

INSTRUCTIONAL LEADERSHIP

King Center is developing its instructional leadership. The school hired a new principal who began on the first day of school for students for the 2025-26 school year. While leaders are clear in articulating what high expectations for student learning should look like to the Institute visit team, teaching and learning in classrooms did not reflect high expectations for learning consistently across classrooms. In interviews with teachers, some teachers reported low expectations for students in contrast to leaders' expectations. For example, some teachers indicated that some of the school's goals were unattainable for King Center students. Leaders closely monitor expectations like managing low level behaviors within the classroom and implementing tier 2 interventions. At the time of the visit, these systems were in the nascent stages of implementation, and the Institute did not observe consistency with teachers managing low level behaviors in the classroom or implementing tier 2 interventions. Leaders are working to hold teachers more accountable to school systems. For example, leaders hold teachers accountable for on time arrival for the school day and for submitting lesson plans as these have been recurring issues. While leaders have worked to increase accountability for teachers in these areas, many teachers do not demonstrate adequate improvement or investment to the new systems in place at the school.

The instructional leadership is working to build its capacity to provide the level of support needed to improve teaching and learning across the school while handling a school leader team vacancy at the time of the visit. The school hired a Multi-Tiered System of Supports ("MTSS") director at the beginning of the school year. However, the individual departed at the end of January 2026. The school subsequently hired a replacement, who began in late March 2026. Instructional leaders attempt to provide sustained, systemic, and effective coaching, but high levels of teacher absences from a small subset of teachers requires leaders to provide classroom coverages and inhibits the implementation of a consistent suite of supports for teachers. The disruptions to the schedule significantly hamper leaders' and intervention teachers' ability to complete their regular responsibilities. Coaches observe classroom practice to give feedback to teachers during regular meetings, and the main focus of these meetings is to ensure teachers are reviewing lesson plans and data.

Instructional leaders implement a comprehensive professional development program interrelated with classroom practice. The principal meets with instructional coaches on a weekly basis to discuss alignment on how to best support teachers. The teams determine specific topics based on teacher needs based on classroom observations. Leaders have invested time during professional development sessions to work on teachers' implementation of new curricular programs.

AT-RISK PROGRAM

While the school implements clear and compliant procedures to identify students with disabilities, ELLs, and students struggling academically, King Center does not yet provide effective supports to ensure high quality programming for these subgroups.

The school employs three mathematics interventionists and three ELA interventionists to support students identified as needing tier 3 intervention based on MAP data. Interventionists report that they are frequently required to provide classroom coverages due to teacher absences from a small subset of teachers, resulting in substantial interruptions to scheduled intervention periods. For struggling students not identified for

BENCHMARK SUMMARY

tier 3 intervention, classroom teachers provide support during daily intervention blocks. Based on evidence collected from classroom observations and staff member interviews, most King Center teachers do not differentiate materials or instruction during daily intervention blocks. In most cases, teachers use intervention time to monitor students working independently. Some teachers do not view differentiation as their role and responsibility.

For students with disabilities, the school's special education teachers provide direct and indirect consultant teaching and resource room. The school also provides some related services, but the district has not provided speech services during the current year. School leaders have encouraged families to seek out compensatory services. For ELLs, the school's ELL teachers provide push-in and pull-out services and use multiple resources including the National Geographic Reach program. However, general education teachers do not supplement the supports from at-risk program teachers with effective strategies to support students with disabilities and ELLs. This school year, King Center has not provided adequate training or professional development to help general education teachers meet the needs of those students.

While staff members can speak in general terms about progress monitoring for at-risk students, King Center lacks an effective schoolwide system to monitor the progress and success of students with Individualized Education Programs ("IEPs") toward IEP goals, or ELLs toward language acquisition goals. At the beginning of each year, the school provides general education teachers with an overview of identified ELLs and their levels of English proficiency, and of students with disabilities' IEPs and their necessary accommodations, goals, and modifications. While all relevant staff members have access to information about at-risk students, they do not monitor progress effectively. The school has not provided adequate training and professional development on monitoring progress of at-risk students.

ORGANIZATIONAL CAPACITY

While the new leadership team has worked to establish more robust schoolwide policies, procedures, and systems, King Center staff members do not consistently implement the systems with fidelity. As a result, the Institute did not observe evidence at the time of the visit to demonstrate the efficacy of these new policies and systems. While leaders hold teachers and other staff members accountable for internalizing these systems, the school must continue to strengthen its accountability for teachers implementing new systems. Although school leaders communicate clear roles and responsibilities, teachers do not articulate a common understanding of the delineated responsibilities of the leadership team members.

In line with other needed program improvements, King Center's new leadership has worked to roll out systems and accountability for teachers aimed at improving classroom culture. The school is also developing a restorative justice component to its school culture systems that is in the nascent stages. Teachers reported that in previous years they were not held accountable for basic classroom management and would often send students to other classrooms to allow time for students to reset. However, the current instructional leaders recognize that as a result, students often missed critical instructional time for minor behavioral issues. This year, the school implemented a call system whereby teachers could contact leadership for support with student behavior in urgent situations, intended to better hold teachers accountable and keep students in classrooms for instructional periods. At the time of the Institute's visit, these new systems were not yet fully effective.

BENCHMARK SUMMARY

During classroom observations, the Institute observed many instances of teachers failing to address low level student behaviors. Leaders recognize the need to continue building teacher capacity and investment in systems to support improved school culture. During the family focus group, families of King Center students specifically from the middle school level expressed concern regarding classroom culture.

BOARD OVERSIGHT & GOVERNANCE

The King Center board establishes clear priorities. The board communicates the paramount priority of increasing student achievement to the school's leadership team. The board also focuses on strengthening the school's reputation as it navigates external issues. Although the King Center board works effectively to monitor the school's Accountability Plan goals, it has not successfully navigated communication and planning related to leadership transitions from the 2024-25 to 2025-26 school years. After years of little to no growth in the school's proficiency in both ELA and mathematics, the board made the decision to modify the instructional leadership structure for 2025-26. The board is continuing to develop ways to effectively engage with the school community. The board makes attempts to provide opportunities for community and school staff members to share feedback. For example, the board moved its board meetings, which are held on site at the school and virtually, earlier and initiated more public events where community members can meet and share feedback with the board. The board recognizes the opportunity to increase its presence in the school to monitor its goals for the program and build trust across teachers.

The board successfully recruited a new instructional leader at the start of the 2025-26 school year. The board is working to better understand the current needs of the school and to provide resources to support the new school leader. For example, the board approved a MTSS director hire, but due to staffing issues and hiring timelines, the school was without this position for approximately two months. As a result, current instructional leaders fulfill multiple duties. The board is aware of the multiple roles leaders have to fulfill in the absence of a full leadership team, but it has not acted with urgency to support the school team in ensuring it has the capacity to fully support teachers.

Board members possess the necessary skills and have put in place structures in which to govern the school. Members bring professional backgrounds in the law, K-12 education, K-12 special education, and medicine. The board has regular check-ins with leaders and has a consistent structure for board members to review information presented by leaders. In the current school year, the board has increased the frequency with which it meets to urgently work with school leaders to address organizational and academic concerns and to address external issues the school is facing during this school year. The board requests and receives sufficient information to provide oversight of the school's program and finances. The board is well aware of the school's performance over the charter term, and recognizes that inconsistent program implementation throughout the term has led to the school's need to demonstrate significant improvements to make the best case for a subsequent renewal in 2027-28. The board receives updates as to the instructional leaders' programmatic changes, many of which have been implemented with mixed levels of success due to a lack of investment from some teachers.

King Center

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APPENDICES

PAGES Ax 1-4



KING CENTER CHARTER SCHOOL BOARD OF TRUSTEES¹

CHAIR	TRUSTEES
Cheryl Colston	John F. Daly
TREASURER	Porsha A. Parson
Carl Morgan	
SECRETARY	
Sharon M. Bradley	

SCHOOL CHARACTERISTICS

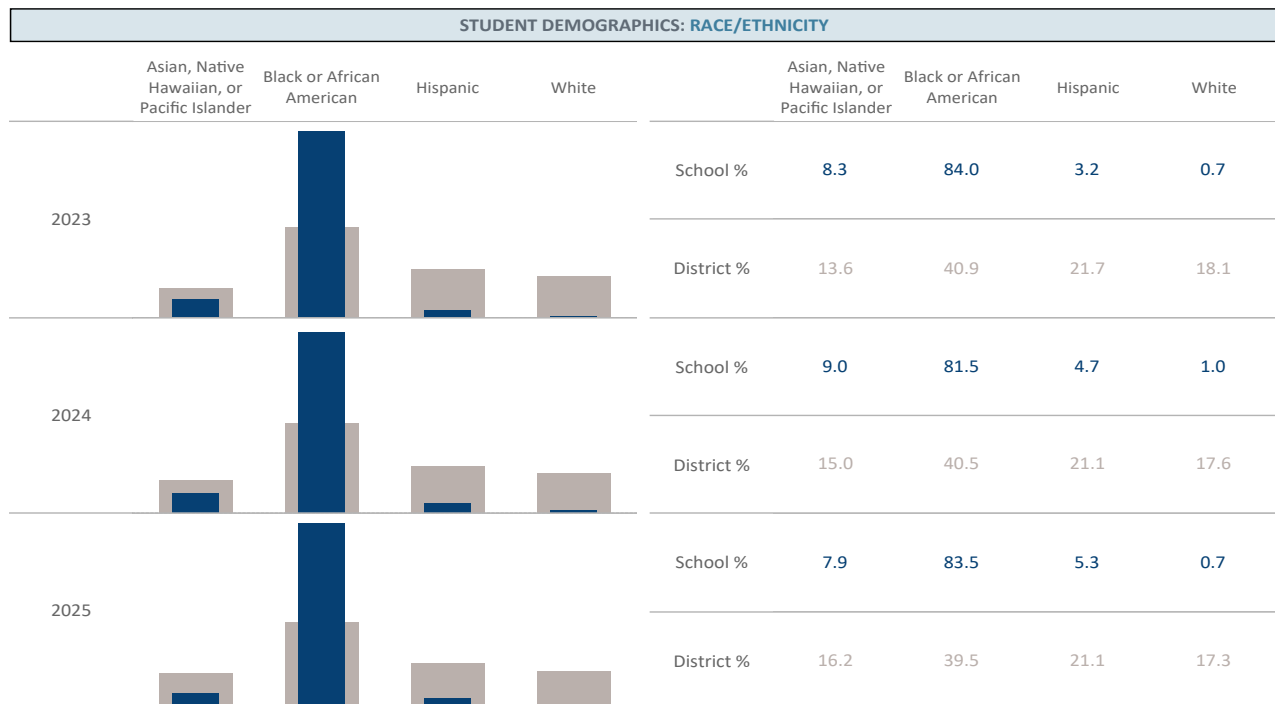
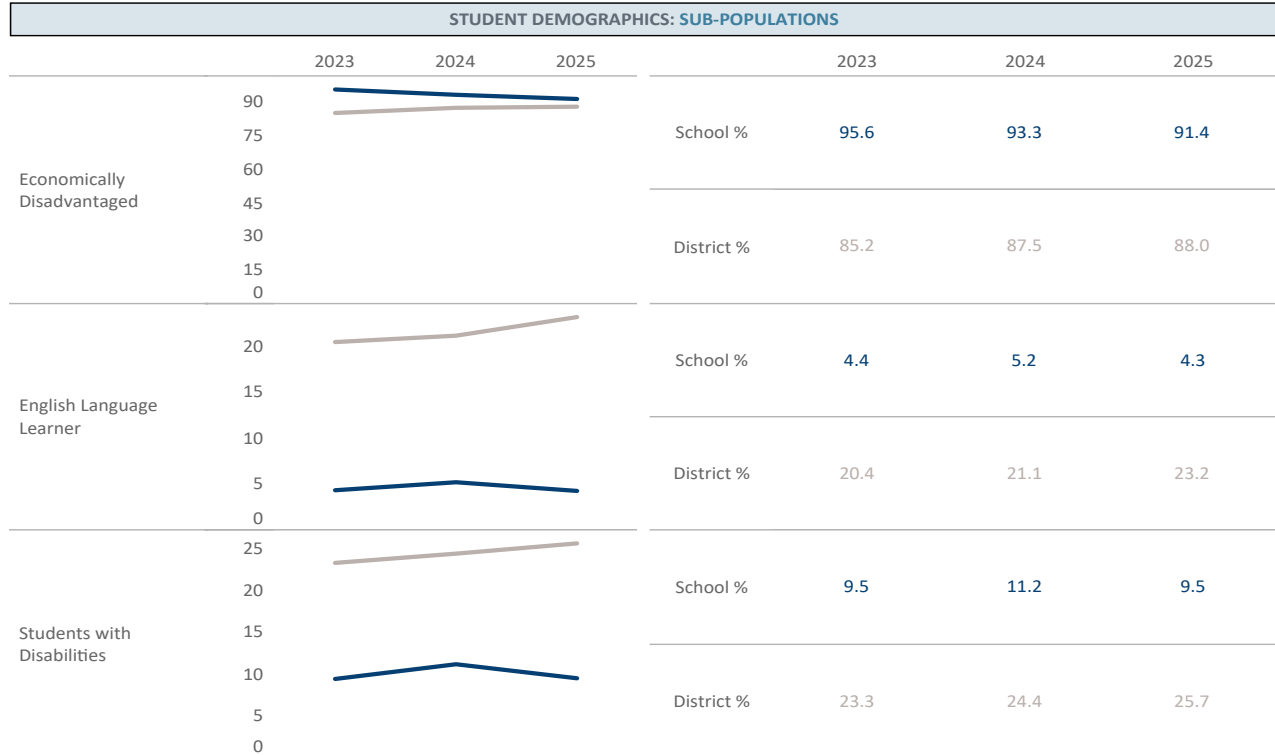
SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT ²	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2021-22	459	409	89%	K-8
2022-23	459	408	89%	K-8
2023-24	459	391	85%	K-8
2024-25	459	413	90%	K-8
2025-26	459	376	82%	K-8

1. Source: The Institute’s board records at the time of report finalization.
2. Source: Institute’s Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

APPENDIX A: SCHOOL OVERVIEW

King Center Charter School

Buffalo City School District

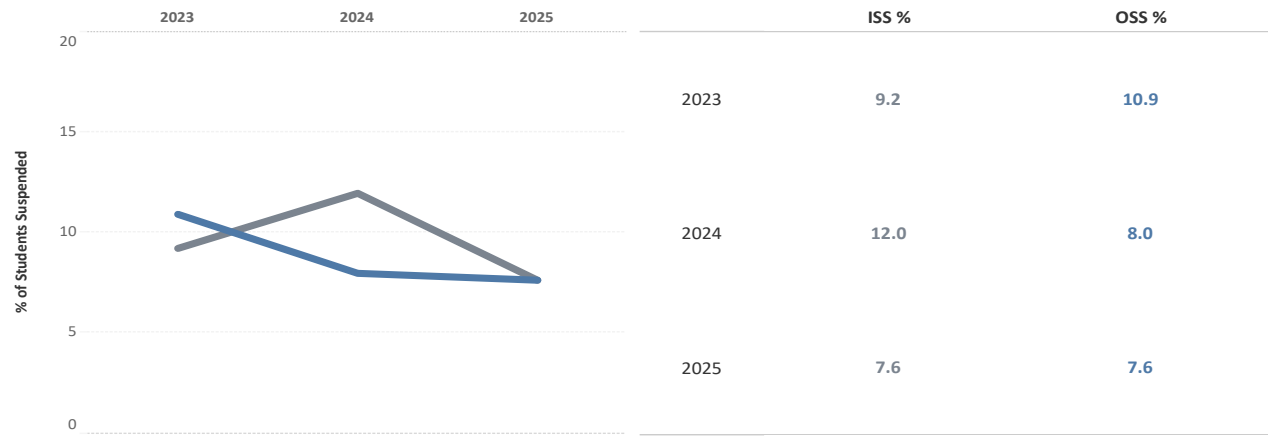


Data reported in these charts reflect BEDS day enrollment counts as reported by the New York State Education Department ("NYSED").

APPENDIX A: SCHOOL OVERVIEW



King Center Charter School



Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

Persistence in Enrollment: The percentage of students eligible to return from previous year who did return



Expulsions: The number of students expelled from the school each year

2023	2024	2025
3	1	3

King Center Charter School's Enrollment and Retention Status: 2024-25

		Target %	School %
Enrollment	Economically Disadvantaged	81.1	91.4
	English Language Learners	18.4	4.3
	Students with Disabilities	19.0	9.5
Retention	Economically Disadvantaged	93.2	83.7
	English Language Learners	95.5	73.7
	Students with Disabilities	93.8	86.8

Discipline data above reflect information reported by the education corporation and validated by the Institute. Enrollment and retention data reflect available BEDS day information as reported by NYSED.

SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2000-01	First Year	May 24, 2001
2001-02	Evaluation	April 29, 2002
2002-03	Evaluation	February 24 – 25, 2003
2004-05	Initial Renewal	October 8, 2004
2006-07	Subsequent Renewal	September 20, 2006
2007-08	Subsequent Renewal	September 26, 2007
2009-10	Evaluation	March 4, 2010
2011-12	Subsequent Renewal	May 22 – 23, 2012
2015-16	Evaluation	April 27, 2016
2017-18	Subsequent Renewal	October 18 – 19, 2017
2021-22	Leader Conversation	May 26, 2022
2022-23	Subsequent Renewal	December 8 – 9, 2022
2023-24	Leader Conversation	March 21, 2024
2025-26	Leader Conversation Evaluation	October 3, 2025 March 11, 2026

CONDUCT OF THE VISIT

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
March 11, 2026	Desree Cabrall-Njenga	School Evaluator
	Kathryn Connell-Espinosa	Executive Director
	Alexa Feldman	Director of Performance and Systems Analysis
	Andrew Kile	Director of School Evaluation
	Bryan Stroud	School Evaluator

CHARTER CYCLE CONTEXT

CHARTER TERM	YEAR IN TERM	ANTICIPATED RENEWAL VISIT
Seventh	Third year of its Five Year Charter Term	Fall 2027

