

# Application: Truxton Academy Charter School

Patty Dawson - patty.dawson@truxtonacademy.org  
2025-2026 Annual Report

## Summary

ID: 0000000362  
Status: Annual Report Submission

## Entry 1 – School Information and Cover Page

Completed - Jul 31 2026

### Instructions

#### Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within the Annual Report Portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

## Entry 1 – School Information and Cover Page

(New schools that were not open for instruction for the 2025-2026 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer (as of June 30, 2026) or you may not be assigned the correct tasks.

## BASIC INFORMATION

### a. LEGAL SCHOOL NAME (as chartered)

(Select name from the drop down menu)

TRUXTON ACADEMY CHARTER SCHOOL

**b. Unofficial or Popular School Name**

(No response)

**c. CHARTER AUTHORIZER (As of June 30th, 2026)**

Please select the correct authorizer as of June 30, 2026 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

**c. School Unionized**

Is your charter school unionized?

No

**d. District/CSD of Location**

Homer Central School District

**e. Date of Approved Initial Charter**

Jan 2 2019

**f. Date School First Opened for Instruction**

Sep 4 2019

### **g. Approved School Mission**

*(Regents, NYCDOE, and Buffalo BOE-authorized schools only)*

The mission of Truxton Academy Charter School is to cultivate an enthusiasm for learning through a project based curriculum that celebrates our rural life, environmental stewardship, and our agricultural heritage. Using real world, student centered learning we will plant a foundation for future academic success.

### **h. Approved Key Design Elements**

*(Regents, NYCDOE, and Buffalo BOE-authorized schools only)*

Project based learning  
Environmental Studies & Rural Life Skills  
Agricultural Heritage & History

### **i. School Website Address**

[www.truxtonacademy.org](http://www.truxtonacademy.org)

### **j. Authorized Charter Enrollment for 2025-2026 School Year**

120

### **k. Actual Enrollment on June 30, 2026, Excluding Pre-K Program Enrollment**

94

I. Grades Served

Grades served during the 2025-2026 school year (exclude Pre-K program students):

Responses Selected:

|              |
|--------------|
| Kindergarten |
| 1            |
| 2            |
| 3            |
| 4            |
| 5            |
| 6            |

m. Charter Management Organization/Educational Management Organization

Do you have a [Charter Management Organization](#)?

|    |
|----|
| No |
|----|

FACILITIES INFORMATION

n. FACILITIES: Owned, rented, or leased to educate students

Will the school maintain or operate multiple sites in 2026-2027?

|  |                    |
|--|--------------------|
|  | No, just one site. |
|--|--------------------|

School Site 1 (Primary)

## n1. SCHOOL SITES

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

|        | Physical Address                         | Phone Number | District/CSD                  | Grades Served at Site for 2025-2026 School Year (K-5, 6-9, etc.) | Grades to be Served at Site for 2026-2027 school year (K-5, 6-9, etc.) | Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No). |
|--------|------------------------------------------|--------------|-------------------------------|------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| Site 1 | 6337 Academy St,<br>Truxton, NY<br>13158 | 607-842-6252 | Homer Central School District | K-6                                                              | K-5                                                                    | No                                                                                                   |

n1a. Please provide the contact information for Site 1.

|                                           | Name            | Title              | Work Phone   | Alternate Phone | Email Address                                                                                |
|-------------------------------------------|-----------------|--------------------|--------------|-----------------|----------------------------------------------------------------------------------------------|
| School Leader                             | Heather Collier | Principal          | 607-842-6252 |                 | <a href="mailto:heather.collier@truxtonacademy.org">heather.collier@truxtonacademy.org</a> . |
| Operational Leader                        | Patty Dawson    | Executive Director | 607-842-6252 | 607-745-9221    | <a href="mailto:patty.dawson@truxtonacademy.org">patty.dawson@truxtonacademy.org</a> .       |
| Compliance Contact                        | Patty Dawson    | Executive Director | 607-842-6252 | 607-745-9221    | <a href="mailto:patty.dawson@truxtonacademy.org">patty.dawson@truxtonacademy.org</a> .       |
| Complaint Contact                         | Heather Collier | Principal          | 607-842-6252 |                 | <a href="mailto:heather.collier@truxtonacademy.org">heather.collier@truxtonacademy.org</a> . |
| DASA Coordinator                          | Heather Collier | Principal          | 607-842-6252 |                 | <a href="mailto:heather.collier@truxtonacademy.org">heather.collier@truxtonacademy.org</a> . |
| Phone Contact for After Hours Emergencies | Patty Dawson    | Executive Director | 607-842-6252 | 607-745-9221    | <a href="mailto:patty.dawson@truxtonacademy.org">patty.dawson@truxtonacademy.org</a> .       |

n1b. Is site 1 in a public space or in a private space?

Private Space

n1c. Is site 1 in a co-located or not in a co-located facility?

**Responses Selected:**

Not Co-Located

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

n1e. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2025.

Fire inspection certificates must be updated annually. For the upcoming school year 2026-2027, please submit a current fire inspection certificate.

If the fire inspection certificate will expire between the August 3, 2026 submission of the Annual Report and the November 2 Annual Report submission, please submit the new certificate with the Annual Report entries due no later than 11:59 PM on November 2, 2026.

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

[2026-05-01 Certificate of Occupancy \(COO or TCO\).pdf](#)

**Filename:** 2026-05-01 Certificate of Occupancy (COO or TCO).pdf.pdf **Size:** 396.8 kB

**Site 1 Fire Inspection Report**

*This is required, marked optional for administrative purposes.*

[Fire Inspection Report 2026-03-16.pdf](#)

**Filename:** Fire Inspection Report 2026-03-16.pdf.pdf **Size:** 298.4 kB

**o. List of owned, rented, or leased facilities not used to educate students and the purpose of each.**

Separate by semi-colon (;)

none

**p1. Total Number of School Calendar Days**

184

**p2. Total Number of Anticipated Hours of Instruction by Month** (Entries are required for all months. Enter a zero for months with no instructional hours.)

|                |     |
|----------------|-----|
| July 2026      | 0   |
| August 2026    | 0   |
| September 2026 | 102 |
| October 2026   | 126 |
| November 2026  | 90  |
| December 2026  | 102 |
| January 2027   | 114 |
| February 2027  | 90  |
| March 2027     | 126 |
| April 2027     | 102 |
| May 2027       | 120 |
| June 2027      | 114 |

**CHARTER REVISIONS DURING THE 2025-2026 SCHOOL YEAR**

q. Summary of Material and Non-Material Charter Revisions submitted or approved since August 1, 2025, including updates to the school's board of trustees' by-laws, enrollment policy, discipline policy, or complaint policy.

*Please note, listing the revisions here does not constitute a request. Schools are advised to seek revision requests through their authorizer directly.*

Does the school have any material or non-material revision requests that have been submitted or approved since August 1, 2025?

No

ATTESTATIONS

r. Name/Position of Person Completing/Submitting the 2025-2026 Annual Report. (To type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).

|                 |                                                                                            |
|-----------------|--------------------------------------------------------------------------------------------|
| Name            | Heather Collier                                                                            |
| Position        | Principal                                                                                  |
| Phone/Extension | 607-842-6252-113                                                                           |
| Email           | <a href="mailto:heather.collier@truxtonacademy.org">heather.collier@truxtonacademy.org</a> |

s. Our signatures (Executive Director/School, Leader/Head of School, and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, this will constitute grounds for the revocation of our charter.

Click **YES** to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).

**Responses Selected:**

Yes

As outlined in ENTRY 7 (Employee Fingerprint Requirements Attestation):

Our E-Signatures (not digital signatures) (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 7 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#).

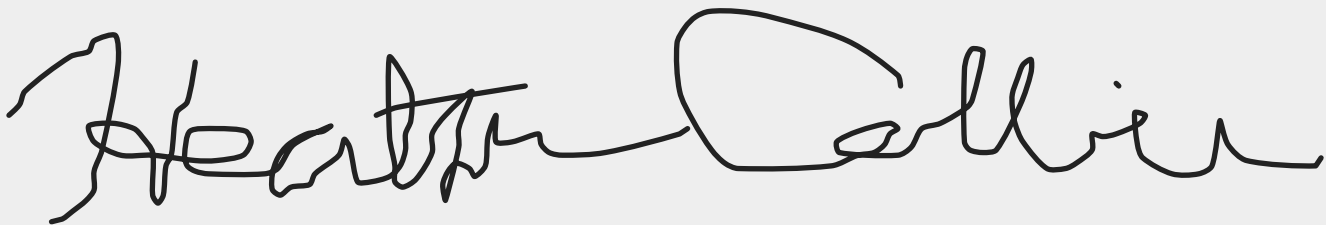
Click **YES** to agree.

**Responses Selected:**

Yes

Signature, Head of Charter School

(If you are not signing the application now, please click "Clear" on both signature fields before saving this task or else the system will return an error.)

A handwritten signature in black ink on a light gray background. The signature is cursive and reads "Heather Collins".

Signature, President of the Board of Trustees

(If you are not signing the application now, please click "Clear" on both signature fields before saving this task or else the system will return an error.)



Date

Jul 31 2026



Thank you.

## Entry 2 – Links to Critical Documents on School Website

Completed - Jul 31 2026

### Instructions

**Required of ALL Charter Schools** - Note that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved Dignity for All Students Act (DASA) policy and Authorizer-approved School Discipline Policy.

By law, each charter school is required to maintain certain notices and policies listed on its website. All documents must be readily found on the school's website and publicly accessible. Please insert a link to the page on the school's website where each document can be accessed. **DO NOT provide a direct link to a Google document or PDF.**

1. Current Annual Report (i.e., 2025-2026 Annual Report);<sup>[1]</sup> Please note: schools are responsible for redacting their own annual reports for posting.
2. All Board of Trustees documents, including calendar, meeting notices, agendas, and board meeting minutes;
3. New York State School Report Card - This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law.<sup>[2]</sup> Even if there is no school data yet reported, a direct web link to the most recent [New York State School Report Card](#) for the charter school must be provided;
4. Authorizer-approved DASA Policy and Authorizer-approved School Discipline Policy (**For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY**);

5. District-wide safety plan, not a building-level safety plan (as per the [2024 Emergency Response Plan Memo – Charter Schools Only](#));
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records.

**[1] Each charter school is required to make the Annual Report publicly available by August 1 and to post it on their respective charter school website.** Each school should post an updated and complete version to include accountability data and financial statements that are not or may not be available until after the August deadline (i.e., repost when financials have been submitted in November.)

**[2]** School Report Card data is included in the reporting requirements for New York charter schools in 8 NYCRR 119.3.

## Entry 2 – Links to Critical Documents on School Website

School Name: Truxton Academy Charter School

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**Required of ALL Charter Schools - Note that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved Dignity for All Students Act (DASA) policy and Authorizer-Approved School Discipline Policy.**

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the [link to the page on the school's website](#) where each document can be accessed.

|                                                                                                                                                                                                                                                                                                                                                                                            | Link to Documents                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| 1. Current Annual Report (i.e., 2025-2026 Annual Report)                                                                                                                                                                                                                                                                                                                                   | <a href="https://www.truxtonacademy.org/annual-report">https://www.truxtonacademy.org/annual-report</a>                       |
| 2. Board meeting notices, agendas, and documents, including board meeting minutes                                                                                                                                                                                                                                                                                                          | <a href="https://www.truxtonacademy.org/meeting-minutes">https://www.truxtonacademy.org/meeting-minutes</a>                   |
| 3. New York State School Report Card. This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law. Even if there is no school data yet reported, a direct web link to the most recent New York State School Report Card for the charter school must be provided. | <a href="https://www.truxtonacademy.org/annual-report">https://www.truxtonacademy.org/annual-report</a>                       |
| 4a. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)                                                                                                                                                                                                                                                                                 |                                                                                                                               |
| 4b. Authorizer-approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)                                                                                                                                                                                                                                                                    |                                                                                                                               |
| 5. District-wide safety plan, not a building level safety plan (as per the 2024 Emergency Response Plan Memo)                                                                                                                                                                                                                                                                              | <a href="https://www.truxtonacademy.org/safety-plan">https://www.truxtonacademy.org/safety-plan</a>                           |
| 6. Authorizer-approved FOIL Policy                                                                                                                                                                                                                                                                                                                                                         | <a href="https://www.truxtonacademy.org/bylaws-codeofethics-foil">https://www.truxtonacademy.org/bylaws-codeofethics-foil</a> |
| 7. Subject matter list of FOIL records (e.g., see NYSED Subject Matter List)                                                                                                                                                                                                                                                                                                               | <a href="https://www.truxtonacademy.org/bylaws-codeofethics-foil">https://www.truxtonacademy.org/bylaws-codeofethics-foil</a> |

It is the school's responsibility to ensure that if a policy appears in more than one place on the website, including as part of the family handbook, that the policy versions are consistent and up to date.

Responses Selected:

Yes, the website has been reviewed to ensure that policies are consistent and up to date.



Thank you.

Entry 3 – Board of Trustees Membership Table

Completed - Jul 31 2026

Instructions

Required of ALL Charter Schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 3 – Board of Trustees Membership Table

1. **SUNY-AUTHORIZED** charter schools are required to provide information for VOTING trustees only.

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

2. **REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED** charter schools are required to provide information for all VOTING and NON-VOTING trustees.

Authorizer:

Who is the authorizer of your charter school?

SUNY

1. 2025-2026 Board Member Information (Enter information for each Board of Trustees member).

|   | Voting<br>Trustee<br>Name | Trustee<br>Email<br>Address                                                                      | Position<br>on the<br>Board | Committee<br>Affiliation<br>(s)     | Voting<br>Member<br>Per By-<br>Laws<br>(Y/N) | Number<br>of<br>Completed<br>Terms<br>Served | Start<br>Date of<br>Current<br>Term<br>(MM/DD/<br>YYYY) | End<br>Date of<br>Current<br>Term<br>(MM/DD/<br>YYYY) | Board<br>Meetings<br>Attended<br>During<br>2025-<br>2026 |
|---|---------------------------|--------------------------------------------------------------------------------------------------|-----------------------------|-------------------------------------|----------------------------------------------|----------------------------------------------|---------------------------------------------------------|-------------------------------------------------------|----------------------------------------------------------|
| 1 | Stuart Young              | <a href="mailto:stuart.young@truxtonacademy.org">stuart.young@truxtonacademy.org</a>             | Chair                       | Operations,<br>Finance,<br>Academic | Yes                                          | 2                                            | 06/11/2023                                              | 06/08/2026                                            | 10                                                       |
| 2 | Krysta Austen             | <a href="mailto:krysta.austen@truxtonacademy.org">krysta.austen@truxtonacademy.org</a>           | Vice<br>Chair               | Finance                             | Yes                                          | 2                                            | 06/14/2025                                              | 06/12/2028                                            | 10                                                       |
| 3 | Korinne L'Homme dieu      | <a href="mailto:korinne.lhommedieu@truxtonacademy.org">korinne.lhommedieu@truxtonacademy.org</a> | Treasurer                   | Finance                             | Yes                                          | 2                                            | 06/14/2025                                              | 06/12/2028                                            | 5 or less                                                |
| 4 | Tom Brown                 | <a href="mailto:tom.brown@truxtonacademy.org">tom.brown@truxtonacademy.org</a>                   | Secretary                   | Finance,<br>Operations,<br>Academic | Yes                                          | 2                                            | 06/14/2025                                              | 06/12/2028                                            | 12                                                       |
| 5 | Carol Woodhouse           | <a href="mailto:carol.woodhouse@truxtonacademy.org">carol.woodhouse@truxtonacademy.org</a>       | Trustee/<br>Member          | Operations,<br>Academic             | Yes                                          | 1                                            | 03/21/2025                                              | 06/10/2028                                            | 12                                                       |
| 6 | Jeff Perry                | <a href="mailto:jeff.perry@truxtonacademy.org">jeff.perry@truxtonacademy.org</a>                 | Trustee/<br>Member          | Academic                            | Yes                                          | 1                                            | 06/08/2025                                              | 06/11/2029                                            | 12                                                       |
| 7 | Alison Sprouse Mastroe    | <a href="mailto:alison.mastroe@truxtonacademy.org">alison.mastroe@truxtonacademy.org</a>         | Trustee/<br>Member          | Academic                            | Yes                                          |                                              | 07/07/2025                                              | 10/09/2025                                            | 5 or less                                                |

|   |              |                                                                                      |                |          |     |  |            |            |           |
|---|--------------|--------------------------------------------------------------------------------------|----------------|----------|-----|--|------------|------------|-----------|
|   |              | <a href="mailto:ademy.org">ademy.org</a>                                             |                |          |     |  |            |            |           |
| 8 | Carol Eldred | <a href="mailto:carol.eldred@truxtonacademy.org">carol.eldred@truxtonacademy.org</a> | Trustee/Member | Academic | Yes |  | 10/30/2025 | 06/12/2028 | 8         |
| 9 | Aaron Kinney | <a href="mailto:aaron.kinney@truxtonacademy.org">aaron.kinney@truxtonacademy.org</a> | Parent Rep     | Academic | Yes |  | 02/24/2026 | 06/11/2029 | 5 or less |

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

No

2. Number of board meetings conducted in 2025-2026

12

3. Number of board meetings scheduled for the 2026-2027 school year

12

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

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

|                                                                                                          |   |
|----------------------------------------------------------------------------------------------------------|---|
| a. Total number of Voting Members on June 30, 2026                                                       | 8 |
| b. Total number of Voting Members added during the 2025-2026 school year                                 | 3 |
| c. Total number of Voting Members who left the board during 2025-2026 school year                        | 1 |
| d. Maximum number of Voting Members in 2025-2026, as set by the board in by-laws, resolution, or minutes | 9 |
| e. Board members attending 8 or fewer meetings during 2025-2026                                          | 3 |

Thank you.

## Entry 4 – Board of Trustees Disclosure of Financial Interest Form

Completed - Jul 31 2026

### Instructions

#### Required of ALL Charter Schools

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2025-2026 school year must complete and sign the most up-to-date version of the Trustee [Disclosure of Financial Interest Form](#) **no later than 11:59 PM on August 3, 2026**. Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in PDF format for each individual member. **The education corporation is responsible for ensuring that each member who served on the board during the 2025-2026 school year completes the form.**

Trustees serving an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the education corporation. In the Trustee Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

#### [Financial Disclosure 2025 - 2026 combined](#)

## Entry 6 – Enrollment & Retention of Special Populations

Completed - Jul 31 2026

### Instructions

#### Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2025-2026 toward meeting targets to attract and retain the enrollment of students with disabilities (SWD), English language learners (ELL), and students who are economically disadvantaged (ED). In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2026-2027.

## Entry 6 – Enrollment and Retention of Special Populations

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## Good Faith Efforts to Meet Recruitment Targets

|                            | Describe Recruitment Efforts in 2025-2026                                                                                                                                                                                            | Describe Recruitment Plans for 2026-2027                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students with Disabilities | <p>We continued to build our inclusive model and shared how we help our learners succeed with families. In addition, we welcomed new students into our school community to strengthen our inclusion model for special education.</p> | <p>The school has a positive presence in the community through local collaborations and learning activities. We partner with community based organizations, many of them serving at-risk youth/families, who we will continue to encourage to recommend students to our school, spread our recruitment information events, or allow us to present about our school to their families. Additionally, the rural life lab and sustainability for our planet aspects of our school are clearly described in marketing materials, presentations, and discussions with interested families. For students with special needs, the school website and recruitment materials clearly describe the school's inclusion model, special education services and staffing as well as counseling supports. Furthermore, our Executive Director, Principal, and Director of Special Education Consultant will participate in recruitment activities for our future and our incoming families.</p> |
| English Language Learners  | <p>We want every family to feel at home here and welcomed families who speak other languages to tour and apply and expressed our interest in them being part of our school.</p>                                                      | <p>In order to recruit English Language Learners, our materials are translated, our ELL program is described, and our Bilingual Consultant and teachers assist with recruitment. Additionally, the rural life lab and sustainability for our planet aspects of our school are clearly described in marketing</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

|                            |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            |                                                                                                                                                                                                                                                                                                    | <p>materials, presentations, and discussions with interested families. We also have bilingual staff to assist families with the application process as well as conducting community meetings/presentations, home visits and school tours for potential families.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Economically Disadvantaged | <p>As an open enrollment charter school, our economic profile is similar to the surrounding school districts. We highlighted our tuition-free small school setting that provides breakfast and lunch free of charge to all families and immerses our students in purposeful hands-on learning.</p> | <p>The majority of our students are eligible for free and reduced lunch and, having built a positive reputation in the community and surrounding areas, we host events and attend community events and offer informational booths and activities. Word of mouth is particularly effective in attracting these students to our school. Additionally, the rural life lab and sustainability for our planet aspects of our school are clearly described in marketing materials, presentations, and discussions with interested families. We communicate clearly that our school is tuition free and works collaboratively with home districts in providing support services, hands-on project-based learning, and extra-curricular opportunities to all students regardless of need and income.</p> |

## Good Faith Efforts To Meet Retention Targets

|                            | Describe Retention Efforts in 2025-2026                                                                                                                                                                                                                    | Describe Retention Plans for 2026-2027                                                                                                                                                                                                                              |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students with Disabilities | To keep every student, especially those with disabilities, our school focused on arranging transportation with home districts, partnering with our Special Education Consultant coordinator, and working closely with local school districts for services. | Continue to coordinate with home districts and provide all of our students and families with the services that they need especially with IEP meetings, speech/language therapy, occupational therapy, hearing services, counseling and physical therapy.            |
| English Language Learners  | This year we helped our language learners more than the required time, and we worked closely with families to share updates in their home language.                                                                                                        | Continue to grow our ELL program and offering Spanish to all of our students at each grade level, utilize our bilingual consultant to interpret for all parent/caregiver events, and translate our fliers going home in Spanish.                                    |
| Economically Disadvantaged | This year we worked hard to support students in need by providing food and clothing, helping with rides, providing them basic health items, and connecting them with other services.                                                                       | Continue to provide our families an open invitation to address their concerns and be involved in our community. This includes monthly School Community Association meetings, quarterly expo's, and any other communication method (email, phone, class dojo, etc.). |

## Entry 7 – Employee Fingerprint Requirements Attestation

Completed - Jul 31 2026

### Instructions

#### Required of ALL Charter Schools

Review and complete the Employee Fingerprint Requirements Attestation.

## Entry 7 – Employee Fingerprint Requirements Attestation

## A. TEACH System – Employee Clearance

### Required of ALL Charter Schools

Charter schools MUST ensure that all prospective employees<sup>[1]</sup> receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to making an offer of employment. **This includes paraprofessionals and other school personnel who are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee.

Please note that all schools should maintain an electronic or hard copy of the clearance certification pulled from TEACH and dated **PRIOR** to the employee's start date. Clearance certifications pulled from TEACH at a later date will show that the staff member was cleared as of that date and may result in a finding of clearance violations against the school.

<sup>[1]</sup> Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at [NYSED CSO Employee Clearance and Fingerprint Memo](#) or visit the NYSED website at [Who Must Be Fingerprinted Charts](#) for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

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## **B. Emergency Conditional Clearances**

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates **automatically** once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at [NYSED CSO Employee Clearance and Fingerprint Memo](#).

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### **Attestation**

#### **Responses Selected:**

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

## **Entry 9 – School Calendars**

Completed - Jul 31 2026

### **Instructions**

#### **Required of ALL Charter Schools**

Charter schools must upload final **2025-2026 and 2026-2027** calendars into the portal **no later than 11:59 PM on August 3, 2026**. The calendars must be separate files.

School calendars must meet the [minimum instructional requirements](#) as required of other public schools "... *unless the school's charter requires more instructional time than is required under the regulations.*"

Board of Regents-authorized charter schools are also required to submit **school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month. Schools must use a calendar format and ensure there is a monthly tally of instructional days.**

Charter schools serving elementary and secondary levels may submit one combined calendar showing instructional hours and days for all building levels OR separate calendars uploaded as one PDF. *Note that school calendars will also provide evidence of alignment for schools with extended days/years referenced in their mission statements or key design elements.*

See below for an example of a calendar showing the requested information.

## Sample Calendar:

| 12 Month Calendar 2021-2022 |      |     |       |     |
|-----------------------------|------|-----|-------|-----|
| 184 Instructional Days      |      |     |       |     |
| <b>July</b>                 |      |     |       |     |
| Mon                         | Tues | Wed | Thurs | Fri |
|                             |      |     | 1     | 2   |
| 5                           | 6    | 7   | 8     | 9   |
| 12                          | 13   | 14  | 15    | 16  |
| 19                          | 20   | 21  | 22    | 23  |
| 26                          | 27   | 28  | 29    | 30  |
| <b>August</b>               |      |     |       |     |
| Mon                         | Tues | Wed | Thurs | Fri |
| 2                           | 3    | 4   | 5     | 6   |
| 9                           | 10   | 11  | 12    | 13  |
| 16                          | 17   | 18  | 19    | 20  |
| 23                          | 24   | 25  | 26    | 27  |
| 30                          | 31   |     |       |     |
| <b>September (18)</b>       |      |     |       |     |
| Mon                         | Tues | Wed | Thurs | Fri |
|                             |      | 1   | 2     | 3   |
| 6                           | 7    | 8   | 9     | 10  |
| 13                          | 14   | 15  | 16    | 17  |
| 20                          | 21   | 22  | 23    | 24  |
| 27                          | 28   | 29  | 30    |     |
| <b>October (20)</b>         |      |     |       |     |
| Mon                         | Tues | Wed | Thurs | Fri |
|                             |      |     |       | 1   |
| 4                           | 5    | 6   | 7     | 8   |
| 11                          | 12   | 13  | 14    | 15  |
| 18                          | 19   | 20  | 21    | 22  |
| 25                          | 26   | 27  | 28    | 29  |
| <b>November (18)</b>        |      |     |       |     |
| Mon                         | Tues | Wed | Thurs | Fri |
| 1                           | 2    | 3   | 4     | 5   |
| 8                           | 9    | 10  | 11    | 12  |
| 15                          | 16   | 17  | 18    | 19  |
| 22                          | 23   | 24  | 25    | 26  |
| 29                          | 30   |     |       |     |
| <b>December (17)</b>        |      |     |       |     |
| Mon                         | Tues | Wed | Thurs | Fri |
|                             |      | 1   | 2     | 3   |
| 6                           | 7    | 8   | 9     | 10  |
| 13                          | 14   | 15  | 16    | 17  |
| 20                          | 21   | 22  | 23    | 24  |
| 27                          | 28   | 29  | 30    | 31  |
| <b>January (20)</b>         |      |     |       |     |
| Mon                         | Tues | Wed | Thurs | Fri |
| 3                           | 4    | 5   | 6     | 7   |
| 10                          | 11   | 12  | 13    | 14  |
| 17                          | 18   | 19  | 20    | 21  |
| 24                          | 25   | 26  | 27    | 28  |
| 31                          |      |     |       |     |
| <b>February (15)</b>        |      |     |       |     |
| Mon                         | Tues | Wed | Thurs | Fri |
|                             | 1    | 2   | 3     | 4   |
| 7                           | 8    | 9   | 10    | 11  |
| 14                          | 15   | 16  | 17    | 18  |
| 21                          | 22   | 23  | 24    | 25  |
| 28                          |      |     |       |     |
| <b>March (23)</b>           |      |     |       |     |
| Mon                         | Tues | Wed | Thurs | Fri |
|                             | 1    | 2   | 3     | 4   |
| 7                           | 8    | 9   | 10    | 11  |
| 14                          | 15   | 16  | 17    | 18  |
| 21                          | 22   | 23  | 24    | 25  |
| 28                          | 29   | 30  | 31    |     |
| <b>April (15)</b>           |      |     |       |     |
| Mon                         | Tues | Wed | Thurs | Fri |
|                             |      |     |       | 1   |
| 4                           | 5    | 6   | 7     | 8   |
| 11                          | 12   | 13  | 14    | 15  |
| 18                          | 19   | 20  | 21    | 22  |
| 25                          | 26   | 27  | 28    | 29  |
| <b>May (21)</b>             |      |     |       |     |
| Mon                         | Tues | Wed | Thurs | Fri |
| 2                           | 3    | 4   | 5     | 6   |
| 9                           | 10   | 11  | 12    | 13  |
| 16                          | 17   | 18  | 19    | 20  |
| 23                          | 24   | 25  | 26    | 27  |
| 30                          | 31   |     |       |     |
| <b>June (17)</b>            |      |     |       |     |
| Mon                         | Tues | Wed | Thurs | Fri |
|                             |      | 1   | 2     | 3   |
| 6                           | 7    | 8   | 9     | 10  |
| 13                          | 14   | 15  | 16    | 17  |
| 20                          | 21   | 22  | 23    | 24  |
| 27                          | 28   | 29  | 30    |     |

Staff Report - August 23rd

Early Dismissal Days

Holiday/Recess (No Students or Staff)

Superintendent's Conference Day (No School for Students)

Regents and School-level Exams

September 8, 2021 All Grade Levels Report

June 24, 2022 - Last Day of School

## [2025-2026 Truxton Academy School Year Calendar](#)

Filename: 2025-2026 Truxton Academy School Year Calendar.pdf Size: 97.0 kB

## [2026-2027 Truxton Academy School Year Calendar](#)

Filename: 2026-2027 Truxton Academy School Year Calendar.pdf Size: 105.2 kB

## Entry 11 – Progress Toward Goals (SUNY-Authorized Charter Schools ONLY)

Completed - Sep 16 2026

# Instructions

## SUNY-Authorized Charter Schools ONLY - Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). Schools serving high school grades must also submit an accompanying High School Data Submission spreadsheet. After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal **and** into the SUNY Epicenter document management system **no later than 11:59 PM on September 15, 2026**.

**PLEASE NOTE: This is a required task for SUNY-authorized charter schools. It is marked optional for administrative purposes only.**

## 2025-26-APPR-K-6-Truxton Academy Charter School

Filename: 2025-26-APPR-K-6-Truxton Academy Charter School.pdf Size: 768.6 kB

## Entry 11 – Progress Toward Goals (Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)

Incomplete

# Instructions

## Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Board of Regents, NYCDOE, and Buffalo BOE-authorized schools must report all Progress Toward Charter Goals as per their currently approved charters **no later than 11:59 PM on November 3, 2026**.

Schools must complete the "Goals" tables as provided in the tables below **OR** upload the most current action plan that includes progress made during the 2025-2026 school year toward achieving or maintaining a "Meets" rating on the 10 Performance Framework benchmarks.

**PLEASE NOTE: This is a required task for Regents, NYCDOE, and Buffalo BOE-authorized charter schools. It is marked optional for administrative purposes only.**

## Entry 11 – Progress Toward Goals

### PROGRESS TOWARD CHARTER GOALS

Board of Regents, NYCDOE, and Buffalo BOE-authorized schools may complete the "Goals" tables as provided in the portal OR upload the most current action plan that includes progress made during the 2025-2026 school year toward achieving or maintaining a "Meets" rating on the 10 Performance Framework benchmarks.

Please select the method by which you will provide your school's information:

**No Responses Selected**

PROGRESS TOWARD CHARTER GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 3, 2025.

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1. ACADEMIC STUDENT PERFORMANCE GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE-authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 3, 2025**.

2. ORGANIZATION GOALS

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2025-2026 Progress Toward Attainment of Organization Goals

|             | Organizational Goal | Measure Used to Evaluate Progress | Goal - Met, Not Met, or Unable to Assess | If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable |
|-------------|---------------------|-----------------------------------|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| Org Goal 1  |                     |                                   |                                          |                                                                                                                       |
| Org Goal 2  |                     |                                   |                                          |                                                                                                                       |
| Org Goal 3  |                     |                                   |                                          |                                                                                                                       |
| Org Goal 4  |                     |                                   |                                          |                                                                                                                       |
| Org Goal 5  |                     |                                   |                                          |                                                                                                                       |
| Org Goal 6  |                     |                                   |                                          |                                                                                                                       |
| Org Goal 7  |                     |                                   |                                          |                                                                                                                       |
| Org Goal 8  |                     |                                   |                                          |                                                                                                                       |
| Org Goal 9  |                     |                                   |                                          |                                                                                                                       |
| Org Goal 10 |                     |                                   |                                          |                                                                                                                       |
| Org Goal 11 |                     |                                   |                                          |                                                                                                                       |
| Org Goal 12 |                     |                                   |                                          |                                                                                                                       |
| Org Goal 13 |                     |                                   |                                          |                                                                                                                       |
| Org Goal 14 |                     |                                   |                                          |                                                                                                                       |
| Org Goal 15 |                     |                                   |                                          |                                                                                                                       |
| Org Goal 16 |                     |                                   |                                          |                                                                                                                       |
| Org Goal 17 |                     |                                   |                                          |                                                                                                                       |
| Org Goal 18 |                     |                                   |                                          |                                                                                                                       |
| Org Goal 19 |                     |                                   |                                          |                                                                                                                       |
| Org Goal 20 |                     |                                   |                                          |                                                                                                                       |

5. Do have more organizational goals to add?

(No response)

### 3. FINANCIAL GOALS

#### 2025-2026 Progress Toward Attainment of Financial Goals

|                  | Financial Goals | Measure Used to Evaluate Progress | Goal - Met, Not Met, or Partially Met | If not met, describe efforts the school will take to meet goal. |
|------------------|-----------------|-----------------------------------|---------------------------------------|-----------------------------------------------------------------|
| Financial Goal 1 |                 |                                   |                                       |                                                                 |
| Financial Goal 2 |                 |                                   |                                       |                                                                 |
| Financial Goal 3 |                 |                                   |                                       |                                                                 |
| Financial Goal 4 |                 |                                   |                                       |                                                                 |
| Financial Goal 5 |                 |                                   |                                       |                                                                 |

Thank you.

## Entry 12 – Audited Financial Statements

Incomplete

### Required of ALL Charter Schools

**ALL charter schools** must upload the financial statements and related documents in PDF format into the portal **no later than 11:59 PM on November 2, 2026**. The statements, the independent auditor's report, any advisory and/or management letter, and the internal controls report must be combined into a PDF file with security features such as password protection removed.

**ALL SUNY-authorized charter schools** must also submit the documents to the SUNY Compass system **no later than 11:59 PM on November 2, 2026**. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

PLEASE NOTE: This task appears as optional until August 3, 2026. Thereafter, it will be identified as a required task due on November 2, 2026.

## Entry 13 – Fiscal Year 2026-2027 Budget

Incomplete

**Regents, NYCDOE, and Buffalo BOE-authorized charter schools** are required to download the budget template from the portal or the [Annual Reports](#) webpage and complete it. Upload the completed template **no later than 11:59 PM on November 2, 2026**. The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory.

PLEASE NOTE: This task appears as optional until August 3, 2026. Thereafter, it will be identified as a required task due on November 2, 2026.

## **Optional Additional Documents to Upload (BOR)**

Incomplete

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Krysta Austen

**Name of Charter School Education Corporation:**

Truxton Academy Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board VP

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☒ Yes ☐ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

Parent to Logan Austen → maintenance  
assistant

Loralie Austen → ~~as~~ maintenance  
assistant

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

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

☐ Yes ☒ No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

| <b>Date(s)</b> | <b>Nature of financial interest / transaction</b> | <b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b> | <b>Name of person holding interest or engaging in transaction and relationship to you</b> |
|----------------|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
|                |                                                   |                                                                                                             |                                                                                           |

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

☒ **None**

| Organization conducting business with the school(s) | Nature of business conducted | Approximate value of the business conducted | Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest | Steps taken to avoid conflict of interest |
|-----------------------------------------------------|------------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
|                                                     |                              |                                             |                                                                                                                                                                           |                                           |

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

**Business Telephone:**

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**Business Address:**

---

**E-mail Address:**

Krysta.austen@truxtonacademy.org

**Home Telephone:**

(518) 391-8286

**Home Address:**

6083 Hights Gulf Rd Cortland N.Y. 13045

Krysta Austen 7/6/25

**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*



**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

STUART YOUNG

**Name of Charter School Education Corporation:**

TRUXTON ACADEMY CHARTER SCHOOL

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

PRESIDENT

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

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

☐ Yes ☒ No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

| <b>Date(s)</b> | <b>Nature of financial interest / transaction</b> | <b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b> | <b>Name of person holding interest or engaging in transaction and relationship to you</b> |
|----------------|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
|                |                                                   |                                                                                                             |                                                                                           |

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

☒ **None**

| Organization conducting business with the school(s) | Nature of business conducted | Approximate value of the business conducted | Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest | Steps taken to avoid conflict of interest |
|-----------------------------------------------------|------------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
|                                                     |                              |                                             |                                                                                                                                                                           |                                           |

-

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

**Business Telephone:**

607-753-8155

**Business Address:**

4979 EAST RIVER CROSSING, CORTLAND, NY 13045

**E-mail Address:**

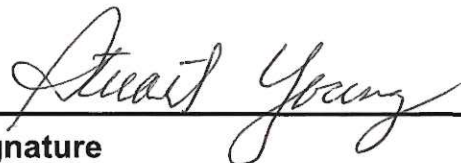
stuart.young@truxtonacademy.org

**Home Telephone:**

607-423-2580

**Home Address:**

2336 STATE RTE 13, CORTLAND, NY 13045

|                                                                                     |                 |
|-------------------------------------------------------------------------------------|-----------------|
|  | <u>7-7-2025</u> |
| <b>Signature</b>                                                                    | <b>Date</b>     |

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*



**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Korinne L'Hommedieu

**Name of Charter School Education Corporation:**

Truxton Academy Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Treasurer

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

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

☐ Yes ☒ No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

| <b>Date(s)</b> | <b>Nature of financial interest / transaction</b> | <b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b> | <b>Name of person holding interest or engaging in transaction and relationship to you</b> |
|----------------|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
|                |                                                   |                                                                                                             |                                                                                           |

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

☒ **None**

| Organization conducting business with the school(s) | Nature of business conducted | Approximate value of the business conducted | Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest | Steps taken to avoid conflict of interest |
|-----------------------------------------------------|------------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
|                                                     |                              |                                             |                                                                                                                                                                           |                                           |

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

**Business Telephone:**

607-533-7000

**Business Address:**

131 Woodside Drive, Lansing, NY 14882

**E-mail Address:**

korinne.lhomme@truxtonacademy.org

**Home Telephone:**

607-842-6772

**Home Address:**

PO Box 125, Truxton, NY 13158

Korinne L'Homme

7/10/2025

**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022



**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

CAROL WOODHOUSE

**Name of Charter School Education Corporation:**

Truxton Academy Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

*member of Operations Committee*

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

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

☒ Yes ☐ No

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

substitute Spanish teacher first year  
school opened

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

| <b>Date(s)</b> | <b>Nature of financial interest / transaction</b> | <b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b> | <b>Name of person holding interest or engaging in transaction and relationship to you</b> |
|----------------|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
|                |                                                   |                                                                                                             |                                                                                           |

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

☒ **None**

| Organization conducting business with the school(s) | Nature of business conducted | Approximate value of the business conducted | Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest | Steps taken to avoid conflict of interest |
|-----------------------------------------------------|------------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
|                                                     |                              |                                             |                                                                                                                                                                           |                                           |

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

**Business Telephone:**

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**Business Address:**

---

**E-mail Address:**

carol. woodhouse @ truxton academy. org

**Home Telephone:**

315 870 8440

**Home Address:**

1155 Apulia Rd  
LaFayette, NY 13084

Carol Woodhouse 7-7-25

**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*



**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Jeffrey Perry

**Name of Charter School Education Corporation:**

Truxton Academy Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board of Trustees - at-large member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

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

☐ Yes ☒ No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

| Date(s) | Nature of financial interest / transaction | Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion) | Name of person holding interest or engaging in transaction and relationship to you |
|---------|--------------------------------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
|         |                                            |                                                                                                      |                                                                                    |

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

☒ **None**

| Organization conducting business with the school(s) | Nature of business conducted | Approximate value of the business conducted | Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest | Steps taken to avoid conflict of interest |
|-----------------------------------------------------|------------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
|                                                     |                              |                                             |                                                                                                                                                                           |                                           |

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

**Business Telephone:**

607 - 220 6139

**Business Address:**

870 Mann Library, Ithaca, NY 14853

**E-mail Address:**

jap255@cornell.edu

**Home Telephone:**

607 - 220 - 6139

**Home Address:**

5531 Route 41, Homer NY 13077

 7/7/25

Signature Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022



**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Tam Brown

**Name of Charter School Education Corporation:**

North Academy

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board of Trustees.

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

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

☐ Yes ☒ No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ None

| Date(s) | Nature of financial interest / transaction | Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion) | Name of person holding interest or engaging in transaction and relationship to you |
|---------|--------------------------------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
|         |                                            |                                                                                                      |                                                                                    |

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

☒ **None**

| Organization conducting business with the school(s) | Nature of business conducted | Approximate value of the business conducted | Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest | Steps taken to avoid conflict of interest |
|-----------------------------------------------------|------------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
|                                                     |                              |                                             |                                                                                                                                                                           |                                           |

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

**Business Telephone:**

607-842-6252

**Business Address:**

PO Box 104, Truxton NY 13158

**E-mail Address:**

Tom.Brown@TruxtonAcademy.org

**Home Telephone:**

315-254-0147

**Home Address:**

3383 Foster Rd, Tully NY 13159



**Signature**

7/7/25

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022



# Truxton Academy Charter School

## 2025 - 2026 School Calendar

| August '25 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| Su         | M  | Tu | W  | Th | F  | S  |
|            |    |    |    |    | 1  | 2  |
| 3          | 4  | 5  | 6  | 7  | 8  | 9  |
| 10         | 11 | 12 | 13 | 14 | 15 | 16 |
| 17         | 18 | 19 | 20 | 21 | 22 | 23 |
| 24         | 25 | 26 | 27 | 28 | 29 | 30 |
| 31         |    |    |    |    |    |    |

8T

| September '25 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| Su            | M  | Tu | W  | Th | F  | S  |
|               | 1  | 2  | 3  | 4  | 5  | 6  |
| 7             | 8  | 9  | 10 | 11 | 12 | 13 |
| 14            | 15 | 16 | 17 | 18 | 19 | 20 |
| 21            | 22 | 23 | 24 | 25 | 26 | 27 |
| 28            | 29 | 30 |    |    |    |    |
|               |    |    |    |    |    |    |

21T/20S

| October '25 |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| Su          | M  | Tu | W  | Th | F  | S  |
|             |    |    | 1  | 2  | 3  | 4  |
| 5           | 6  | 7  | 8  | 9  | 10 | 11 |
| 12          | 13 | 14 | 15 | 16 | 17 | 18 |
| 19          | 20 | 21 | 22 | 23 | 24 | 25 |
| 26          | 27 | 28 | 29 | 30 | 31 |    |
|             |    |    |    |    |    |    |

22T/22S

| November '25 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| Su           | M  | Tu | W  | Th | F  | S  |
|              |    |    |    |    |    | 1  |
| 2            | 3  | 4  | 5  | 6  | 7  | 8  |
| 9            | 10 | 11 | 12 | 13 | 14 | 15 |
| 16           | 17 | 18 | 19 | 20 | 21 | 22 |
| 23           | 24 | 25 | 26 | 27 | 28 | 29 |
| 30           |    |    |    |    |    |    |

16T/14S

| December '25 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| Su           | M  | Tu | W  | Th | F  | S  |
|              | 1  | 2  | 3  | 4  | 5  | 6  |
| 7            | 8  | 9  | 10 | 11 | 12 | 13 |
| 14           | 15 | 16 | 17 | 18 | 19 | 20 |
| 21           | 22 | 23 | 24 | 25 | 26 | 27 |
| 28           | 29 | 30 | 31 |    |    |    |
|              |    |    |    |    |    |    |

15T/15S

| January '26 |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| Su          | M  | Tu | W  | Th | F  | S  |
|             |    |    |    | 1  | 2  | 3  |
| 4           | 5  | 6  | 7  | 8  | 9  | 10 |
| 11          | 12 | 13 | 14 | 15 | 16 | 17 |
| 18          | 19 | 20 | 21 | 22 | 23 | 24 |
| 25          | 26 | 27 | 28 | 29 | 30 | 31 |
|             |    |    |    |    |    |    |

19T/19S

| February '26 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| Su           | M  | Tu | W  | Th | F  | S  |
|              |    |    |    |    |    |    |
| 1            | 2  | 3  | 4  | 5  | 6  | 7  |
| 8            | 9  | 10 | 11 | 12 | 13 | 14 |
| 15           | 16 | 17 | 18 | 19 | 20 | 21 |
| 22           | 23 | 24 | 25 | 26 | 27 | 28 |
|              |    |    |    |    |    |    |

15T/15S

| March '26 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| Su        | M  | Tu | W  | Th | F  | S  |
| 1         | 2  | 3  | 4  | 5  | 6  | 7  |
| 8         | 9  | 10 | 11 | 12 | 13 | 14 |
| 15        | 16 | 17 | 18 | 19 | 20 | 21 |
| 22        | 23 | 24 | 25 | 26 | 27 | 28 |
| 29        | 30 | 31 |    |    |    |    |
|           |    |    |    |    |    |    |

20T/19S

| April '26 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| Su        | M  | Tu | W  | Th | F  | S  |
|           |    |    | 1  | 2  | 3  | 4  |
| 5         | 6  | 7  | 8  | 9  | 10 | 11 |
| 12        | 13 | 14 | 15 | 16 | 17 | 18 |
| 19        | 20 | 21 | 22 | 23 | 24 | 25 |
| 26        | 27 | 28 | 29 | 30 |    |    |
|           |    |    |    |    |    |    |

19T/19S

| May '26 |    |    |    |    |    |    |
|---------|----|----|----|----|----|----|
| Su      | M  | Tu | W  | Th | F  | S  |
|         |    |    |    |    | 1  | 2  |
| 3       | 4  | 5  | 6  | 7  | 8  | 9  |
| 10      | 11 | 12 | 13 | 14 | 15 | 16 |
| 17      | 18 | 19 | 20 | 21 | 22 | 23 |
| 24      | 25 | 26 | 27 | 28 | 29 | 30 |
| 31      |    |    |    |    |    |    |

20T/20S

| June '26 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| Su       | M  | Tu | W  | Th | F  | S  |
|          | 1  | 2  | 3  | 4  | 5  | 6  |
| 7        | 8  | 9  | 10 | 11 | 12 | 13 |
| 14       | 15 | 16 | 17 | 18 | 19 | 20 |
| 21       | 22 | 23 | 24 | 25 | 26 | 27 |
| 28       | 29 | 30 |    |    |    |    |
|          |    |    |    |    |    |    |

18T/17S

| July '26 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| Su       | M  | Tu | W  | Th | F  | S  |
|          |    |    | 1  | 2  | 3  | 4  |
| 5        | 6  | 7  | 8  | 9  | 10 | 11 |
| 12       | 13 | 14 | 15 | 16 | 17 | 18 |
| 19       | 20 | 21 | 22 | 23 | 24 | 25 |
| 26       | 27 | 28 | 29 | 30 |    |    |
|          |    |    |    |    |    |    |

0T/0S

School Closed/Holidays

Professional Development/ Instructional Staff Only (no school for students)

First and Last Day of School

15 minute early dismissal drill

Students Days: 184  
Teacher Days: 194

Snow Days: 3  
Early Dismissal Days: 1

Quarter 1 ends 11/7  
Quarter 2 ends 1/30

Quarter 3 ends 4/10  
Quarter 4 ends 6/24

# Truxton Academy Charter School

## 2026 - 2027 School Calendar

| August '26 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| Su         | M  | Tu | W  | Th | F  | S  |
|            |    |    |    |    |    | 1  |
| 2          | 3  | 4  | 5  | 6  | 7  | 8  |
| 9          | 10 | 11 | 12 | 13 | 14 | 15 |
| 16         | 17 | 18 | 19 | 20 | 21 | 22 |
| 23         | 24 | 25 | 26 | 27 | 28 | 29 |
| 30         | 31 |    |    |    |    |    |

6T

| September '26 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| Su            | M  | Tu | W  | Th | F  | S  |
|               |    | 1  | 2  | 3  | 4  | 5  |
| 6             | 7  | 8  | 9  | 10 | 11 | 12 |
| 13            | 14 | 15 | 16 | 17 | 18 | 19 |
| 20            | 21 | 22 | 23 | 24 | 25 | 26 |
| 27            | 28 | 29 | 30 |    |    |    |

21T/17S

| October '26 |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| Su          | M  | Tu | W  | Th | F  | S  |
|             |    |    |    | 1  | 2  | 3  |
| 4           | 5  | 6  | 7  | 8  | 9  | 10 |
| 11          | 12 | 13 | 14 | 15 | 16 | 17 |
| 18          | 19 | 20 | 21 | 22 | 23 | 24 |
| 25          | 26 | 27 | 28 | 29 | 30 | 31 |

21T/21S

| November '26 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| Su           | M  | Tu | W  | Th | F  | S  |
| 1            | 2  | 3  | 4  | 5  | 6  | 7  |
| 8            | 9  | 10 | 11 | 12 | 13 | 14 |
| 15           | 16 | 17 | 18 | 19 | 20 | 21 |
| 22           | 23 | 24 | 25 | 26 | 27 | 18 |
| 29           | 30 |    |    |    |    |    |

17T/15S

| December '26 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| Su           | M  | Tu | W  | Th | F  | S  |
|              |    | 1  | 2  | 3  | 4  | 5  |
| 6            | 7  | 8  | 9  | 10 | 11 | 12 |
| 13           | 14 | 15 | 16 | 17 | 18 | 19 |
| 20           | 21 | 22 | 23 | 24 | 25 | 26 |
| 27           | 28 | 29 | 30 | 31 |    |    |

17T/17S

| January '27 |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| Su          | M  | Tu | W  | Th | F  | S  |
|             |    |    |    |    | 1  | 2  |
| 3           | 4  | 5  | 6  | 7  | 8  | 9  |
| 10          | 11 | 12 | 13 | 14 | 15 | 16 |
| 17          | 18 | 19 | 20 | 21 | 22 | 23 |
| 24          | 25 | 26 | 27 | 28 | 29 | 30 |
| 31          |    |    |    |    |    |    |

19T/19S

| February '27 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| Su           | M  | Tu | W  | Th | F  | S  |
|              | 1  | 2  | 3  | 4  | 5  | 6  |
| 7            | 8  | 9  | 10 | 11 | 12 | 13 |
| 14           | 15 | 16 | 17 | 18 | 19 | 20 |
| 21           | 22 | 23 | 24 | 25 | 26 | 27 |
| 28           |    |    |    |    |    |    |

15T/15S

| March '27 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| Su        | M  | Tu | W  | Th | F  | S  |
|           | 1  | 2  | 3  | 4  | 5  | 6  |
| 7         | 8  | 9  | 10 | 11 | 12 | 13 |
| 14        | 15 | 16 | 17 | 18 | 19 | 20 |
| 21        | 22 | 23 | 24 | 25 | 26 | 27 |
| 28        | 29 | 30 | 31 |    |    |    |

22T/21S

| April '27 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| Su        | M  | Tu | W  | Th | F  | S  |
|           |    |    |    | 1  | 2  | 3  |
| 4         | 5  | 6  | 7  | 8  | 9  | 10 |
| 11        | 12 | 13 | 14 | 15 | 16 | 17 |
| 18        | 19 | 20 | 21 | 22 | 23 | 24 |
| 25        | 26 | 27 | 28 | 29 | 30 |    |

17T/17S

| May '27 |    |    |    |    |    |    |
|---------|----|----|----|----|----|----|
| Su      | M  | Tu | W  | Th | F  | S  |
|         |    |    |    |    |    | 1  |
| 2       | 3  | 4  | 5  | 6  | 7  | 8  |
| 9       | 10 | 11 | 12 | 13 | 14 | 15 |
| 16      | 17 | 18 | 19 | 20 | 21 | 22 |
| 23      | 24 | 25 | 26 | 27 | 28 | 29 |
| 30      | 31 |    |    |    |    |    |

20T/20S

| June '27 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| Su       | M  | Tu | W  | Th | F  | S  |
|          |    | 1  | 2  | 3  | 4  | 5  |
| 6        | 7  | 8  | 9  | 10 | 11 | 12 |
| 13       | 14 | 15 | 16 | 17 | 18 | 19 |
| 20       | 21 | 22 | 23 | 24 | 25 | 26 |
| 27       | 28 | 29 | 30 |    |    |    |

20T/19S

| July '27 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| Su       | M  | Tu | W  | Th | F  | S  |
|          |    |    |    | 1  | 2  | 3  |
| 4        | 5  | 6  | 7  | 8  | 9  | 10 |
| 11       | 12 | 13 | 14 | 15 | 16 | 17 |
| 18       | 19 | 20 | 21 | 22 | 23 | 24 |
| 25       | 26 | 27 | 28 | 29 | 30 |    |

T/S

School Closed/Holidays

Professional Development (no school for students)

First and Last Day of School

15 minute early dismissal drills will be done via your home district

Instructional Staff

Quarter end dates

Summer School

Students Days: 181

Teacher Days: 195

Snow Days: 3

Early Dismissal Days: 0

## **Truxton Academy Charter School**



## **2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 14, 2026

By Dr. Heather Collier

6337 Academy Drive, Truxton NY 13158

607-842-6252

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

Dr. Heather Collier, Principal has prepared this 2025-26 Accountability Progress Report on behalf of the charter school's board of trustees:

| Trustee's Name      | Board Position                             |                                       |
|---------------------|--------------------------------------------|---------------------------------------|
|                     | Office (e.g., chair, treasurer, secretary) | Committees (e.g., finance, executive) |
| Stuart Young        | Chair                                      | Operations, Finance, Academics        |
| Krysta Austen       | Vice Chair                                 | Finance                               |
| Tom Brown           | Secretary                                  | Operations, Finance, Academics        |
| Carol Woodhouse     | Trustee/Member                             | Operations, Academics                 |
| Jeff Perry          | Trustee/Member                             | Academics                             |
| Carol Eldred        | Trustee/Member                             | Academics                             |
| Aaron Kinney        | Trustee/Member                             | Academics                             |
| Korinne L'Hommedieu | Treasurer                                  | Finance                               |
|                     |                                            |                                       |
|                     |                                            |                                       |
|                     |                                            |                                       |
|                     |                                            |                                       |
|                     |                                            |                                       |
|                     |                                            |                                       |

**Dr. Heather Collier has served as the school leader(s) since July 1, 2026**

# 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

## SCHOOL OVERVIEW

Truxton Academy Charter School bases its educational model on three distinct, interconnected key design elements. These design features are tailored specifically to its identity as New York State's first public rural charter school. These core tenets remain fully evident and active across all grade levels. It uses project-based learning, environmental studies, rural life skills, and agricultural heritage to shape student days. Real-world tasks, outdoor labs, and local community projects guide how students learn and grow every single day. The school owned barn, high tunnel, and garden serve as a central hub for our agricultural stewardship learning and projects. The Truxton Academy School Accountability Plan bridges early elementary foundational targets with official New York State-tested benchmarks. To align with the SUNY Charter Schools Institute Multi-School Guidelines, the plan identifies specific academic measures broken down by grade levels.

## ENROLLMENT SUMMARY

In the table below, provide the school's BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year

| School Year | K  | 1  | 2  | 3  | 4  | 5  | 6 | 7 | 8 | Un-graded | Total |
|-------------|----|----|----|----|----|----|---|---|---|-----------|-------|
| 2023-24     | 20 | 18 | 16 | 14 | 10 | 8  | 6 |   |   |           | 92    |
| 2024-25     | 15 | 18 | 17 | 13 | 11 | 7  | 3 |   |   |           | 84    |
| 2025-26     | 17 | 17 | 22 | 16 | 16 | 12 | 6 |   |   |           | 106   |

## GOAL 1: ENGLISH LANGUAGE ARTS

STUDENTS WILL BE PROFICIENT READERS AND WRITERS OF THE ENGLISH LANGUAGE.

### BACKGROUND

This year the school continued with i-ready online reading software and Magnetic Reading school-wide. In March, we transitioned back to Amplify CKLA for grades Kdg-2 to address the issues and needs of the students and staff.

### ELEMENTARY AND MIDDLE ELA

#### ELA Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

2025-26 State English Language Arts Exam  
Number of Students Tested and Not Tested

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

| Grade | Total Tested | Total Enrolled | Percent Tested |
|-------|--------------|----------------|----------------|
| 3     | 12           | 12             | 100            |
| 4     | 10           | 13             | 76.92          |
| 5     | 10           | 10             | 100            |
| 6     | 4            | 6              | 66.67          |
| 7     | 0            | 0              | 0              |
| 8     | 0            | 0              | 0              |
| All   | 36           | 41             | 87.80          |

### Performance on 2025-26 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year<sup>1</sup>

| Grade | All Students  |                   |                    | Enrolled in at least their Second Year |                   |                    |
|-------|---------------|-------------------|--------------------|----------------------------------------|-------------------|--------------------|
|       | Number Tested | Number Proficient | Percent Proficient | Number Tested                          | Number Proficient | Percent Proficient |
| 3     | 12            | 4                 | 33.33              | 10                                     | 4                 | 40                 |
| 4     | 10            | 2                 | 20                 | 7                                      | 2                 | 28.57              |
| 5     | 10            | 0                 | 0                  | 6                                      | 0                 | 0                  |
| 6     | 4             | 0                 | 0                  | 2                                      | 0                 | 0                  |
| 7     | 0             |                   |                    |                                        |                   |                    |
| 8     | 0             |                   |                    |                                        |                   |                    |
| All   | 36            | 6                 | 16.67              | 25                                     | 6                 | 24                 |

#### ELA Measure 2 - Absolute

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

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2025-26 English language arts MIP for all students of **126.5**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.<sup>2</sup>

<sup>1</sup> Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

<sup>2</sup> You can find the statewide MIP goals for 2022-23 to 2028-29 [here](#). Note: 2023-24 and 2022-23 MIP goals were retroactively updated and increased in the new guidance before the 2025-26 school year.

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

### English Language Arts 2025-26 Performance Index (PI)

| Number in Cohort | Percent of Students at Each Performance Level |         |         |         |
|------------------|-----------------------------------------------|---------|---------|---------|
|                  | Level 1                                       | Level 2 | Level 3 | Level 4 |
|                  | 56                                            | 44      | 16      | 4       |

$$PI = 0 * .56 + 1 * [.44]_{\text{Level 2}} + 2 * [.16]_{\text{Level 3}} + 2.5 * .04_{\text{Level 4}} * 100 = 86$$

### ELA Measure 3 - Comparative

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

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>3</sup>

### 2025-26 State English Language Arts Exam Charter School and District Performance by Grade Level

| Grade | Percent of Students at or Above Proficiency                 |                       |                       |                       |
|-------|-------------------------------------------------------------|-----------------------|-----------------------|-----------------------|
|       | Charter School Students<br>In At Least 2 <sup>nd</sup> Year |                       | All District Students |                       |
|       | Number<br>Tested                                            | Percent<br>Proficient | Number<br>Tested      | Percent<br>Proficient |
| 3     | 10                                                          | 40                    |                       |                       |
| 4     | 7                                                           | 28.57                 |                       |                       |
| 5     | 6                                                           | 0                     |                       |                       |
| 6     | 2                                                           | 0                     |                       |                       |
| 7     |                                                             |                       |                       |                       |
| 8     |                                                             |                       |                       |                       |
| All   | 25                                                          | 24                    |                       | 28                    |

### ELA Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

<sup>3</sup> Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2024-25 results as a placeholder for the district's 2025-26 results. Schools can access these data at [data.nysed.gov](https://data.nysed.gov).

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

### METHOD

Given the timing of the state’s release of economically disadvantaged data, the 2025-26 Comparative Performance analysis is not yet available. This report contains 2024-25 results.<sup>4</sup> ssss

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

2024-25 English Language Arts Comparative Performance by Grade Level

| Grade | Percent Economically Disadvantaged | Mean Scale Score |           | Effect Size |
|-------|------------------------------------|------------------|-----------|-------------|
|       |                                    | Actual           | Predicted |             |
| 3     |                                    |                  |           |             |
| 4     |                                    |                  |           |             |
| 5     |                                    |                  |           |             |
| 6     |                                    |                  |           |             |
| 7     |                                    |                  |           |             |
| 8     |                                    |                  |           |             |
| All   | 60.7                               |                  |           |             |

### ELA Measure 5 - Growth

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

### METHOD

Given the timing of the state’s release of Growth Model data, the 2025-26 analysis is not yet available. This report contains 2024-25 results, the most recent Growth Model data available.<sup>5</sup>

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2024-25 and also have a state exam score from 2023-24 including students who were retained in the same grade. Students with the same 2023-24 score are ranked by their 2024-25 score and assigned a percentile based on their

<sup>4</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2026.

<sup>5</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2026.

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile.

2024-25 English Language Arts Mean Growth Percentile by Grade Level

| Grade | Mean Growth Percentile |        |
|-------|------------------------|--------|
|       | School                 | Target |
| 4     |                        | 50.0   |
| 5     |                        | 50.0   |
| 6     |                        | 50.0   |
| 7     |                        | 50.0   |
| 8     |                        | 50.0   |
| All   |                        | 50.0   |

### ELA INTERNAL EXAM RESULTS

It remains paramount that schools continue to collect and report on internal exam results in order to build a base of evidence suitable for making a strong case for renewal. Provide narrative discussing how the school evaluated student growth and achievement in ELA during the 2025-26 school year using internal assessments.

During 2025-26, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: New York State Tests iReady Diagnostics Assessment in ELA/Mathematics

At minimum, schools must provide specific growth results from the internal assessment used to supplement the state exams. Schools may modify and use the sample tables suitable for reporting these data available in [Appendix A](#). Paste the completed tables here.

### SUMMARY OF THE ELA GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

| Type        | Measure                                                                                                                                                                                                                                                                  | Outcome |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Absolute    | Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.                                                                                 | Not Met |
| Absolute    | Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.                                                                                                   | Not Met |
| Comparative | Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison. | Met     |

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

| Comparative  | Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.                                                                                                                                                         | Met          |            |             |          |            |            |          |           |            |          |            |            |          |            |            |          |            |            |          |            |            |     |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|------------|-------------|----------|------------|------------|----------|-----------|------------|----------|------------|------------|----------|------------|------------|----------|------------|------------|----------|------------|------------|-----|
| Growth       | Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.                                                                                                                                                                                                                                                                                                            | Met          |            |             |          |            |            |          |           |            |          |            |            |          |            |            |          |            |            |          |            |            |     |
| Growth       | <table> <tr> <th><u>Grade</u></th><th><u>ELA</u></th><th><u>Math</u></th></tr> <tr> <td><b>1</b></td><td><b>87%</b></td><td><b>67%</b></td></tr> <tr> <td><b>2</b></td><td><b>6%</b></td><td><b>41%</b></td></tr> <tr> <td><b>3</b></td><td><b>67%</b></td><td><b>92%</b></td></tr> <tr> <td><b>4</b></td><td><b>85%</b></td><td><b>65%</b></td></tr> <tr> <td><b>5</b></td><td><b>90%</b></td><td><b>60%</b></td></tr> <tr> <td><b>6</b></td><td><b>83%</b></td><td><b>67%</b></td></tr> </table> | <u>Grade</u> | <u>ELA</u> | <u>Math</u> | <b>1</b> | <b>87%</b> | <b>67%</b> | <b>2</b> | <b>6%</b> | <b>41%</b> | <b>3</b> | <b>67%</b> | <b>92%</b> | <b>4</b> | <b>85%</b> | <b>65%</b> | <b>5</b> | <b>90%</b> | <b>60%</b> | <b>6</b> | <b>83%</b> | <b>67%</b> | Met |
| <u>Grade</u> | <u>ELA</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <u>Math</u>  |            |             |          |            |            |          |           |            |          |            |            |          |            |            |          |            |            |          |            |            |     |
| <b>1</b>     | <b>87%</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>67%</b>   |            |             |          |            |            |          |           |            |          |            |            |          |            |            |          |            |            |          |            |            |     |
| <b>2</b>     | <b>6%</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>41%</b>   |            |             |          |            |            |          |           |            |          |            |            |          |            |            |          |            |            |          |            |            |     |
| <b>3</b>     | <b>67%</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>92%</b>   |            |             |          |            |            |          |           |            |          |            |            |          |            |            |          |            |            |          |            |            |     |
| <b>4</b>     | <b>85%</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>65%</b>   |            |             |          |            |            |          |           |            |          |            |            |          |            |            |          |            |            |          |            |            |     |
| <b>5</b>     | <b>90%</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>60%</b>   |            |             |          |            |            |          |           |            |          |            |            |          |            |            |          |            |            |          |            |            |     |
| <b>6</b>     | <b>83%</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>67%</b>   |            |             |          |            |            |          |           |            |          |            |            |          |            |            |          |            |            |          |            |            |     |
| TOTAL        | Of the required measures, the school met:                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 4/6          |            |             |          |            |            |          |           |            |          |            |            |          |            |            |          |            |            |          |            |            |     |

### EVALUATION OF ELA GOAL

Based on the ELA goal of the 75% at proficiency, we did not meet that goal. Based on our growth model with internal assessments, we exceeded our goal utilizing iReady and Easy CBM.

### ADDITIONAL CONTEXT AND EVIDENCE

The data collection at Truxton has been inconsistent and not aligned with instruction including issues in academic leadership. Due to this factor, Dr. Heather Collier re-joined the Truxton Team in March of 2026 as the Academic Director to align instruction and assessments school-wide. A change in school leadership and academics occurred as Dr. Collier has taken the lead as Principal as of July 1st, 2026.

**Schools with Accountability Plans that contain additional measures or conditions on renewal under the Elementary/Middle ELA goal should report those results here.**

Based on our growth model with internal assessments, we exceeded our goal utilizing iReady and Easy CBM.

| <u>Grade</u> | <u>ELA</u> | <u>Math</u> |
|--------------|------------|-------------|
| <b>1</b>     | <b>87%</b> | <b>67%</b>  |
| <b>2</b>     | <b>6%</b>  | <b>41%</b>  |

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

|          |            |            |
|----------|------------|------------|
| <b>3</b> | <b>67%</b> | <b>92%</b> |
| <b>4</b> | <b>85%</b> | <b>65%</b> |
| <b>5</b> | <b>90%</b> | <b>60%</b> |
| <b>6</b> | <b>83%</b> | <b>67%</b> |

If the school administered the Regents exam to 8<sup>th</sup> grade students in lieu of the state exam, please enter those results here:

Performance on the Regents Exam in ELA  
Of 8<sup>th</sup> Grade Students Enrolled in At Least Their Second Year<sup>6</sup>

| Year    | Charter School |                 | School District |                 |
|---------|----------------|-----------------|-----------------|-----------------|
|         | Number Tested  | Percent Passing | Number Tested   | Percent Passing |
| 2023-24 |                |                 |                 |                 |
| 2024-25 |                |                 |                 |                 |
| 2025-26 |                |                 |                 |                 |

### ELA ACTION PLAN

The current implementation at this level is change that is being done deliberately and is strategically planned to drive real results. The decisions to change included review and discussions with leadership, Curriculum Committee, Board of Trustees, staff, and caregivers. During conversations with staff and student driven data assessment needs it was determined improvement was necessary for structured curriculum, lesson planning, instructional teaching support, and student growth.

Amplify-CKLA was modified and implemented with the K-2 staff during the last 20 weeks of the 2025-2026 school year to support literacy development for the students as it is grounded in the Science of Reading and instructional lesson planning for staff. The shift to return to Amplify CKLA and Amplify ELA was based on the curriculum and materials already available from storage at the school and allowed immediate implementation. It allowed planning lessons with a different approach and a different way of looking at how we provide systematic phonics instruction to our students, while providing the instructional support and planning to the teaching staff. Since CKLA is grounded in research, lesson planning is transformed to the Science of Reading and promoted in our classrooms every single day.

Truxton Academy evaluated the programs for their ability to serve diverse student populations including English language learners ("ELLs") with Amplify offering Caminos K-5, Boost Lectura K-2, and mCLASS Lectura K-6.

The education corporation provides teachers with professional development that introduced Truxton Think Tanks in the month of July and first week of August prior to two weeks scheduled August 24th to September 4th, scope and sequence materials,

<sup>6</sup> Schools can access these data when the NYSED releases its database containing grade level regents results for all schools and districts statewide at [data.nysed.gov](https://data.nysed.gov). If 2025-26 district data is not available, schools should compare to 2024-25 district data.

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

pacing guides with clear schedules to assist in finishing units in a timely manner, unit plans, daily lesson guides that assist from novice to veteran teachers that provide step-by-step guides with exact scripts and activities, student consumables, digital tools, and assessment toolkits.

The education corporation uses a data-driven assessment system structured around diagnostic, formative, and summative evaluations, alongside equity reviews. Key elements include diagnostic baseline testing, ongoing formative checks, and end-of-unit summative tests incorporated through NWEA,, Boost Reading, and mClass.

Staff review scores in weekly team meetings to group students by skill needs. Lesson plans change quickly based on what the data shows students lack and extra support or advanced work is assigned using these test results.

Equity and data reviews are scheduled to look at test scores that can be split by race, language, and potential income groups and the team discusses during team meetings and the Child Study Team to identify gaps where certain groups fall behind and plan extra help.

Key features of Truxton Academy are student-centered learning, data-driven differentiation with benchmark assessments, weekly progress monitoring, and inquiry-based methods that support project based learning and higher order thinking, aligning curricula through backward design based on our clear learning goals before building daily lessons, and with assessments via continuous formative and summative feedback loops that incorporate our data tracking with shared digital gradebooks with assessments to spot gaps in student learning. The school will incorporate intervention strategies based on Child Study Team meetings and suggestions.

### GOAL 2: MATHEMATICS

STUDENTS WILL DEMONSTRATE COMPETENCY IN THEIR UNDERSTANDING AND APPLICATION OF MATHEMATICAL COMPUTATION AND PROBLEM SOLVING.

#### BACKGROUND

Truxton Academy adopted the iReady math curriculum for the 2023-24 school year and continued into the 2025-2026 school year. The curriculum consists of instruction aligned to New York State standards as well as an online diagnostic assessment and tutoring program. The program was taught by the homeroom teacher, with the exception of 4th,5th, and 6th which was taught by the 5/6 teacher.

### ELEMENTARY AND MIDDLE MATHEMATICS

#### Math Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

#### METHOD

Students were assessed using the iReady diagnostic assessment and the New York State test.

2025-26 State Mathematics Exam  
Number of Students Tested and Not Tested

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

| Grade | Total Tested | Total Enrolled | Percent Tested |
|-------|--------------|----------------|----------------|
| 3     | 12           | 12             | 100            |
| 4     | 10           | 13             | 76.92          |
| 5     | 10           | 10             | 100            |
| 6     | 4            | 6              | 66.67          |
| 7     |              |                |                |
| 8     |              |                |                |
| All   | 36           | 41             | 87.80          |

### Performance on 2025-26 State Mathematics Exam

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

| Grade | All Students  |                   |                    | Enrolled in at least their Second Year |                   |                    |
|-------|---------------|-------------------|--------------------|----------------------------------------|-------------------|--------------------|
|       | Number Tested | Number Proficient | Percent Proficient | Number Tested                          | Number Proficient | Percent Proficient |
| 3     | 12            | 4                 | 33.33              | 11                                     | 4                 | 36.36              |
| 4     | 10            | 1                 | 10                 | 7                                      | 1                 | 14.29              |
| 5     | 10            | 1                 | 10                 | 9                                      | 1                 | 11.11              |
| 6     | 4             | 0                 | 0                  | 2                                      | 0                 | 0                  |
| 7     |               |                   |                    |                                        |                   |                    |
| 8     |               |                   |                    |                                        |                   |                    |
| All   | 36            | 6                 | 16.67              | 29                                     | 6                 | 20.69              |

### Math Measure 2 - Absolute

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

### METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2025-26 mathematics MIP for all students of **130.4**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

### Mathematics 2025-26 Performance Index (PI)

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

| Number in Cohort | Percent of Students at Each Performance Level |         |         |         |
|------------------|-----------------------------------------------|---------|---------|---------|
|                  | Level 1                                       | Level 2 | Level 3 | Level 4 |
|                  | 48                                            | 28      | 16      | 4       |

$$PI = (0 * .48_{Level 1} + 1 * [.28]_{Level 2} + 2 * [.16]_{Level 3} + 2.5 * .04_{Level 4}) * 100 = [70]$$

### Math Measure 3 - Comparative

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

### METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>7</sup>

#### 2025-26 State Mathematics Exam Charter School and District Performance by Grade Level

| Grade | Percent of Students at or Above Proficiency                 |                       |                       |                       |
|-------|-------------------------------------------------------------|-----------------------|-----------------------|-----------------------|
|       | Charter School Students<br>In At Least 2 <sup>nd</sup> Year |                       | All District Students |                       |
|       | Number<br>Tested                                            | Percent<br>Proficient | Number<br>Tested      | Percent<br>Proficient |
| 3     | 11                                                          | 36.36                 |                       |                       |
| 4     | 7                                                           | 14.29                 |                       |                       |
| 5     | 9                                                           | 11.11                 |                       |                       |
| 6     | 2                                                           | 0                     |                       |                       |
| 7     |                                                             |                       |                       |                       |
| 8     |                                                             |                       |                       |                       |
| All   | 29                                                          | 20.69                 |                       |                       |

### Math Measure 4 - Comparative

<sup>7</sup>Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide at [data.nysed.gov](https://data.nysed.gov). If 2025-26 district data is not available, schools should compare to 2024-25 district data.

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

### METHOD

Given the timing of the state's release of economically disadvantaged data, the 2025-26 Comparative Performance analysis is not yet available. This report contains 2024-25 results.<sup>8</sup>

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

2024-25 Mathematics Comparative Performance by Grade Level

| Grade | Percent Economically Disadvantaged | Mean Scale Score |           | Effect Size |
|-------|------------------------------------|------------------|-----------|-------------|
|       |                                    | Actual           | Predicted |             |
| 3     |                                    |                  |           |             |
| 4     |                                    |                  |           |             |
| 5     |                                    |                  |           |             |
| 6     |                                    |                  |           |             |
| 7     |                                    |                  |           |             |
| 8     |                                    |                  |           |             |
| All   | 60.7                               |                  |           |             |

### Math Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

### METHOD

Given the timing of the state's release of Growth Model data, the 2025-26 analysis is not yet available. This report contains 2024-25 results, the most recent Growth Model data available.<sup>9</sup>

<sup>8</sup> These data can be found in the school's Accountability Summary provided by the Institute in spring 2026.

<sup>9</sup> These data can be found in the school's Accountability Summary provided by the Institute in spring 2026.

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2024-25 and also have a state exam score in 2023-24 including students who were retained in the same grade. Students with the same 2023-24 scores are ranked by their 2024-25 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile.

2024-25 Mathematics Mean Growth Percentile by Grade Level

| Grade | Mean Growth Percentile |        |
|-------|------------------------|--------|
|       | School                 | Target |
| 4     |                        | 50.0   |
| 5     |                        | 50.0   |
| 6     |                        | 50.0   |
| 7     |                        | 50.0   |
| 8     |                        | 50.0   |
| All   |                        | 50.0   |

### MATHEMATICS INTERNAL EXAM RESULTS

It remains paramount that schools continue to collect and report on internal exam results in order to build a base of evidence suitable for making a strong case for renewal. Provide narrative discussing how the school evaluated student growth and achievement in mathematics during the 2025-26 school year using internal assessments.

During 2025-26, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: iReady Diagnostic Assessments

At minimum, schools must provide specific growth results from the internal assessment used to supplement the state exams. Schools may modify and use the sample tables suitable for reporting these data available in [Appendix A](#). Paste the completed tables here.

### SUMMARY OF THE MATHEMATICS GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

| Type     | Measure                                                                                                                                                                        | Outcome |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Absolute | Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8. | Not Met |

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

| Absolute    | Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.                                                                                                                                                                                                                      | Not Met |     |      |   |     |     |   |    |     |   |     |     |   |     |     |   |     |     |   |     |     |     |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-----|------|---|-----|-----|---|----|-----|---|-----|-----|---|-----|-----|---|-----|-----|---|-----|-----|-----|
| Comparative | Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.                                                                                                                    | Not Met |     |      |   |     |     |   |    |     |   |     |     |   |     |     |   |     |     |   |     |     |     |
| Comparative | Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.                                                  | Not Met |     |      |   |     |     |   |    |     |   |     |     |   |     |     |   |     |     |   |     |     |     |
| Growth      | Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.                                                                                                                                                                                                     | Met     |     |      |   |     |     |   |    |     |   |     |     |   |     |     |   |     |     |   |     |     |     |
| Growth      | <table> <thead> <tr> <th>Grade</th><th>ELA</th><th>Math</th></tr> </thead> <tbody> <tr> <td>1</td><td>87%</td><td>67%</td></tr> <tr> <td>2</td><td>6%</td><td>41%</td></tr> <tr> <td>3</td><td>67%</td><td>92%</td></tr> <tr> <td>4</td><td>85%</td><td>65%</td></tr> <tr> <td>5</td><td>90%</td><td>60%</td></tr> <tr> <td>6</td><td>83%</td><td>67%</td></tr> </tbody> </table> | Grade   | ELA | Math | 1 | 87% | 67% | 2 | 6% | 41% | 3 | 67% | 92% | 4 | 85% | 65% | 5 | 90% | 60% | 6 | 83% | 67% | Met |
| Grade       | ELA                                                                                                                                                                                                                                                                                                                                                                               | Math    |     |      |   |     |     |   |    |     |   |     |     |   |     |     |   |     |     |   |     |     |     |
| 1           | 87%                                                                                                                                                                                                                                                                                                                                                                               | 67%     |     |      |   |     |     |   |    |     |   |     |     |   |     |     |   |     |     |   |     |     |     |
| 2           | 6%                                                                                                                                                                                                                                                                                                                                                                                | 41%     |     |      |   |     |     |   |    |     |   |     |     |   |     |     |   |     |     |   |     |     |     |
| 3           | 67%                                                                                                                                                                                                                                                                                                                                                                               | 92%     |     |      |   |     |     |   |    |     |   |     |     |   |     |     |   |     |     |   |     |     |     |
| 4           | 85%                                                                                                                                                                                                                                                                                                                                                                               | 65%     |     |      |   |     |     |   |    |     |   |     |     |   |     |     |   |     |     |   |     |     |     |
| 5           | 90%                                                                                                                                                                                                                                                                                                                                                                               | 60%     |     |      |   |     |     |   |    |     |   |     |     |   |     |     |   |     |     |   |     |     |     |
| 6           | 83%                                                                                                                                                                                                                                                                                                                                                                               | 67%     |     |      |   |     |     |   |    |     |   |     |     |   |     |     |   |     |     |   |     |     |     |
| TOTAL       | Of the required measures, the school met:                                                                                                                                                                                                                                                                                                                                         | 2/6     |     |      |   |     |     |   |    |     |   |     |     |   |     |     |   |     |     |   |     |     |     |

### EVALUATION OF THE MATHEMATICS GOAL

Based on the school's Accountability Summary provided by the Institute in spring 2026 we were two percentage points below the comparative district. NYS Testing remained below target, however our growth with internal assessments exceeded our goals.

### ADDITIONAL CONTEXT AND EVIDENCE

Additionally, the school had a change in school and academic leadership due to the Principal taking over the 3rd grade classroom instruction as a teacher went out on medical leave. This continued lack of leadership led to inconsistent intervention and implementation of curriculum. The data collection at Truxton has been inconsistent and not aligned with instruction including issues in academic leadership. Due to this factor, Dr. Heather Collier re-joined the Truxton Team in March of 2026 as the Academic Director to align instruction and assessments school-wide. A change in school leadership and academics occurred as Dr. Collier has taken the lead as Principal as of July 1st, 2026.

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

**Schools with Accountability Plans that contain additional measures or conditions on renewal under the Elementary/Middle Math goal should report those results here.**

If the school administered the Regents exam to 8<sup>th</sup> grade students in lieu of the state exam, please enter those results here:

Performance on the Regents Algebra I Exam  
Of 8<sup>th</sup> Grade Students Enrolled in At Least Their Second Year<sup>10</sup>

| Year    | Charter School |                 | School District |                 |
|---------|----------------|-----------------|-----------------|-----------------|
|         | Number Tested  | Percent Passing | Number Tested   | Percent Passing |
| 2023-24 |                |                 |                 |                 |
| 2024-25 |                |                 |                 |                 |
| 2025-26 |                |                 |                 |                 |

### MATHEMATICS ACTION PLAN

Amplify Desmos Math will be implemented as a structured approach to problem-based learning to improve our students' academic growth in mathematics as it was recognized that student growth was not at the level we anticipated.

The education corporation provides teachers with professional development that introduced Truxton Think Tanks in the month of July and first week of August prior to two weeks scheduled August 24th to September 4th, scope and sequence materials, pacing guides with clear schedules to assist in finishing units in a timely manner, unit plans, daily lesson guides that assist from novice to veteran teachers that provide step-by-step guides with exact scripts and activities, student consumables, digital tools, and assessment toolkits.

The education corporation uses a data-driven assessment system structured around diagnostic, formative, and summative evaluations, alongside equity reviews. Key elements include diagnostic baseline testing, ongoing formative checks, and end-of-unit summative tests incorporated through NWEA, Boost Math, and mClass.

Staff review scores in weekly team meetings to group students by skill needs. Lesson plans change quickly based on what the data shows students lack and extra support or advanced work is assigned using these test results.

Equity and data reviews are scheduled to look at test scores that can be split by race, language, and potential income groups and the team discusses during team meetings and the Child Study Team to identify gaps where certain groups fall behind and plan extra help.

Key features of Truxton Academy are student-centered learning, data-driven differentiation with benchmark assessments, weekly progress monitoring, and inquiry-based methods that support project based learning and higher order thinking, aligning curricula through backward design based on our clear learning goals before building daily lessons, and with assessments via continuous formative and summative feedback loops that incorporate our data tracking with shared digital gradebooks with assessments to spot gaps in student learning. The school will incorporate intervention strategies based on Child Study Team meetings and suggestions.

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<sup>10</sup>Schools can access these data when the NYSED releases its database containing grade level regents results for all schools and districts statewide at [data.nysed.gov](https://data.nysed.gov). If 2025-26 district data is not available, schools should compare to 2024-25 district data.

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

### GOAL 3: SCIENCE

STUDENTS WILL DEMONSTRATE PROFICIENCY IN SCIENCE AS EVIDENCED BY THE NY STATE SCIENCE EXAM.

#### BACKGROUND

Instruction based on STEM guides and resources utilizes locally available skills and expertise as well as college and state resources. Teachers are trained in techniques to encourage students to ask questions and use critical and creative thinking to solve real-world problems. Learning tasks provide rigorous standards for meaningful implementation of the integration of knowledge acquired in these areas. TACS incorporates the NYS Common Core Mathematics Standards and the Next Generation Science Standards as endorsed by the National Science Teachers Association (NSTA).

### ELEMENTARY AND MIDDLE SCIENCE

#### Science Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform **at or above proficiency** on the New York State science examination.

The school administered the New York State Testing Program science assessment to students in 5<sup>th</sup> and 8<sup>th</sup> grade in spring 2026. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2025-26 State Science Exam  
By Students Enrolled in At Least Their Second Year

| Grade | Students in At Least Their 2 <sup>nd</sup> Year |                   |                    |
|-------|-------------------------------------------------|-------------------|--------------------|
|       | Number Tested                                   | Number Proficient | Percent Proficient |
| 5     | 8                                               | 2                 | 25                 |
| 8     |                                                 |                   |                    |
| All   | 8                                               | 2                 | 25                 |

#### Science Measure 2 - Comparative

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

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

school had tested students in at least their second year and the results for the respective grades in the school district of comparison.<sup>11</sup>

| 2025-26 State Science Exam<br>Charter School and District Performance by Grade Level |                                                          |                   |                    |                       |                   |                    |
|--------------------------------------------------------------------------------------|----------------------------------------------------------|-------------------|--------------------|-----------------------|-------------------|--------------------|
|                                                                                      | Charter School Students in at Least 2 <sup>nd</sup> Year |                   |                    | All District Students |                   |                    |
| Grade                                                                                | Number Tested                                            | Number Proficient | Percent Proficient | Number Tested         | Number Proficient | Percent Proficient |
| 5                                                                                    | 8                                                        | 2                 | 25                 |                       |                   |                    |
| 8                                                                                    |                                                          |                   |                    |                       |                   |                    |
| All                                                                                  | 8                                                        | 2                 | 25                 |                       |                   | 19                 |

### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Present a narrative providing an overall discussion of the school's attainment of this Accountability Plan goal.

| Type        | Measure                                                                                                                                                                                                                                        | Outcome |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Absolute    | Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.                                                                                             | Not Met |
| Comparative | Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison. | Met     |
|             | [Write in additional measure here]                                                                                                                                                                                                             |         |
| TOTAL       | Of the required measures, the school met:                                                                                                                                                                                                      | 1/2     |

### EVALUATION OF THE SCIENCE GOAL

Although our students did not meet the Absolute goal, we did meet the Comparative.

### ADDITIONAL CONTEXT AND EVIDENCE

Again, lack of school leadership impacted the implementation of academic planning and curriculum.

**Schools with Accountability Plans that contain additional measures or conditions on renewal under the elementary/middle science goal should report those results here.**

<sup>11</sup> Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2024-25 results as a placeholder for the district's 2025-26 results. District results can be found at [data.nysed.gov](https://data.nysed.gov).

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

If the school administered the Regents exam to 8<sup>th</sup> grade students in lieu of the state exam, please enter those results here:

### Performance on Regents Exam in Any Science Subject Of 8<sup>th</sup> Grade Students Enrolled in At Least Their Second Year<sup>12</sup>

| Year    | Charter School |                 | School District |                 |
|---------|----------------|-----------------|-----------------|-----------------|
|         | Number Tested  | Percent Passing | Number Tested   | Percent Passing |
| 2023-24 |                |                 |                 |                 |
| 2024-25 |                |                 |                 |                 |
| 2025-26 |                |                 |                 |                 |

### ACTION PLAN

The current implementation at this level is change that is being done deliberately and is strategically planned to drive real results. The decisions to change included review and discussions with leadership, Curriculum Committee, Board of Trustees, staff, and caregivers. During conversations with staff and student driven data assessment needs it was determined improvement was necessary for structured curriculum, lesson planning, instructional teaching support, and student growth. Implementation of units within the Amplify CKLA, Amplify ELA, and Desmos Math that address the NYS P-12 Science Learning Standards and Studies Weekly Science. The education corporation provides teachers with professional development that introduced Truxton Think Tanks in the month of July and first week of August prior to two weeks scheduled August 24th to September 4th, scope and sequence materials, pacing guides with clear schedules to assist in finishing units in a timely manner, unit plans, daily lesson guides that assist from novice to veteran teachers that provide step-by-step guides with exact scripts and activities, student consumables, digital tools, and assessment toolkits.

The education corporation uses a data-driven assessment system structured around diagnostic, formative, and summative evaluations, alongside equity reviews. Key elements include diagnostic baseline testing, ongoing formative checks, and end-of-unit summative tests and will incorporate intervention strategies based on Child Study Team meetings and suggestions.

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<sup>12</sup> Schools can access these data when the NYSED releases its database containing grade level regents results for all schools and districts statewide at [data.nysed.gov](https://data.nysed.gov). If 2025-26 district data is not available, schools should compare to 2024-25 district data.

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

### GOAL 4: ESSA

#### ESSA Measure 1

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

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

Schools can find their 2025-26 Preliminary Accountability Status in the [Information and Reporting Services Portal \(IRSP\)](#), in the download titled "2025-26 Preliminary Accountability Determinations ROS". All schools, including schools in their first year of operating, should have a 2025-26 Preliminary Accountability Status by the time this report is being compiled.

Accountability Status by Year

| Year    | Status |
|---------|--------|
| 2023-24 |        |
| 2024-25 | LSI    |
| 2025-26 | LSI    |

#### ADDITIONAL CONTEXT AND EVIDENCE

During the 2024-2025 and the 2025-2026 school year, received the LSI designation indicating that all student subgroups were meeting or exceeding state performance expectations. The school will continuously monitor throughout the school year to ensure historically vulnerable student groups remain clear of Targeted Support and Improvement (TSI) identification.

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

### APPENDIX A: DATA REPORTING TABLES

The following section contains sample tables for the optional reporting of grade-level and school-level results under the ELA and mathematics goal areas. The tables align to the measures and targets for the NWEA MAP and i-Ready assessments. Schools that administer other nationally normed assessments or internally developed assessment should modify these tables as necessary.

Paste the completed tables in the “Internal Exam Results” sections under the respective goal area. Table titles need to be adapted to reflect the appropriate subject area, i.e., English language arts, mathematics, etc.

#### NWEA- N/A

2025-26 NWEA MAP [ELA/Mathematics] Assessment End of Year Results

| Measure                                                                                                                                                                                                                                                                                    | Subgroup                                 | Target            | Tested | Results | Met?          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-------------------|--------|---------|---------------|
| Measure 1: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.                                         | All students                             | 50                | [#]    | [X]     | [Met/Not Met] |
| Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.                   | Low initial achievers                    | 55                | [#]    | [X]     | [Met/Not Met] |
| Measure 3: Each year, the median growth percentile of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school. | Students with disabilities <sup>13</sup> | [X] <sup>14</sup> | [#]    | [X]     | [Met/Not Met] |

<sup>13</sup> Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

<sup>14</sup> Target should reflect the median growth percentile for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median growth percentile of all students at the school not included in that subpopulation.

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

|                                                                                                                                                                                                                                                                                                               |             |     |     |     |               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----|-----|-----|---------------|
| Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. <sup>15</sup> | 2+ students | 75% | [#] | [%] | [Met/Not Met] |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----|-----|-----|---------------|

### End of Year Performance on 2025-26 NWEA MAP [ELA/Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

| Grades | All Students  |                                  | Enrolled in at least their Second Year |                    |
|--------|---------------|----------------------------------|----------------------------------------|--------------------|
|        | Number Tested | Percent Proficient <sup>16</sup> | Number Tested                          | Percent Proficient |
| 3      |               |                                  |                                        |                    |
| 4      |               |                                  |                                        |                    |
| 5      |               |                                  |                                        |                    |
| 6      |               |                                  |                                        |                    |
| 7      |               |                                  |                                        |                    |
| 8      |               |                                  |                                        |                    |
| All    |               |                                  |                                        |                    |

### End of Year Growth on 2025-26 NWEA MAP [ELA/Mathematics] Assessment By All Students

| Grades | Number Tested | Median Growth Percentile |
|--------|---------------|--------------------------|
| 3      |               |                          |
| 4      |               |                          |
| 5      |               |                          |
| 6      |               |                          |
| 7      |               |                          |
| 8      |               |                          |
| All    |               |                          |

<sup>15</sup> [https://www.nwea.org/uploads/NY-MAP-Growth-Linking-Study-Report\\_EOG\\_2025\\_adjusted.pdf](https://www.nwea.org/uploads/NY-MAP-Growth-Linking-Study-Report_EOG_2025_adjusted.pdf)

<sup>16</sup> Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 19-30, tables 3.10 and 3.11.

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

i-READY- DUE TO NO LONGER HAVING AN ACTIVE SUBSCRIPTION, WE CANNOT ACCESS GROWTH DATA. WE DO HOWEVER HAVE GROWTH IN YEARS FROM OUR RECORDS K-6

|                             |           |                 |  |                 |
|-----------------------------|-----------|-----------------|--|-----------------|
| L4                          | E6        | 1.25            |  |                 |
| M3                          | L3        | 0.25            |  |                 |
| E3                          | L3        | 0.75            |  |                 |
| M1                          | M2        | 1               |  |                 |
| M3                          | L3        | 0.25            |  | #s: Grade Level |
| L2                          | M3        | 0.75            |  |                 |
| E2                          | M3        | 1.75            |  | L: Late         |
| M1                          | E3        | 1.75            |  |                 |
| L2                          | L3        | 1               |  |                 |
| E1                          | L2        | 1.75            |  | E: Early        |
| M1                          | L3        | 2.25            |  |                 |
| M1                          | M3        | 2               |  | M: Mid          |
| Beginning Level             | End Level | Growth in Years |  | Key:            |
| ELA 3rd grade iReady Scores |           |                 |  |                 |
|                             |           |                 |  |                 |
|                             |           |                 |  | EM: Emerging    |

|    |    |      |
|----|----|------|
| E4 | L4 | 0.75 |
| M3 | L4 | 1.25 |
| M1 | M3 | 2    |
| E4 | L4 | 0.75 |
| M3 | M4 | 1    |
| L1 | L2 | 1    |
| M1 | E3 | 2.75 |
| M3 | M4 | 1    |

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

|                       |           |                 |
|-----------------------|-----------|-----------------|
| M3                    | M4        | 1               |
| L2                    | E4        | 1.25            |
| L1                    | M3        | 1.75            |
| M1                    | M3        | 2               |
| E2                    | L3        | 1.75            |
| Beginning Level       | End Level | Growth in Years |
| ELA 4th iReady Scores |           |                 |

|                       |           |                 |
|-----------------------|-----------|-----------------|
| L3                    | L4        | 1               |
| E4                    | E5        | 1               |
| L3                    | L4        | 1               |
| E5                    | E6        | 1               |
| M4                    | E5        | 0.75            |
| M2                    | M3        | 1               |
| M4                    | L5        | 1.25            |
| MK                    | L1        | 1.25            |
| E3                    | L4        | 1.75            |
| E5                    | E7        | 2               |
| Beginning Level       | End Level | Growth in Years |
| ELA 5th iReady Scores |           |                 |

|                 |           |                 |
|-----------------|-----------|-----------------|
| E6              | L6        | 0.75            |
| M5              | M6        | 1               |
| M5              | M6        | 1               |
| M5              | M6        | 1               |
| L1              | E3        | 1.5             |
| L4              | M6        | 1.75            |
| Beginning Level | End Level | Growth in Years |
| ELA 6th grade   |           |                 |

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

|               |  |  |
|---------------|--|--|
| iReady Scores |  |  |
|---------------|--|--|

### 2025-26 i-Ready [ELA] Assessment End of Year Results

| Measure                                                                                                                                                                                                                                                                                                                                               | Subgroup                                 | Target            | Tested | Results | Met?          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-------------------|--------|---------|---------------|
| Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%.                                                                                                                                                                  | All students                             | 100%              | 41     | 100%    | Met           |
| Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.                                                      | Low initial achievers                    | 110%              | [#]    | [%]     | [Met/Not Met] |
| Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school. | Students with disabilities <sup>17</sup> | [%] <sup>18</sup> | [#]    | [%]     | [Met/Not Met] |
| Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.                                                                                                                | 2+ students                              | 75%               | [#]    | [%]     | [Met/Not Met] |

<sup>17</sup> Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

<sup>18</sup> Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

I-READY DUE TO NO LONGER HAVING AN ACTIVE SUBSCRIPTION, WE CANNOT ACCESS GROWTH DATA. WE DO HOWEVER HAVE GROWTH IN YEARS FROM OUR RECORDS K-6

|                 |
|-----------------|
| M: Mid          |
| #s: Grade Level |
|                 |
|                 |
|                 |
|                 |
| L: Late         |
|                 |
| E: Early        |
|                 |
| Key:            |
|                 |
|                 |
| EM: Emerging    |

|                 |           |                 |
|-----------------|-----------|-----------------|
| E3              | L3        | 0.75            |
| M2              | M3        | 1               |
| M2              | M3        | 1               |
| E2              | E3        | 1               |
| M2              | L3        | 1.25            |
| E2              | M3        | 1.25            |
| M2              | L3        | 1.25            |
| LK              | E2        | 1.25            |
| E1              | L2        | 1.5             |
| K               | 2         | 2               |
| M1              | M3        | 2               |
| MK              | L2        | 2.75            |
| Beginning Level | End Level | Growth in Years |
| Math 3rd Grade  |           |                 |

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

|               |  |  |
|---------------|--|--|
| iReady Scores |  |  |
|               |  |  |

|                        |           |                 |
|------------------------|-----------|-----------------|
| E4                     | L4        | 0.75            |
| E4                     | L4        | 0.75            |
| M2                     | M3        | 1               |
| M3                     | L4        | 1.25            |
| M3                     | L4        | 1.25            |
| M1                     | L2        | 1.25            |
| M1                     | L2        | 1.25            |
| E3                     | M4        | 1.75            |
| E2                     | L3        | 1.75            |
| E2                     | M3        | 1.75            |
| L2                     | M4        | 1.75            |
| E1                     | L2        | 1.75            |
| L2                     | L4        | 2               |
| Beginning Level        | End Level | Growth in Years |
| Math 4th iReady Scores |           |                 |

|                        |           |                 |
|------------------------|-----------|-----------------|
| L3                     | M4        | 0.75            |
| E4                     | L4        | 0.75            |
| E4                     | L4        | 0.75            |
| E5                     | L5        | 0.75            |
| M4                     | M5        | 1               |
| M2                     | M3        | 1               |
| M4                     | L5        | 1.25            |
| M1                     | L2        | 1.25            |
| M3                     | L4        | 1.25            |
| M5                     | M7        | 2               |
| Beginning Level        | End Level | Growth in Years |
| Math 5th iReady Scores |           |                 |

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

|                        |           |                 |
|------------------------|-----------|-----------------|
| E6                     | L6        | 0.75            |
| M4                     | E5        | 0.75            |
| L5                     | L6        | 1               |
| M5                     | L6        | 1.25            |
| E4                     | M5        | 1.25            |
| L5                     | M7        | 1.75            |
| Beginning Level        | End Level | Growth in Years |
| Math 6th iReady Scores |           |                 |

### 2025-26 i-Ready [Math] Assessment End of Year Results

| Measure                                                                                                                                                                                                                                                                                          | Subgroup              | Target | Tested | Results | Met?          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------|--------|---------|---------------|
| Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%.                                                                                                             | All students          | 100%   | 41     | 112.5%  | Met           |
| Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration. | Low initial achievers | 110%   | [#]    | [%]     | [Met/Not Met] |

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

|                                                                                                                                                                                                                                                                                                                                                       |                                          |                   |     |     |               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-------------------|-----|-----|---------------|
| Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school. | Students with disabilities <sup>19</sup> | [%] <sup>20</sup> | [#] | [%] | [Met/Not Met] |
| Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.                                                                                                                | 2+ students                              | 75%               | [#] | [%] | [Met/Not Met] |

### End of Year Performance on 2025-26 i-Ready [ELA/Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

| Grades | All Students  |                                     | Enrolled in at least their Second Year |                                     |
|--------|---------------|-------------------------------------|----------------------------------------|-------------------------------------|
|        | Number Tested | Percent Mid-On Grade Level or Above | Number Tested                          | Percent Mid-On Grade Level or Above |
| 3      |               |                                     |                                        |                                     |
| 4      |               |                                     |                                        |                                     |
| 5      |               |                                     |                                        |                                     |
| 6      |               |                                     |                                        |                                     |
| 7      |               |                                     |                                        |                                     |
| 8      |               |                                     |                                        |                                     |
| All    |               |                                     |                                        |                                     |

### End of Year Growth on 2025-26 i-Ready [ELA/Mathematics] Assessment By All Students

<sup>19</sup> Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

<sup>20</sup> Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

| Grades | Number Tested | Median Percent of Annual Typical Growth |
|--------|---------------|-----------------------------------------|
| 3      |               |                                         |
| 4      |               |                                         |
| 5      |               |                                         |
| 6      |               |                                         |
| 7      |               |                                         |
| 8      |               |                                         |
| All    |               |                                         |

## General Information and Fire/Life Safety History

**Inspection Date:**

3/16/26

**1. Primary Use:**

INSTRUCTIONAL

**2. Fire Sprinkler System?**

No

**2a. Sprinkler alarm?**

No

**3. Fire Hydrant System?**

No

**3a. Hydrant Ownership:**

N/A

**4. Building Ownership:**

Leased

**4a. Owner Name:**

Truxton Community Center

**4a. Owner Address:**

6337 Academy Street

**4a. Owner Address2:**

Truxton, NY 13158

**4a. Owner Phone #:**

(607) 423-8981

**5. Leased To Others?:**

No

**6. Square footage:**

29800

**8a. Fire drill manuals distributed?**

Yes

**8d. Average evacuation time:**

2 minutes 35 seconds

**8e. Arson/Fire Prevention?**

Yes

**8f. Prevention/Evacuation Training?**

Yes

**9. Fire Dept. notified via alarm?**

N/A

**10. Any Fires?**

No

**10a. Number of fires:**

Not Applicable

**10b. Number of injuries:**

Not Applicable

**10c. Cost of Damage:**

Not Applicable

**Inspector Notified of previous fire report?**

Yes

**FIRE & EMERGENCY DRILLS**

|    | Date         | Type       |
|----|--------------|------------|
| 1  | Oct 3, 2024  | Evacuation |
| 2  | Oct 9, 2024  | Evacuation |
| 3  | Oct 22, 2024 | Evacuation |
| 4  | Oct 25, 2024 | Lockdown   |
| 5  | Nov 1, 2024  | Evacuation |
| 6  | Dec 16, 2024 | Evacuation |
| 7  | Dec 18, 2024 | Lockdown   |
| 8  | Dec 19, 2024 | Evacuation |
| 9  | Feb 12, 2025 | Lockdown   |
| 10 | Mar 18, 2025 | Evacuation |
| 11 | Apr 10, 2025 | Lockdown   |
| 12 | Apr 28, 2025 | Evacuation |

**Initial Inspector**

**William Rick Fritz**

Phone #: (Phone Number) (607) 591-9898

Certification #: (Certification Number) 0908-7300

Email: wrickfritz@gmail.com

**Building Administrator**

**Patricia Dawson**

Phone #: (Phone Number) (607) 842-6252

Email: patty.dawson@truxtonacademy.org

**Building Overview**

**ID:**

110701868001

**District Location:**

TRUXTON ACADEMY CHARTER SCHOOL

**Building Type:**

INSTRUCTIONAL

**Name & Address:**

TRUXTON ACADEMY  
6337 ACADEMY STREET  
TRUXTON, NY 13158

**Inspection History**

**Date Created:**

Apr 13, 2026

**Created By:**

patty.dawson

**Date Modified:**

Apr 13, 2026

**Modified By:**

scott.anderson

**Date Certified:**

Apr 13, 2026

**Certified By:**

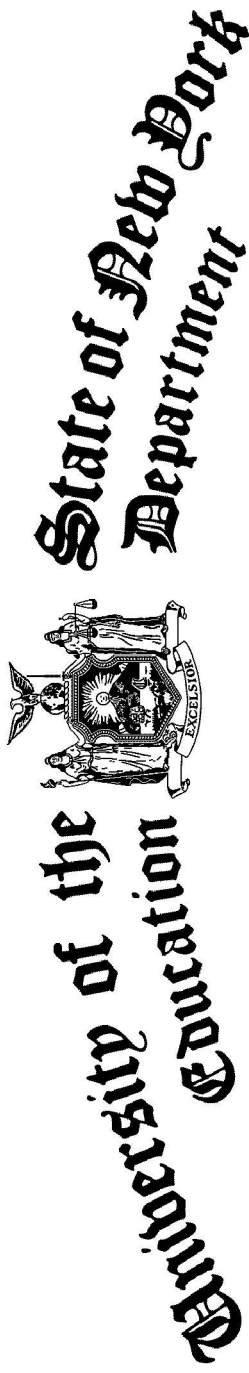
scott.anderson

**Certificate History**

| Certificate Type         | Date Certified | Certified By   |
|--------------------------|----------------|----------------|
| Certificate of Occupancy | Apr 13, 2026   | scott.anderson |

**Non-conformances**

No non-conformances reported.



## CERTIFICATE OF OCCUPANCY

**VALID FOR FACILITY:**

TRUXTON ACADEMY  
6337 ACADEMY STREET  
TRUXTON, NEW YORK 13158

**DISTRICT:**

TRUXTON ACADEMY CHARTER SCHOOL  
SCOTT ANDERSON  
6337 ACADEMY ST  
TRUXTON, NEW YORK 13158

**Building ID:** 110701868001

**Issuance Date:** April 13, 2026

**Effective Date:** April 01, 2026

**Expiration Date:** April 01, 2027

  
Commissioner of Education

OBTAIN FIRE SAFETY REPORT FROM DISTRICT OFFICE

THIS CERTIFICATE VOIDS ANY PREVIOUSLY ISSUED