Application: Truxton Academy Charter School

Sara Petit-McClure - sara.petitmcclure@truxtonacademy.org
2020-2021 Annual Report

Entry 1 School Info and Cover Page

Completed Apr 29 2022

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 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 2020-2021 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, 2021)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

TRUXTON ACADEMY CHARTER SCHOOL 110701861172

a1. Popular School Name

Truxton Academy

b. CHARTER AUTHORIZER (As of June 30th, 2021)

Please select the correct authorizer as of June 30, 2021 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

HOMER CSD

d. DATE OF INITIAL CHARTER

(No response)

e. DATE FIRST OPENED FOR INSTRUCTION

9/2019

h. SCHOOL WEB ADDRESS (URL)

www.truxtonacademy.org

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2020-2021 SCHOOL YEAR (exclude Pre-K program enrollment)

65

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2021 (exclude Pre-K program enrollment)

60

k. GRADES SERVED IN SCHOOL YEAR 2020-2021 (exclude Pre-K program students)

Check all that apply

Grades Served	K, 1, 2, 3

l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2021-2022?

	No, just one site.

School Site 1 (Primary)

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	6337 Academy St. Truxton, NY 13158	(607) 842-6252		K-4	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Sara Petit-McClure	[redacted]		
Operational Leader	Leaf Carmer			
Compliance Contact	Sara Petit-McClure			
Complaint Contact	Stuart Young			
DASA Coordinator	Sara Petit-McClure			
Phone Contact for After Hours Emergencies	Leaf Carmer			

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

Private Space

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

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

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, 2021.

Site 1 Certificate of Occupancy (COO)

Certificate of Occupancy.pdf

Filename: Certificate of Occupancy.pdf **Size:** 160.3 kB

Site 1 Fire Inspection Report

fire inspection.pdf

Filename: fire inspection.pdf **Size:** 1.9 MB

CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2020-2021 school year? (Please include approved or pending material and non-material charter revisions).

No

o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?

Yes

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	Sara Petit-McClure
Position	Head of School
Phone/Extension	607-842-6252
Email	sara.petitmcclure@truxtonacademy.org

p. Our 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 10 and found in the NYSED CSO Fingerprint Clearance Oct 2019 Memo. Click YES to agree.

Responses Selected:

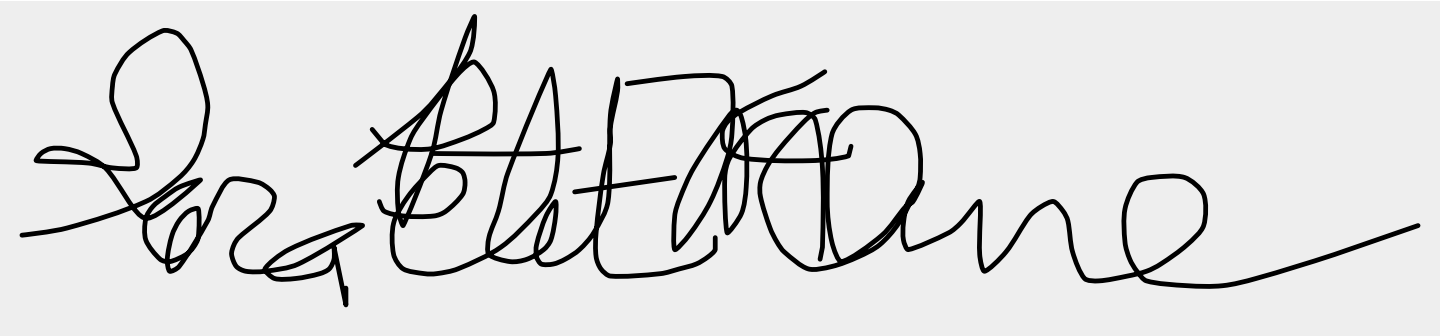
Yes

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

Signature, Head of Charter School



Signature, President of the Board of Trustees

Date

Apr 29 2022

Thank you.

Entry 3 Progress Toward Goals

Incomplete Hidden from applicant

Instructions

Regents, NYCDOE, and Buffalo BOE-authorized charter schools

For the 2020-2021 school year, any academic or

organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”. **Deadline is November 1, 2021.**

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Board of Regents-authorized and NYCDOE-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 2, 2021.

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1. ACADEMIC STUDENT PERFORMANCE GOALS

For the 2020-2021 school year, any academic goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2020-2021 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	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
Academic Goal 1				
Academic Goal 2				
Academic Goal 3				
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

2. Do have more academic goals to add?

(No response)

2020-2021 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess

				goal, type N/A for Not Applicable
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
Academic Goal 31				
Academic Goal 32				
Academic Goal 33				
Academic Goal 34				
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Academic Goal 62				
Academic Goal 63				
Academic Goal 64				
Academic Goal 65				
Academic Goal 66				
Academic Goal 67				
Academic Goal 59				
Academic Goal 60				
Academic Goal 61				
Academic Goal 62				

4. ORGANIZATION GOALS

For the 2020-2021 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2020-2021 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)

6. FINANCIAL GOALS

2020-2021 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				

7. Do have more financial goals to add?

(No response)

2020-2021 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 6				
Financial Goal 7				
Financial Goal 8				
Financial Goal 9				
Financial Goal 10				

Thank you.

Entry 3 Accountability Plan Progress Reports

Completed May 26 2022

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at Accountability Plan Progress Report template. After completing, schools must upload the document into the SUNY Epicenter system by **August 16, 2021.**

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

2020-21-Accountability-Plan-Progress-Report-Truxton Academy

Filename: 2020 21 Accountability Plan Progre eftYwLR.pdf **Size:** 179.0 kB

Entry 4 - Audited Financial Statements

Incomplete

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements in .pdf format into the SUNY Epicenter system no later than **November 1, 2021.** SUNY CSI will forward to NYSED CSO.

ALL Regents, NYCDOE, and Buffalo BOE authorized charter schools must upload final, audited financial statements to the Annual Report Portal no later than **November 1, 2021**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as

one submission, combined into a .PDF file, ensuring that security features such as password protection are turned off.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4a – Audited Financial Report Template (SUNY)

Incomplete

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Report Template" at http://www.newyorkcharters.org/fiscal/. After completing, schools must upload the document into the SUNY Epicenter system by **November 1**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4b – Audited Financial Report Template (BOR/NYC/BOE)

Incomplete Hidden from applicant

Instructions - Regents-Authorized Charter Schools ONLY

Regents-authorized schools must download and complete the Excel spreadsheet entitled "Audited Financial Report Template" from the online portal or the website at 2020-2021 Charter School Annual Report webpage. Upload the completed file in Excel format. **Due November 1, 2021.**

Education Corporations with more than one school should complete the Excel spreadsheet for the Education Corporation as a whole, not for the individual schools. Please submit the same Excel spreadsheet for each of the schools.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4c – Additional Financial Documents

Incomplete Hidden from applicant

Instructions - Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents in this section **by November 1, 2021**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a "federal Single Audit was not required because the school did not expend federal funds of more than the $750,000 Threshold."

1. Advisory and/or Management letter
2. Federal Single Audit
3. CSP Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school[1]
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

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[1] Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is $100,000.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes

only.

Entry 4d - Financial Services Contact Information

Incomplete Hidden from applicant

Instructions: Please enter the contact information for school staff, firms or other entities providing financial services to the education corporation **by November 1, 2021**.

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm

3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

Entry 5 – Fiscal Year 2021-2022 Budget

Incomplete

Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY21 Budget using the 2021-2022 Projected Annual Budget template in the portal or from the Annual Report website **by November 1, 2021**.

The assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

Instructions - SUNY authorized charter schools should download the 2021-2022 Budget and Quarterly Report Template on the SUNY website or Epicenter and upload the completed template into the portal **by November 1, 2021**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 6 – Board of Trustees Disclosure of Financial Interest Form

Completed May 4 2022

Required of ALL Charter Schools by August 2

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 2020-2021 school year must complete a signed:

- Regents, NYCDOE, and Buffalo BOE Authorized Schools: Disclosure of Financial Interest Form
- SUNY- Authorized Charter Schools: SUNY Trustee Financial Disclosure Form

All completed forms must be collected and uploaded in .PDF format for each individual member. **If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee.** (Forms completed from past years will not be accepted).

Trustees serving on 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 Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation. Note: Docusign is accepted.

KHdisclosure_04292022123138

Filename: KHdisclosure 04292022123138.PDF **Size:** 88.9 kB

Amberg 2021-SUNY-Financial-Disclosure-Form-1

Filename: Amberg 2021 SUNY Financial Disclos ZRjmm8G.pdf **Size:** 339.9 kB

2021-SUNY-Financial-Disclosure-Form-klein

Filename: 2021 SUNY Financial Disclosure Form klein.pdf **Size:** 274.5 kB

2021-SUNY-Financial-Disclosure-Form-KA

Filename: 2021 SUNY Financial Disclosure Form KA.pdf **Size:** 428.6 kB

Tombrowntruxtonboard

Filename: Tombrowntruxtonboard.pdf **Size:** 1.6 MB

2021-SUNY-Financial-Disclosure-Form-SarahS

Filename: 2021 SUNY Financial Disclosure Form SarahS.pdf **Size:** 459.2 kB

2021-SUNY-Financial-Disclosure-Form-1

Filename: 2021 SUNY Financial Disclosure Form 1.pdf **Size:** 294.9 kB

CCF04292022 (1)

Filename: CCF04292022 1.pdf **Size:** 1.1 MB

Entry 7 BOT Membership Table

Completed Apr 29 2022

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 online 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 7 BOT 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. 2020-2021 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
1	Stuart Young	[redacted]	Chair	Ex-officio to all	Yes	2	06/08/2020	06/12/2023	12

2	Krysta Austen	[redacted]	Vice Chair	Marketing, Personnel, Nutrition	Yes	2	06/08/2020	06/12/2023	12
3	Korinne L'Hommedieu		Treasurer	Finance	Yes	2	06/08/2020	06/12/2023	5 or less
4	Cindy Denkenberger		Trustee/ Member	Personnel, Curriculum, Fundraising	Yes	2	06/08/2020	06/12/2023	11
5	Beth Klein		Trustee/ Member	Curriculum, Personnel	Yes	1	06/14/2021	06/10/2024	7
6	Tom Brown		Trustee/ Member	Finance, Facilities, Nutrition, Transportation	Yes	1	06/14/2021	06/10/2024	12
7	Sarah Stevens		Trustee/ Member	Marketing	Yes	1	06/14/2021	06/10/2024	11
8	David Amberg		Trustee/ Member	Fundraising	Yes	1	06/14/2021	06/10/2024	12

9									

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2021	8
b.Total Number of Members Added During 2020-2021	0
c. Total Number of Members who Departed during 2020-2021	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	9

3. Number of Board meetings held during 2020-2021

12

4. Number of Board meetings scheduled for 2021-2022

12

Thank you.

Entry 8 Board Meeting Minutes

Incomplete Hidden from applicant

Instructions - Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY

Schools must upload a complete set of monthly board meeting minutes (July 2020-June 2021), which should match the number of meetings held during the 2020-2021 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 2, 2021.

Entry 9 Enrollment & Retention

Completed May 26 2022

Instructions for submitting Enrollment and Retention Efforts

ALL charter schools must complete this section. Describe the good faith efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

Entry 9 Enrollment and Retention of Special Populations

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
Economically Disadvantaged	Our lottery gives extra weight to families who fall into this category if they choose to disclose that information. We are part of the National School Lunch Program and provide both breakfast and lunch to students who qualify. All of our meals are made in house.	Our lottery gives extra weight to families who fall into this category if they choose to disclose that information. We are part of the National School Lunch Program and provide both breakfast and lunch to students who qualify. All of our meals are made in house.
English Language Learners	Our lottery gives extra weight to families who fall into this category if they choose to disclose that information. We do outreach in both Spanish and English as Spanish is the most common language other than English that is spoken in our area.	Our lottery gives extra weight to families who fall into this category if they choose to disclose that information. We will do outreach in both Spanish and English as Spanish is the most common language other than English that is spoken in our area.
Students with Disabilities	Our lottery gives extra weight to families who fall into this category if they choose to disclose that information. We employ a special education coordinator who also serves as a special education teacher meaning students can receive their educational services in their school building.	Our lottery gives extra weight to families who fall into this category if they choose to disclose that information. We employ a special education coordinator who also serves as a special education teacher meaning students can receive their educational services in their school building. We are working on contracting with related service providers to provide services in our building to provide less disruption of instructional time for students who receive support services to augment their educational programming.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
Economically Disadvantaged	We became part of the National School Lunch Program and provide both breakfast and lunch to students who qualify. All of our meals are made in house.	We will continue to be part of the National School Lunch Program and provide both breakfast and lunch to students who qualify. All of our meals are made in house.
English Language Learners	We ensure that parent communication is done in the language the family speaks. We send our teachers to extra trainings as needed to work with English Language Learners.	We will continue to ensure that parent communication is done in the language the family speaks. We will send our teachers to extra trainings as needed to work with English Language Learners.
Students with Disabilities	We build strong relationships with families to ensure good communication about meeting students' needs. We also work closely with the school districts with whom we share CSE responsibilities.	We will continue to build strong relationships with families to ensure good communication about meeting students' needs. We will also work closely with the school districts with whom we share CSE responsibilities. We will continue to work contract with outside service providers to provide related services in our school building.

Entry 10 – Teacher and Administrator Attrition

Completed May 26 2022

Form for "Entry 10 – Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation

A. TEACH System – Employee Clearance

Charter schools must ensure that all prospective employees[1] receive clearance through the NYSED Office of School Personnel Review and Accountability (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel that 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. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

[1] Employees that 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 http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf or visit the NYSED website at: http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

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 simultaneously 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 http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf.

Attestation

Responses Selected:

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

Entry 11 Percent of Uncertified Teachers

Incomplete Hidden from applicant

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category A: 5 or 30% whichever is less	0

CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category B: not to exceed 5	0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category C: not to exceed 5	0

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	

Thank you.

Entry 12 Organization Chart

Incomplete Hidden from applicant

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

Upload the 2020-2021 **Organization Chart.** The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart

Entry 13 School Calendar

Completed May 26 2022

Instructions for submitting School Calendar

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 2, 2021. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 2nd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

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 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.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Truxton Academy Calendar 2021-2022

Filename: Truxton Academy Calendar 2021 2022.pdf **Size:** 129.6 kB

Entry 14 Links to Critical Documents on School Website

Completed May 26 2022

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Most recently filed Annual Report (i.e., 2019-2020 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo);
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

Form for Entry 14 Links to Critical Documents on School Website

School Name: Truxton Academy Charter School

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	https://www.truxtonacademy.org/board-of-trustees-1
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	https://www.truxtonacademy.org/board-of-trustees-1
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://www.truxtonacademy.org/board-of-trustees-1
3. Link to NYS School Report Card	https://www.truxtonacademy.org/nysed
4. Lottery Notice announcing date of lottery	https://www.truxtonacademy.org/application-form
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	
6. District-wide Safety Plan	https://www.truxtonacademy.org/safety-plan
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://www.truxtonacademy.org/code-of-conduct
7. Authorizer-Approved FOIL Policy	https://www.truxtonacademy.org/copy-of-board-of-trustees
8. Subject matter list of FOIL records	https://www.truxtonacademy.org/copy-of-board-of-trustees

Thank you.

Entry 15 Staff Roster

Incomplete Hidden from applicant

INSTRUCTIONS

Required of Regents-Authorized Charter Schools ONLY

Please click on the MS Excel Staff Roster Template and provide the following information for ANY and ALL instructional and non-instructional employees.

•Full name for any and all employees
•TEACH IDs for any and all employees
•Using the drop down menu, select a role/position (or the best fit) for each employee in the charter school. (Please provide additional information to the Notes Section of the Staff Roster Template as necessary)
•Date of hire and employment start dates
•Number of years each employee has had in their respective professions
•Number of years each employee has had in their current role in the charter school
•Using the drop down menu, select the correct explanation as to why a teacher is teaching outside of their certification area.

Truxton Academy Charter School

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

By Sara Petit-McClure

6337 Academy Street, Truxton, NY 13158

607-842-6252

Sara Petit-McClure, Head of School and Jennifer Hull, Student Achievement Coordinator, prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	committees (e.g. finance, executive)
Stuart Young	President	Executive, Personnel, Finance
Krysta Austen	Vice President	Executive, Personnel, Nutrition
Korinne L'Hommedieu	Treasurer	Executive, Finance Co-chair
Dave Amberg	Board Member	Fundraising Chair, Re-opening
Cindy Denkenberger	Board Member	Personnel Chair, Curriculum Chair, Nomination Chair
Sarah Stevens	Board Member/Parent Representative	Marketing
Dr.Beth Klein	Board Member	Curriculum
Tom Brown	Finance Committee Co-Chair	Finance Co-Chair, Facilities, Nutrition, Transportation
Patty Dawson	Recording Secretary	Executive, Marketing Chair, Facilities, Nomination

Sara Petit-McClure has served as the Head of School since 2019.

SCHOOL OVERVIEW

Truxton Academy Charter School opened in the Fall of 2019 with grades K-2 and added 3rd grade in the 2020-2021 school year. Truxton Academy Charter School has a curriculum focused on Project-Based Learning and includes Spanish as a second language starting in kindergarten. Our mission also includes a focus on agriculture, which is a growing part of the curriculum.

The student body consisted of approximately 95% white students, 3.5% Hispanic students, and 1.5% multiracial students. This is consistent with the local area's racial make-up. Approximately 5 percent of our student body is identified as students with disabilities, and 2 percent is identified in the category of English language learners. Thirty-five percent of the school population is identified as economically disadvantaged.

For the 2020-2021 school year, we offered hybrid instruction. We began the year with some students learning in-person 4 days a week with one remote day and some learning remotely full time. Between 25 and 30 percent of the students were fully remote in the beginning of the year. By November, only about 12 percent of the students were learning completely remotely. Throughout the year, we had periods where various classes and twice the whole school ended up having to learn and teach through remote methods. In April, we went to 5 days per week for in-person instruction and still offered a fully remote option to the families that requested it (approximately 12% of the student population).

During this challenging school year, we held All-School Meetings virtually on Wednesdays to connect the whole school community. We partnered with Peaceful Schools to assist teachers in planning for a strong classroom community and implementing trauma-informed practices. We received training on mindfulness practices in the classroom and some teachers implemented mindfulness practices into their daily routine.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17														
2017-18														
2018-19														
2019-20	22	8	13											43
2020-21	19	16	8	13										56

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will be proficient readers and writers of the English language.

Background

We use the Lucy Calkins Readers' and Writers' Workshop curriculum for our English Language Arts curriculum. The Readers' and Writers' workshop model is designed to provide a simple and predictable environment for students to work in so that teachers can do the complex work of observing students' progress and teaching into their needs. Students develop independent work habits and take ownership of their learning, while teachers take the time necessary to differentiate instruction and meet students where they are to help them achieve their learning goals. The Calkins' Workshop curriculum lends itself to support Project Based Learning by providing the framework for high quality instruction, while allowing for the flexibility of topic and materials to support ongoing project learning.

Most of our ELA instruction was provided in-person during the 2020-2021 school year. Some ELA instruction was provided remotely during September to April on Wednesdays, when we used the hybrid model of in person 4 days, 1 day remote learning. Teachers provided ongoing project assignments during this period of at-home learning. For our entirely remote learners, ELA instruction was provided in multiple modalities. Some teachers taught both on-line and in-person students simultaneously, with the at-home students participating via smartboard for whole group instruction or laptop for small group work. Some teachers set aside one-on-one or small group time to provide ELA instruction to remote learners individually and outside of in-person class time. Some teachers used a mixture of these modalities. The structure of the modalities chosen were based on individual student needs. In general, 2nd and 3rd grade remote learning students had more instructional content delivered synchronously with in-person learners than the Kindergarten and 1st grade students did. All remote learners were given one-on-one and/or small group instruction in addition to time with their in-person learning peers.

Method

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: NWEA MAP

We used multiple methods for assessment during the 2020-2021 school year. School wide, we utilized NWEA MAP to measure student achievement and growth in ELA. Students took the MAP in the Fall, Winter, and Spring at all grade levels. Teachers also used writing rubrics to provide on-going formative assessment as well as the Fountas and Pinnell leveled reading assessments, along with alternate assessments from Fountas and Pinnell to measure phonics, sight word, and sound and letter recognition knowledge. Fountas and Pinnell reading assessments were also completed in the Fall, Winter, and Spring.

Results and evaluation

As seen in the tables below, end of the year NWEA MAP data indicated significant growth. 3rd grade students exceeded the school's median growth percentile target of 50, with a median growth percentile of 69. Low initial achievers also exceeded the school's median growth percentile target of 55 with a median growth percentile of 84. Special education students also exceeded the school's median growth percentile target of 69 with a median growth percentile of 99. One target that we did not meet was for 75% of at least second year students to score at or above RIT proficiency for the grade level. Of our 8 returning students, only 37.5% met the RIT proficiency goal.

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3rd through 8th 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	13	69	Yes
Measure 2: Each year, the school's median growth percentile of all 3rd through 8th gradestudents 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	4	84	Yes
Measure 3: Each year, the median growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.	Students with disabilities	69	3	99	Yes

Measure 4: Each year, 75% of 3rd through 8th 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.	2+ students	75%	8	37.5%	No

End of Year Performance on 2020-21 NWEA MAP ELA Assessment

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	57%	14	37.5%	8
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	57%	14	37.5 %	8

End of Year Growth on 2020-21 NWEA MAP ELA Assessment By All Students		
Grades	Median Growth Percentile	Number Tested
3	69	13
4	N/A	N/A
5	N/A	N/A
6	N/A	N/A
7	N/A	N/A
8	N/A	N/A
All	69	13

Additional Context and Evidence

This was our first year implementing the NWEA MAP assessment. We had some students take the assessment at home and others at school. Given that this provides a potential for parents to coach their children through the test, when given at home, the students were simultaneously on a zoom call with a teacher or teaching assistant to ensure test security, but at times due to poor internet connection in our rural area, some students had to have their cameras turned off and just be able to unmute and ask questions if necessary. In 3rd grade, the end of the year assessment was only taken by one student at home and he showed mastery of most concepts through other means as well so we are not concerned about his data being skewed.

Additional Measures

In addition to the MAP assessments administered to students K-3, teachers performed running records and/or other letter and word recognition tests for all students K-3 using the Fountas and Pinnell leveled reading assessments, sight word, and phonics assessments.

Fountas and Pinnell is a leveled reading system with Levels A-Z. Levels A-D represent the expected growth in Kindergarten, while Level Z represents the expected reading level for seventh and eighth grade with various incremental growth amounts expected in the grades in between.

Method:

Students in grades K-3 were evaluated in reading at the beginning of the school year, mid-year and at the end of the school year. Teachers performed assessments for students in their own class, with some assistance from the Special Education Teacher and Head of School.

Results and Evaluation:

2020-2021 EOY Running Record Levels

Grade	Below	On	Above	Expected Growth	Average Growth
K	15	3	3	4 levels	2 levels
1st	15	0	0	6 levels	4 levels
2nd	2	2	6	3 levels	4 levels
3rd	4	1	9	3 levels	4 levels

Results of the Fountas and Pinnell reading tests in 3rd grade showed that 71% of 3rd grade students are reading at or above grade level. Additionally, 100% of 3rd grade students met or exceeded the expected growth of at least 3 levels, with the average growth being 4 levels.

For 2nd grade, 80% of students are reading at or above grade level. In 2nd grade, 90% of students met or exceeded the expected growth of at least 3 levels, with the average growth being 4 levels.

Reading tests showed that all students in 1st grade are reading below grade level. The expected level growth in 1st grade is 6 levels, while the average growth for our 1st graders was 4 levels. All of these students started the year reading below grade level. These are students who missed much instruction in their kindergarten year and will continue to catch up as they move to 2nd grade next year.

In Kindergarten, 29% of students are reading at or above grade level. The expected level growth in Kindergarten is 4 levels, while average growth for our Kindergarten was 2 levels.

Summary of the Elementary AND MIDDLE English Language Arts Goal

We are well on our way to achieving our goal of having students who are proficient readers and writers of the English language based on the 3rd grade data. Our younger students in grades K-1 started school in the midst of a global pandemic resulting in an apparent disruption in their achievement of the baseline skills they need to achieve in reading and writing. While these students will need particular care and focus as we plan and instruct them over the next school year, our knowledge of the skill gaps from the NWEA MAP assessment, the Fountas and Pinnell running

records, and other supplementary assessments will help us to help these students catch up and have them on track for success by 3rd grade.

Action Plan

We will continue to use NWEA MAP and Fountas and Pinnell reading assessments to measure and track student progress and achievement in the 2021-2022 school year. Additionally, we will more intentionally use writing assessments as a part of the Lucy Calkins Writers' Workshop to track student writing progress and achievement throughout the 2021-2022 school year.

Over the course of the last two school years, teachers have noticed a need for more training in the Readers' and Writers' Workshop model in general and in using the Calkins curriculum specifically. Prior to the beginning of the school year, we have instructional and administrative staff members digging deeper into the Calkins curriculum in preparation to act as coaches in assisting teachers in making the best use possible of the curriculum for ELA instruction. We also have a team of Professional Development trainers in using the Readers' Workshop providing additional training to our staff prior to the start of school and are making time for staff to dig deeper into the curriculum. Some of our K-2 teachers engaged in phonics training over this summer and last through Neuhaus (Reading Readiness and Scientific Spelling) to strengthen their capacity as teachers of the foundational literacy skills. The intention of all of this professional development is to further improve our reading and writing instruction and positively impact student achievement. One of our teachers at this level also took a training in guided reading to be better able to target students at different reading levels in the classroom and help them all make greater gains. This teacher plans to share this learning with others on her K-2 team.

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

All students will demonstrate competency in their understanding and application of mathematical computation and problem solving.

Background

For mathematics instruction, we use the Investigations 3 mathematics curriculum to guide our planning and practice. Investigations 3 is aligned with New York State Standards for mathematics and incorporates the use of manipulatives, math games and investigations to deeply explore mathematical concepts. The design of the curriculum includes access to both print and digital resources, allowing teachers and students to engage in activities and instruction without access to technology, digitally, or a combination of both modes of instruction. Important aspects of Investigations 3 include explicit and careful attention to the Standards for Mathematical Practice, embedded differentiation support, extensive assessment, regular review and practice, and built-in professional development.

A majority of our students received in person instruction this school year, with some disruptions that resulted in temporary remote instruction due to COVID exposures. Classroom teachers used a combination of digital resources, hard copy resources, and manipulatives to provide instruction and practice in mathematics to continually meet the needs of students, whether providing instruction online or in person. Some of our teachers took advantage of the built-in professional development and digital resources to further engage students both online and in-person. Teachers took the opportunity that COVID disruptions provided to further their knowledge of online resources and teaching practices.

Method

During the 2020-2021 school year, we used multiple assessment methods to measure student growth and achievement in mathematics. We instituted the use of NWEA MAP assessments in the fall, winter and spring to monitor student growth over the school year.

In addition to MAP assessments, teachers continued to use assessments from the Investigations 3 mathematics curriculum, including an end of year test for grades 1-3. We also used student observation, checklists included with the Investigations 3 curriculum, performance in projects, and teacher-created assessments to monitor growth throughout the school year.

Results and evaluation

At the end of the year, students demonstrated competency in their understanding and application of mathematical computation and problem solving to varying degrees. The MAP results indicated that our 3rd grade students surpassed the school's median growth percentile goal of 50 by 20 points, with a median growth percentile of 70. Also, our initial low achievers excelled in their mathematical growth with a median growth percentile of 70. Students with disabilities did not meet their targeted median growth of 73 and were very close to achieving that target with a median growth percentile of 70.

Looking at the percentage of students in at least their second year at the school, 50% met or exceeded the RIT score proficiency. The target is 75% so we did not meet this goal. Looking closer at the data, only 8 3rd grade students were in their second year at the school. Of these 8 students, 6 were among our initial low achievers and 2 were students with disabilities. Given this frame of reference, the growth of these students was significant. During the school year, the percent of students who met or exceeded RIT score proficiency increased from 25% in the Fall to 50% in the Spring.

2020-21 NWEA MAP Mathematics Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3rd through 8th 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	13	70	Yes
Measure 2: Each year, the school's median growth percentile of all 3rd through 8th gradestudents 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	7	70	Yes
Measure 3: Each year, the median growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.	Students with disabilities	73	3	70	No
Measure 4: Each year, 75% of 3rd through 8th 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.	2+ students	75%	8	50%	No

End of Year Performance on 2020-21 NWEA MAP Math Assessment

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	64%	14	50%	8
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	78.5%	14	62.5%	8

End of Year Growth on 2020-21 NWEA MAP Mathematics Assessment

By All Students

Grades	Median Growth Percentile	Number Tested
3	70%	13
4	N/A	N/A
5	N/A	N/A

6	N/A	N/A
7	N/A	N/A
8	N/A	N/A
All	70%	13

Additional CONTEXT AND Evidence

This was our first year implementing the NWEA MAP assessment. We had some students take the assessment at home and others at school. Given that this provides a potential for parents to coach their children through the test, when given at home, the students were simultaneously on a zoom call with a teacher or teaching assistant to ensure test security, but at times due to poor internet connection in our rural area, some students had to have their cameras turned off and just be able to unmute and ask questions if necessary. In 3rd grade, the end of the year assessment was only taken by one student at home and he showed mastery of most concepts through other means as well so we are not concerned about his data being impacted by the potential of parent support.

Additional Measures

The Investigations 3 end of the year math assessments were administered to students in grades 1-3. These assessments are aligned to the NYS Next Generation Mathematics Standards for P-12. In Kindergarten, a number sense assessment was given three times throughout the year.

Method:

Students were given the Investigation end of year assessment in either an on-line or paper copy format. Grades 1 and 2 took them in paper format and grade 3 took them on the computer. Afterwards, the data was analyzed by category and for each student, it was determined where they fell in each category based on the results of the assessment.

Results and Evaluation:

First Grade- Total Tested= 16			
Concepts	**Area of Need**	**Progressing**	**Mastered**
Number order	0	6	10
Addition and subtraction	2	8	6
Geometry	1	3	12
Data and graphing	0	9	7
Measurement	0	5	11
Time	0	10	6
Word problems	5	8	3
Scored 70% or higher- 9 students (56%)			

Second Grade- Total Tested= 10			
Concepts	**Area of Need**	**Progressing**	**Mastered**
Operations (+, -, and x)	0	3	7
Place Value	1	1	8
Geometry and Fractions	1	5	4
Data and graphing	0	4	6
Measurement and Money	2	6	2
Word problems	0	1	9
Scored 70% or higher- 9 students (90%)			

Third Grade- Total Tested= 12			
Concepts	**Area of Need**	**Progressing**	**Mastered**
Multiplication and Division	0	3	9
Equations and Comparing Numbers	0	4	8
Fractions	2	3	7
Data and graphing	3	3	6
Measurement	5	4	3
Word problems	0	6	6
Scored 70% or higher- 8 students (67%)			

At the end of the year Investigations 3 Assessment, 14 third graders, 10 second graders, and 16 first graders were evaluated. On the third grade assessment, 10 students, or 71%, scored above 70%. On the second grade assessment, 9 second graders, or 90%, scored above 70%. On the first grade assessment, 9 students, or 56%, scored above 70%.

Of the 40 students in grades 1-3 that were evaluated by the Investigations 3 end of year assessment, 26, or 65%, scored above 70%.

Summary of the Elementary AND MIDDLE Mathematics Goal

Overall, we are well on our way to meet our elementary mathematics goal. While there were some disruptions to learning due to COVID closures at the end of the 2019-2020 school year and temporary remote learning times during the 2020-2021 school year that may account for falling behind in some of our targets for the end of this school year, students have demonstrated significant achievement in mathematics. We anticipate that this trend will continue into the 2021-2022 school year.

Action Plan

We will continue to employ NWEA MAP assessments and Investigations 3 curriculum based assessments to maintain consistency in data collection for the 2021-2022 school year.

Additional measures will be put in place to improve academic performance in mathematics for the 2021-2022 school year. Based on evaluation of our multiple assessment results, we noticed that students need a deeper understanding of how numbers work, especially within the context of problem solving. Our teaching staff will receive training in Cognitively Guided Instruction (CGI), with ongoing support to help them implement this teaching tool within their mathematics planning and instruction. CGI helps teachers understand children's intuitive mathematical thinking and use that knowledge to help students deepen their mathematical understanding.

GOAL 3: SCIENCE

Elementary AND MIDDLE Science

Goal 3: Science

All students will demonstrate competency in using technology and applying scientific concepts, reasoning, and principles.

Background

Our science curriculum incorporated both the FOSS science investigation kit and teacher created investigations to involve science learning in Project Based Learning and other interdisciplinary projects. During the fall and spring, teachers designed much of their science instruction to take place outside. A majority of our students attended school in-person and science lessons were modified to accommodate students attending remotely.

Method

There were no formal school wide or nationally normed science assessments administered this year.

Results and evaluation

See above.

Additional CONTEXT AND Evidence

Student science learning was assessed by teachers in the classroom and related to learning in other academic areas including ELA and mathematics.

Summary of the Elementary AND MIDDLE Science Goal

All students will demonstrate competency in applying technology and scientific inquiry to develop a deeper understanding of scientific concepts, scientific reasoning and applying scientific principles to real world situations. While teachers use the FOSS curriculum and other teaching resources to instill a sense of scientific exploration with our students, we did not use a method to adequately measure our progress in this goal during the 2020-2021 school year.

Action Plan

Our plan at the end of the 2019-2020 school year was to collaboratively create and implement rubrics to assess science for our school. The requirements of adapting to COVID put a pause on this goal, but it will be revisited in the upcoming school years. We've added descriptive learning goals for science to the 3rd and 4th grade report cards for the upcoming 2021-2022 school year. We plan to use the Fossmap assessments related to the unit of study for 3rd and 4th grade for the 2021-2022 school year.

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found here.

Goal 7: Absolute Measure

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

Method

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

Results and evaluation

Truxton Academy opened in the fall of 2019. The ESSA Accountability Status for the 2019-2020 school year is based on test results from the 2018-2019 school year. Truxton Academy was not open. The first year that Truxton Academy participated in state testing was the 2020-2021 school year; a year where COVID altered the state testing protocols and as of this date, no data has been released.

Additional Evidence

Truxton Academy does not yet have state testing data to be able to to be assigned an ESSA status.

Accountability Status by Year

Year	Status
2018-19	N/A
2019-20	N/A
2020-21	Not yet released as of the date of this report

APPENDIX A: OPTIONAL GOALS

The following section contains a Parent Satisfaction

Goal S: Absolute Measure

Each year two-thirds of parents will demonstrate satisfaction with the school's program based on a parent satisfaction survey.

Method

In addition to various surveys throughout the year to gauge the effectiveness of our hybrid model of learning, at the end of the year, we sent home a digital parent survey to get feedback on the year. This survey asked about learning modality in addition to the experience of students with regards to academic and social emotional progress from the parent perspective. This is designed to help us meet student needs and inform our growth, planning, and professional development.

This survey used statements and a five point scale to show agreement or disagreement. The survey was submitted anonymously, but we did ask for grade level and teacher's name so we can look for trend within certain classes as well as on the whole school level if needed.

Results

The parent responses showed, not only high satisfaction rates overall, but an increase in satisfaction across the board from previous year's ratings. We also had a higher participation rate this year with 55% return rate rather than a 27% return rate like last year. Parents felt that academic growth, instructional staff knowledge of their individual child, and instructional staff's ability to engage their child in learning were relatively high. Satisfaction with Social emotional support and school communication, while still over 80% were lower than the other areas.

2020-2021 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
26	47	55%

2020-2021 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied or above
Student Engagement	92%
Academic Growth	92%
Social Emotional Support	81%
Encouraging individuality and curiosity	92%
School Communication	88%

Evaluation

The overall growth and parent satisfaction is a testament to the hard work our whole staff did this year to really meet students' needs during the very challenging times of quarantines, multiple modality teaching, and following COVID guidelines in the school building. The results are evidence that while we will continue to improve our practice as we grow, parents feel that we are helping their students grow as students and as whole people. While we improved in all areas, including the return rate of the survey, we still did not meet the return rate of ⅔ of our families returning and completing the survey. Next year, we will send the survey out earlier in the hopes of being able to send out more reminders. Additionally, we will attempt to send paper copies as well as the electronic one to families who need a different version.

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Truxton Academy Charter School
Name of trustee (print):	Lucinda Denkenberger
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Past board president, chair of Personnel Committee, Curriculum Committee, Member of Educational Excellence Committee
Email Address:	[redacted]

Home Address	
Please complete with ***changes*** only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with ***changes*** only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)].	○ Yes ◉ No
1*a*) Description of the position:	
1*b*) Salary:	
1*c*) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

■ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

■ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature: Lucinda K. Denkenberger

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Truxton Academy Charter School
Name of trustee (print):	Krysta Austen
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	VP
Email Address:	[redacted]

Home Address	
Please complete with ***changes*** only:	
Street:	[redacted]
City, State Zip:	
Phone:	

Business Address	
Please complete with ***changes*** only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions		
1)	Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)].	○ Yes ☒ No
	1*a*) Description of the position:	
	1*b*) Salary:	
	1*c*) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

☒ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature: Krysten Austen

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Truxton Academy Charter School
Name of trustee (print):	Beth Shiner Klein
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Board Member
Email Address:	[redacted]

Home Address	
Please complete with ***changes*** only:	
Street:	[redacted]
City, State Zip:	
Phone:	

Business Address	
Please complete with ***changes*** only:	
Business Name	[redacted]
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)].	○ Yes ◉ No
1*a*) Description of the position:	
1*b*) Salary:	
1*c*) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

■ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

■ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature: Beth Klein Digitally signed by Beth Klein Date: 2022.04.29 12:03:33 -04'00'

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Truxton Academy Charter School
Name of trustee (print):	Sarah Stevens
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Board member, Chair Marketing Committee
Email Address:	[redacted]

Home Address	
Please complete with ***changes*** only:	
Street:	[redacted]
City, State Zip:	
Phone:	

Business Address	
Please complete with ***changes*** only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions		
1)	Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)].	○ Yes ⊘ No
	1*a*) Description of the position:	
	1*b*) Salary:	
	1*c*) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

☒ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☑ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature: Sale E Stein

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Truxton Academy Charter School
Name of trustee (print):	David Amberg
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Committee Chair
Email Address:	[redacted]

Home Address	
Please complete with ***changes*** only:	
Street:	[redacted]
City, State Zip	
Phone:	

Business Address	
Please complete with ***changes*** only:	
Business Name:	[redacted]
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)].	○ Yes ◉ No
1*a*) Description of the position:	
1*b*) Salary:	
1*c*) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

■ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

■ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

By signing this Disclosure of Fin *certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Truxton Academy Charter School
Name of trustee (print):	Stuart E. Young
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	President of Trustees
Email Address:	

Home Address	
Please complete with ***changes*** only:	
Street:	[redacted]
City, State Zip	
Phone:	

Business Address	
Please complete with ***changes*** only:	
Business Name:	[redacted]
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)].	○ Yes ◉ No
1*a*) Description of the position:	
1*b*) Salary:	
1*c*) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

■ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

■ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature: Stuart E. Young

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Truxton Academy Charter School
Name of trustee (print):	Korinne L'Hommedieu
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Treasurer
Email Address:	[redacted]

Home Address	
Please complete with ***changes*** only:	
Street:	[redacted]
City, State Zi	
Phone:	

Business Address	
Please complete with ***changes*** only:	
Business Name:	[redacted]
Street:	
City, State Zip:	
Phone:	

Questions

1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)]. ○ Yes ◉ No

1*a*) Description of the position:

1*b*) Salary:

1*c*) Start date:

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

■ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1–June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

■ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature: Kristine L Hommedieu

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)

Name of education corporation: Truxton Academy Charter School

Name of trustee (print): Tom Brown

Position(s) on board, if any (e.g., chair, Board member, Financial, nutrition, transportation, facilities, and leadership treasurer, committee chair, etc.):

Email Addre[redacted]

Home Address Business Address

Please complete with ***changes*** only: Please complete with ***changes*** only: Street: Business Name:

City, State Zip: Street:

Phone: City, State Zip: NO changes

Phone:

Questions

1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)]. No, not an employee

1*a*) Description of the position:

1*b*) Salary:

1*c*) Start date:

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of theforegoing being an "interested person") who is, or, during the last school year (July 1-June30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, pleaseidentify each interest/ transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

No/None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction (s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and*in which such entity, during the preceding school year (July 1 – June 30), you and/oran interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

□ None

Name and Relationship	Entity Conducting Business with the *Education* Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature: Thomas Brown 4/30/22

By signing this Disclosure of Financial Interest Form, the trustee certifies that the informationcontained in this disclosure is true and accurate to the best of his or her knowledge.

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of Facilities Planning - Room 1060 Education Building Annex
Albany, New York 12234

Updated DECEMBER 2020

PUBLIC SCHOOL FIRE AND BUILDING SAFETY REPORT

(THIS REPORT IS TO BE SUBMITTED ELECTRONICALLY – DO NOT MAIL THIS REPORT)

All buildings which are owned, operated, or leased by public school districts, Boards of Cooperative Educational Services (BOCES), and nonpublic schools must be inspected annually for compliance with applicable sections of 8NYCRR155 Regulations of the Commissioner of Education and for compliance with the 2020 Building Code of New York State, 2020 Fire Code of New York State and the 2020 Property Maintenance Code of New York State.

BEDS CODE #

District/School Name

Facility/Building Name

Street Address (**NO** PO Box Numbers)

City/Town/Village **Zip Code**

INSTRUCTIONS

- Read the "*Manual for Public School Facility - Fire and Building Safety Inspections*" prior to inspecting the facility and complete a separate report for each facility.
- Part I: General Information. School officials must complete this section annually.
- Part II: This section to be completed by the inspector and non-conformances recorded on page 4, Fire Safety Non-Conformance Reporting Sheet.
- Part II-A Regulations of the Commissioner 155.7: This section must be completed for student occupied buildings only. (Questions 1-7, Nonconformance Reporting Sheet) Do not complete this section for school buildings located in the cities of Buffalo, Syracuse, Rochester, and Yonkers.
- Part II-B Regulations of the Commissioner 155.25: This part to be completed for all buildings with electrically operated partitions. (Question 8, Non-Conformance Reporting Sheet) 2020 Fire Code of New York State and the 2020 Property Maintenance Code of New York State. This part to be completed for all buildings. (Questions 9-26, Non-Conformance Reporting Sheet).
- Part III Certifications. To be completed by persons as indicated.
- A copy of this form must be kept on file at the school for three years and must be available for public review.
- Posting of Certificate of Occupancy: Any temporary, qualified, or annual Certificate of Occupancy must be posted in public view in a prominent location within this facility.

Part I: General Information and Fire/Life Safety History

Inspection Date

Note : Please insert the date the actual inspection took place.
The Inspection Date cannot be earlier than 45 days before the Due Date.

1. Please indicate the primary use of this facility:

- INSTRUCTIONAL
- ADMINISTRATIVE
- BUS MAINTENANCE
- BUS STORAGE ONLY
- LEASED FACILITY OFF SCHOOL GROUNDS
- MAINTENANCE
- OTHER

  Please Specify:

- PUBLIC LIBRARY
- STORAGE
- VACANT

2. Is there a fire sprinkler system in this facility? **YES** **NO**

If 'yes', is the sprinkler alarm connected with the building alarm? **YES** **NO**

3. Is there a fire hydrant system for facility protection? **YES** **NO**

If 'yes', indicate ownership of system (select one):

- Public owned
- School owned
- Other

  Please Specify:

4. Indicate the ownership of this facility

- ◯ Leased
- ◯ Owned

a. If the building is not District Owned, provide the name and address of Landlord or Building Owner:

Name *

Address *

Telephone # *

5. Does the District lease the building or spaces within the building to others? ◯ **YES** ◯ **NO**

a. If yes, indicate the tenant(s):

Name *

Address *

Telephone # *

6. What is the current gross square footage of this facility?

nearest whole ten feet

7. If this Facility is vacant, skip the remaining questions and go to Section #2 Non-Conformance and report any non-conformances for Items #25A-1 through #26A-3

8. FIRE AND EMERGENCY DRILLS

If this facility is used for instruction, complete (a) - (g); otherwise go to question 9.

a. Per Section 807, paragraph 2 of the State Education Law entitled Fire and Emergency Drills, a copy of Section 807 has been printed and distributed as guidance to teaching staff? ○ **YES** ○ **NO**

b. Provide dates of twelve fire and emergency drills required by Section 807 of Education Law held between September 1 and June 30 of the previous school year: ○ **YES** ○ **NO**

FIRE & EMERGENCY DRILLS

NOTE Eight (8) are required between September 1, and December 31
Eight (8) drills are required to be evacuation drills Four (4) drills are required to be lockdown drills

	Date	Evacuation	Lockdown
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

c. If the required number of fire and emergency drills were not held during this reporting cycle, please describe the reason:

8d. **Average time to evacuate facility was:** minutes seconds

8e. **Arson and fire prevention instruction was provided in accordance with section 808 of the Education Law (revised 9/1/05) which requires every school in New York State to provide a minimum of 45 minutes of instruction in arson, fire prevention, injury prevention, and life safety for each month school is in session.** ◯ **YES** ◯ **NO**

8f. **Employee fire prevention, evacuation, and fire safety training was provided, and records maintained, in accordance with Section F406 of the NYS Fire Code** ◯ **YES** ◯ **NO**

9. If the fire alarm system was activated, was the fire department immediately notified? ◯ **YES** ◯ **NO**

10. Have there been any fires in this facility since the last annual fire inspection report? ◯ **YES** ◯ **NO**

a. If 'yes', indicate: Number of fires | Number of injuries | Total cost of property damage

Part II: Public School Fire and Building Safety Non-Conformance Report Sheet

School District_____ Building Name_____

Facility # _____

Part II-A (to be completed for public schools only – except "Big 4")				Part II-B				Part II-B				Part II-B			
Item #	Non-Conformance	Date Corrected	Date Reinspected	Item #	Non-Conformance	Date Corrected	Date Reinspected	Item #	Non-Conformance	Date Corrected	Date Reinspected	Item #	Non-Conformance	Date Corrected	Date Reinspected
01A-2				08A-2				13A-2				19E-1			
01B-1				08B-2				13B-2				19F-1			
01C-1				08C-2								19G-1			
01D-1				08D-2				14A-2				19H-2			
01E-1				08E-2				14B-2							
				09A-2				14C-2				20A-1			
02A-2				09B-2				14D-1				20B-1			
02B-1				09C-1				14E-1				20C-1			
02C-3				09D-1				15A-2				21A-3			
02D-1				09F-2				15B-1				22A-3			
02E-2				09G-2				15C-2				22B-3			
02F-3				10A-2				15D-2				22C-3			
02G-2				10B-2				15E-1				23A-1			
				10C-1				16A-2				23B-1			
03A-3				10D-1				16B-2				23C-1			
03B-1								16C-2				23D-2			
				11A-2				16D-2				24A-3			
04A-2				11B-1				17A-3				25A-1			
04B-2				11C-2				17B-2				25B-1			
04C-1				11D-2				17C-2				25C-1			
				11E-1				17D-2							
05A-3								17E-1				26A-3			
05B-2				12A-1				17F-3				**If any additional non-conformances are observed, check item 26A-3 and list the Code section below.**			
05C-2				12B-3				17G-1							
				12C-2				17H-2							
06A-1				12D-2				17I-2							
06B-1				12E-1				17J-1							
06C-1				12F-1				17K-1							
06D-2				12G-1				17L-1							
06E-3				12H-1				18A-2							
06F-1				12I-1				18B-2							
06G-1				12J-1				18C-2							
06H-2				12K-1				18D-2							
				12L-1				19A-3							
07A-3				12M-1				19B-2							
07B-2				12N-1				19C-1							
07C-2				12O-2				19D-1							

Inspector

The inspector has been provided with a copy of the previous year's school fire safety report:

Yes_____ No_____

All schools complete Section 8 only if the building has electrically-operated folding partitions.

Initial Inspection:

Fire Safety Inspector: Name_____

Date_____ Registry #_____ (26E-4)

Final Inspection (if required):

Fire Safety Inspector: Name_____

Date_____ Registry #_____ (26F-4)

Part III: Public School Certifications

Section III-A. Fire Inspector

The individual noted below inspected this building and the information in this Fire Safety Report represents, to the best of their knowledge and belief, an accurate description of the building and conditions they observed. The individual that performed this inspection has maintained their certification requirements pursuant to Title 19 Part 1208

Name: _____ Telephone #: (_____)_____

Title: _____ Certification # _____
(as designated by the NYS Department of State)

Email: _____

Section III-B. Building Administrator or Designee

Please provide the name and contact information of the person responsible for monitoring this inspection (whomever accompanied the inspector; provided access to all spaces; and made available any records and/or required documentation requested by the inspector)

The individual identified below certifies that this building inspection was conducted on this date _____ and can confirm the specific locations of any non-conformances
(provide inspection date) identified within this report.

Name: _____ Telephone #: (____)_____

Title: _____ Email: _____

Signature _____.

Section III-C. School Superintendent

I hereby submit this fire inspection report on behalf of the Board of Education and certify that:

1. Public notice of report availability has been published, and that
2. Any nonconformances noted as corrected on the *Public School Fire Safety Non-Conformance Report Sheet* portion of this report were corrected on the date indicated, and that
3. Violations which are not corrected immediately shall be corrected within a period of time approved by the Commissioner.

Name: _____ Telephone #: (_____)_____

Title: _____

Email: _____ Signature _____.

University of the State of New York
Education Department

CERTIFICATE OF OCCUPANCY

VALID FOR FACILITY:
TRUXTON ACADEMY
6337 ACADEMY STREET
TRUXTON, NEW YORK 13158

DISTRICT:
TRUXTON ACADEMY CHARTER SCHOOL
SARA PETIT-MCCLURE
6337 ACADEMY ST
TRUXTON, NEW YORK 13158

Building ID: 110701868001

Issuance Date: October 18, 2021
Effective Date: September 01, 2021
Expiration Date: September 01, 2022

Commissioner of Education

OBTAIN FIRE SAFETY REPORT FROM DISTRICT OFFICE

THIS CERTIFICATE VOIDS ANY PREVIOUSLY ISSUED

Truxton Academy Charter School

2021-2022 School Calendar

July '21

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

August '21

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				
						7/0

September '21

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		
						21/20

October '21

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						20/19

November '21

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				
						18/17

December '21

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	
						17/17

January '22

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					20/20

February '22

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					
						15/15

March '22

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		
						23/22

April '22

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
						16/16

May '22

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				
						21/21

June '22

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		
						17/16

School Closed/ Holidays

Teacher in-Service Day (no school for students)

1/2 Day Introduction to New Grade

First and Last Day of School

Parent Teacher Conference Day

New Teacher Institute Day

Teacher Days: 194

Student Days: 183

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