

THE SUNY CHARTER SCHOOLS INSTITUTE

SCHOOL EVALUATION REPORT
**TRUXTON ACADEMY CHARTER
SCHOOL**

VISIT DATE: APRIL 15, 2026

REPORT DATE: JUNE 30, 2026

SUNY Charter Schools Institute

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Charter Schools Institute
The State University of New York

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INTRODUCTION

INTRODUCTION

This School Evaluation Report offers an analysis of evidence collected during the school visit to Truxton Academy Charter School (“Truxton”) on April 15, 2026. While the SUNY Charter Schools Institute (the “Institute”) conducts a comprehensive review of evidence related to all the [State University of New York Charter Renewal Benchmarks](#) (the “SUNY Renewal Benchmarks”) near the end of a charter term, most mid-cycle charter school evaluation visits focus on a subset of these benchmarks addressing the academic success of the school and the effectiveness and viability of the charter school organization. The SUNY Renewal Benchmarks provide a framework for examining the quality of the educational program, focusing on teaching and learning (e.g., curriculum, pedagogy, assessment, and services for at-risk students), as well as instructional leadership, organizational capacity, and board oversight. The Institute uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

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

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

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

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





SCHOOL BACKGROUND

TRUXTON ACADEMY CHARTER SCHOOL

6337 Academy Street, Truxton | Grades: K-6 | Homer Central School District

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

CURRENT CHARTER

Opened:
2019-20

Serves:
Kindergarten–6th

Chartered Enrollment:
113

Charter Expiration:
July 31, 2027

KEY DESIGN ELEMENTS

Project-based learning	+
Environmental studies and rural life skills	+
Agricultural heritage and history	-

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Truxton has demonstrated minimal progress towards meeting its Accountability Plan goals in its short, subsequent charter term. The school currently does not implement a program on the ground that meets the standards established in the SUNY Qualitative Education Benchmarks. Across multiple Institute site visits over its existence, the school has struggled with personnel management resulting in leaders fulfilling multiple duties due to staff member vacancies. As a result of limited attainment of its Accountability Plan goals and low quality programming on the ground, the school's prospects for earning subsequent renewal are in jeopardy.

Due to inconsistencies with instructional leadership systems, Truxton has not established a clear vision for academic excellence and teacher development. This school year, Truxton experienced staffing challenges that resulted in shifting leadership roles. School leaders have not been able to fulfill all administrative and instructional duties due to teaching full time given a staff member on leave. Currently, the systems in place at the school have not developed or improved overall teacher practice. Due to time constraints and responsibilities, leaders do not implement consistent coaching and support for teachers. The Institute's spring 2026 evaluation identified a lack of academic and student behavior systems across the school. Across grade teams, teachers have inconsistent expectations for student achievement and work quality. As a result of unclear expectations, lessons vary in rigor and teachers do not use data to make strategic instructional decisions. While the school updated its curricular programs this year, teachers do not sufficiently plan or execute lessons that reach the rigor of the state standards. Leaders do not consistently monitor teachers' implementation of the curricular programs. Teachers report challenges managing student behaviors and connect low work quality or slow lesson pacing to frequent disruptive behaviors. The executive director recognizes the gap in teacher development and, with support from a consultant, is working to create a change in systems to prioritize this critical area.

Truxton's leadership team is unable to maintain consistent instructional systems to improve student outcomes given strained capacity. In response to these challenges, the school made plans to onboard the its curriculum consultant to assume the functional role of principal and lead the academic program to support data-driven instruction and curriculum implementation. At the end of the 2025-26 school year, Truxton appointed this person to chief executive officer. The school also plans to have two experienced teachers assume out of classroom roles to provide mentorship and classroom coverages as needed. The school's leadership must establish clear instructional systems and work to create a cohesive plan that supports teachers' classroom management skills in order to demonstrate urgent and durable growth across the academic program and improve student achievement results.

ACADEMIC PERFORMANCE

2024-25 SCHOOL PERFORMANCE REVIEW

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

Truxton is in the second year of its three-year subsequent charter term, and is due for renewal in 2026-27. In 2024-25, the penultimate year of its current three-year Accountability Period, Truxton came close to meeting its ELA goal but did not meet its mathematics goal. The SUNY Renewal Policies outline two options for schools in a subsequent charter term: full-term renewal of five years and non-renewal. Based on its record of performance, Truxton’s prospects for earning a subsequent renewal are in jeopardy. The school must demonstrate unambiguous improvement in ELA and mathematics to make the best case for earning renewal in 2026-27.

Truxton came close to meeting its ELA goal in 2024-25 after not meeting the goal the prior year. With 40% of its tested students enrolled in at least their second year scoring at or above proficient, the school outperformed the comparison district by 12 percentage points but underperformed the absolute target by 35 percentage points. In comparison to schools across the state enrolling similar percentages of economically disadvantaged students, Truxton performed lower than expected according to the Institute’s comparative effect size analysis. The school posted a mean growth percentile that met the target of 50. Notably, Truxton posted large variation in proficiency rates across grade levels. For example, while 46% of tested 3rd grade students scored at or above proficiency in ELA, only 10% of 4th grade did so. Given that the school has posted an inconsistent record of ELA achievement over the short charter term, the school must unambiguously meet or come close to meeting its ELA goal in 2025-26 in order to make the best case for earning subsequent renewal.

Truxton did not meet its mathematics goal in 2024-25 after coming close to meeting the goal the previous year. With only 32% of tested students enrolled in at least their second year scoring at or above proficiency, the school performed two percentage points below the comparison district results and 43 percentage points lower than the absolute target of 75%. In comparison to demographically similar schools across New York State, the school performed lower than expected according to the Institute’s regression analysis. Truxton also posted a mean growth percentile eight points lower than the target of 50 in alignment with the school’s decline in proficiency rate from 2023-24 to 2024-25. Given that the school has posted an inconsistent record of mathematics achievement over the short charter term, the school must make unequivocal improvement in 2025-26 in order to make the best case for renewal.

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

2. Education Law § 2850(2)(f).

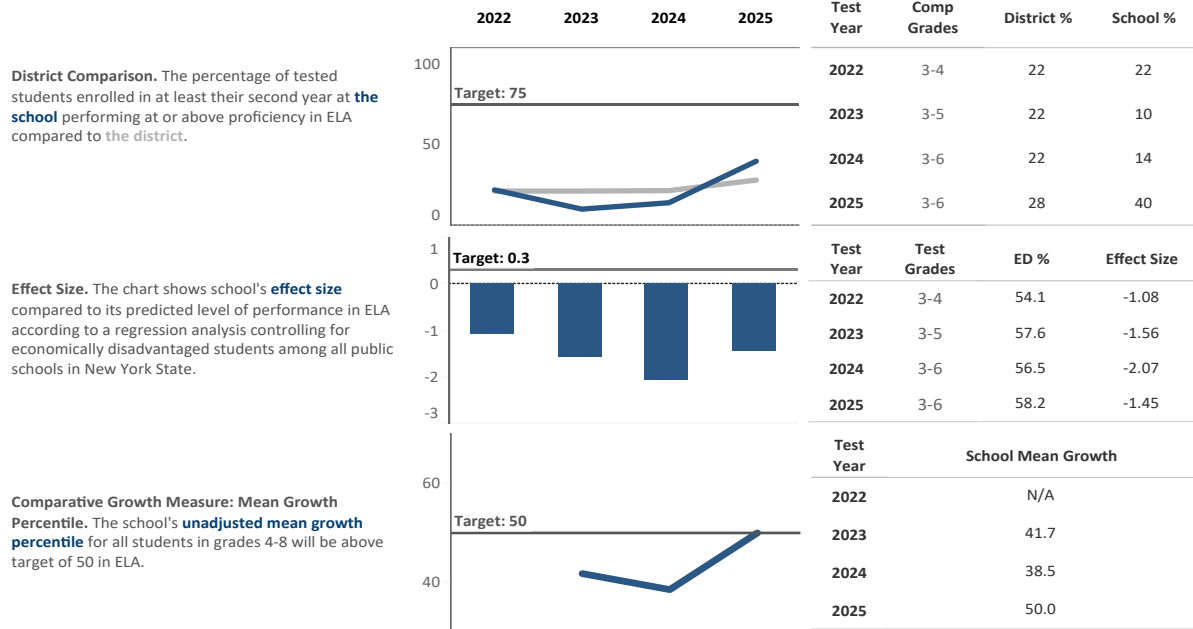
3. Education Law § 2854(1)(d).

ACADEMIC PERFORMANCE

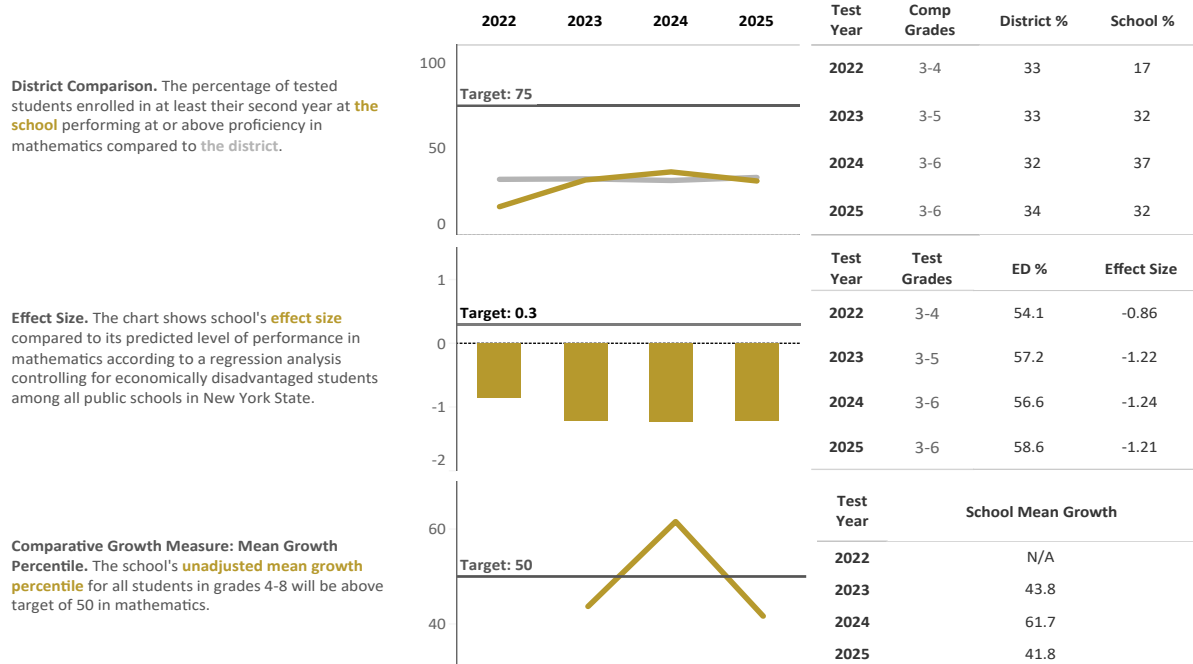
TRUXTON ACADEMY CHARTER SCHOOL

Cortland City School District

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL



MATHEMATICS ACCOUNTABILITY PLAN GOAL



The district of comparison for Truxton Academy is Cortland City School District, and serves as the comparison for testing outcomes. The school's district of location is Homer Central School District, which is reflected as the comparison in the enrollment demographics visual.

ACADEMIC PERFORMANCE

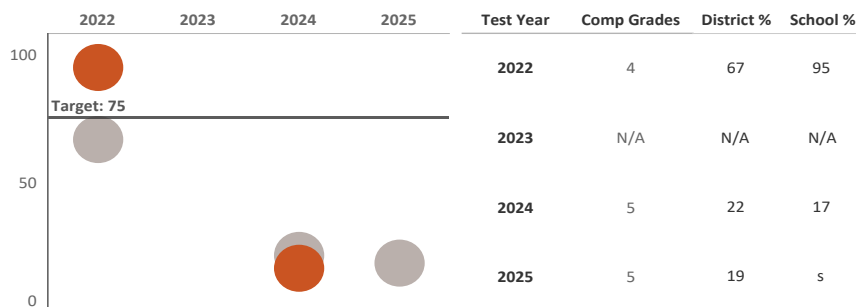
TRUXTON ACADEMY CHARTER SCHOOL

Cortland City School District

SCIENCE ACCOUNTABILITY PLAN GOAL

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

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



TESTED PERCENTAGES

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
School Tested Number (N)	37	37	33	32	30	28	30	29
School Tested %	100.0	100.0	94.3	91.4	93.8	87.5	90.9	87.9
District Tested %	96.5	94.3	91.8	91.3	92.6	92.2	94.6	94.7

PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS**

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	5	5	1	1	3	3	1	0
School % Proficient on Exam	s	s	s	s	s	s	s	N/A
District % Proficient	2.0	0.0	0.0	1.0	0.8	3.4	5.0	7.4

	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	1	2	0	0
School % Making Progress	s	s	N/A	N/A

*School proficiency data is reported for all students.

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

BENCHMARK SUMMARY

QUALITATIVE BENCHMARK ANALYSIS

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

ASSESSMENT

Truxton's assessment system does not improve instructional effectiveness and student learning. Truxton regularly administers assessments that align to state performance standards. However, these assessments do not fully align to the school's own curriculum. Due to multiple curricular shifts, lessons and assessments are not consistently aligned. The school administers i-Ready diagnostics quarterly, Easy CBM progress monitoring every four weeks, and monthly fluency and phonics benchmarks.

Truxton does not have a valid and reliable process for analyzing assessments. The school has structured Thursday and Tuesday grade band meetings where teachers review progress monitoring data together. These meetings represent a focused effort to build a shared data culture. Due to the principal filling in full time for a classroom teacher, data review and analysis is inconsistent in Kindergarten - 3rd grade. Teachers do not yet effectively use assessment results to meet student needs by adjusting instruction, creating flexible groupings, or identifying students for intervention. Some teachers, particularly in the upper grades, use i-Ready data to inform which students are in small groups. However, leaders acknowledge that not all teachers independently analyze data to make strategic decisions about student groupings and differentiation.

School leaders do not yet use assessment results to evaluate teacher effectiveness or to develop professional development and coaching strategies. Leaders acknowledge the midyear shift of the principal into a classroom teaching role for coverage impedes the school's ability to collect structured observational data needed to formally evaluate teachers. As a result, the school's systems for data analysis and monitoring of data driven decisions in order to improve student outcomes are inconsistent.

CURRICULUM

Truxton's curriculum does not support teachers in their instructional planning. The school began the 2025-26 school year using i-Ready as the primary structure in both ELA and mathematics, and FOSS kits for science instruction. However, leaders recognized midyear that i-Ready Magnetic Reading was insufficient to meet the school's needs and began a process of shifting back some grades to the school's original ELA curriculum, Core Knowledge Language Arts ("CKLA"). At the time of the Institute's visit, expectations for curricular planning were inconsistent across classrooms. The school supplements the curricular programs with its rural life lab and clear expectations for experiential learning. While teachers identify some specific experiential learning opportunities throughout the year, Truxton prioritized implementing the core curricular programs and supporting students with foundational skills in 2025-26.

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

BENCHMARK SUMMARY

Truxton makes supporting documents available to teachers, but these tools do not effectively bridge the curricular framework and teacher lesson planning. While scope and sequence documents exist in a shared folder, teachers report using them inconsistently, and the school has not yet established the necessary structures to hold teachers accountable for reliably using these tools in their planning. Experienced teachers exercise professional judgment and navigate the curriculum independently, but newer teachers rely primarily on peer support and informal mentorship rather than clear curricular guidance. Leaders have not adequately supported teachers in using the planning resources to structure and tailor their instruction resulting in inconsistent levels of rigor across classrooms.

Truxton is in the early stages of developing a process for selecting, reviewing, and evaluating its curriculum and supplemental resources. At the time of the visit, teachers used supplemental materials based on individual experience and prior familiarity, with no formal vetting process in place. School leadership has begun to implement a more deliberate process of reviewing data on curricular effectiveness, but this process is not yet codified.

PEDAGOGY

High quality instruction is not yet evident throughout the school. Instruction across classrooms is not consistently effective or sufficiently rigorous to ensure all students are prepared to meet state standards. Teachers deliver lessons with objectives that vary in quality, with some objectives framed around activities rather than a clearly defined, standards-based learning outcome. Teachers do not consistently demonstrate a deep understanding of the content and instruction lacks evidence of lesson internalization.

Teachers do not regularly check for student understanding. While the school made some improvements in implementing checks for understanding identified at the Institute's spring 2025 site visit, at the time of the spring 2026 visit, the Institute did not observe teachers implementing consistent strategies or effectively adjusting instruction across lessons. Most teachers miss opportunities to gauge understanding across the majority of students. The Institute observed some effective use of conferencing between teachers and students during small group instruction, but checks for student understanding were inconsistent during the majority of instructional time. Teachers do not consistently include opportunities to challenge students to develop higher order thinking skills in lessons. Teachers mostly prioritize recall and procedural questions rather than engaging students with complex content.

Truxton leaders are developing systems to improve classroom management techniques and routines that maintain a consistent focus on academic achievement. School leaders and teachers continue to identify remediating student behavior as an ongoing priority. While there is clear evidence that some systems such as strategic "breaks" and "resets" have been established to respond to student behavior and increase student engagement, the approach relies heavily on removing students from the classroom rather than consistently implementing proactive, in-class management strategies. As a result of this practice, students lose classroom learning time. While the school has made some progress in improving student behavior and school culture systems, teachers do not yet deliver instruction of sufficient quality to maintain high levels of student engagement.

BENCHMARK SUMMARY

INSTRUCTIONAL LEADERSHIP

Truxton does not demonstrate strong instructional leadership. Due to teacher vacancies, the principal at the time of the visit was the acting third grade teacher and had not been able to provide direct, consistent coaching for teachers. The executive director lead coaching and development alongside a part time consultant to support the work. However, the part time consultant provided oversight virtually and only assumed a full time position in the final three months of the school year. School leaders recognize the need to observe teachers frequently, provide immediate feedback, and focus on implementation of the curricular programs with alignment to state standards. However, due to unclear instructional leadership systems and structures to improve pedagogy, teacher accountability and feedback is limited.

Truxton does not establish sufficiently high expectations for teachers and students. The Institute did not observe evidence that leaders have built sufficient understanding across all staff members regarding how teaching can support high expectations for student learning. Teachers report that although academic achievement and rigor have been nominal priorities, feedback and coaching have been limited since the beginning of the year. Leaders do not consistently communicate or reinforce a clear vision for high quality instruction and do not provide feedback on a regular cadence. Instructional leaders do not hold teachers accountable for delivering data driven instruction, implementing programs with fidelity, or meeting the rigor of grade level standards. With the lack of capacity of a full instructional leadership team this year, Truxton has failed to implement a strong academic program that addresses significant achievement gaps across its student population.

Instructional leaders do not provide sustained, systemic, and effective coaching that improves teacher effectiveness. At the beginning of the year, teachers participated in weekly one-on-one meetings with the principal. However, at the time of the visit, teachers did not have weekly meetings with leadership and collaborated with other teachers to plan lessons and discuss student data trends. Teachers modify lessons and supplement content with lower level materials. As a result, expectations for teaching and learning vary in quality across classrooms. Leaders do not implement a comprehensive professional development program that develops the skills and competencies of all teachers. At the time of the visit in spring 2026, teachers had only participated in two schoolwide professional development meetings over the school year.

AT-RISK PROGRAM

Truxton has some elements in place to support the educational needs of at-risk students. The school has compliant practices for identifying students with disabilities and ELLs. For students struggling academically, the school has a Response to Intervention ("RTI") process that identifies students through the school's assessment systems. The school has some adequate programs in place to support at-risk students, but the school does not currently have interventions to support students in mathematics. For the school's RTI program, it primarily focuses on providing tiered supports for students with reading instruction. Teachers use programs like Readworks or the Sunday reading program to provide remedial ELA instruction. The school fails to implement any programming for mathematics intervention, despite the school's low performance in that subject area. For students with disabilities, the school offers integrated co-teaching ("ICT"), resource room, and direct and indirect consultant teaching. The school's ELL program is underdeveloped, and Truxton has struggled to find a qualified ELL program leader or teacher. The school instead relies on classroom and assistant teachers to

BENCHMARK SUMMARY

support ELLs. These staff members pull students for small groups and determine which additional supports to use to address student needs. The principal coordinates with teachers to ensure ELLs are receiving supports in order to access the curriculum. However, the school lacks any formal teacher training to support ELLs. Truxton does not have a professional development plan aligned to the needs of ELLs. The Institute will issue a Corrective Action Plan to come into compliance with its ELL programming.

Truxton has systems in place to regularly monitor the progress of at-risk students. Classroom teachers, alongside leaders, review student achievement data regularly to monitor student progress for students struggling academically and ELLs. For students not making adequate progress, the school will determine different interventions. For students with disabilities, the special education teacher prepares student progress reports regularly and monitors student achievement on a weekly basis. The school provides some training to help teachers meet student needs, but these have not effectively improved teacher practice to provide an effective at-risk program for students. The school has provided some training on how to implement student accommodations. The school has not focused training on ways in which teachers can fully support the wide range of student abilities through differentiation strategies.

The school provides some opportunities for coordination between classroom and at-risk program teachers. The special education teacher meets informally with teachers to discuss activities and supports for students with disabilities. For ICT, teachers primarily implement a model in which one teacher leads the teaching and one teacher supports rather than using a wide range of ICT models that support with more direct, targeted teaching for all students. The school has an opportunity to develop more opportunities for teachers to coordinate on instruction between intervention programs and classroom practices to ensure a tight alignment with the academic program that also aligns with targeted needs of at-risk students.

ORGANIZATIONAL CAPACITY

Truxton is developing elements of its organizational structure to support the delivery of its academic program. However, the school continues to lack fully developed and consistently implemented systems and procedures necessary to ensure effective and sustainable organizational capacity. Staff members report clarity in who to go to for support and describe a collaborative and accessible leadership team indicating improvement in day-to-day communication and awareness of roles in comparison to prior years. Despite this progress, the effectiveness of the administrative structure is constrained by inconsistent execution and a lack of formal accountability systems. Due to a teacher on leave, the principal teaches full time in the classroom and the additional leadership members do not have the academic background necessary to effectively support the academic program. To address this, the school hired a part time curriculum developer to support its initiatives who subsequently joined Truxton full time in April 2026. At the time of the visit, the school's systems relied on teachers to proactively seek support, rather than on structures that consistently monitor instructional quality and provide timely development. While roles are more clearly defined than in prior years, the organizational structure does not yet consistently support the implementation, monitoring, and continuous improvement of the academic program.

BENCHMARK SUMMARY

Truxton struggles to retain quality staff. Given the school's small size, staff vacancies and turnover have substantial impacts on the school's ability to deliver an effective program. Further, the school's inconsistent leadership over its existence has resulted in strained organizational capacity. Although Truxton maintains student enrollment within its allowed collar, the school has not met its chartered enrollment over the current term and the school's student persistence has fluctuated year over year. The school plans to engage more regularly with local families and in community-based events to strengthen recruitment efforts. Leaders and board members demonstrate awareness of local enrollment trends that could impact the school including increasing rates of homeschooling.

BOARD OVERSIGHT & GOVERNANCE

The Truxton board is developing systems and structures to effectively support the school in meeting its Accountability Plan goals. However, in the seventh year of the school's operation, the board has not yet sufficiently improved its oversight practices to ensure the school is an academic success. Due to school leadership changes and the executive director becoming more involved in academics and teacher development, the board requests and receives more frequent updates about student performance levels and other operational data. The academic committee engages in frequent review of student academic progress and members of the finance committee actively monitor the school's fiscal health. Board members also analyze and evaluate academic trends across charter schools statewide and engage in discussions around best practices. Despite these efforts, the board has not yet effectively leveraged its oversight role to meaningfully address the school's academic challenges.

While the board receives updates about the program on the ground, board members have not established long-range goals for school leadership or a process for monitoring progress towards these goals. Board members actively discuss how to improve both the academic and rural life programs at Truxton. However, the board has not developed clearly defined success metrics or consistent systems for monitoring leadership and program effectiveness. Board members express confidence that new leadership shifts will positively impact the academic program in the next school year.

The board recognizes the opportunity to more regularly and systematically evaluate the school leadership team and themselves to ensure progress toward meeting Accountability Plan goals. While board members have engaged in a self evaluation process and introduced a similar structure for the executive director, the board does not yet use these evaluations to measure the efficacy of their efforts or create long-term goals. The executive director is not consistently held accountable for goal setting or for monitoring the progress of new leadership systems in order to improve the academic program. The board recognizes that the evaluation systems must be formally developed and implemented.

Truxton

Ax

APPENDICES

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TRUXTON ACADEMY CHARTER SCHOOL BOARD OF TRUSTEES¹

CHAIR	TRUSTEES
Stuart Young	Carol Eldred
VICE CHAIR	Aaron Kinney
Krysta Austen	Jeffrey A. Perry
TREASURER	Carol Woodhouse
Korinne L’Hommedieu	
SECRETARY	
Tom Brown	

SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT ²	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2024-25	100	80	80%	K-6
2025-26	113	112	99%	K-6

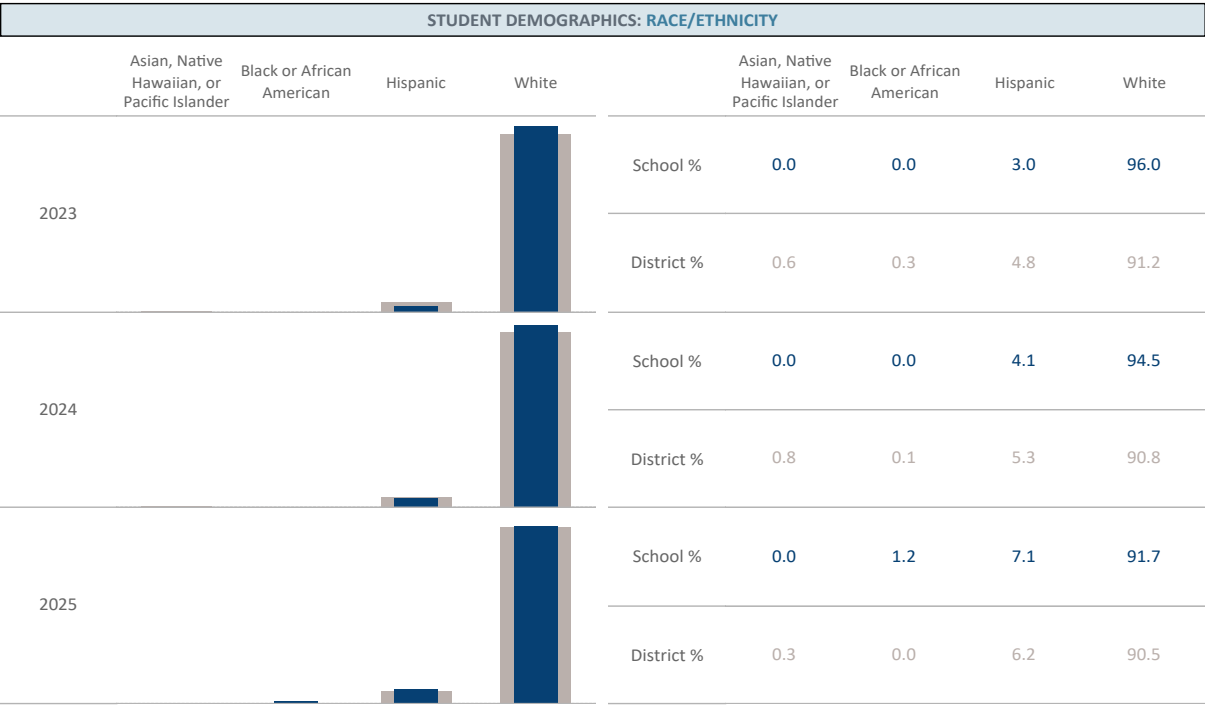
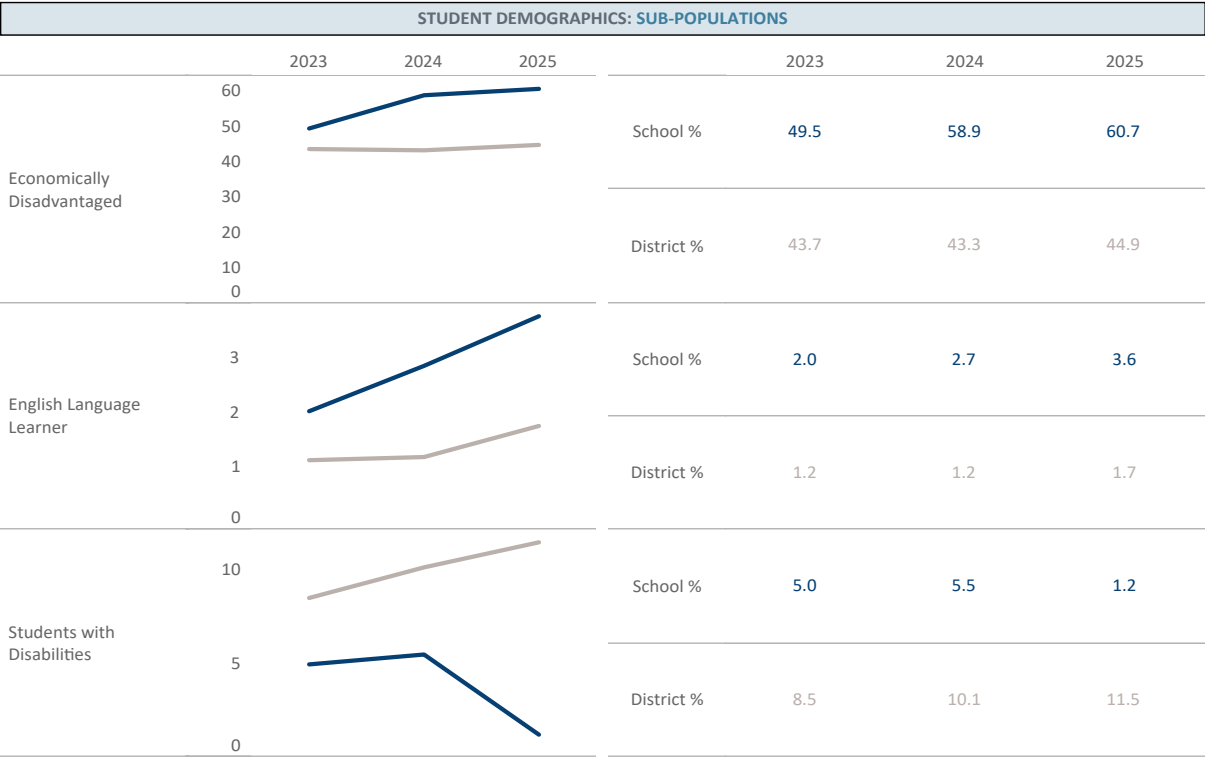
1. Source: The Institute’s board records at the time of report finalization.
2. Source: Institute’s Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

APPENDIX A: SCHOOL OVERVIEW



Truxton Academy Charter School

Homer City School District

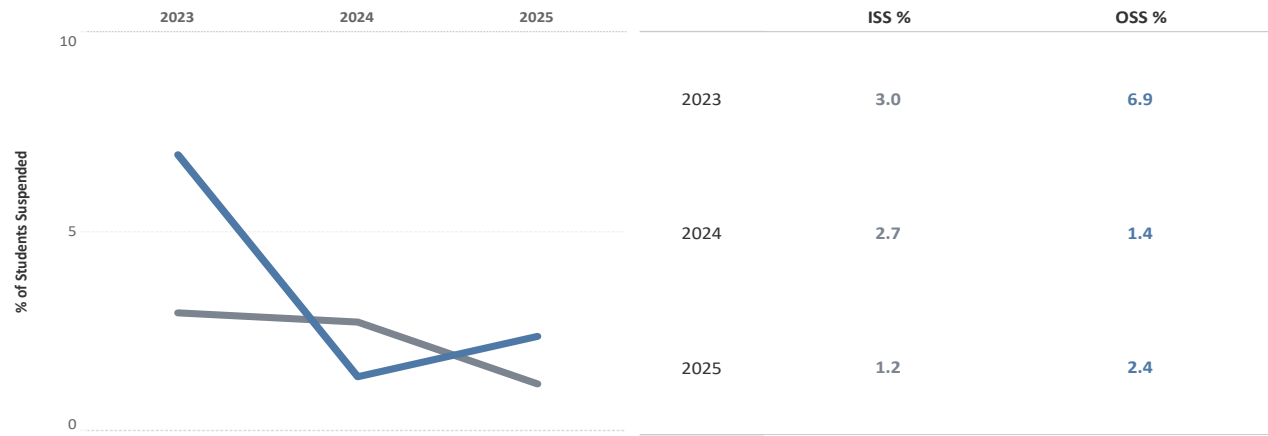


Data reported in these charts reflect BEDS day enrollment counts as reported by the New York State Education Department (“NYSED”).

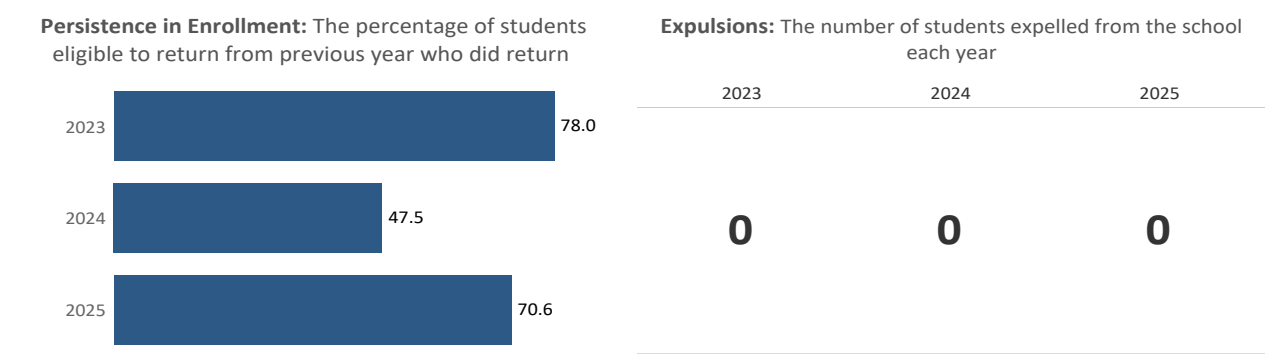
APPENDIX A: SCHOOL OVERVIEW



Truxton Academy Charter School



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



Truxton Academy Charter School's Enrollment and Retention Status: 2024-25			Target %	School %
Enrollment	Economically Disadvantaged		43.9	60.7
	English Language Learners		1.7	3.6
	Students with Disabilities		7.6	1.2
Retention	Economically Disadvantaged		88.8	77.5
	English Language Learners		97.8	100.0
	Students with Disabilities		89.7	50.0

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

SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2020-21	First Year (Virtual)	May 12, 2021
2021-22	Evaluation	May 4, 2022
2022-23	Evaluation	May 24 – 25, 2023
2023-24	Initial Renewal	November 2 – 3, 2023
2024-25	Evaluation	April 3, 2025
2025-26	Evaluation	April 15, 2026

CONDUCT OF THE VISIT

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
April 15, 2026	Desree Cabrall-Njenga	School Evaluator
	Ali Foglia	School Evaluator
	Andrew Kile	Director of School Evaluation
	Kelli Peterson	External Consultant

CHARTER CYCLE CONTEXT

CHARTER TERM	YEAR IN TERM	ANTICIPATED RENEWAL VISIT
Second	Second Year of its Three Year Charter Term	Fall 2026

