



**2025 MAINE CHARTER SCHOOL COMMISSION -
RENEWAL APPLICATION**
Maine Charter School Commission



Organization Information

Organization Name *

Acadia Academy

Primary Contact Name

Heather Bucklin

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Unit/Suite

Zip Code *

04240

City *

Lewiston

State *

Maine



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1. Cover Page

Q1.Name of Entity that Holds the Charter

ACADIA Academy

Q2.Name of Primary Contact Person

Heather Bucklin

Q3.Title of Primary Contact Person

Executive Director

Q4.Mailing Address of Primary Contact Person

12 Westminster St.

Lewiston, ME 04240

Q5.Telephone Number of Primary Contact Person

207-333-3765

Q6.Email Address of Primary Contact Person

heather.bucklin@acadiaacademy.org

Q7.Physical Address of School

12 Westminster St.


Lewiston, ME 04240

Q8.School's Initial Opening Date



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Thu Sep 01 2016 (Eastern 

Q9. Current Grades Enrolled

- ☒ Pre-K
- ☒ Kindergarten
- ☒ 1st Grade
- ☒ 2nd Grade
- ☒ 3rd Grade
- ☒ 4th Grade
- ☒ 5th Grade
- ☒ 6th Grade
- ☐ 7th Grade
- ☐ 8th Grade
- ☐ 9th Grade
- ☐ 10th Grade
- ☐ 11th Grade
- ☐ 12th Grade

Q10. Maximum Enrollment per Current charter Contract

272

Q11. Number of Students Currently on the Waitlist

19



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Q12. Proposed Grade Levels to be Served at Full Enrollment for Upcoming Charter Term

- ☒ Pre-K
- ☒ Kindergarten
- ☒ 1st Grade
- ☒ 2nd Grade
- ☒ 3rd Grade
- ☒ 4th Grade
- ☒ 5th Grade
- ☒ 6th Grade
- ☐ 7th Grade
- ☐ 8th Grade
- ☐ 9th Grade
- ☐ 10th Grade
- ☐ 11th Grade
- ☐ 12th Grade

Q13. Proposed Maximum Projected Enrollment at Full Growth for Upcoming Charter Term

272



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2. Executive Summary

Provide enrollment and demographic information for **school year 2024-25**.

Q14. Number of Male Students

122

Q15. Number of Female Students

128

Q16. Number of White Students

220

Q17. Number of Black or African American Students

13

Q18. Number of Hispanic/Latino Students

3

Q19. Number of Asian Students

1

Q20. Number of Other Students

13



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Applicant Comments :

These students are specified as two or more races

Q21.Number of Students with Disabilities

51

Q22.Number of Multilingual Learners

3

Q23.Number of Homeless Students

0

Q24.Number of Students Eligible for Free/Reduced Lunch

89

Q25.Provide a brief description of the school, including an overview of the mission and vision, educational program, community and local connections, leadership and governance.



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ACADIA, A Charter Academy for Developing Independence and Achievement, a charter public elementary school serving pre-kindergarten through sixth-grade students, opened its doors in 2016 in Lewiston, Maine. Current enrollment is 250 students, which is consistently supported by strong student persistence and by referrals from families and staff whose children have had great experiences at ACADIA. During open enrollment each school year, we consistently have a waitlist in the dozens in the lower elementary grades, exemplifying the positive reputation that ACADIA has built in the community.

Educational Programming:

ACADIA is committed to providing high-quality instruction using research-based curriculum resources that include direct teaching opportunities combined with experiential learning opportunities that meet the needs of all types of learners. Reading and Math instruction are taught using a Universal Group model in which students are grouped for instruction based on their academic level over their grade level. This means that students are receiving more targeted instruction in a smaller group, which meets their needs and allows a greater chance for academic growth and success. Our Universal Grouping model has proven to be effective for our students as every student can access instruction that is at their academic level while also allowing the flexibility to accelerate or remediate whenever necessary to ensure students are receiving instruction that is most tailored to their needs.

Students explore topics of interest through Eagles Soar projects two to three times per year. These projects provide an opportunity for in-depth exploration of high-interest topics and give students the opportunity to engage in varied learning experiences from research to field trips and experiments. Students are then afforded the opportunity to demonstrate their learning through an exhibit which is part of a schoolwide exhibition where projects are viewed by other students, faculty, staff, family, and community members.

ACADIA places a great value on the social and emotional development of our students as well. Through an explicit social and emotional learning curriculum as well as cross-curricular planning and instruction that includes opportunities for fostering appropriate child development, ACADIA works to support individual students in meeting their full potential. ACADIA's unique summer



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program affords students the opportunity not only to maintain and improve their academic skills learned throughout the school year but also to explore a wide range of learning topics through hands-on and experiential learning. Allowing students choice in their learning experiences helps them build autonomy and builds their personal accountability for their learning. Our faculty and staff are committed to helping guide the development of the whole child as our students progress academically, socially, and emotionally.

Our Community:

The ACADIA community is made up of committed faculty and staff, our supportive Board of Trustees, parents/guardians, and family members who are actively involved in the success of our students. The relationships that have been built with community members are unparalleled and are essential to our success. The involvement and dedication of parents and family members is remarkable, as evidenced by the near 100% participation in Parent/Teacher conferences, as well as the participation in almost monthly family events sponsored by our PTO. A relationship with the University of Southern Maine, and specifically the Occupational Therapy program housed right down the street from our campus, has afforded our youngest students experiences with occupational therapy students for the past four years. The level of support of our immediate ACADIA community, as well as the larger geographical community, has become a huge part of our success and sustainability. Through the generosity of local businesses and individuals, ACADIA is able to offer innovative programming and offer our students a well-rounded education.

Leadership and Governance:

Acadia has a committed and mission-driven leadership team. It still remains small but mighty, comprised of the Executive Director, Director of Operations, and the Special Education Coordinator. While we experienced an unexpected departure of our former executive director in the summer of 2023, we saw it as an opportunity to assess the responsibilities of the executive director role and see how we could lessen the administrative and operational responsibilities to allow the ED role to focus and prioritize on the instructional, curricular, and cultural needs of the school. We were incredibly fortunate in that our internal instructional and curricular lead enthusiastically accepted



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the position, and that transition allowed for Acadia to hire a new business manager. The administrative support team is made up of the office manager, business manager, counselor, and the student behavior technician. We continue to assess the needs of the school, our staff, and our students, and adjust staffing to best meet the evolving needs of our program and the students we serve.

Our governing board is comprised of individuals with different areas of expertise but with a shared dedication to education. Over the past few years, the board has experienced a transition of sorts, where many of the founding members have termed out of their roles or positions. The board has prioritized succession planning along with documenting as much institutional knowledge as possible to ensure the newer board members are equipped with critical information. The board has also gained individuals with specific backgrounds and experience in K-12 school leadership, instructional and curricular design, and social-emotional learning/counseling. In addition, the board currently has members with expertise in accounting, finance, human resources, law, fundraising, marketing, and education.



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3. Looking Back: The Record of Performance

This section provides an opportunity to supplement or augment the performance record. Schools should use the Renewal (Year 4) Performance Report as a guide for their responses and *submit only evidence of performance related to the Performance Framework that is not included in the Renewal Performance Report and/or that the authorizer may not have*. Responses should reference the specific criteria and benchmarks in the Performance Framework to which the information applies. Responses may include, but are not limited to, information about interim assessments or progress reports; evidence of performance on school-or mission-specific goals; and describe improvements undertaken at the school; and evidence of progress for any areas in which the school has not previously met or is not currently meeting the performance standard.

Responses should focus on information or evidence relevant to the school's academic, financial, and organizational performance and the school's performance expectations as defined by the authorizer's Performance Framework and the school's charter contract.

Renewal Recommendations will be based on all evidence of school performance in the record, including but not limited to, the school's responses in this section.

3.1. Academic Performance

Q26. Using the results contained in the Performance Framework, explain whether or not the school has met its performance expectations.



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Academic Performance

Acadia has continued to focus on academic achievement and growth for our students. Our students' reading scores on the NWEA MAP Growth Assessment and, more recently, the Maine Through Year Assessment have continued to meet or exceed performance framework standards. While we relish in the accomplishments of our students on reading assessments, we recognize that they tend to perform more weakly in mathematics. We found that in the 2023-2024 school year, ACADIA met expectations in student academic proficiency for math; however, in the 2024-2025 school year, we were not meeting expectations. It is significant that in the 2023-2024 school year, the Maine Through Year assessment was introduced and required by the Maine DOE for our third through sixth graders. In that school year, ACADIA received a waiver from the charter commission for administering the MAP Growth assessment to those students who were required to take the Maine Through Year Assessment so as not to over assess them or to invalidate their scores due to test fatigue. In the 2024-2025 school year, those waivers were not granted, and our third through sixth graders were required to take both the Maine Through Year and the MAP Growth Assessment in both reading and math. The windows for these assessments were within a few short weeks of each other. The scores our students achieved on the MAP Growth Assessment were superior to those they achieved on the Maine Through Year Assessment, as explained in the table provided in the next question.

While we recognize an area of growth in our math performance by all of our students, we do think it is important to recognize that a singular summative assessment score does not show the complete picture of the students' academic proficiency. Improvement in the area of math is a priority for our school in the 2025-2026 school year, and our efforts to attain this goal have begun with the purchase of a new math curriculum resource for all grade levels, which was introduced with staff training before the beginning of the school year.

ACADIA has made progress toward achieving our performance framework goals in both the Academic Growth and the Achievement Gaps - Growth areas of the framework. Every indicator in these sections of the framework shows improvement for the 2024-2025 school year over the 2023-2024 school year. We expect this trend to continue into the 2025-2026 school year with the implementation of a new math curriculum resource and targeted academic instruction in small groups to support our students' growth and performance.



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Q27. Provide any academic performance-related evidence, supplemental data or contextual information that may not be captured in authorizer records. Submissions may include supplements related to the Renewal (Year 4) Performance Report. Please reference the specific Performance Framework measures to which the information applies, as appropriate.

Table 1.
Comparison of academic proficiency scores in math as measured by state assessments
SY 2024-2025

	Maine Through Year Assessment	MAP Growth Assessment
	Percentage of students scoring at or above state expectations	Percentage of students scoring in the average or above average
3rd	45%	61%
4th	23%	37%
5th	27%	53%
6th	32%	62%



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Q28. Provide evidence of outcomes related to any mission-specific academic goals and measures established in the charter contract (if not already captured in Renewal (Year 4) Performance Report).

In 2023-2024, ACADIA received grant funds to implement the BARR Framework. This framework provides a system for discussing each student in the school and making sure all students are receiving the support they need to succeed both academically and socially. Year one of the implementation of this framework was coordinated by the then Coordinator of Teaching and Learning (CTL), who dedicated many hours a week to making sure that teachers were supported in using the systems in the framework and holding the required meetings with efficiency and success. In the 2024-2025 school year, ACADIA no longer had a CTL as that person is now filling the Executive Director role, and the CTL position was eliminated. The lack of a dedicated BARR Coordinator had an impact on the effectiveness of the framework during the second year of implementation. The framework was still implemented, trainings took place, and meetings were held to discuss students and ensure that all students' needs were addressed; however, the great success and impact seen in year one were diminished by the lack of a leader to pull it all together. The school's customized target of having 90% of students establish goals and identify strategies for obtaining them was missed by 25%. That being said, 158 of the 241 students at ACADIA were discussed in block meetings and had established goals and identified strategies to meet them. In only two years of implementing a new framework and additional initiatives, over half of the students had needs that were being met through the implementation of BARR. While we were unable to meet this target, we feel confident we can get there. In our third year of implementation, we will continue training new staff and will continue to implement the framework. We also plan to fill the BARR Coordinator role this year, so there is support and cohesiveness within the framework to support its success.

3.2. Financial Performance

Q29. Provide an assurance that the school is current in meeting its liabilities, including but not limited to payroll taxes, debt service payments, and employee benefits.

Acadia Academy is currently meeting all liabilities, including but not limited to payroll taxes, debt service, lease payments, and employee benefits. There are no past-due balances, penalties, or defaults on these obligations.



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Q30. Provide any financial performance-related evidence, supplemental data or contextual information *that may not be captured in authorizer records*. Submissions may include, but are not limited to, updated financial records and other updates regarding the Renewal (Year 4) Performance Report. Please reference the specific Performance Framework measures to which the information applies, as appropriate.



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The board did request a firm to conduct a financial audit focused primarily on the 2023-24 academic year. This particular year- as noted in the performance report- Acadia “did not meet” our Financial Planning and Budgeting (4.3) indicator due to a late submission of the 3-year financial plan, coupled with the “high risk” status concerning Acadia’s Total Margin (4.2a,) Cash Flow (4.2c), and Financial Obligations Coverage Ratio (4.2d), so it was critical for the board to ensure the financial statements and financial position of Acadia Academy were accurate and in compliance.

As noted in our preliminary report, and confirmed in our audit, the data for SY2023–24 show near-term liquidity at a current ratio of 1.2 (4.1a) and 27 days cash (4.1b) with actual enrollment within 0.4% of budget (4.1c). The school was not in default or delinquent on debt/lease obligations (4.1d) and maintained low leverage (debt-to-asset ratio: 23%). The negative current-year margin (–13.5%) and two-year cash flow (–\$105,686) of 2023-24, and the cause of the “high risk” rating, largely reflect high-cost out-of-district placements noted by the authorizer rather than structural enrollment or leverage concerns; the Board and leadership spent a majority of 2023-24, summer, and the start of 2024-25 working to cut expenses wherever possible, better manage purchases, paying down existing contracting services bills, and rebuilding reserves.

For FY2024–25, the board-approved budget projects \$3,863,052 in revenue and \$3,827,182 in expenditures, for a planned operating surplus of ~\$35,870 (~0.9%) to support reserve recovery (4.2a/4.2c) and on-time obligations (4.1d). Revenues are primarily state subsidy (\$3,215,931; ~83%), with federal grants (\$160,121; ~4%) and other local sources (\$487,000)- including \$300,000 from AfterCare program. The board has also decided to focus on our board fundraising goals as a means to better meet our responsibilities and help bolster revenue where we can. On the expense side, the budget concentrates resources on supporting the students, specifically in Regular Instruction (\$1,853,935; ~48%) and Special Education (\$783,629; ~20%), including contracted services (e.g., JFM SPED \$264,000; Speech/Audiology \$78,000; OT \$40,000; PT \$4,000). Acadia’s out-of-district placement costs have nearly halved since 2023-24, which has helped reduce our expenditures substantially. Operations and administration are funded at \$469,327 (~12%), Facilities/O&M \$195,464 (~5%), Transportation \$88,500 (~2%), and interest expense \$22,634 with a copier lease \$4,200, keeping debt service modest.

Given this information, along with the more consistent financial reporting, processes, and billing we’ve already seen in 2024-25, we believe that Acadia is in a positive position to maintain financial operations over the long term.



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3.3. Organizational Performance

Q31. Provide any organizational performance-related evidence, supplemental data or contextual information *that may not be captured in authorizer records*. Submissions may include evidence of current compliance in areas for which the school was found previously to be non-compliant or other updates relevant to the Renewal (Year 4) Performance Report. Please reference the specific Performance Framework measures to which the information applies, as appropriate.



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Board Governance and Leadership (Organizational Sustainability)

Authorizer records rate Board Governance and Stewardship at “low risk” and shows the Board consistently meeting the public-meeting requirement (conducting 12 meetings annually in SY2022–23 through SY2024–25). To further strengthen continuity, the Board prioritized strategic succession planning during the 2023-24 academic year ahead of several officers hitting their leadership positions term limit. Two newer trustees who expressed interest in leadership roles on the board served as co-Vice Presidents under the then-serving President; in the following year (2024-25) one became President and the other Vice President. Similarly, the serving Treasurer that same year began training another board member and member of the finance committee, who then assumed the role of Treasurer in 2025 once the acting Treasurer hit his term limit. Similarly, we’ve also tried to recruit skill-aligned trustees in anticipation of term limits (e.g., adding a former charter principal ahead of a planned curriculum review) to ensure subject-matter coverage the administration can tap as needs arise.

Public accountability & reporting (3.3, 3.4).

The Year 4 report notes improvement needs in timely posting of agendas/minutes (rated Approaching in SY2024–25, after Did Not Meet in prior years) and in reporting timeliness (64% of submissions on time as of 6/19/25; the late FY23 audit and FY24 Q4 financials are specifically cited, along with a missing 3-year financial plan and late strategic plan). With the number of leadership changes on the board and with school leadership, the past 1.5 years have been on of transition and transformation. Now that board leaders have had nearly a year in their new roles, we are taking a much less reactive approach than before. In response, and as mentioned in the previous financial section, our CFO has a strong handle on the various accounting systems at this juncture, and we’ve added a few more key board members to Epicenter to allow school leaders and board members to delegate task and document submission to the most appropriate person. We’ve also strengthened our communication between board and school leadership to provide support in meeting these deadlines moving forward. These process changes are intended to lock in on-time postings and filings going forward.

Board training

While training completion has improved immensely from 5% in SY2023–24 (1 of 21 requirements) to 74% as of 6/19/25 (20 of 27 requirements), the board still did not meet the stated expectations in training. In addition to email reminders and board member completion trackers created the shifts in



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the board professional development expectations and offerings as provided by the Commission will greatly improve our timely completion of this expectation. Submission of the quarterly submissions to Epicenter, along with dedicated time on the agenda at each monthly board meeting will also be of great assistance.

Facilities compliance (3.6, 3.7).

The school remains in compliance with state and local facility requirements and maintains a board-approved plan for maintenance and capital improvements; the facility continues to support teaching and learning as rated by the authorizer ("meeting expectations" in SY2022–23 through SY2024–25).

Q32. Provide evidence of outcomes related to any school-established organizational goals, as appropriate.

We did not have any school-established organizational goals to speak to.



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4. Looking to the Future

This section provides the opportunity to detail the school's plans for the next charter term. Consistent with NACSA's Principles & Standards for Quality Charter School Authorizing, the authorizer will make its renewal decisions based on the school's track record of performance, and not on promises of future performance or improvement. Responses to the questions in this section will not be the basis for the authorizer's decision for renewal or non-renewal unless information is provided, or a significant, anticipated change or material modification is proposed which, if not approved, would endanger the future success and sustainability of the school. Any anticipated changes to the school's educational program, governance model, and financial outlook and any proposed material modifications to the school's current charter contract must be proposed below and are subject to approval by the authorizer consistent with authorizer policy and state law. Failure to provide Maine Charter School Commission - Renewal Process Review and Recommendations requested or otherwise relevant information or failure to propose a material modification that is likely to impact the school's academic or organizational success, or its financial sustainability shall be grounds for non-renewal and termination of the school's charter. If the school has any questions about whether information or a proposed change should be included, please contact the authorizer prior to submission of this application. If the school is proposing a material modification that, if not approved, would not endanger the sustainability of the school, this should be noted in the response and an explanation provided.

4.1. Adjustments to the Performance Framework, if any

Q33. Describe and state the rationale for any proposed changes in targets for the performance indicators as stated in the existing contract.

We have no intention of proposing changes in the targets for the performance framework.

4.2. Describe, if applicable, plans to change the school's current model as it relates to the topics below. Include a timetable for implementation.



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Substantive changes, including, but not limited to, grade span served, program delivery, or target population will require additional data analysis and research-based evidence after the initial charter is renewed.

Q34. Education Plan

1. Mission, Vision, Identification of targeted student population and the community the school hopes to serve.
2. Academic Program
3. Special Student Populations
4. Assessment
5. School Climate and Discipline

For information on Sub-recipient Award Calculation and Allocation Policy and Procedure for IDEA Grant, see <http://www.maine.gov/doe/cds/idea> (<http://www.maine.gov/doe/cds/idea>).

We have no plans to adjust our education plan at this time.

Q35. Organizational Plan

1. School Calendar and Daily Schedule
2. Student Recruitment and Enrollment
3. Staffing and Human Resources
4. Management and Operation
5. Parent and Community Development

We have no plans to adjust our organizational plan.

Q36. Governance Plan

1. Governing Body
2. Governing Board Composition



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We have no intention of changing our governance plan.

Q37. Business and Financial Services

1. Budget
2. Financial Management
3. Facilities
4. Transportation
5. Insurance
6. Food Service

We have no plans to adjust our business and financial services plans.

Q38. Education Service Providers



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5. Addressing Special Issues

Q39. This section provides the opportunity to address special issues that the school foresees may have a dramatic impact on the school's educational programs, governance, facilities, services, or budget and to address concerns raised in the Maine Charter School Commission's Performance Report for Renewal.

Since its inception, ACADIA has grown and become a safe and stable place of learning and development for our students. There have been bumps in the road, as would be expected with any new organization. The turnover of leadership, particularly in the executive director role, has been significant and has, to some level, affected faculty and staff trust in the organization on the ground. The current makeup of the leadership team of the Executive Director, the Director of Operations, the Special Education Coordinator, and the Business Manager has proven to be the most successful approach to leadership ACADIA has had. The team has every intention of continuing to serve ACADIA students and families, and that consistency should go a long way in continuing to provide security for the faculty and staff, as well as the families that have become the ACADIA community.

The leadership team has made it their number one priority to improve school culture and climate beginning with the 2025-2026 school year. While a large staff turnover presented many challenges for this school year, it has also afforded the opportunity for a fresh start at establishing the positive culture we want for our employees. Initiatives are being planned to improve communication between leadership and staff, as that has been identified as an area of need. The leadership team also intends to seek feedback throughout the year from the staff on the culture and climate in the building, as well as ideas for improvement, so that changes can be made as needed, and progress can be measured throughout the school year without waiting for the end-of-year survey for feedback. It is the team's intention to make ACADIA not only a safe, happy, and thriving educational environment for students but also a positive and joyful place to work for our faculty and staff who give so much to our students every day.



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6. Governing Board Turnover

Q40. Governing Board Turnover Please complete the Governing Board Turnover spreadsheet (attached as a resource to this question). List the number of board members joining and leaving the board in each school year of the current charter period.

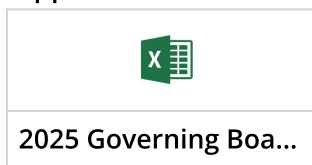
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Resources



2025 Governing Boa...

Applicant Evidence :



2025 Governing Boa...

Uploaded on **9/4/2025**
by **Meredith Morrison**

Q41. Explanation of Governing Board Turnover:



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Over the past several years, Acadia Academy's Board of Trustees has maintained a stable structure while thoughtfully onboarding new members and managing departures. While some turnover is expected as board members complete their terms, we have experienced a few members step down before their term end for different personal or professional reasons. Despite some surprises, the Board has taken an intentional and more proactive approach to succession planning. When a member is nearing the end of their service, we actively seek out candidates with similar expertise to ensure continuity, particularly if the departure will create a bit of a knowledge or expertise gap. For example, in 2021–22, the departing Board Treasurer had a finance background; one of the new trustees added that year brought comparable financial expertise to sustain strong fiscal oversight.

Beyond maintaining critical governance and support to the school leadership team, the Board also considers the school's evolving priorities when recruiting new members. Knowing that curriculum review would be a central focus in 2022–23, the Board added a former charter school principal with instructional and curricular expertise. This proactive approach ensures the Board remains well-rounded, with members who can be tapped by school leadership for insights into finance, education, and broader organizational needs.

In addition to knowledge, skill, and expertise recruitment, the Board has been thoughtful about leadership succession. We intentionally provide opportunities for interested new leaders to train under current officers before assuming new roles. For instance, during 2023–24, two newer members served as co-Vice Presidents, allowing them to learn under the then-serving President. The following year, one transitioned into the President role and the other into the Vice President role, ensuring a smooth and well-prepared leadership transition.

Ultimately, our intention as a board is to provide the school with balance of renewal and stability: continuity of leadership alongside fresh perspectives and skillsets. We also aim to have a healthy size Board in case of any unexpected departures, as well as to make sure we maintain strong committees and board participation at meetings. We are continuing to evolve in our composition to provide critical support, effective oversight, and strategic direction of Acadia Academy.



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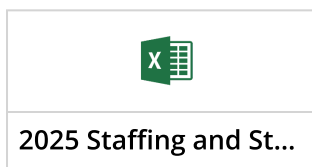


7. Staff Turnover

Q42.Staffing and Staff Turnover Please complete the Staffing and Staff Turnover table below. List the following information for each year of the current charter period: the number of administrators, teachers, and other staff (actual member and FTE) and the number of departures of administrators, teachers, and other staff during and at the end of each school year. Provide a brief explanation of administrator and teacher departures.

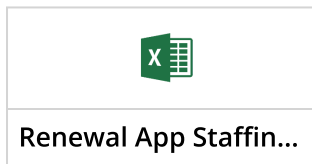
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Resources



2025 Staffing and St...

Applicant Evidence :



Renewal App Staffin...

Uploaded on **9/5/2025**
by **Heather Bucklin**

Q43.Explanation of Staff Turnover:



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The staff turnover we see at ACADIA is based on a number of reasons. In the last four years, we have had six staff leave to stay home and raise a family, we have had one staff member retire, and we have had at least six who left education entirely. We have had five staff members who moved out of the area, one who left for medical reasons and four who left with no notice or explanation. We have also had five employees who left ACADIA because they were offered a higher salary at another school. This last reason is one of the only ones listed that we can actually take action to avoid. We are working on a pay scale that is comparable to other school districts and that meets the new state requirements for minimum teacher salaries, even before they become mandated. This past year, we gave pay increases not only based on cost of living but based on tenure as well, which we hope will help with teacher retention. It is our intention to recruit and retain highly qualified teachers who believe in the vision and mission of ACADIA and are committed to our students, and we believe that as we build a faculty and staff of these individuals, we will see less turnover each year.



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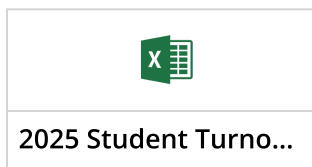


8. Student Turnover

Q44. Student Turnover Please complete the Student Turnover table below. List the following information for each year of the current charter period: the number of students and the number of departures of students during and at the end of each school year. Provide a brief explanation of student departures.

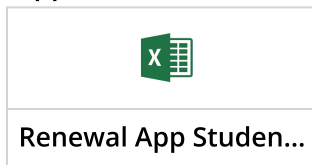
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Resources



2025 Student Turno...

Applicant Evidence :



Renewal App Studen...

Uploaded on **9/5/2025**
by **Heather Bucklin**

Q45. Explanation of Student Turnover:



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ACADIA continues to meet its enrollment targets each year and nearly always carries a waitlist of students. Several reasons drive the turnover of students that happens at ACADIA. A number of schools in the home districts for our students begin middle school in fifth or sixth grade; therefore, we lose students after fourth or fifth grade who go to middle school at the same time as their respective classmates for ease in transition. We also see that a large amount of our student turnover is because families move from within our catchment area either during or at the end of the school year. We have had a number of families who have chosen to homeschool their children and have therefore withdrawn their student(s). Finally, a small number of withdrawals happen because families decide that ACADIA is not an appropriate fit for their child.



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9. Projected Budget

Q45. Please provide a copy of your 3-Year Financial Projection which includes a balance sheet.

☒ Upload Required File Type: pdf, excel, word Max File Size: 30 Total Files Count: 1

Applicant Evidence :



3-Year Financial Plan...

Uploaded on **9/5/2025**
by **Meredith Morrison**



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10. Signatures

Q46.

Renewal Application Certification/Signature of School Leader

Signature

A handwritten signature in black ink, appearing to read "Heather Bucklin".

Q47.

Date of Application Approval by the School Leader

Fri Sep 05 2025 (Eastern D)

Q48.

Name of School Leader

Heather Bucklin

Q49.

Renewal Application Certification/Signature of the Board Chair




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Signature

Q50.

Date of Application Approval by the School's Governing Board

Fri Sep 05 2025 (Eastern D 

Q51.

Name of Board Chair

Meredith Morrison

Final Status

☐ Reject ☐ Approve

Approver Comments



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