

Annual Monitoring Report

SY2024-25



November 2025

ACADIA Academy

*Board President: Meredith Morrison
Head of School: Heather Bucklin*



NARRATIVE

ACADIA Academy, located in Lewiston, is in its tenth year of operation and serves 250 students from 18 cities and towns in the Lewiston/Auburn area.

18.4% of ACADIA students have an IEP while 32% of families are economically disadvantaged – just short of the state average in both categories.

High-level takeaways from SY2024-25:

Strengths:

- Reading Growth and Proficiency
- Universal Groupings for Reading and Math
- Student Attendance
- Student Persistence
- A strong, active, and engaged governing board who meet regularly

Areas of Focus:

- Math Growth and Proficiency
- Academic achievement for economically disadvantaged students
- School Culture and Climate

Student Achievement

ACADIA Academy administers the Maine Through Year Assessment to assess student proficiency in Grades 3-6 and is meeting expectations in Reading, but not meeting expectations in Math. It is important to note that while the overall results aren't as strong as last year, students in grades 4 and 6 are outperforming their peers from across the state.

After having received two waivers for the administration of the NWEA MAP Growth Assessments, ACADIA was required to begin using it again in the Fall of 2024. The school met its expectations in Reading and Language Usage and is approaching framework expectations in math.

Subgroup performance remains strong with the exception of outcomes for Economically Disadvantaged students. This should be an area of focus for the school going forward.



Chronic absenteeism continues to be a strength for the school; continually meeting framework expectations year after year. In Androscoggin County, chronic absenteeism hovers around 28%, while ACADIA Academy reports that only 12% of its student population were considered chronically absent this past year.

School Climate and Family Engagement

The Maine Charter School Commission requires that schools administer the Panorama school climate surveys annually. For the third year in a row, ACADIA Academy students and teachers responded unfavorably to the survey questions. Staff results have declined and are no longer meeting expectations, while family results are a bit more favorable than a year ago. We encourage the ACADIA governing board and administration to prioritize school climate and culture in the upcoming school year.

Organizational Sustainability

To begin SY2024-25, ACADIA Academy had a new school leader and governing board chair and as such several reporting requirements were late, resulting in the school not meeting expectations for reporting accuracy and timeliness. The school has since rebounded and put processes in place to ensure timely reporting going forward.

The ACADIA governing board meets regularly at the end of each month and posts board meeting agendas and approved minutes timely, with the exception of a few meeting agendas that were posted late this past year. While not meeting expectations for required annual board training, the ACADIA board completed 21 of its 27 requirements (78%) – an incredible improvement over last year’s completion percentage.

Financial Management and Viability

The school has consistently met enrollment targets, maintained facilities, and demonstrated organizational stability. Financial performance was impacted by the transition away from John F. Murphy Homes for accounting services and unexpected costs from out-of-district placements. However, ACADIA has since stabilized finances, resolved outstanding liabilities, and strengthened internal financial systems. Clean annual audits with no findings have been a consistent strength.

School Mission and Student Persistence

Student persistence and recurrent enrollment continue to be strengths for the school, continuing to exceed framework expectations.



PERFORMANCE FRAMEWORK OUTCOMES

Exceeding	Meeting	Approaching	Not Meeting
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Student Achievement

Proficiency	
Maine Through Year Assessment (ELA) <ul style="list-style-type: none">Grade 3 (Approaching) - 51% of ACADIA 3rd grade students are "at or above state expectations" compared to 61% statewide per the Acacia platformGrade 4 (Meeting) - 66% of ACADIA 4th grade students are "at or above state expectations" compared to 64% statewide per the Acacia platformGrade 5 (Meeting) - 67% of ACADIA 5th grade students are "at or above state expectations" compared to 66% statewide per the Acacia platformGrade 6 (Exceeding) - 78% of ACADIA 6th grade students are "at or above state expectation" compared to 70% statewide per the Acacia platform	Meeting Between $\geq 5\%$ and $< 5\%$ of state average of schools "at or above state expectations"
Maine Through Year Assessment (Math) <ul style="list-style-type: none">Grade 3 (Not Meeting) - 45% of ACADIA 3rd grade students are "at or above state expectations" compared to 63% statewide per the Acacia platformGrade 4 (Not Meeting) - 23% of ACADIA 4th grade students are "at or above state expectations" compared to 55% statewide per the Acacia platformGrade 5 (Not Meeting) - 27% of ACADIA 5th grade students are "at or above state expectations" compared to 53% statewide per the Acacia platformGrade 6 (Approaching) - 32% of ACADIA 6th grade students are "at or above state expectations" compared to 45% statewide per the Acacia platform	Not Meeting $< 15\%$ of state average of schools "at or above state expectations"
Maine Through Year Assessment – Subgroups (ELA) <ul style="list-style-type: none">Students with IEPs (Meeting)	Meeting



<ul style="list-style-type: none"> Male (Meeting) Female (Exceeding) Economically Disadvantaged (Approaching) 	Between $\geq-5\%$ and $<5\%$ of state average of schools "at or above state expectations"
Maine Through Year Assessment – Subgroups (Math) <ul style="list-style-type: none"> Students with IEPs (Meeting) Male (Meeting) Female (Not Meeting) Economically Disadvantaged (Not Meeting) 	Approaching Between $\geq-15\%$ and $<-5\%$ of state average of schools "at or above state expectations"
Growth	
NWEA MAP Assessment (Reading)	Meeting - 47%
NWEA MAP Assessment (Language Usage)	Meeting - 45%
NWEA MAP Assessment (Math)	Approaching - 41%
NWEA MAP Assessment – Subgroups (Reading) <ul style="list-style-type: none"> Students with IEPs (Meeting) Students with a 504 Plan (Meeting) Economically Disadvantaged (Approaching) Male (Meeting) Female (Approaching) 	Meeting Between 45% and 54.9%
NWEA MAP Assessment – Subgroups (Language Usage) <ul style="list-style-type: none"> Students with IEPs (Approaching) Students with a 504 Plan (Meeting) Economically Disadvantaged (Approaching) Male (Not Meeting) Female (Meeting) 	Approaching Between 35% and 44.9%
NWEA MAP Assessment – Subgroups (Math) <ul style="list-style-type: none"> Students with IEPs (Meeting) Students with a 504 Plan (Meeting) Economically Disadvantaged (Not Meeting) Male (Meeting) Female (Not Meeting) 	Approaching Between 35% and 44.9%
Other	
Reading on Grade Level – 3 rd Grade	Reported as Required
Student Attendance/Chronic Absenteeism	12% - School Reported



School Climate and Family Engagement

Panorama School Climate Survey – Family Results <ul style="list-style-type: none">• School Climate - 20th Percentile• Safety - 50th Percentile• School Fit - 40th Percentile	Approaching 1 of the 3 required scales are 50% or higher compared to like schools nationally
Panorama School Climate Survey – Student Results (Grades 3-5) <ul style="list-style-type: none">• School Climate - 10th Percentile• Safety - 30th Percentile• Rigorous Expectations - 10th Percentile• Teacher-Student Relationships -20th Percentile	Not Meeting Fewer than 2 of the required scales are 50% or higher compared to like schools nationally
Panorama School Climate Survey - Student Results (Grade 6) <ul style="list-style-type: none">• School Climate - 10th Percentile• Safety - 90th Percentile• Rigorous Expectations - 10th Percentile• Teacher-Student Relationships - 20th Percentile	Not Meeting Fewer than 2 of the required scales are 50% or higher compared to like schools nationally
Panorama School Climate Survey – Teacher Results <ul style="list-style-type: none">• School Climate - 20th Percentile• Leadership - 10th Percentile• Professional Learning - 10th Percentile• Feedback and Coaching - 10th Percentile	Not Meeting Fewer than 2 of the required scales are 50% or higher compared to like schools nationally
Panorama School Climate Survey – Staff Results <ul style="list-style-type: none">• School Climate - 10th Percentile• Leadership - 10th Percentile• Professional Learning - 20th Percentile• Feedback and Coaching - 10th Percentile	Not Meeting Fewer than 2 of the required scales are 50% or higher compared to like schools nationally
Panorama Survey Action Plan - <i>School develops + implements plan</i>	Meeting



Organizational Sustainability

Governing Board Effectiveness	Low Risk
Board Meetings Held in Accordance with Bylaws and FOAA	12 Meetings Held
Timely Publication of Board Meeting Agendas and Approved Minutes	2 Agenda/0 Minutes
Reporting Accuracy and Timeliness - 67% on time; 98% accurate	Not Meeting
Board Training - 27 requirements/21 completed (78%)	Not Meeting
Facility Meets Local and State Requirements	Meeting

Financial Management and Viability*

Near Term Measures	
Current Ratio	Low Risk
Unrestricted Days Cash on Hand - 22 Days Cash on Hand	High Risk
Enrollment Variance	Low Risk
Debt Default - None	Low Risk
Sustainability Measures	
Total 3-Year Margin	High Risk
Debt to Asset Ratio	Low Risk
2-Year Cash Flow	High Risk
Financial Obligations	Low Risk
Other	
Financial Planning and Budgeting - School submitted 3-Year Plan	Meeting

*Based on FY25 QTR 4 financials

School Mission and Student Persistence

Mission and Key Design Implementation	Meeting
Student Persistence: School Year - 247 of 253 Students (98%)	Exceeding
Student Persistence: Year-to-Year - 205 of 225 Students (91%)	Exceeding



School Customization

ACADIA will improve social and emotional and academic outcomes for all students by building strong collaborative relationships between students and staff and staff teams through the implementation of the BARR framework	Not Meeting 158/241 (66%)
Students in grades K-2 will demonstrate strong writing growth on twice yearly assessments	Approaching 65%

SCHOOL WRITTEN ANNUAL SELF-ASSESSMENT

Introduction

As ACADIA nears the conclusion of our ninth year, we are proud of the accomplishments and growth we have seen. We continue to look at ways and means to improve and meet the challenges of the constantly changing educational landscape.

Mission, Vision, and Targeted Student Population

ACADIA strives to exemplify our mission and vision every day. We continue to focus on the whole child by incorporating social emotional learning across the day and in all areas of learning. Our teachers take the time to get to know their students and view them as individuals with specific needs and learning styles. Our leadership team supports teachers in creating engaging and multimodal learning experiences by securing the resources they need and allowing for flexibility in the schedule. Our exploratory learning block allows students to drive their learning and create projects shared in an exhibition three times per year. These events were extremely well attended this year, demonstrating our strong community culture and our families' active involvement.

Academic Performance

One highlight of our academic program is our Universal Groups. Students are grouped for reading and math based on their academic level, not grade level. This makes the instruction more targeted for specific student needs. Our students make consistent progress in reading and math as evidenced by curriculum-based measures, benchmark assessments, and standards-based assessments. Our students in grades 3-6 took the Maine Through Year assessment in the fall and the spring and performed within 10 points of the state average on reading and math. This year we were required to also administer the MAP Growth Test for students in grades K-6. We received a state waiver in the Fall of 2023 and the



entire 2024-2025 school year. The overall scores on the MAP Test were not what we had hoped. The leadership team will look at the data and the trends to see where we can offer instructional support that may help our students make greater growth. Our students in grades 3-6 may have been experiencing some testing fatigue as they spent the better part of eight hours testing in a two-week period. Fifth graders also took the Maine Science Assessment for an additional four to six hours.

We are in our second year of BARR implementation. This framework has been integral to our success as a team in supporting our students. Through the BARR system, every student in our building is discussed and has strengths identified and specific goals established. The framework streamlines team discussions and data collection. It has helped us to identify areas of need both academically and behaviorally so that we can collaborate to serve our students best. We were disheartened to learn that we would lose access to the valuable weekly coaching from our BARR Coach and the resources on the member portal in the upcoming school year due to the rescinding of funding for ARPA-funded projects. We will continue using the BARR model to drive team discussions about students and track growth data. We have been working with our BARR Coach to prepare for the transition to next year, so we are successful without in person coaching. The SEL Curriculum, U-Time, that is part of BARR, will also continue to be taught in all of our classrooms as it has proven very valuable in weaving a connection between all of the students in our building.

Climate and Discipline

Overall, our school climate is favorable. Student attendance is above average, and families are very involved and supportive of our program. Students are engaged, and teachers are making great efforts to keep their instruction dynamic and timely to contribute to the overall positivity. There is some work to be done with the staff to improve the culture, and this summer the leadership team will be working on ways to facilitate more positive feelings among staff members. There were also some specific, very challenging behaviors in one grade level this year that were difficult for the teachers and administration to navigate. This group struggles with more respectful and responsible behaviors than others. Interactions among students and with teachers were strained, and a culture of tension and unhappiness seemed to pervade those classrooms. Whole group behavior interventions were implemented without great success. This is something that leadership will also be working on during the summer, so that when that group of students goes into sixth grade, there are positive behavior supports in place and resources available for students and teachers so that their final year at ACADIA is a more positive experience.



Organizational Performance

As an organization ACADIA is strong and on a positive path for growth and future success. This year the administrative team of the new Executive Director, the Director of Operations and the Special Education Coordinator have collaborated and distributed tasks and responsibilities in a way that has made leading our school much more sustainable.

We have four new general education classroom teachers on staff this year who have melded with our existing staff well. We also created a new position of Business Manager this year which has been a great asset to the administrative team.

One of the challenges we find in retention of staff is our inability to meet the pay scale of local public schools. We have been informed by some who have left that they are leaving for the primary reason of securing a more lucrative income. This has also prevented us from being able to hire some of the teaching candidates we would like to. Our business manager is working to establish a pay scale that will more closely match the local school districts, and we hope to be able to gradually offer increases that will help us retain high quality teachers.

In preparation for the passing of LD1571 we have reviewed certification status with all of our teaching staff and have had discussions with them regarding how they wish to proceed. We have hired five new teachers for next year, all of whom hold certifications. Our current teachers have all been working at earning CEUs and applying for recertification. Our goal is that all General Education and Special Education teachers will hold a certification by the beginning of the next school year.

Last year our Panorama Survey response rates were quite low. This year we have made substantial efforts to increase the number of responses we receive from both families and staff. Currently our response rates are significantly higher than in the past and we are looking forward to analyzing the feedback we receive in order to improve our school for all of those we serve.

ACADIA Board of Trustees Overview

The ACACIDA Board of Trustees is composed of individuals with diverse expertise and professional backgrounds, contributing to a well-rounded and strategic governance body.

Board Members:



- *Meredith Morrison – Director of Community Engagement and Insights, Harvard Graduate School of Education. Former public-school educator and charter school leader with a master's in Instructional Leadership from HGSE.*
- *Kate Dumais – Background in K-8 education, higher education publishing, healthcare technology, and community services.*
- *Justin Good – Experience in finance, purchasing, and hospitality.*
- *Julie McCabe – Educator and current Maine House Representative.*
- *Amy Dieterich – Maine District Court Judge with a background in commercial litigation.*
- *Danielle Moreau – Medical coding specialist and childcare provider.*
- *Alicia Laroche – Expert in healthcare risk management and process improvement.*
- *Jon Mercier – Real estate professional.*
- *Aaron Landry – Licensed clinical social worker.*
- *Donald Dearborn – Biology professor and Associate Dean of Faculty [terming out May 2025].*

Board Capacity, Transparency, and Stewardship Summary

The ACADIA Academy governing board has experienced a period of transition over the past year, similar to the school's leadership team. Several long-serving founding board members have completed their terms, including former board chairs, Sean Siebert and Chris Brann. We are deeply grateful to both for their years of dedicated service. Notably, Chris Brann continues to contribute his institutional knowledge and financial expertise as a parent member of the Finance Committee, providing critical continuity during this leadership transition.

With newer members stepping into leadership roles – namely Meredith Morrison (Chair), Kate Dumais (Vice Chair), and Justin Good (Secretary) – the board is actively learning and adapting to the responsibilities of effective governance. These members are building their knowledge and capacity in real time and working collaboratively with ACADIA's school-based leadership to ensure strong oversight and mission alignment.

Despite this transitional phase, the board remains committed to effective stewardship and to strengthening its connection to the ACADIA community. We are building toward strengthening our presence at school-based events and celebrations, seeking opportunities to support operational needs, building relationships with families, and serving as visible ambassadors of both ACADIA and the broader charter school movement. We have a small admin team at ACADIA, and the Board is hoping to, where appropriate, fill any gaps the school needs.



Our board practices remain transparent and open to the community. We post meeting agendas and minutes in accordance with state requirements, hold open public meetings, and ensure that decisions and updates are communicated clearly to stakeholders. We are also working to further strengthen communication and community engagement efforts in the coming year as part of a broader strategy to enhance visibility and impact. Committees such as Finance and PTO are particularly strong, while the Membership Committee requires renewed focus. We are also looking at whether to potentially revise our current committee list to reflect our current priorities, for example, Strategic Planning and Fundraising.

While we have a diverse smattering of knowledge, expertise, and experience in our current board, we've also identified areas where we would like to see new board members with experience in (to support our current goals):

- *Human Resources*
- *Fundraising and Networking*
- *Grant Writing, ideally in education or ed-related fields*
- *Marketing, Graphic/Website Design, Social Media*
- *Transportation*

Board Leadership and Functioning

Meredith Morrison, our Board Chair, demonstrates strong leadership and commitment. She actively supports the administrative team, contributes to curriculum evaluation, and fosters accountability and collaboration.

Overall Board of Trustees Areas for Growth

- *Increase professional development opportunities for trustees.*
- *Enhance engagement outside of board meetings.*
- *Improve follow-through on delegated tasks, namely timely completion of required PDs.*
- *Implement ongoing evaluations and governance improvements.*

In sum, while our board is in a rebuilding and capacity-strengthening phase, we are actively developing our leadership, reinforcing strong governance practices, and maintaining a clear focus on supporting ACADIA's continued success and renewal.



Financial Performance

ACADIA is in a much stronger position financially than we have been in recent years. Last year we faced substantial challenges with the high out of district costs for students who we had to outplace for special education services. The number of students that are now outplaced has been reduced to three students, which creates significant savings for us. We were also faced with overdue invoice balances to our previous ESP, John F. Murphy Homes and Margaret Murphy Centers for Children. We have reduced that debt significantly and are on track to having that debt completely erased by June pending our high cost out of district funding comes in.

Our FY26 Budget is being developed now, and we are hopeful to have it passed at the May 28 Board of Trustees meeting. The financials look very strong, and we foresee no issues with presenting a zero balanced budget. We have taken steps to be able to bill Maine Care for some of the services provided to our students such as counseling, speech and BHP services. This will reduce some of our SPED costs and help make our budget even stronger.

Our PTO does a significant amount of fundraising for our school and is a huge support system for us. The group is willing to allocate funds to special purchases or to contribute to events such as field trips or guest presentations. Some grade levels do fundraise for their own field trips and events such as our fifth-grade group who raises funds each year to be able to take a trip to Boston in the Spring.

We are currently holding a school-wide fundraiser for the specific purpose of raising funds for a new math curriculum resource. We have discussed having a fundraising committee next year which would spearhead efforts to raise funds for specific needs by coordinating events and schoolwide campaigns. We are hopeful that this will be the start of a successful trend of increasing our annual revenues through fundraising.