

Annual Monitoring Report

SY2024-25



November 2025

Community Regional Charter School

Acting Board Chair: Dr. Theresa Overall

Executive Director: Travis Works



NARRATIVE

Community Regional Charter School, located in Skowhegan/Cornville, is in its fourteenth year of operation and serves 385 students from 43 cities and towns in the greater Skowhegan area.

23.64% of CRCS students have an IEP, slightly higher than the state average, and 70.39% of families are economically disadvantaged, significantly higher than the statewide average of 37.50%.

High-level takeaways from SY2024-25:

Strengths:

- Family satisfaction
- Reading and Math Growth, including subgroups (*Dimensions Academy*)
- Graduation Rates
- College Readiness
- A strong, active, and engaged governing board who meet regularly

Areas of Focus:

- Reading and Math Proficiency, including subgroups (*Dimensions Academy + Overman Academy*)
- Reading and Math Growth, including subgroups (*Overman Academy*)
- Student Attendance
- Student school culture and climate

Student Achievement

CRCS administers the Maine Through Year Assessment to assess reading and math proficiency of students in grades 3 thru 8 and grade 10. This state-required assessment is given two times per year – once in the fall and again in the spring. Overall, CRCS is not meeting expectations in either reading or math and should be an area of focus in the upcoming school year.

Growth results are measured using the NWEA MAP Assessment and the results are mixed. Students at Dimensions Academy are meeting framework expectations in both math and reading, an improvement over last year, but students at Overman Academy are not meeting expectations in either subject and should be an area of focus for the school in the upcoming school year.

CRCS uses the Accuplacer to measure college-readiness and is meeting framework expectations with 76% of students meeting the college-readiness indicator in both math and reading. Overall, subgroups are also performing well on the Accuplacer, meeting framework expectations.



Chronic absenteeism continues to be a concern, but has improved from last year. The chronic absenteeism rate in Somerset County is approximately 32% – students at Overman Academy were chronically absent 38% of the school year in SY2024-25, but - while not meeting framework expectations - it has improved nearly 10 percentage points from last year. Students at Dimensions Academy were chronically absent 24% of the school year in SY2024-25, an improvement of nearly 10 percentage points and now approaching framework expectations.

Graduation rates remain strong, with 97% of seniors graduating this past June. Traditionally, 5 and 6-year graduation rates are also strong, but the school reports no students in either cohort this year.

71% of CRCS seniors successfully participated in at least one post-secondary activity, and the school supports students and families with completion of the FAFSA as needed.

School Climate and Family Engagement

The Maine Charter School Commission requires that schools administer the Panorama school climate survey annually to families, students, teachers, and staff. Results from the spring administration of the survey show that school culture and climate is strong among families, teachers, and staff. Student results are mixed with the older students responding favorably to the survey questions, and younger students responding unfavorably.

Organizational Sustainability

The CRCS board is an active, engaged board who meets regularly. The “timely posting” of board meeting agendas and approved meeting minutes is a concern and should be an area of focus for the board in the upcoming school year.

Annually, governing boards are required to complete a series of board training requirements as outlined by the Commission. The CRCS board completed 71% of its required training in SY2024-25, and, while not meeting framework expectations, is a considerable improvement from a year ago when the board completed only 26% of the required trainings.

Reporting timeliness and accuracy is a strength for the school with 91% of required reports submitted on time this school year.

Financial Management and Viability

Based on FY25 4th quarter financials, CRCS is low risk in all financial criteria on the Performance Framework and maintains a strong financial position. During the year, the school has explored options to combine their three campuses by purchasing property on which to build a new facility. The school



engaged the services of RHR Smith & Company, Certified Public Accountants and received a clean audit for FY24.

School Mission and Student Persistence

School did not report campus-specific outcomes, just district-level.

PERFORMANCE FRAMEWORK OUTCOMES

District

Exceeding	Meeting	Approaching	Not Meeting
School Climate and Family Engagement			
Panorama School Climate Survey – Family Results <ul style="list-style-type: none">• School Climate - <i>70th Percentile</i>• Safety - <i>50th Percentile</i>• School Fit - <i>60th Percentile</i>	Exceeding 3 of 3 required scales are 50% or higher when compared to like schools		
Panorama School Climate Survey - Staff Results <ul style="list-style-type: none">• School Climate - <i>99th Percentile</i>• Leadership - <i>90th Percentile</i>• Professional Learning - <i>99th Percentile</i>• Feedback and Coaching - <i>80th Percentile</i>	Exceeding 4 of 4 required scales are 50% or higher when compared to like schools		
Panorama Survey Action Plan - <i>School developed + implemented plan</i>	Meeting		

Organizational Sustainability

Governing Board Effectiveness	Meeting
Board Meetings Held in Accordance with Bylaws and FOAA	12 Meetings Held
Timely Publication of Board Meeting Agendas and Approved Minutes	0 Agendas/8 Minutes
Reporting Accuracy and Timeliness - <i>91% on time; 100% accurate</i>	Exceeding
Board Training - <i>17 requirements; 12 completed (71%)</i>	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 - <i>47 Days Cash on Hand</i>	Moderate Risk
Enrollment Variance	Low Risk
Debt Default - <i>None</i>	Low Risk
Sustainability Measures	
Total 3-Year Margin	Moderate Risk
Debt to Asset Ratio	Low Risk
2-Year Cash Flow	Low Risk
Financial Obligations	Low Risk
Other	
Financial Planning and Budgeting - <i>School submitted 3-Year Plan</i>	Meeting

*Based on FY25 QTR4 financials

School Mission and Student Persistence

Mission and Key Design Implementation	Meeting
---------------------------------------	---------

School Customization

Percentage of students meeting projected growth on NWEA MAP reading within standard deviation - <i>School reports 62%</i>	Meeting
Percentage of students meeting projected growth on NWEA MAP math within standard deviation - <i>School reports 63%</i>	Meeting
Percentage of students meeting projected growth on NWEA MAP language within standard deviation - <i>School reports 66%</i>	Meeting

Creative Children's Academy

School Climate and Family Engagement

Panorama School Climate Survey – Teacher Results ● School Climate - <i>99th Percentile</i>	Exceeding
-----------------------------------------------------------------------------------------------	-----------



- Leadership - 99th Percentile
- Professional Learning - 99th Percentile
- Feedback and Coaching - 99th Percentile

4 of the 4 required scales are 50% or higher compared to like schools nationally

School Mission and Student Persistence

Student Persistence: School Year	<i>School did not provide</i>
Student Persistence: Year-to-Year	<i>School did not provide</i>

Dimensions Academy

Student Achievement

Proficiency	
Maine Through Year Assessment (ELA) <ul style="list-style-type: none">• Grade 3 (Not Meeting) - 21% of CRCS 3rd grade students are "at or above state expectations" compared to 61% statewide per the Acacia platform• Grade 4 (Not Meeting) - 19% of CRCS 4th grade students are "at or above state expectations" compared to 64% statewide per the Acacia platform• Grade 5 (Not Meeting) - 37% of CRCS 5th grade students are "at or above state expectations" compared to 66% statewide per the Acacia platform	Not Meeting <p><15% of state average of schools "at or above state expectations"</p>
Maine Through Year Assessment (Math) <ul style="list-style-type: none">• Grade 3 (Not Meeting) - 29% of CRCS 3rd grade students are "at or above state expectations" compared to 63% statewide per the Acacia platform• Grade 4 (Not Meeting) - 6% of CRCS 4th grade students are "at or above state expectations" compared to 55% statewide per the Acacia platform• Grade 5 (Not Meeting) - 22% of CRCS 5th grade students are "at or above state expectations" compared to 53% statewide per the Acacia platform	Not Meeting <p><15% of state average of schools "at or above state expectations"</p>
Maine Through Year Assessment – Subgroups (ELA)	Not Meeting



<ul style="list-style-type: none">• Students with IEPs (Not Meeting)• Economically Disadvantaged (Not Meeting)	<-15% 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 (Not Meeting)• Economically Disadvantaged (Not Meeting)	Not Meeting <-15% of state average of schools “at or above state expectations”
Growth	
NWEA MAP Assessment (Reading)	Meeting - 52%
NWEA MAP Assessment (Language Usage)	Meeting - 49%
NWEA MAP Assessment (Math)	Meeting - 53%
NWEA MAP Assessment – Subgroups (Reading) <ul style="list-style-type: none">• Students with IEPs (Approaching)• Economically Disadvantaged (Approaching)• Female (Meeting)• Male (Approaching)	Approaching Between 35%-44.9%
NWEA MAP Assessment – Subgroups (Language Usage) <ul style="list-style-type: none">• Students with IEPs (Meeting)• Economically Disadvantaged (Approaching)• Female (Approaching)• Male (Meeting)	Meeting Between 45%-54.9%
NWEA MAP Assessment – Subgroups (Math) <ul style="list-style-type: none">• Students with IEPs (Meeting)• Economically Disadvantaged (Meeting)• Female (Approaching)• Male (Exceeding)	Meeting Between 45%-54.9%
Other	
Reading on Grade Level – 3 rd Grade	Reported as Required
Student Attendance/Chronic Absenteeism	24% - School Reported

School Climate and Family Engagement

Panorama School Climate Survey – Student Results (Grades 3-5) <ul style="list-style-type: none">• School Climate - 20th Percentile• Safety - 70th Percentile	Not Meeting
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------



<ul style="list-style-type: none">• Rigorous Expectations - <i>10th Percentile</i>• Teacher-Student Relationships - <i>20th Percentile</i>	Fewer than 2 of the required scales are 50% or higher when compared to like schools nationally
Panorama School Climate Survey – Teacher Results <ul style="list-style-type: none">• School Climate - <i>99th Percentile</i>• Leadership - <i>90th Percentile</i>• Professional Learning - <i>99th Percentile</i>• Feedback and Coaching - <i>80th Percentile</i>	Exceeding 4 of the 4 required scales are 50% or higher when compared to like schools nationally
Panorama School Climate Survey – Staff Results <ul style="list-style-type: none">• School Climate - <i>80th Percentile</i>• Leadership - <i>60th Percentile</i>• Professional Learning - <i>70th Percentile</i>• Feedback and Coaching - <i>70th Percentile</i>	Exceeding 4 of the 4 required scales are 50% or higher when compared to like schools nationally

School Mission and Student Persistence

Student Persistence: School Year	<i>School did not provide</i>
Student Persistence: Year-to-Year	<i>School did not provide</i>

Overman Academy

Student Achievement

Proficiency	
Maine Through Year Assessment (ELA) <ul style="list-style-type: none">• Grade 6 (Meeting) - 71% of CRCS 6th grade students are “at or above state expectations” compared to 70% statewide per the Acacia platform• Grade 7 (Not Meeting) - 44% of CRCS 7th grade students are “at or above state expectations” compared to 68% statewide per the Acacia platform	Approaching Between $\geq 15\%$ and $< 5\%$ of state average of schools “at or above state expectations”



<ul style="list-style-type: none">Grade 8 (Not Meeting) - 35% of CRCS 8th grade students are "at or above state expectations" compared to 60% statewide per the Acacia platformGrade 10 (Not Meeting) - 40% of CRCS high school students are "at or above state expectations" compared to 59% statewide per the Acacia platform	
Maine Through Year Assessment (Math) <ul style="list-style-type: none">Grade 6 (Not Meeting) - 25% of CRCS 6th grade students are "at or above state expectations" compared to 45% statewide per the Acacia platformGrade 7 (Not Meeting) - 4% of CRCS 7th grade students are "at or above state expectations" compared to 39% statewide per the Acacia platformGrade 8 (Not Meeting) - 6% of CRCS 8th grade students are "at or above state expectations" compared to 41% statewide per the Acacia platformGrade 10 (Not Meeting) - 17% of CRCS high school students are "at or above state expectations" compared to 49% statewide per the Acacia platform	Not Meeting <-15% of state average of schools "at or above state average"
Maine Through Year Assessment – Subgroups (ELA) <ul style="list-style-type: none">Students with IEPs (Not Meeting)Economically Disadvantaged (Approaching)	Approaching Between \geq -15% and <-5% of state average of schools "at or above state average"
Maine Through Year Assessment – Subgroups (Math) <ul style="list-style-type: none">Students with IEPs (Meeting)Economically Disadvantaged (Not Meeting)	Approaching Between \geq -15% and <-5% of state average of schools "at or above state average"
Growth	
NWEA MAP Assessment (Reading)	Not Meeting - 31%
NWEA MAP Assessment (Language Usage)	Meeting - 48%
NWEA MAP Assessment (Math)	Not Meeting - 32%
NWEA MAP Assessment - Subgroups (Reading) <ul style="list-style-type: none">Students with IEPs (Exceeding)Economically Disadvantaged (Approaching)	Meeting Between 45%-54.9%



<ul style="list-style-type: none"> Female (Meeting) Male (Not Meeting) 	
NWEA MAP Assessment - Subgroups (Language Usage) <ul style="list-style-type: none"> Students with IEPs (Approaching) Economically Disadvantaged (Meeting) Female (Meeting) Male (Approaching) 	Meeting Between 45%-54.9%
NWEA MAP Assessment - Subgroups (Math) <ul style="list-style-type: none"> Students with IEPs (Not Meeting) Economically Disadvantaged (Approaching) Female (Meeting) Male (Approaching) 	Approaching Between 35%-44.9%
Graduation	
4-Year High School Completion - <i>School reports</i> 97%	Exceeding
5-Year High School Completion	<i>Not Applicable</i>
6-Year High School Completion	<i>Not Applicable</i>
Post-Secondary Readiness	
Accuplacer - 76% of students are meeting the college readiness indicator of 239 or above in Reading; 76% of students are meeting the college readiness indicator of 226 or above in Math	Meeting
Accuplacer - Subgroups <ul style="list-style-type: none"> Students with IEPs (Not Meeting) Economically Disadvantaged (Approaching) Students with a 504 Plan (Exceeding) Male (Exceeding) Female (Approaching) 	Meeting
Post-Secondary Activity - 71% of students participated	Meeting
FAFSA Support - CRCS provided support to 44% of families/students	Reported as Required
Other	
Student Attendance/Chronic Absenteeism	38% - School Reported

School Climate and Family Engagement

Panorama School Climate Survey – Student Results (Grades 6-12) <ul style="list-style-type: none"> School Climate - <i>99th Percentile</i> Safety - <i>99th Percentile</i> 	Exceeding
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------



<ul style="list-style-type: none">• Rigorous Expectations - <i>90th Percentile</i>• Teacher-Student Relationships - <i>99th Percentile</i>	4 of the 4 required scales are 50% or higher when compared to like schools nationally
Panorama School Climate Survey – Teacher Results <ul style="list-style-type: none">• School Climate - <i>99th Percentile</i>• Leadership - <i>99th Percentile</i>• Professional Learning - <i>99th Percentile</i>• Feedback and Coaching - <i>99th Percentile</i>	Exceeding 4 of the 4 required scales are 50% or higher when compared to like schools nationally
Panorama School Climate Survey – Staff Results <ul style="list-style-type: none">• School Climate - <i>99th Percentile</i>• Leadership - <i>80th Percentile</i>• Professional Learning - <i>90th Percentile</i>• Feedback and Coaching - <i>70th Percentile</i>	Exceeding 4 of the 4 required scales are 50% or higher when compared to like schools nationally

School Mission and Student Persistence

Student Persistence: School Year	<i>School did not provide</i>
Student Persistence: Year-to-Year	<i>School did not provide</i>

SCHOOL WRITTEN ANNUAL SELF-ASSESSMENT

Are we an academic success?

- ***How does the school's program serve the school's mission and vision?***
 - *“Community-Centered, Uncompromisingly Learner Focused”: We are Community-Centered and Uncompromisingly Learner Focused. CRCS creates a safe, respectful, and nurturing learning environment where everyone is accepted and celebrated. The Community Regional Charter School provides a customized learning environment designed to allow every child to thrive socially, emotionally, and academically through the integration of STEAM projects and community connections aimed at unlocking a passion for life-long learning.*
 - *At CRCS we strive to provide an upgraded, customized learning environment where every learner can thrive socially, emotionally and academically. We have worked hard to put structures in place at all levels to allow staff to customize opportunities for learners. We*



encourage staff to be flexible in their classroom schedules, their instructional strategies and how learners demonstrate proficiency to allow learners to have voice and choice in their day.

- **Are our students succeeding academically? What do test scores say about the school's academic success?**

- **Math:**

- *At Dimensions Academy, we had 53% of our learners in grades 3rd-8th meet or surpass their NWEA growth goal in math this year. We are celebrating this as a huge success. This metric is Fall NWEA to Spring NWEA. Being an ungraded system that meets learners where they are, this growth metric is incredibly important to us.*
 - *When it comes to academic proficiency, in grades 3rd-8th at Dimensions Academy, only 19% of the learners tested on the MTY in the spring. However, when we compare proficiency on spring NWEA and proficiency on spring MTY, we go from 19% being proficient to 42% of the learners being proficient. In May 2025, CRCS learners did both the MTY and NWEA and both tests were used to help gauge and guide instruction.*
 - *As an aside, of the 85 learners in grades 3-5, 20 of those learners are in their first year with CRCS. Only 15% of the new learners (3/20), came to CRCS at grade level. The other 85% of the new learners came to us below the 33rd percentile.*
 - *Overman in grades 6-11, 55% of our learners meet or surpass their growth goal in math. If we look at the data within 1 standard deviation that percentage rises to 66%. We attribute this to the work we have been doing to calibrate using more intentional goal setting, and applying tools from P2C. Using the common language of instruction and sharing strategies has helped us make this gain. We are looking forward to expanding this and focusing on middle level learners and learners who are in the exceeds band of the math NWEA.*
 - *At Overman, the group of 11th graders that were not proficient on the state test last year, 73% made their growth goals and 55% of them are now considered at grade level according to the MAP.*
 - *For achievement, 41% of our learners from grades 6-11 at Overman are at grade level in math according to state and MAP assessments.*
 - *Learners new to CRCS at Overman are still acclimating to our proficiency based, ungraded culture. They underperformed their peers that have been with CRCS longer.*



- *Our graduates provided many reasons to celebrate in the area of math. Accuplacer scores showed that 76% of our learners are prepared for college level courses and 16 learners took a college level math course at KVCC. Additionally, 78% of our graduating class is planning on continuing their education in a 4 year, 2 year or trade school.*
- *At Overman, there were two learners identified through IDEA that had dramatic increases in the 11th grade class. Those two learners moved from does not to above the mean through the course of this school year.*
- *Reading:*
 - *At Dimensions Academy, we had 52% of our learners in grades 3rd-8th meet or surpass their NWEA growth goal in reading this year. We are also celebrating this as a huge success. This metric is Fall NWEA to Spring NWEA.*
 - *When it comes to academic proficiency, in grades 3rd-8th at Dimensions Academy, 38% of the learners tested at grade level on the MTY in the spring.*
 - *Grade 4 is struggling across the board academically and behaviorally. Only 19 tested on grade level in reading. In math, only 6% were on grade level according to MTY but on NWEA, 38% were on grade level in math. Grade 4 has 16 learners. Eight of those learners (50% of the group) have an IEP. One learner has a robust 504 plan.*
 - *Grade 6 did exceptionally well with the reading assessments this spring. Our 6th graders with IEPs also did much better compared to the other IEP subgroups (40% of the 6th graders with IEPPs also tested on grade level for reading).*
 - *At Overman Academy, we had 56% of learners in grades 6-11 meet or surpass their growth goals in reading using the MAP assessment. If we look at this data within one standard deviation the percentage jumps to 70%. We are very excited about this success, but have plans to keep this upward progress going and to bring down the percentage of rapid guessing that we have in the older grades in reading.*
 - *At Overman, some areas of focus in reading are again the middle grades and learners that are performing in the exceeds category and to establish a better culture of reading with our oldest learners.*
 - *For Achievement, Overman Academy the NWEA MAP and State assessment showed us that 54% of our learners are at grade level in reading.*



- At Overman, our Accuplacer scores for grade 12 showed us that 76% of our learners are prepared for a college level English class. Additionally, 9 of our graduates have taken either Tech Writing or College Composition.
- Language:
 - Last year at Dimensions Academy, 34% of the learners made their goal for language. This year, 51% of the learners made their growth goal in language!
 - As for testing on grade level, 36% of our learners in grades 3-8 appear to be on grade level for language. We believe this is accurate and one of our immediate goals for next year. We are currently doing curriculum work on the language skills and have made revisions to our scope and sequence to address this next year.
 - For Overman Academy, 37% of our learners are meeting the achievement benchmark in language usage and 67% are meeting growth goals. This is an improvement from last year, but it is something that we need to develop.
- **Are we meeting the needs of all of our students?**
 - We are growing our Learning Coach program to best meet the individual needs of our Learning Community Learners. The Learning Coach will support academic, social/emotional, College and career readiness, postgraduate plans, and more.
 - We have previously mentioned the use of the Raven Record as a data management tool for tracking behavioral and academic interventions. This past year we began using LinkIt! as a data management tool, primarily using it for academic data. This summer we begin using the LinkIt! tool to replace our Raven Record to monitor behaviors and assign interventions for Tier I, II, and III behaviors. We will also be using LinkIt! for MTSS as it has a feature called "Request for Assistance". Facilitators are able to share a need they have for a learner and LinkIt! uses AI and a library database to suggest different strategies and approaches. LinkIt! will also help us track the interventions as we consider future referrals.
 - At Overman we tend to offer many seminars that are geared towards older learners and then differentiate to meet the various levels of learners. Moving forward we are going to be more intentional with providing unique opportunities tailored more to middle levels.
- **Are we implementing our academic program as we envisioned?**
 - Yes, and we continue to reflect on ways to strengthen the ways our program represents our mission and vision.
 - We have continued to use the terms "proficiency" and "customized" when describing our academic program, but we have found that in some ways those terms have become overused, misunderstood, or watered down. We recently have started using the term



*“ungraded” more as we explain our academic program. (An **ungraded school** is a school that does not formally organize students according to age-based grade levels. Students’ achievements are assessed by teachers, and each student is individually assigned to one of several fluid groups, according to what the student needs to learn next.)*

- *We are doing a lot more to integrate the three buildings and bring learners and staff together on more occasions to help in the community and engage in community projects. This was demonstrated in learning opportunities that connected the buildings including an early childhood seminar for upper Overman learners and cooking projects that brought older learners to Dimensions.*
- ***Is our school a safe and positive environment for staff, students, and families?***
 - *We continue to take bullying and harassment complaints seriously. We investigate and talk to all parties involved and show that we care and want to stop it. This past year, we saw a decrease in bullying situations at the elementary building, which we attribute to prompt investigations and communications to families and learners involved.*
 - *Through restorative practices, learners and staff learn to communicate openly to avoid misunderstandings. This helps prevent situations from escalating to bullying. Additionally, it helps staff work together and clearly articulate their needs with one another before grudges are established.*
 - *We have had an uptick in challenging behaviors at Overman with new learners. This has resulted in more opportunities for our returning learners to help newer learners engage in crucial conversations. We want to do more to help learners and families to understand the behavioral expectations early on during our Open House event and throughout the school year.*
- ***What have we learned from parent and student surveys?***
 - *For staff and teachers, we had tremendous gains from last year in favorable responses. We had a few staffing challenges last year that negatively impacted culture and climate, and it shows in last years’ Panorama scores. This year, we saw a positive increase in every area of the teacher and staff responses.*
 - *We have focused routinely and explicitly on strategic alignment with staff. We are truly in a place where we are building capacity with staff and have a team who is aligned with the mission and vision.*
 - *The leadership team has made extra efforts to customize experiences for staff as we do for learners. One example of this is by adjusting our professional development. This year, we have brought staff from all three buildings together two or three times a month to work on district-wide goals around strategic alignment and to improve the transitions between buildings for learners. This has*



provided us time to develop a common language of instruction and share the talents of staff among all three buildings.

- *For grades 3rd-5th learners, we had the lowest Panorama scores across the subgroups (parents, teachers, staff, grades 6-12).*
- *We are still struggling with "how does behavior of others help or hurt your learning". We only had 31% of learners respond favorably to this question. Next year, we are going to explicitly teach ways that your behavior can help others. We plan to tie it into how we teach the Habits of Mind.*
- *We saw an increase with the 3rd-5th graders and their perceptions of whether the rules at school are fair or unfair. We have done a lot of work with guided play at recess, and explicitly rules and direct teaching of games, which I feel has made a positive impact on learners. Because of this, we've also had a decrease in physical incidents on the playground.*
- *One of our lowest scores with the grades 3-5 group is experiencing disrespect. This is not a surprise, as this year our office referrals were more commonly around disrespectful and mean behavior. We also are creating action steps for this as well.*
- *In regards to the parent survey, we were thrilled to get 162 family responses on the survey this year, up from 137 last year. Our results were just about the same as last year. School climate continues to be a strength, whereas safety and perceived safety is an area we are still working on.*
- ***Are we an organizational success?***
 - *Areas of Focus*
 - *Calendar and Schedule*
 - *Our school calendar has remained consistent for several years, however, this year we have made a few changes that we feel are in response to needs of our staff.*
 - *In FY26, the first Friday of school will be a full workshop day with the goal of giving staff time to debrief and calibrate protocols, procedures, and initiatives. In the past we have relied on the normal half day schedule, however, a small group of staff voiced the need for a day without learners to focus on this recalibration. The administration also saw this as an opportunity for staff to have in depth and important conversations, without being exhausted or distracted. In addition, there will be some time to calibrate with our Strategic Design.*



- *We are in person five days a week with no remote option. We continue with half days for learners on Fridays, while staff participate in professional development in the afternoons.*

- *We are continuing with summer offerings district wide for the month of July 2025. These summer school offerings are curricular and co-curricular, from math intensives to gardening, to technology and writing camps. These offerings are taught by CRCS staff and open to currently enrolled CRCS learners for four weeks.*

- **Student Recruitment, Enrollment, and Retention**

- *Building Administrators continue to be hands-on with the enrollment process as families join the CRCS system. This involves the process of touring the building, explaining the mission and vision, and setting up shadow days. This year, we were enrolling learners each month, and in June we had multiple learners spend at least a week with us to get a feel for CRCS prior to their official start date in the fall.*
- *We continue to use Facebook as a primary tool for marketing. However, we also attended the Mid-Maine Chamber of Commerce Business to Business Showcase in May of this year to promote the school. We recently purchased some easy to use promotional materials that we can take to events to promote the school.*
- *At Dimensions, our un-enrollments this year were widely due to transportation issues (our September bus times were unstable and caused five un-enrollments in the Oakland area), or due to behaviors. We had new learners join us from the Farmington area who were in a general education behavior program at their old school. Parents had hoped the children's behaviors would change at CRCS, but in large part, the behaviors continued and eventually led to un-enrollment.*

- **Management and Operations**

- *At the close of the 2024-2025 school year, we find ourselves hiring for the following positions:*
 - *Creative Children's Academy*
 - *2 Ed Tech II/III Positions*
 - *Dimensions Academy*
 - *1 Special Ed Ed Tech III Position*
 - *1 Facilitator Position*
 - *1 Custodian*



- Overman Academy
 - 1 Facilitator Position
- Parent and Community Involvement
 - We have restarted our “Friends and Families of CRCS” group. This is similar to a PTO group. We started it back up in the late winter and were able to do two events with the help and leadership of CRCS families.
 - CRCS Dimensions opened the doors every Friday as a “standing invitation” for families to come into school with us. We had a few families each week come in. Some of the parents who came in multiple times became “family” for other learners in the classrooms as well and it made a positive difference on the culture.
 - We switched communication methods this year and went from Seesaw to Reach My Teach. We have found even greater communication with parents using Reach My Teach, as it is set up like text messaging and there is no need to download any specific app.
 - In June, we did two school wide beach trips and had significant family turnout. Our families enjoy any opportunity to join the school with events.
 - For community involvement, CRCS Dimensions Academy was chosen as the Somerset County representative for Winter Kids! We were one of sixteen schools in the state selected for the competitive track. Community involvement is a key part of Winter Kids. We ended up working with Somerset Public Health and Somerset Woods Trustees the most, but also had about six other outside guests come into our school and work with our learners. In the end, we finished in 3rd place (bronze) and won \$1,500. We hope to be chosen for the competitive track again next year.
- **Are we a governance success?**
 - Areas of Focus
 - The Board did not meet the expectations for Board Trainings due to one of the Board Members not completing their training on time. Holding individuals accountable was difficult when we did not have access to their progress in a timely manner. Moving forward the platform will be different and ideally the tracking of requirements will be more transparent. To address this area on the Performance Framework, the Board Chair will be conducting monthly check-ins to ensure that board members are on pace to complete any required trainings. In addition, Central Office will also be monitoring and sending reminders to Board Members of their obligations.



- *Governing Board Composition - Continue growing the board to a minimum of 9.*
 - *The school board has spent a great deal of time and energy on growing protocols, procedures, and a deeper level of oversight of the school in general. The board has been continually working on capacity to effectively lead and manage the school. The board chair has focused on the effectiveness and strength of committees. This year the committees have had chairs that have led the committees effectively, and frequently challenged and sought deeper understanding from the hired staff. The committee chairs are regularly asking deep and thorough questions about academic excellence, finances, and operation policies and procedures.*
 - *We had a new board member join mid year but was unable to continue due to responsibilities with his work schedule and future in education. We are in the process of filling that seat while still reaching our goal of getting to 9 members. Right now committees are well functioning and expertise in finance and academics is strong. The area of need is public school policy and we also want to add to our financial team.*
 - *Governing Body - Our goal the past three years has been on increasing the participation of standing committees including facilities, finance, and academic excellence has been achieved. Each meeting has engaged board members, including the chair. This past year the Chair of the Board attended almost every committee meeting but did not need to lead the committee because the Committee Chair had the competence and a skill set to execute their duties effectively. The Committees asked the administration very difficult and challenging questions on school data, school performance, financial data, etc. Each time was done so with appropriate boundaries and roles. This year, the committees really demonstrated a high degree of independence and success.*
 - *Having strong committees and effective running board makes it easier to reach out to new potential board members.*
- *All board agendas and minutes are published publicly, however, the Board Chair would like to continue to increase communication between the board and our school community. We have hired a consultant to redevelop our website and to create a site that looks at the school through the lens of the prospective and current parent. Part of that process is to increase and track analytics for how many people visit our pages and ideally board information.*



- *The Board did a deep analysis of the self assessment in Board on Track and spent the year creating a comprehensive Board Handbook. This handbook now can be used to onboard new board members and serve as a resource for all Board Members. This was a major undertaking for the CRCS Board and during the upcoming year it will help Board Members feel more confident in their roles, and responsibilities.*
- *The Board Chair has made a goal of hosting a CRCS Board Retreat in FY26. This retreat will include reviewing and revising goals for the Board, having Legal Counsel provide a training on Open Meeting Laws, discuss recruitment strategies for Board Members, etc.*
- ***Are we a financial success?***
 - *Areas of Focus*
 - ***Budget and Financial Management***
 - *CRCS has operated with a balanced budget for 13 years and every audit has minor recommendations. In regards to our most recent audit, we had no findings or recommendations.*
 - *CRCS has been seeking another auditor with no success. The Business Office sent an inquiry to several auditors on the MDOE website and received some interest.*
 - ***Facilities/Finance***
 - *CRCS is at the point where it is a necessity to expand space for the K-7 level to accommodate the 40+ learners per age level entering PreK. Kindergarten classes with 25 learners had a negative impact on our academic scores. In FY26 we added an additional position that reduces class size for the youngest learners.*
 - *CRCS has engaged two National Partners (HighMark and Raymond James). This process involves our legal counsel, who specializes in commercial real estate.*
 - *The Facilities Committee has thoroughly examined different scenarios, including maintaining three buildings, consolidating to two buildings, and consolidating to a single building. Our budget is broken down by specific building and our two largest buildings are equal in “cost” when you look at the loan payment for Overman Academy and then at the facility needs of Dimensions. Dimensions needs a \$500,000 roof replacement and a septic leach field replacement of \$300,000+. In addition to accommodate*



the lack of space at Dimensions, an addition needs to be built but the size of the property makes it an engineering challenge.

- *The Facilities and Finance committee has done a thorough analysis of the necessary capital improvements to maintain the three buildings and the committee decision to look at consolidation. The essential question is does the school want to take a combined \$6,000,000+ debt at a high interest rate.*
- *The CRCS Board is having Raymond James do a financial feasibility study to determine what CRCS can reasonably afford given current enrollment and future enrollment. This number is adjusted each month to reflect reality and current budget models.*
- *The administration and Board have looked at our geographic location for the catchment area and learner recruitment of staff. Being as far north as we are in Central Maine for staff recruitment is a challenge. We have been surveying families and it appears that moving to Waterville, our families have no concerns with moving thus far. It is important to the board that we do not disenfranchise our current enrolled learners.*
- *The CRCS administration and Board have data to support that if we were consolidated in a single building, we would keep enrollment open up for grades PreK-12 and close enrollment 9-12 so that we are not competing with other Charter Schools in the area, but also it's about philosophy. We are a Proficiency Based model where other charter schools are more standards referenced or based. CRCS may be the ONLY public school in the State of Maine that is truly competency/proficiency.*
- *The Commission has raised the question about the relocation and impact on other charter schools, specifically MeANS and MeAA. We looked at our data and since 2020 our data shows:*
 - *9 learners have unenrolled with CRCS and moved to other brick and mortar charter schools in the region. Five enrolled at MeANS and four enrolled at MeAA for a total of 9 leaving.*
 - *3 learners have unenrolled with MeANS and enrolled at CRCS and 2 learners have unenrolled at MeAA and enrolled at CRCS. One learners has unenrolled at CRCS, enrolled at MeAA, and then re-enrolled at CRCS. We've had 4 learners enroll from other brick and mortar charter schools, compared to 9 learners that CRCS has helped enroll in other charter schools.*



- *This data doesn't include the learners that unenrolled from CRCS to homeschool and ultimately enrolled at MeANS.*
- Transportation
 - *CRCs has no major changes in transportation. There are some changes with eliminating stops and adding stops to reflect the needs of parents and learners, however the routes will be almost identical to FY25.*
- Food Services
 - *CRCs has no major changes in the food service program.*
- Insurance
 - *CRCs is adjusting its Health Insurance Plan to help with the rising costs of insurance. For example,*
 - *Health insurance new terms*
 - *70% of up to \$3,000 (First \$4,285) decreased from 90%.*
 - *Salary staff w/children.*
 - *Increase contribution for first child from \$3,000 to annually to \$3,600*
 - *Increase contribution for each additional child from \$600 annually to \$1,200*
 - *Hourly staff w/children:*
 - *Increase contribution for first child from \$3,000 and annually to \$3,300*
 - *Increase contribution for each additional child from \$600 annually to \$900.*
 - *CRCs budgeted for an increase of over 12% for FY26 in May, however, the actual number is less than 6% due to our performance and claims.*