

Annual Monitoring Report SY2024-25



November 2025

Maine Academy of Natural Sciences

Board President: Dr. Mary Callan

Head of School: Ryan Anthony



NARRATIVE

Maine Academy of Natural Sciences, located in Hinckley, is in its fourteenth year of operation and serves 177 students from 51 cities and towns across the state, but mostly from Kennebec and Somerset Counties.

23.16% of MeANS students have an IEP which is higher than the state average and 71.19% of families are economically disadvantaged, significantly higher than the statewide average of 37.50%.

High-level takeaways from SY2024-25:

Strengths:

- College Readiness
- Graduation
- School Culture and Climate
- Student Persistence
- Intensives

Areas of Focus:

- Academic Proficiency
- Student Attendance

Student Achievement

MeANS administers the Maine Through Year Assessment to assess reading and math proficiency of students in Grade 10 and results from the SY2024-25 administration show students not meeting expectations in either subject, despite having exceeded expectations in reading and approaching expectations in math a year ago. Leadership shared that the 10th grade class “has a lot of academic challenges” and are “disappointed with the results”.

Yet, the school uses the Accuplacer to measure college-readiness and meets framework expectations with 82% of students meeting the college readiness indicator in both reading and 84% in math.

Chronic absenteeism continues to be an area of focus for the school and while still not meeting performance framework expectations, has decreased significantly over the past several years. While MeANS enrolls students for many cities and towns across Maine, the majority of their students reside in Kennebec and Somerset Counties. Kennebec County has a 24% chronic absenteeism rate, while



Somerset County’s chronic absenteeism rate is 32%. MeANS reports a 35% chronic absenteeism rate this past school year.

State-reported graduation rates appear to be lower than internal school data. This may be, in part, a result of the state closing the school year on June 30th yet MeANS’ school year extends into July. There are students who will return for an intentional 5th year, but most students who enroll, persist through to graduation and the school-reported rate is closer to 92%. Some students enroll, but never begin attending school and haven’t enrolled elsewhere.

93% of MeANS seniors successfully participate 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 schools to administer the Panorama school climate surveys annually. School culture and climate continues to be strong, meeting or exceeding expectations across all stakeholder groups.

Organizational Sustainability

MeANS submits required documents to the Commission mostly on time and accurately, but this past year governing board meeting agendas and approved meeting minutes were posted late and not meeting framework expectations. This is attributed to the transition of the MeANS Head of School in December 2024, but should be a focus in the upcoming school year.

The MeANS board is active and meets regularly throughout the school year, but failed to complete annual required board training obligations, with only 11% complete. We encourage the board to focus on the required trainings in the upcoming school year to ensure compliance.

Financial Management and Viability

Based on FY25 4th quarter financials, MeANS falls in low to moderate risk on five of eight financial metrics. Enrollment, the three-year margin and two-year cash flows measures all fall in the high risk category. The board continues to closely monitor these metrics. Lower enrollment during FY25 reduced the state subsidy for FY26. The school generated an operating surplus in FY25 and anticipates the surplus will offset the lower FY26 revenue. MeANS also expects enrollment to increase and bring the school to a more secure financial position. MeANS engaged the services of Berry Dunn, BDMP Assurance LLP and received a clean financial audit for FY24.



School Mission and Student Persistence

Student persistence continues to be an area of strength for MeANS with 91% of students persisting throughout the school year, and 96% submitting an intent to re-enroll form for the upcoming school year.

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 10 - 35% of MeANS high school students are “at or above state expectations” compared to 59% statewide per the Acacia platform 	Not Meeting <-15% of state average of schools “at or above state expectations”
Maine Through Year Assessment (Math) <ul style="list-style-type: none"> Grade 10 - 17% of MeANS 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 expectations”
Maine Through Year Assessment – Subgroups (ELA) <ul style="list-style-type: none"> Students with IEPs (Not Meeting) Male (Not Meeting) Female (Not Meeting) Economically Disadvantaged (Approaching) 	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 (Meeting) Male (Not Meeting) Female (Not Meeting) Economically Disadvantaged (Not Meeting) 	Approaching Between <-15% and <-5% of state average of schools “at or above state expectations”
Graduation	
4-Year High School Graduation Rate - School reports 65%	Not Meeting
5-Year High School Graduation Rate - School reports 78%	Not Meeting
6-Year High School Graduation Rate - School reports 75%	Not Meeting



Post-Secondary Readiness	
Accuplacer - 82% of students are meeting the college readiness indicator of 239 or above in Reading; 84% 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 (Approaching) • Economically Disadvantaged (Approaching) • Male (Meeting) • Female (Meeting) 	Meeting
Post-Secondary Activity - School reports 93%	Exceeding
FAFSA Support - MeANS provided support to 41% of families/students	Reported as Required
Other	
Student Attendance/Chronic Absenteeism	35% - School Reported

School Climate and Family Engagement

Panorama School Climate Survey – Family Results <ul style="list-style-type: none"> • School Climate - 99th Percentile • Safety - 99th Percentile • School Fit - 99th Percentile 	Exceeding 3 of the 3 required scales are 50% or higher when compared to like schools nationally
Panorama School Climate Survey – Student Results <ul style="list-style-type: none"> • School Climate - 90th Percentile • Safety - 90th Percentile • Rigorous Expectations - 80th Percentile • Teacher/Student Relationships - 99th Percentile 	Exceeding 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 - 99th Percentile • Leadership - 90th Percentile • Professional Learning - 70th Percentile • Feedback and Coaching - 40th Percentile 	Meeting 3 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 - 90th Percentile 	Meeting



<ul style="list-style-type: none"> • Leadership - <i>60th Percentile</i> • Professional Learning - <i>80th Percentile</i> • Feedback and Coaching - <i>40th Percentile</i> 	3 of the 4 required scales are 50% or higher when compared to like schools nationally
Panorama Survey Action Plan - <i>School developed + implemented plan</i>	Meeting

Organizational Sustainability

Governing Board Effectiveness	Low Risk
Board Meetings Held in Accordance with Bylaws and FOAA	7 Meetings Held
Timely Publication of Board Meeting Agendas and Approved Minutes	2 Agendas/2 Minutes
Reporting Accuracy and Timeliness - <i>89% on time; 100% accurate</i>	Meeting
Board Training - <i>37 requirements; 4 completed (11%)</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>36 Days Cash on Hand</i>	Moderate Risk
Enrollment Variance	High Risk
Debt Default - <i>None</i>	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 - <i>School submitted 3-Year Plan</i>	Meeting

*Based on FY25 QTR4 financials

School Mission and Student Persistence

Mission and Key Design Implementation	Meeting
Student Persistence: School Year - <i>162 of 178 students (91%)</i>	Exceeding
Student Persistence: Year-to-Year - <i>110 of 114 students (96%)</i>	Exceeding



School Customization

Intensive Experiences	Exceeding - 88%
Post-Secondary Opportunities	Exceeding - 100%
Campus Graduation	Meeting - 92%
NWEA Testing - Campus	Exceeding - 96%
NWEA Testing - Threshold	Meeting - 83%

SCHOOL WRITTEN ANNUAL SELF-ASSESSMENT

Overview

In reflecting back across the year, both with our faculty, our senior class, and through our data, it was reaffirming to recognize that we had an incredibly strong year as a school. Despite the challenges that we faced with reorganizing our Threshold leadership model and being without a Head of School from the end of December until the end of July, this year truly demonstrated just how strong and resilient our core structure is both as a collaborative leadership team and as an engaged faculty and study body. As we continued to embrace our mission wholeheartedly, we saw our attendance continue to improve, our families and students appreciate the supportive and positive culture of our school, and our seniors find an increasing level of success in their post-secondary pursuits. Although we will need to continue to work on a few areas, including cementing a sustainable model for Threshold’s regrowth, improving daily attendance, and raising the bar in our mathematics department, we are ending the year on an optimistic note with a promising new Head of School, a full staff, and a connected and supportive community.

Academic

This year, we continued to raise the bar academically for our students both in their daily classes, in new course offerings, and in preparing them for life after high school. As a school, we added a collection of new, mission-driven courses including: Woodworking, Fiber Arts, Intro to Blacksmithing, a Hybrid Agriculture/Earth Science course, Social Emotional Health, and Physical Health, while providing our upperclassmen with more voice and choice in their courses including: Psychology, World Cultures, A.P. Language and Composition, and A.P. Environmental Science. Three major highlights that came out of these pushes were: enabling significantly more students to complete college-level courses on campus; having a third of our A.P. Lang & Comp and half of our A.P. Enviro students receive a 3 or higher on their exams; and watching our core group of A.P. Enviro students lead our school to its first ever Envirothen state championship and placement in the international tournament in Alberta, Canada.



With regards to assessment, our culture surrounding test taking has made some significant strides over the past few years, and this year we had very high participation across the board, exceeding expectations for our participation rates. One area that we will need to focus on is our Through Year data, as our scores felt lower than usual, even with the understanding that this class has very low math and reading scores across the board. On a more positive note, our Accuplacer scores grew in both Math and Reading for our graduation class, with 84% and 82% respectively of our seniors demonstrating college preparedness.

Through our partnership with Gear Up RISE Maine, this year we saw the most college applications and acceptances to colleges and Universities that our school has ever experienced. While many students continue to opt into the workforce right after graduating, we have had several apply for local apprenticeships as well, and nearly half of this year's graduating class chose to attend a 2-year or 4-year institution. As with every year, the state's data around seniors who have left our school but still technically show up on our list of students will hurt our graduation rate, but, per our own custom domain, 92% of our campus seniors graduated this year, with 2 opting to return to finish out their final credits.

Through our monthly "In Services", and regular team planning sessions, we spent a considerable amount of time this year cementing our Natural Science Intensives curricula, which paid dividends as we had a significant increase in student engagement, as well as some incredible field trips and final projects. As our Panorama data demonstrates, students continue to feel incredibly supported, safe, and connected to their teachers, while our push on rigorous expectations has gone up. And while attendance will continue to be an area of focus, we continue to move in the right direction with our chronic absenteeism dropping to 35% school wide (with 9 of these chronically absent students having withdrawn well before the end of the year). What we have also found this year is that more and more students are drawn to our school for outdoor learning, hands-on projects, overnight excursions, and our Natural Science Intensives, which have become a true calling card for MeANS. Beyond this, we continue to receive interest from other schools, organizations, and educators from across the state and the D.O.E. including Governor Mills and Commissioner Makin, who we hosted this summer to celebrate the Year of Youth in Agriculture.

Organizational

As an organization, we have solidified a strong and consistent structure through our unique 11-month calendar, a full-inclusion cohort schedule for students by grade level, and regular faculty meetings that include Leadership Meetings, Professional Development Meetings, MTSS Meetings, and regular All Faculty Meetings to debrief each week.



As was mentioned in the overview, the largest challenges organizationally speaking this year came from having to pivot as a leadership team, as we began the new year with a new co-leadership model for Threshold, adopted a co-head of school model for the school after Matt’s departure mid year, and hired one of our Ed Tech IIIs on full time as a long term substitute for a teacher who had to extend her maternity leave. With all that said, we end the year with very strong teacher retention (hiring a new Social Studies teacher on campus and three new Threshold teachers), adding a Special Ed support position, and returning to our full administrative roles with Ryan Anthony beginning as our new Head of School this summer.

With regards to enrollment, this year proved to be our strongest to date as we were able to garner enough interest early on to host our first ever Lottery and added waitlists to Threshold as well as our 10th, 11th, and 12th grade classes. On top of this, we made strong strides in continuing to demonstrate high student persistence rates with 91% of our students completing the year, and 96% reenrolling for the 25/26 school year. As it stands now, all of our 10th, 11th, and 12th grade classes on campus are overenrolled, and our 9th grade class is at 21 students with our busiest time of enrollment ahead of us. With all of this in mind we feel very confident that we will meet or exceed our goal of enrolling 185 students between campus and Threshold.

Governance

At the conclusion of last year, one area of focus that we identified was solidifying a solid Board of Directors for the year ahead. Thankfully, we have successfully added five strong, new Board Members to the mix (including two alumni, the parent of an alum, and our founder; Emanuel Pariser) and were able to successfully appoint a collection of motivated Officers and Committee Heads before the end of the school year to lead us into the 2025-2026 school year.

Throughout this year, there has been an incredibly positive and collaborative working relationship between MeANS Leadership and our Board of Directors. From supporting fundraising campaigns, to navigating challenges with Goodwill Hinckley, to conducting a comprehensive Head of School Search mid year, all while supporting Pat Henyan and Evan Coleman in their interim leadership roles.

Thankfully, the partnership between the leadership and the Board has been incredibly strong this year as we’ve taken everything in stride and cemented a strong plan for on-boarding our promising new Head of School, Ryan Anthony, as he begins his tenure at MeANS this week.



Finance

As was alluded to last year, for the FY26 Budget, the Maine Academy of Natural Science developed a multi-year plan that utilizes the surplus generated during the FY25 fiscal year to cover the losses budgeted during the FY26 and FY27 fiscal years, due to the hard work of our Business Manager, Ashley Hyde. These losses were forecasted with a teacher shortage going into the 2024/2025 school year and student enrollment was capped to ensure adequate staffing in order to maintain a feasible teacher/student ratio, leading to a surplus that could offset losses while the school rebuilt enrollment steadily over the next two fiscal years (FY26 & FY27). This gradual increase allowed for minimal impact to student programs but set the school on a course to reach the enrollment goal of 200 students by FY27.

With regards to financial management, Berry Dunn presented a clean audit for fiscal year 2024 and cash on hand has increased during FY25. For our facilities, rent for the Moody School building has increased by \$20,000 for FY26 (for a total annual rent of \$220,000) and will increase again next year to \$230,000. Meanwhile, this year, MeANS will pay off the Right of Use Finance Lease for our vehicles and will on this fleet. However, we will need to spend some time evaluating and creating some strategic plans in the years ahead for how to replace and refortify our buses and vans.

Through our partnership with Goodwill Hinckley, our food service contract did increase administrative rates considerably, and we are in the process of evaluating other possible options with more competitive rates. However, on a more positive note, faculty and staff health and dental benefits went out to bid and were negotiated at a better rate, with better employee benefits, while liability, vehicle, workman's comp, and cyber and professional insurance increased at industry forecast.

Summary

Despite the obstacles that have presented themselves during the 2024/2025 school year, what remains evidence is that our hard work over the past few years has paid off and MeANS has built a solid, resilient foundation rooted in a culture of collaboration and shared values. Amidst what for many schools would be a tumultuous, overwhelming year, our faculty, board of directors, and administrative team rose to the challenge, and continued to move us in the right direction while raising the bar for the quality and type of learning that we value as a school. While there remain several areas to focus on in the coming months, there is a collective sense of hope for the future as we continue to improve each year by embracing our mission and in committing to the type of innovative, hands-on public education that students in Maine deserve.