

# ANNUAL PERFORMANCE REPORT

## Summit Academy Community School for Alternative Learners – Middletown

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school's strengths, areas for improvement, and prospects for renewal.

As an Ohio community school authorizer, ESCLEW has a duty to monitor and provide oversight and technical assistance to all sponsored schools which includes an assessment of each sponsored school's academic performance. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020–21 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2021–22 school year. The 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

### Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
132746	5 Years	07/01/2019	06/30/2024	K-8
Address	4700 Central Ave. Middletown, OH 45044			
Contact	Phone: (513) 422-8540		Fax: (513) 423-6352	
Website	<a href="https://summitacademies.org/middletown-community/">https://summitacademies.org/middletown-community/</a>			
Leadership	Kristen Parkes, Principal			
Governing Authority	Brian Roth, Faustino Zapata, Jennifer Frey, Michael Dailey, Andrew Davenport			
Mission Statement	<i>We design, develop, and deliver educational opportunities in a therapeutic environment so everyone can learn.</i>			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	43	45	K	14
Male	57	59	1	12
Race/Ethnicity	%	#	2	16
American Indian/Alaskan Native	0	0	3	15
Asian/Pacific Islander	0	0	4	16
Black, Non-Hispanic	6	6	5	18
Hispanic	6	6	6	13
Multiracial	12.5	13	7	X
White, Non-Hispanic	76	79	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	79	82	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	61	63	Total	

## 2023-2024 School Academic Performance on the Traditional Ohio School Report Card

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but <80% of maximum score	≥50% but <70% of maximum score	<50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but <93.5%	≥84% but <90%	<84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but <93.5%	≥84% but <90%	<84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3 <sup>rd</sup> Grade	≥78%	≥68% but <78%	≥58% but <68%	<58%
Promotion to 4 <sup>th</sup> Grade	≥78%	≥68% but <78%	≥58% but <68%	<58%
Improving K-3 Literacy	≥78%	≥68% but <78%	≥58% but <68%	<58%
College, Career, Workforce and Military Readiness		Not reported until 2024-2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools (51.6%)	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;">                     Similar School 1: Summit Academy Community School Warren (45.7%)                 </td> <td style="width: 50%; vertical-align: top;">                     Similar School 2: Summit Academy Community School Dayton (32.1%)                 </td> </tr> </table>				
Similar School 1: Summit Academy Community School Warren (45.7%)	Similar School 2: Summit Academy Community School Dayton (32.1%)			

### School Academic Achievement Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

<b>Traditional School Academic Growth Targets &amp; Metrics</b> The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.							
Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:		STAR					
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:		STAR					
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	50-79%	40-49%	<40%
Identified Subgroup	<i>Special Education Students</i>	Identified Subject	<i>Reading/ELA</i>	Locally Administered Norm-Referenced Assessment			STAR

## School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is $\leq$ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

## School Governance Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

## Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report <b>not</b> submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan <b>not</b> submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). <b><i>**Detailed documentation is required to determine if OSS meets the requirements of the law**</i></b>		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	In order to build hope, success, and well-being in our student population, all students will participate in our PBIS and Social-Emotional Learning (SEL) programming during the 23-24 school year, resulting in no more than 10 out-of-school suspensions by the end of the 23-24 school year. The programs we will be utilizing to monitor PBIS will be PBIS Rewards and Behavioral Leadership. Our SEL programming will happen through building-wide monthly focuses to be incorporated in the classroom and through programming with Sprouting Minds.	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal



<b>School Compliance Summary</b>	
<b>Special Education</b>	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Summit Academy Community School for Alternative Learners – Middletown’s compliance rate is 77%. Summit Academy Community School for Alternative Learners – Middletown had 100% of IEP implementation documentation verified.
<b>Legal</b>	Summit Academy Community School for Alternative Learners – Middletown was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
<b>Corrective Action Plan (CAP)</b>	Summit Academy Community School for Alternative Learners – Middletown was not on a CAP during the 2023–24 school year.

<b>School Performance Summary</b>	
<b>Areas of Strength</b>	<p>The teachers and administrators work together to improve the school climate through extra-curricular activities for the students such as clubs, reward and incentives, and garden activities. The teachers and administrators have returned each year for the past several years which has aided continuity in their academics and school procedures. The teachers and administrators review, revise, and develop new teaching strategies and techniques to offer better instruction which leads to increased academic achievement.</p> <p>In the area of special education, Summit Academy Community School for Alternative Learners - Middletown stands out for its exemplary performance in both the Evaluation Team Report (ETR) and Individualized Education Program (IEP) processes, reflecting its steadfast commitment to providing comprehensive support for its students. The active participation of parents enriches collaboration and ensures a holistic understanding of students' needs throughout the ETR process. Moreover, the school's documentation is noteworthy, achieving 100% compliance, showcasing their dedication to compliant record-keeping and adherence to regulations. Additionally, the clear and concise summary of assessments facilitates informed decision-making, guiding the development of personalized support plans. The school excels in articulating educational needs and their implications for instruction, empowering educators to adapt teaching methods effectively. Furthermore, the presence of a qualified group of professional’s adept in both IEP and ETR processes ensures thorough evaluations and informed support plans. In IEP development, Summit Academy shines in its comprehensive transition planning, setting meaningful goals, and detailing Specially Designed Instruction (SDI) location and frequency. These strengths collectively underscore the school's dedication to fostering an inclusive learning environment where all students can thrive academically and socially</p>
<b>Areas for Improvement</b>	<p>Student attendance is sometimes a problem for the school, but they are diligently contacting parents and emphasizing regular school attendance and how important it is to their child’s academic achievement and learning. There are academic areas that could be improved as demonstrated through some assessment scores. The principal is addressing those concerns through professional development for the teachers and increased monitoring of classroom instruction by administrators and instructional coaches.</p> <p>In the area of special education, Summit Academy Community School for Alternative Learners - Middletown's areas for improvement within its Evaluation Team Report (ETR) and Individualized Education Program (IEP) processes are as follows: In the ETR, while interventions are provided, refining the decision-making process for the initial evaluation is crucial for ensuring effectiveness. Additionally, ensuring that parent information is included in Part 1 of the ETR is essential to enhance collaboration and comprehensiveness. In IEP development, clarifying the specifications for Specially Designed Instruction (SDI) to ensure it is not both small group and 1:1 would prevent confusion and enhance effectiveness. Moreover, detailing accommodations more comprehensively, including parameters such as duration and circumstances, would optimize support for individual student needs. Furthermore, strengthening considerations for the Least Restrictive Environment (LRE) to include supplemental aids would promote inclusivity and ensure optimal learning environments for all students. Addressing these areas for growth will contribute to the school's ongoing efforts to enhance the quality and inclusivity of its support services.</p>

**School Performance Summary**

**Prospects for Renewal**

Probable

**Previous Academic Performance**

Achievement	
Performance Index	
2022-2023	MET
Achievement Component	
2022-2023	MET
Chronic Absenteeism	
2022-2023	MET
Progress	
2022-2023	NOT MET
Gifted Performance Index	
2022-2023	N/A
Graduation Rate	
Graduation Component	
2022-2023	N/A
4-Yr. Graduation Rate	
2022-2023	N/A
5-Yr. Graduation Rate	
2022-2023	N/A
Gap Closing	
Gap Closing Component	
2022-2023	MET
Positive Behavior Intervention and Supports	
2022-2023	MET

Early Literacy	
Early Literacy Component	
2022-2023	MET
Proficiency in 3 <sup>rd</sup> Grade Reading	
2022-2023	MET
Promotion to Fourth Grade	
2022-2023	MET
Improving K-3 Literacy	
2022-2023	N/A
Comparative Schools Data	
Similar School #1	
2022-2023	N/A
Similar School #2	
2022-2023	MET
Other Academic Measures	
Subgroup	
2022-2023	MET
Reading	
2022-2023	MET
Math	
2022-2023	MET
Improving K-3 Literacy	
2022-2023	MET

Achievement	
Performance Index	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Not Met
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Not Met
2019-2020	Met
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Gifted Students	
2021-2022	N/A
2020-2021	N/A

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Prepared for Success	
2021-2022	N/A
2020-2021	N/A

2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
5-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

2019-2020	N/A
2018-2019	N/A
Other Academic Measures	
Specific Subgroup	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Nationally Normed Assessment - Reading	
2021-2022	Met
Nationally Normed Assessment - Math	
2021-2022	Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	Met
Other Academic Measures	
Similar School #1	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	Met

## Previous Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	MET
Grades 4-8	
2022-2023	NOT MET
Grades 9-12	
2022-2023	N/A

Governing Board Performance	
2022-2023	MET
Organizational & Operational	
On-Time Rate	
2022-2023	EXCEEDS
Accuracy Percentage	
2022-2023	EXCEEDS
Financial Performance	
2022-2023	MET
Financial Sustainability	
2022-2023	MET

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	Met
Parent Satisfaction	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	Met
Student Discipline	
Grades K-3	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A
Grades 4-8	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A
Grades 9-12	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Governing Board Performance	
2021-2022	Met
2020-2021	N/A
2019-2020	Met
2018-2019	Met
Organizational & Operational	
On-Time Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Met
Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Met
Financial Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A
Financial Sustainability	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	N/A