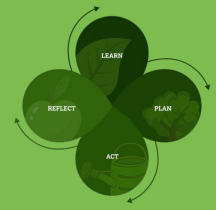


# **Frank Spragins High School**

*Where Everyone Belongs*

Alberta Education Results Report  
Frank Spragins High School  
Principal Mr. Dan Tulk  
Fall 2024



Frank Spragins High School is the outreach high school within the Fort McMurray Public School Division (FMPSD). Our mandate is to assist students who are at risk or, due to a myriad of circumstances, are better suited to succeed in a non-traditional educational setting. Typically, we cater to grades 10-12; however, in special circumstances, and in consultation with the Director of Inclusive Learning, the home school, and guardians, we may accommodate students from grades 7-9.

To address the diverse needs of our students, we are pleased to offer a full slate of academic modules, limited in-class learning, on-campus support, off-campus support, as well as extended evening hours on Tuesday, Wednesday, and Thursday until 7 PM. We also provide self-serve breakfast options and hot lunches daily, free to each student, prepared in-house by a full-time food support staff.

The student population at Frank Spragins is much more fluid than at a traditional school, as some students join later in the year, and many return to their home schools. Additionally, because modules are self-directed, students may complete them at varied times. We also serve upgraders, dual-enrollment students, and adult learners who may attend for one or more courses. At the time of this report, Frank Spragins High School has a population of 325 students, including 103 on-campus students, 98 off-campus students, 30 upgraders, 67 dual enrollments with our partner schools, 25 adult learners, 6 home-school students, and 2 junior high students.

Frank Spragins has 8 full-time ATA members and 5 CUPE staff. This includes 1 administrator, 1 mental health therapist, 1 off-campus academic counselor, 1 on-campus/LAC, and 4 instructional staff members, each specializing in a different core subject (Math, English, Social Studies, and Science). We also employ a head secretary, a student services/librarian, an educational assistant, a food services provider, and a custodian.

In developing this plan and our goals for the 2024-25 school year, we reviewed various data sources, including OurSchool Survey, attendance rates, school-developed surveys, provincial assessments (Dips and PATs) and all other academic results. These results were then shared with staff and stakeholders to determine the best focus for our school improvement.

The entire team at Frank Spragins remains dedicated to fostering an inclusive and welcoming learning environment where all students can find success and develop a sense of belonging.

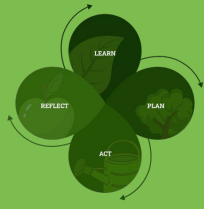
**Principal Dan Tulk**



# Frank Spragins High School

## DESIRED OUTCOME PLANNING

### Doing What's Best for Kids



**FMPSD PRIORITY AREA: Priority 1: Promote the Growth and Success of All Students.**

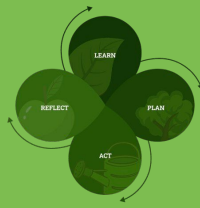
**DESIRED OUTCOME: IF** time and resources were made available for staff to learn about and implement strategies to reduce anxiety **THEN** we would expect students attendance and subsequent academic success to increase which would subsequently improve Diploma Results, Completion rates, and post secondary transitions.

Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>From the Date indicated in both the ourSchool survey and our own school administered survey, it can be shown that our student population is experiencing highly level of personal anxiety and have limited positive connections outside fo the school.</p> <p>However, we do see a larger sense of belonging and feeling of being respected within the school community.</p> <p>The levels of anxiety invariably have negative ramifications on attendance, attention, and work academic success.</p>	<p>Our students' learning gaps are very much intertwined with the multiple negative complications that are typical in our students' lives. For example: Positive Relationships:14% lower then the provincial average..</p> <p>Levels of Depression and anxiety above the provincial average.</p> <p>Students indicating 18% lower in general health as compared to national average.</p> <p>We also see a significantly larger proportion of our students engaging in Tobacco and Marijuana use.</p>	<p>Our data does indicate that students feel respected, motivated, and connected to staff at the school.</p> <p>This is a great date for us as a team. However, we will still work to foster better connections and assist students and staff in developing the skills to future build these relationships.</p> <p>We are accessing the training on restorative practices to assist staff in building those relationships.</p> <p>We are also completing a book study "Every Connection Matters:"</p>	<p>Our staff will engage in professional learning to become continue to increase knowledgeable and competent in reducing anxiety and building positive relationships.</p> <p>. Staff will also apply this knowledge to familiarize themselves with the skills to instill in our students and apply themselves.</p> <p>Staff will apply the skills and lessons of both restorative practice and the book study in a means of reducing anxiety.</p> <p>It is out hope that the skills and subsequent reduction in reduction in anxiety and building of positive relationships skills will subsequently assist in developing better personal relationships out of the school, bring students into the school more, and when they are within the building to foster more academic success.</p> <p>These skills will be shared in a parent session that we will hold here at the school on students anxiety and engagement. In hopes of engaging more stakeholders in the assistance of our students.</p>	<p>There are several ways in which we will know if our strategies are working. First of all, student engagement in this initiative can be measured numerically by the number of credits earned in the module-based courses that are associated with the Mentoring Framework. Secondly, if our strategies are working, we should be seeing our students Reporting less anxiety and depression on the ourschool survey and we should see an increase in both attendance and academic success and a subsequent increase in overall eudaimonic health.</p>	<p>Our long-term desired outcome is for decreased reported levels of anxiety and depression which will subsequently Increase attendance and academic success for our students, as measured by exam results, graduations rates, and transition rates.</p>

# Frank Spragins High School

## DESIRED OUTCOME PLANNING

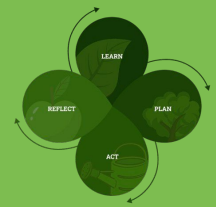
*Doing What's Best for Kids*



**FMPSD PRIORITY AREA:** *Priority 1: Promote the growth and success for all students.*

**DESIRED OUTCOME:** IF time and resources were made available for staff to increase academic interventions THEN we would expect students subsequent academic success to increase which would subsequently improve Diploma Results, Completion rates, and post secondary transitions.

Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>Our current baselines indicated a level of work needed.</p> <p>Currently our 3 year graduation rate is 43% lower than the provincial average.</p> <p>Diploma acceptable standard in 21.5% lower than the provincial average.</p>	<p>The Data indicates that many of our students come to Franks with gaps in learning and academic success that stem from multiple sources and often relate to socio-economic, housing, negative relationships and other factors.</p> <p>This results in students not having the courses or academic success to complete high school in the typical 3 years.</p>	<p>The gaps in teachers practices often related to the difficulty in filling gaps that were lost prior to attending frank spragins.</p> <p>Equally, when student are attending less it is harder to build positive relationships and subsequent academic improvement.</p>	<p>Our staff will engage in professional learning to And continue to work the Collaborative response model to focus on individual gaps in students needs. This will also be compounded with information from both the LAC and Off-Campus Coordinator to ensure that each student is working on the required courses, proper academic level and getting the specific academic interventions needed to assist them in achieving their graduation goal.</p> <p>We will also continue our 4 annual in person classes for those students that may not fit in a traditional academic setting but equally struggle with the self directed nature of the outreach education.</p> <p>This will also be address in stakeholder Sessions designed to assist student in understanding how our modules work and how to assist their students.</p>	<p>There are several ways in which we will know if our strategies are working. First of all, we should see more students finding academic success and this should in in turn allow them to see increased results in Diploma examination and subsequently graduation rates should increase.</p>	<p>Our long-term desired outcome is for increased academic success for our students, as measured by exam results, graduations rates, and transition rates.</p>



## FMPSD GOALS

1. High-Quality Learning Opportunities for All
2. Excellence in Student Learning Outcomes
3. Supporting First Nations, Métis and Inuit Students
4. Highly Responsive and Responsible Jurisdiction

## CONTINUOUS IMPROVEMENT CYCLE

1. Learn - Gather, Analyse and Interpret Data
2. Plan - Identify Needs and Strategize to Address
3. Act - Resource and Implement the Plan, Adapt as Needed
4. Reflect - Impact of Plan for Continuous Improvements

## CURRENT STATE

### STRENGTHS

- 91.6% of students surveyed indicated that are respected by the the staff and students at FSHS.
- 84% of student respondents states that they are encouraged to do their best at FSHS.
- 96% of students found success in passing Grade 12 diploma courses.

### AREAS FOR GROWTH

- 3 year graduation rate is well below the provincial average. While we saw an increase to 60%, this is compare to 81% for the provincial average.
- We are currently seeing larger occurrences of depression (43%) and Anxiety (36%). Which both are higher than the provincial average of 34% and 31% respectively.
- Currently on the AEA Data for 2023-24 the diploma acceptable standard is 60%.

## LOCAL CONTEXT

Shifting demographics in the clientele at Frank Spragins High School show a steady transition from predominantly behavioral issues to a greater focus on mental health needs. Additionally, many students are joining the school later in their high school journey with limited credits. These two factors significantly impact our three-year graduation rates.

## STRATEGIES FOR MOVING FORWARD

1. PROFESSIONAL LEARNING
  - o Frank Spragins Staff will utilize PLF time to engage in training to build capacity and understanding on how to assist in reducing student anxiety and increasing academic success to subsequently increase diploma results and 3 and 5 year graduation rates.
2. MATERIAL RESOURCES
  - o Staff have the book study "Every Connection Matters", Restorative Practices Guidelines, and a Collaborative Response Database to keep track on each students academics.
3. HUMAN RESOURCES
  - o The Current staffing is sufficient for the needs of the school, if funds were made available we could expand for an additional EA, Jr. High teacher, and ideally house a EAL program for new Canadians.

## INDICATORS OF SUCCESS

### MOVING TO DESIRED OUTCOME

With the desired goals we would ideally see a reduction of students in the school reporting level of anxiety and depression, equally we should see more academic success which should result in higher levels of academic success on diploma exams and increase subsequent graduation rates.



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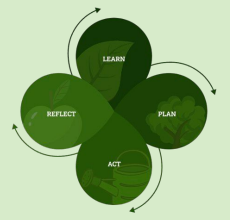
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## OUR STAKEHOLDERS - STUDENTS, STAFF & PARENTS



**325 STUDENTS**

NA% English Language Learners  
NA% Early Childhood Learners  
20.2% First Nations, Métis, Inuit  
NA% Severe Disabilities



**13 STAFF**

8 ATA Employees  
5 CUPE Employees



**PARENTS**

76.5% of parents are satisfied in their involvement in decisions about their student's education

### RESPONDENTS

48 Students   8 Teachers   34 Parents

### STAKEHOLDER FEEDBACK

- 79.4% of parents feel their students are encouraged to do their best at Frank Spragins.
- 81.4% of students are satisfied with the quality of education.
- 89.6% of stakeholders responded that they are respected at Frank Spragins..

### PROGRAM PRIORITIES

- Increase academic achievement and subsequent diploma results and graduation results.
- Decrease the prevalence of depression and anxiety within the student body and increase attendance.

### IMPROVEMENT AREAS

- Increase 3 and 5 year graduation rates.
- Increase acceptable standard on Diploma exams.
- Increase parental involvement.

## 2023-2024 SCHOOL REPORT CARD

Results of School Developed Survey and well as Data from the provincial academic results.

### STUDENT LEARNING AND ENGAGEMENT

2023-2024 School Result - 85.4%  
2022-2023 School Result - 92.2%  
2023-2024 Provincial Result - 83.7%

### ACCESS TO SUPPORT AND SERVICES

2023-2024 School Result - 83.4%  
2022-2023 School Result - 99.6%  
2023-2024 Provincial Result - 84%

### WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS

2023-2024 School Result - 93.8%  
2022-2023 School Result - 97.8%  
2023-2024 Provincial Result - 84.0%

### EDUCATION QUALITY

2023-2024 School Result - 92%  
2022-2023 School Result - 95.3%  
2023-2024 Provincial Result - 87.6%

### CITIZENSHIP

2023-2024 School Result - 96.1%  
2022-2023 School Result - 95.5%  
2023-2024 Provincial Result - 79.4%

### PARENTAL INVOLVEMENT

2023-2024 School Result - 0%  
2022-2023 School Result - 86.7%  
2023-2024 Provincial Result - 79.5%

### PAT EXCELLENCE

2023-2024 School Result - 0%  
2022-2023 School Result - 5.8%  
2023-2024 Provincial Result - 19.5%

### DIP EXCELLENCE

2023-2024 School Result - 1.8%  
2022-2023 School Result - 7.1%  
2023-2024 Provincial Result - 22.6%

### 3 YEAR HIGH SCHOOL COMPLETION

2023-2024 School Result - 27.6%  
2022-2023 School Result - 23.4%  
2023-2024 Provincial Result - 80.4%

### PAT ACCEPTABLE

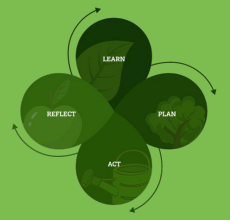
2023-2024 School Result - 1.8%  
2022-2023 School Result - 7.7%  
2023-2024 Provincial Result - 22.6%

### DIP ACCEPTABLE

2023-2024 School Result - 60.0%  
2022-2023 School Result - 57.6%  
2023-2024 Provincial Result - 81.5%

### 5 YEAR HIGH SCHOOL COMPLETION

2023-2024 School Result - 57.2%  
2022-2023 School Result - 66.0%  
2023-2024 Provincial Result - 88.1%



## What data did we look at?

- 2023-24 - Alberta Education Assurance Measures
- 2023-24 OurSchool student Survey
- Sept. - Oct 2024 - School generated survey for Students, Staff, and Parents.
- 2023-2024 - Graduation Rates.
- 2023-24 - School Diploma Results.
- 2023-24 - School Attendance Rates.
- 2023-24 - CRM results and student success rate.

## What did we learn about our students / staff strengths and needs?

### STRENGTHS

- Students have a high sense of belonging at Frank Spragins High School.
- Students feel the quality of education is high at Frank Spragins High School.
- Student feel respected and encouraged at frank spragins high school.
- 96% of students who attempt a diploma class will received Credit.
- 

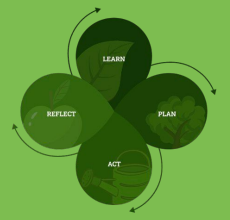
### AREAS FOR GROWTH

- 3 and 5 year graduation rates.
- Level of acceptable standard on Diploma Exams.
- Parental involvement.
- Decreasing amount of anxiety and depression in the student population

## What did we do during 2023-2024 (last year's PLF plan)?

- We Completed the Alberta Health Services Mental Health 101 courses.
- We Completed a book study "Reclaiming Youth at Risk".
- We looked at and implemented new K&E modules for students in need.
- We explored school attendance and developed means to increase attendance.
- Implemented the Collaborative Response Model and utilized it to track student success.
- Worked with partner groups in the region to offer benefits to our students. (Such as Alerbta Health Services, Boys and Girls Club, Some Other Solutions, Waypoints, the Salvation Army, Kings Kid's, etc...)





## Provincial expectation for schools to look at:

### ENGLISH AS AN ADDITIONAL LANGUAGE

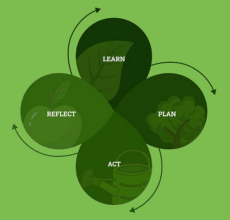
- Franks Spragins does NOT have a statistically relevant sample size to give results on EAL students. We are seeing a higher prevalence and increase in the numbers attempting to attend school to upgrade.
- As the Number of new Canadians entering the division with limited english skills increases, it may be beneficial to explore adopting an EAL outreach approach.

### FIRST NATIONS, MÉTIS, INUIT

- We have seen a decrease in the 3 and 5 year graduation rate.
- We saw an increase in the Diploma acceptable standard from 75% to 84%

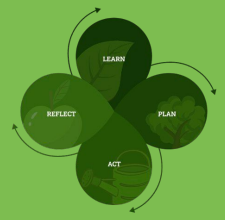
## What do we need to work at - the goals of our 2024-2025 education plan?

- Part of our Education Plan will be to continue to work to increase all students academic success and decrease student levels of anxiety and depression.
- Increase Diploma Acceptable Standards rates, 3 and 5 year graduation rates, and transitions to post secondary
- We will explore those students Learning English ( EAL ) and develop modules for those who are learning the language.
- Increase levels of student attendance.
- We will continue to the First Nations Liaison to bring First Nation, Metis, and Inuit culture into the school and curriculum.

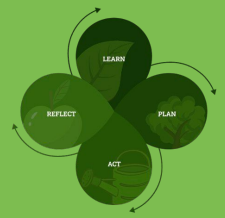


## Supporting Data Specific to School Desired Outcomes/Goals

1. AEAM Summary 2023-24
2. EAL Results 2023-24 from the AEAM Report
3. FNMI Results 2023-24 from the AEAM Report.
4. Diploma Results - June Sitting 2024
5. Results of School Administered Survey
6. Results From Our School Survey



Assurance Domain	Measure	Frank Spragins High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	n/a	92.2	93.3	<b>83.7</b>	84.4	84.8	n/a	n/a	n/a
	<a href="#">Citizenship</a>	n/a	95.5	95.6	<b>79.4</b>	80.3	80.9	n/a	n/a	n/a
	<a href="#">3-year High School Completion</a>	<b>27.6</b>	23.4	31.9	<b>80.4</b>	80.7	82.4	Very Low	Maintained	Concern
	<a href="#">5-year High School Completion</a>	<b>57.2</b>	66.0	57.6	<b>88.1</b>	88.6	87.3	Very Low	Maintained	Concern
	<a href="#">PAT6: Acceptable</a>	n/a	n/a	n/a	<b>68.5</b>	66.2	66.2	n/a	n/a	n/a
	<a href="#">PAT6: Excellence</a>	n/a	n/a	n/a	<b>19.8</b>	18.0	18.0	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	<b>1.8</b>	7.7	7.7	<b>62.5</b>	62.6	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	<b>0.0</b>	5.8	5.8	<b>15.4</b>	15.5	15.5	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	<b>60.0</b>	57.6	57.6	<b>81.5</b>	80.3	80.3	Very Low	Maintained	Concern
	<a href="#">Diploma: Excellence</a>	<b>1.8</b>	7.1	7.1	<b>22.6</b>	21.2	21.2	Very Low	Declined	Concern
Teaching & Leading	<a href="#">Education Quality</a>	n/a	95.3	95.3	<b>87.6</b>	88.1	88.6	n/a	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	n/a	97.8	96.9	<b>84.0</b>	84.7	85.4	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	n/a	99.6	99.4	<b>79.9</b>	80.6	81.1	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	n/a	86.7	80.8	<b>79.5</b>	79.1	78.9	n/a	n/a	n/a

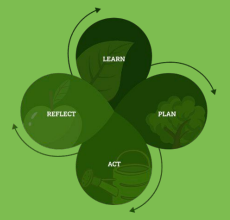


**School: 1858 Frank Spragins High School (EAL)**

Assurance Domain	Measure	Frank Spragins High School (EAL)			Alberta (EAL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">3-year High School Completion</a>	n/a	*	n/a	72.0	72.8	76.7	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	88.1	88.7	87.2	n/a	n/a	n/a
	<a href="#">PAT6: Acceptable</a>	n/a	n/a	n/a	64.6	65.4	65.4	n/a	n/a	n/a
	<a href="#">PAT6: Excellence</a>	n/a	n/a	n/a	16.5	15.7	15.7	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	52.7	55.3	55.3	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	10.1	11.0	11.0	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	36.4	16.7	16.7	66.3	67.1	67.1	Very Low	Improved	Issue
	<a href="#">Diploma: Excellence</a>	0.0	0.0	0.0	14.0	13.8	13.8	Very Low	Maintained	Concern
Teaching & Leading	<a href="#">Education Quality</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

**School: 1858 Frank Spragins High School (FNMI)**

Assurance Domain	Measure	Frank Spragins High School (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">3-year High School Completion</a>	13.0	33.1	36.8	58.6	57.0	59.5	Very Low	Declined	Concern
	<a href="#">5-year High School Completion</a>	55.5	81.9	60.9	69.4	71.3	69.1	Very Low	Maintained	Concern
	<a href="#">PAT6: Acceptable</a>	n/a	n/a	n/a	48.7	45.3	45.3	n/a	n/a	n/a
	<a href="#">PAT6: Excellence</a>	n/a	n/a	n/a	7.3	6.5	6.5	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	*	*	n/a	41.4	39.4	39.4	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	*	*	n/a	6.1	5.3	5.3	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	84.0	75.0	75.0	76.9	74.8	74.8	Intermediate	Maintained	Acceptable
	<a href="#">Diploma: Excellence</a>	0.0	0.0	0.0	11.8	11.3	11.3	Very Low	Maintained	Concern
Teaching & Leading	<a href="#">Education Quality</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a



# FRANK SPRAGINS

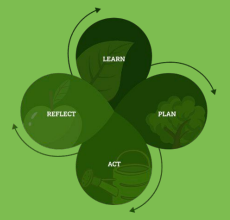
## JUNE 2024 DIPLOMA CLASSES



96% of students who completed a grade 12 diploma class at Frank Spragins received a overall passing mark and received the school credit.

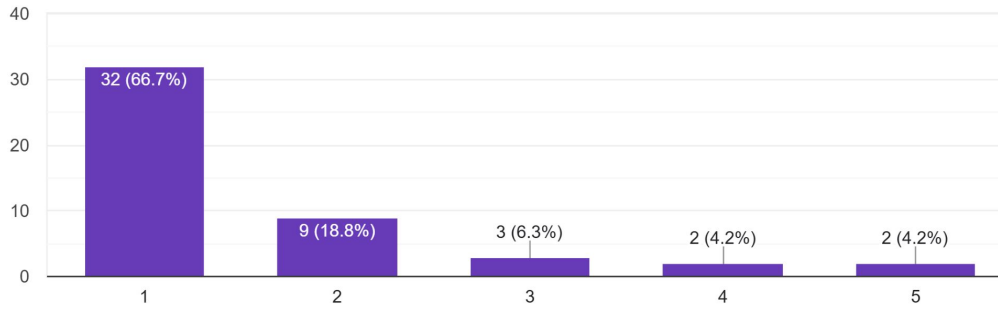


69% of the students that wrote diplomas in the June 2024 sitting achieved the acceptable standard.



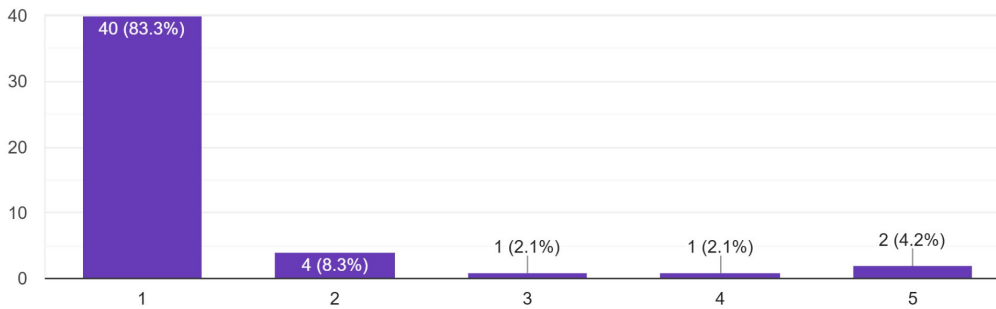
Overall, I am satisfied with the quality of education at Frank Spragins High School.

48 responses



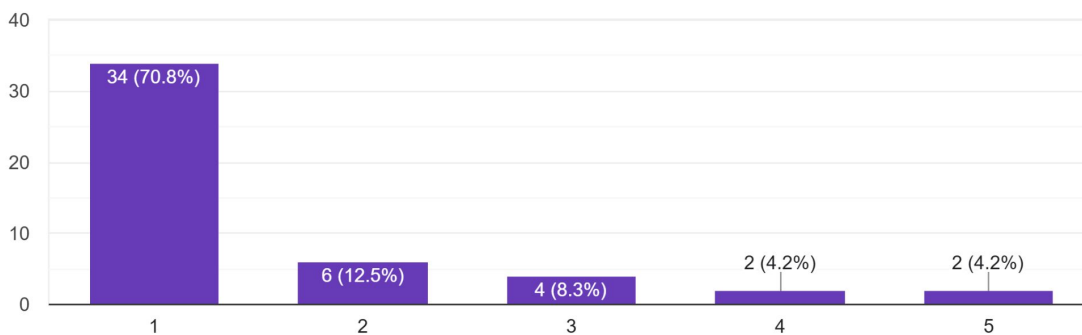
I show respect to all people at my school?

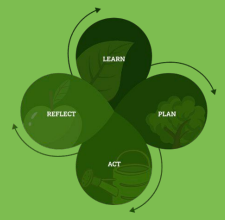
48 responses



I am encouraged to do my best at Frank Spragins.

48 responses

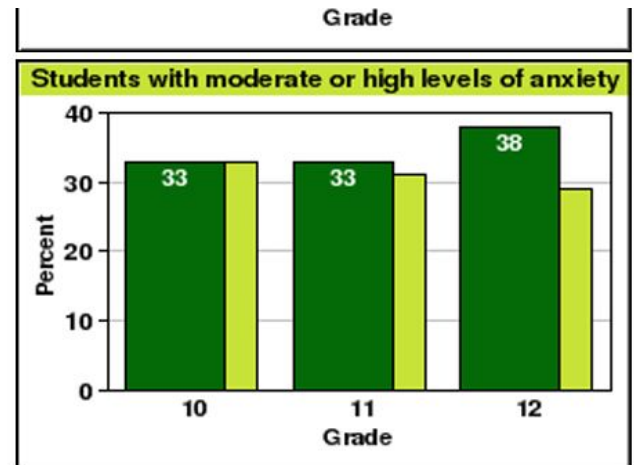




### Students with moderate or high levels of anxiety

Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

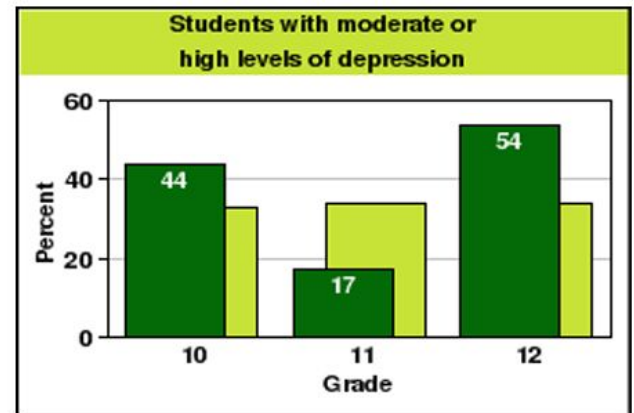
- 36% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 31%.
- 38% of the girls and 30% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 44% and for boys is 18%.



### Students with moderate or high levels of depression

Students who have prolonged periods when they feel sad, discouraged, and inadequate.

- 43% of students in this school had moderate to high levels of depression; the Canadian norm for these grades is 34%.
- 38% of the girls and 40% of the boys in this school had moderate to high levels of depression. The Canadian norm for girls is 46% and for boys is 21%.



Students were asked: "I often feel stressed out about school and this impacts my ability to get work done effectively. "

- Strongly Disagree (1)
- Disagree (2)
- Neutral (3)
- Agree (4)
- Strongly Agree (5)

