



Holy Family
Catholic Regional Division

2019-2020 **ANNUAL EDUCATION RESULTS REPORT**



MESSAGE FROM THE BOARD CHAIR

On behalf of the Holy Family Catholic Regional Division No. 37 Board of Trustees, I am pleased to present the 2019-2020 Annual Education Results Report.



Our team of dedicated trustees, administrators, educators, and support staff continued to strive to produce excellence in Catholic Education, as evidenced in this report. Guided by the light of Christ to serve our students, Holy Family Catholic Regional Division schools continued to grow and shine in outstanding ways, while providing all students with equitable access to learning and technology and strived to close the gap so that the most vulnerable students achieved their full potential. We continued to deepen the focus on universal design and differentiated instruction to meet the learning needs of all students and increased critical thinking skills while we remained rooted in Gospel values. Holy Family Catholic Regional Division remained firmly and proudly committed to offer a range of programs for our diverse student demographic while offering the highest quality of Catholic Education.

The Board of Trustees wishes to thank all our staff and partners who collaborated on the preparation of this report and its positive results. As partners in the task of serving our world through education, it is our fervent hope that the education provided will continue to create and celebrate inclusive and accepting environments in our School and Board communities where all students and staff feel safe, valued, and heard.



Kelly Whalen
HFCRD Board Chair
2019-2020

Annual Education Results Report

The Annual Education Results Report for Holy Family Catholic Regional Division for the 2019-2020 school year was prepared under the direction of the Board in accordance with its responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

This Annual Education Results Report for 2019-2020 was approved by the Board on November 27, 2020.

VISION

Holy Family Catholic Regional Division provides an inviting Catholic learning environment that links the home, the parish and the community.

A strong, well informed teaching staff, with an eye to the future, will provide dynamic and innovative programs in well-planned school facilities.

Students will be provided with the opportunity to live the values they are taught. The uniqueness and diversity of students will be honored and recognized. All students will be successful. Students will be prepared so they are motivated life-long learners grounded in the Catholic faith.

MISSION

“Student Success in a Catholic community guided by Christ.”

VALUES

- Excellence in Performance
- Diversity
- Fostering Communities of Care
- Collaboration
- Consult, receive input and provide feedback to Stakeholders
- Ensuring appropriate and effective management of resources to support priorities



BELIEFS

- Modeling Christ as our Guide and Teacher
- Faith will be permeated
- The student is first
- Fairness and equity for all
- Parents/guardians are the child’s primary educators
- Professional learning is most effective when it is focused, embedded and collaborative
- Technology is a valuable tool in the learning process
- Staff is responsible and accountable for student success
- Regular student attendance increases student success

PRIORITIES

- Ensure Catholic faith permeation is evident for all stakeholders
- Enrich the relationship among the home, the parish and the community
- Faith formation opportunities must be provided and supported for staff and students
- Support staff efficacy through personal and professional wellness.
- Create celebration opportunities for staff recognition and school success
- Ensure and support teacher growth around quality core instruction, collaboration and professional learning
- Build Catholic Citizens, healthy relationships and ethical actions
- Ensure support for a division-wide school calendar
- Bridging the Achievement Gap for Indigenous students
- Maintain and regularly monitor student success using baseline data
- High School Redesign and off-campus learning opportunities and partnerships
- Enhance Second Language opportunities
- Ensure infrastructure is conducive to learning
- Ensure opportunities for programming are maximized including the effective use of technology
- Ensure meaningful and transparent stakeholder engagement
- Strive for continued improvement on acceptable and excellence levels in Provincial Testing to ensure student success
- Professional learning opportunities be provided and supported for staff.



ISSUES

Issues taken into account in goal development:

- Student sacramental preparation
- Indigenous Student Achievement
- Integration of Indigenous and Second languages
- Student Achievement in Provincial tests
- Budgeting sustainability
- Career and Technology programs to engage our students
- Recruitment and retention of quality Catholic staff especially in administration
- Maintaining infrastructure that is conducive to learning



DIVISION PROFILE

Holy Family Catholic Regional Division was formed on September 1, 1997, through the regionalization of the former Holy Family Catholic Separate Regional Division No. 17 and North Peace R.C.S.S.D. No. 43.

Holy Family Catholic Regional Division provides Catholic education in the northern communities of Fort Vermilion, Manning, Grimshaw, Peace River, McLennan, High Prairie and Valleyview. In addition, a virtual school has been established in which students from across the province are enrolled. An agreement with Fort Vermilion School Division No. 52 provides that it operates St. Mary's Elementary School that is owned by Holy Family Catholic Regional Division. St. Francis Holistic Learning Centre in the Youth Assessment Centre in High Prairie is also operated by Holy Family Catholic Regional Division.

A comprehensive range of programs is provided for the 2,053 students enrolled in the nine schools in the Division.



ROSARY SCHOOL

Manning

ECS – Grade 9

Enrolment: 127

Principal: Laurie Goyetche

Assistant Principal: Teresa Sallis-Stewart

Grimshaw

ECS – Grade 9

Enrolment: 179

Principal: Victoria Cornick

Vice-Principal: Jennifer Anderson



**Holy Family
School**



GOOD SHEPHERD SCHOOL

Peace River

ECS – Grade 6

Enrolment: 386

Principal: Tina McDonald

Assistant Principal: Terry Hogan

Peace River

Grades 7 – 12

Enrolment: 467

Principal: David Amiot

Vice Principal: Lauri Goudreault

Vice Principal: Stéphane Gaudreau



**GLENMARY
SCHOOL**



Division Profile (Continued)



McLennan

ECS – Grade 7

Enrolment: 55

Principal: Krista Veitch

High Prairie

ECS – Grade 12

Enrolment : 572

Principal: Marc Lamoureux

Vice-Principal: Joanne Baird

Vice-Principal Stewart McIntyre

St. Francis Youth Assessment Centre

Enrolment : 4



ST. ANDREW'S SCHOOL



Valleyview

ECS – Grade 9

Enrolment: 264

Principal: Jodie Chisholm

Assistant Principal: Sandy Campbell

Assistant Principal: Beverly Dietzen

Peace River

Grades 10 – 12

Enrolment : 3 Full-Time Students

Principal: David Amiot



Accountability Pillar Overall Summary – May 2020

Measure Category	Measure	Holy Family CRD			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	92.2	88.5	88.3	89.4	89.0	89.2	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Program of Studies	84.7	82.3	80.2	82.4	82.2	82.0	Very High	Improved Significantly	Excellent
	Education Quality	91.6	88.7	88.0	90.3	90.2	90.1	Very High	Improved Significantly	Excellent
	Drop Out Rate	1.7	1.4	1.7	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	76.1	69.2	70.6	79.7	79.1	78.4	High	Maintained	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	60.3	66.6	65.4	73.8	73.6	73.6	Very Low	Declined	Concern
	PAT: Excellence	9.3	12.1	11.3	20.6	19.9	19.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	71.1	68.4	76.4	83.6	83.7	83.1	Very Low	Maintained	Concern
	Diploma: Excellence	7.1	7.3	11.3	24.0	24.2	22.5	Very Low	Declined	Concern
	Diploma Exam Participation Rate (4+ Exams)	47.1	34.2	41.5	56.4	56.3	55.6	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	57.5	60.9	65.8	66.6	64.8	63.5	Intermediate	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	53.0	57.0	55.9	60.1	59.0	58.5	Intermediate	Maintained	Acceptable
	Work Preparation	87.0	82.2	81.0	84.1	83.0	82.7	Very High	Improved	Excellent
	Citizenship	87.3	83.8	82.2	83.3	82.9	83.2	Very High	Improved Significantly	Excellent
Parental Involvement	Parental Involvement	81.0	84.1	82.5	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	School Improvement	84.7	86.3	82.4	81.5	81.0	80.9	Very High	Improved	Excellent

Accountability Pillar First Nations, Métis and Inuit Summary – May 2020

Measure Category	Measure	Holy Family CRD (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
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	2.6	2.3	2.5	5.5	5.4	5.3	Very High	n/a	n/a
	High School Completion Rate (3 yr)	52.8	63.5	59.4	55.8	56.6	54.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	44.3	45.7	47.1	54.0	51.7	51.9	Very Low	Maintained	Concern
	PAT: Excellence	4.8	4.3	5.6	7.4	6.6	6.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	60.9	60.0	69.7	77.2	77.1	76.7	Very Low	Maintained	Concern
	Diploma: Excellence	7.2	2.1	4.0	11.4	11.0	10.6	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	23.1	24.1	23.3	24.4	24.6	23.6	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	32.3	42.9	48.7	39.1	37.1	35.7	Very Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	45.8	51.1	45.9	35.0	34.2	33.0	Low	Maintained	Issue
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a



“Student Success in a Catholic Community, Guided by Christ”

Measure Evaluation Reference (Optional)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
Improvement	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)



OVERRIDING GOAL: Support Students and Staff on their Faith Formation Journey to build active Catholic citizens.

OUTCOME: *Maintain and expand faith development opportunities for students.*

Performance Measure	Results						
	2015-2016	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Overall percentage of students who feel Religion class is helping them grow in their faith.	78.0	73.5	72.0	83.7	No data to report		
Overall percentage of students who feel Faith Day experiences are helping them grow in their faith.	80.0	77.0	74.0	85.7	No data to report		

Comment on Results

- Division survey is used for these performance measures.
- Supporting the implementation of new Religious Education curriculum.
- NET ministries on site working with Grade 7-12 and providing grade level retreats.

OUTCOME: *Maintain and expand faith development opportunities and evangelization of staff.*

Performance Measure	Results						
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Percentage of new hires who are Catholic	69.0	69.0	69.0	87.7	63.5		
Percentage of staff who participated in Division supported Faith Development activities.	95.0	99.0	95.0	98.0	98.0		
Number of staff entering RCIA	2	1	1	2			

Comment on Results

- We continue to focus on hiring staff who are Catholic

OUTCOME ONE: Alberta's Students are Successful

Performance Measure	Results (in percentages)					Target	Evaluation		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	61.2	66.3	63.5	66.6	60.3	65.0	Very Low	Declined	Concern
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	9.5	13.3	8.4	12.1	9.3	11.5	Very Low	Maintained	Concern

Comment on Results

- These results are 2018-2019, no results were reported in 2019-2020 due to COVID.
- HFCRD is working diligently to continuously improve in the acceptable and excellence in PATs.



“Student Success in a Catholic Community, Guided by Christ”

Performance Measure	Results (in percentages)					Target	Evaluation		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	80.0	78.8	82.1	68.4	71.1	75.0 Jan 2020	Very Low	Maintained	Concern
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	10.0	14.3	12.1	7.3	7.1	10.0 Jan 2020	Very Low	Declined	Concern

Performance Measure	Results (in percentages)					Target	Evaluation		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	72.5	66.4	76.0	69.2	76.1	70.0	High	Maintained	Good
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	33.6	33.2	57.2	34.2	47.1	40.0	Intermediate	Maintained	Acceptable
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.2	2.5	1.2	1.4	1.7	1.0	Very High	n/a	n/a
High school to post-secondary transition rate of students within six years of entering Grade 10.	60.7	57.3	53.6	57.0	53.0	58.0	Intermediate	Maintained	Acceptable
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	62.0	59.1	77.5	60.9	57.5	61.0	Intermediate	n/a	n/a

Comment on Results

- We are focused on students improving on the Diploma acceptable and excellence rate.
- We have exceeded the Provincial Average in our Dropout Rate.

Performance Measure	Results (in percentages)					Target	Evaluation		
	2016	2017	2018	2019	2019	2019	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	82.7	83.4	81.9	80.9	83.8	86.0	Very High	Improved Significantly	Excellent

Comment on Results

- Parents and teachers indicated a high level of satisfaction.
- HFCRD exceeded the target.

OUTCOME TWO: Indigenous Students' in Alberta are Successful

Performance Measure	Results (in percentages)					Target	Evaluation		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall
Overall percentage of self-identified Indigenous students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	43.8	50.6	45.2	45.7	44.3	45.5	Very Low	Maintained	Concern
Overall percentage of self-identified Indigenous students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	3.2	7.2	5.2	4.3	4.8	6.0	Very Low	Maintained	Concern
Overall percentage of self-identified Indigenous students who achieved the acceptable standard on diploma examinations (overall results).	71.7	70.5	78.6	60.0	60.9	62.5	Very Low	Maintained	Concern
Overall percentage of self-identified Indigenous students who achieved the standard of excellence on diploma examinations (overall results).	1.1	2.9	7.1	2.1	7.2	7.5	Very Low	Maintained	Concern



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Comment on Results

- These results are 2018-2019, no results were reported in 2019-2020 due to COVID.
- HFCRD has high expectations for all students including our Indigenous students.

	Results (in percentages)					Target	Evaluation		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	60.6	61.4	53.2	63.5	52.8	64.5	Very Low	Maintained	Concern
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	20.4	20.2	19.2	26.6	23.1	24.5	Very Low	Maintained	Concern
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	4.4	4.0	1.1	2.3	2.6	2.5	Very High	n/a	n/a
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	48.8	48.2	38.4	51.1	45.8	52.5	Low	Maintained	Issue
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	41.2	50.0	53.3	42.9	32.3	43.5	Very Low	n/a	n/a

Comment on Results

See Comments above.

OUTCOME THREE: Alberta has Excellent Teachers, School Leaders and School Authority Leaders

Performance Measure	Results (in percentages)					Target	Evaluation		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	80.6	79.5	79.0	82.3	84.7	83.5	Very High	Improved Significantly	Excellent

Comment on Results

- HFCRD exceeded the target.
- Excellent school based technology access for students.
- Quality integration of technology in multiple forms of instruction and learning including smart boards, document cameras, iPads and educational tools and programs.
- Increased opportunities for access to CTF and CTS programs is having an impact on results.



OUTCOME FOUR: Alberta's K – 12 Education System is Well Governed and Managed

Performance Measure	Results (in percentages)					Target 2020	Evaluation		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	88.2	88.6	87.8	88.5	92.2	90.0	Very High	Improved Significantly	Excellent
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.1	87.0	88.4	88.7	91.6	90.5	Very High	Improved Significantly	Excellent
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	77.3	82.3	78.6	82.2	87.0	83.0	Very High	Improved Significantly	Excellent
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	79.6	79.0	84.2	84.1	81.0	85.0	High	Maintained	Good
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	82.7	80.3	80.5	86.3	84.7	87.5	Very High	Improved	Excellent

Comment on Results:

- HFCRD has maintained or exceeded the target
- The continued excellence in safe and caring speaks to our division's vision and culture of supporting our students and their families.
- 91% of parents strongly agree and agree that teachers care about their child and 98% of parents strongly agree and agree that their child is safe at school.
- We will continue to create as many opportunities for parents/guardians to be involved in their child's education.
- 71.1% of parents feel that they are involved in decisions about their child's education.
- 90% of our parents are satisfied with the quality of education their child is receiving at school.

OUTCOME: Technology is used to support student-centered personalized learning.

Performance Measure	Result	Target
	2019	2019
Percentage of Grade 4-12 students who are satisfied with the use of technology to support their learning. (Spring 2019)	89.0	

Performance Measure- Accountability Pillar	Result					
		2016	2017	2018	2019	2020
Percentage of teachers, parents and students satisfied with the opportunity for students to learn about computers	Teachers	89.0	86.0	91.0	93.0	96.0
	Parents	90.0	87.0	81.0	88.0	89.0
	Students 4-12	77.0	68.0	71.5	72.0	89.0

Comment on Results

- HFCRD's Technology Plan of the student/device ratio supports our schools in the use of technology to support instruction.
- Resources that the Division has committed to technology is approximately three percent (3%) of the total annual budget



OUTCOME: Allocation of resources demonstrates support for Division strategic priorities

Performance Measure	Results					
	2014	2015	2016	2017	2018	2019
Faith Permeation	.816%	.82%	.70%	.71%	.73%	1.10%
Communications	.419%	.41%	.41%	.42%	.39%	.53%
Learning Coaches	2.48%	2.23%	1.9%	1.94%	1.94%	1.86%
Technology	1.68%	1.8%	1.6%	1.82%	2.21%	2.10%

Comment on Results

- 2019-2020 maintained two Learning coaches.

OUTCOME: Opportunities for community engagement are provided.

Performance Measure	Results					
	September 2014	September 2015	September 2016	September 2017	September 2018	September 2019
Engagement – Facebook likes/posts	178	252	362	450	711	806
Engagement – Twitter	238	510	774	825	877	891
HFCRD News Subscription	616	591	662	722	759	746
Instagram followers	N/A	N/A	94	112	225	289
Total Number of Times Parents and Students have accessed Powerschool September 4 th to November 2 nd , 2019			27,627	28,391	26,740	32,019

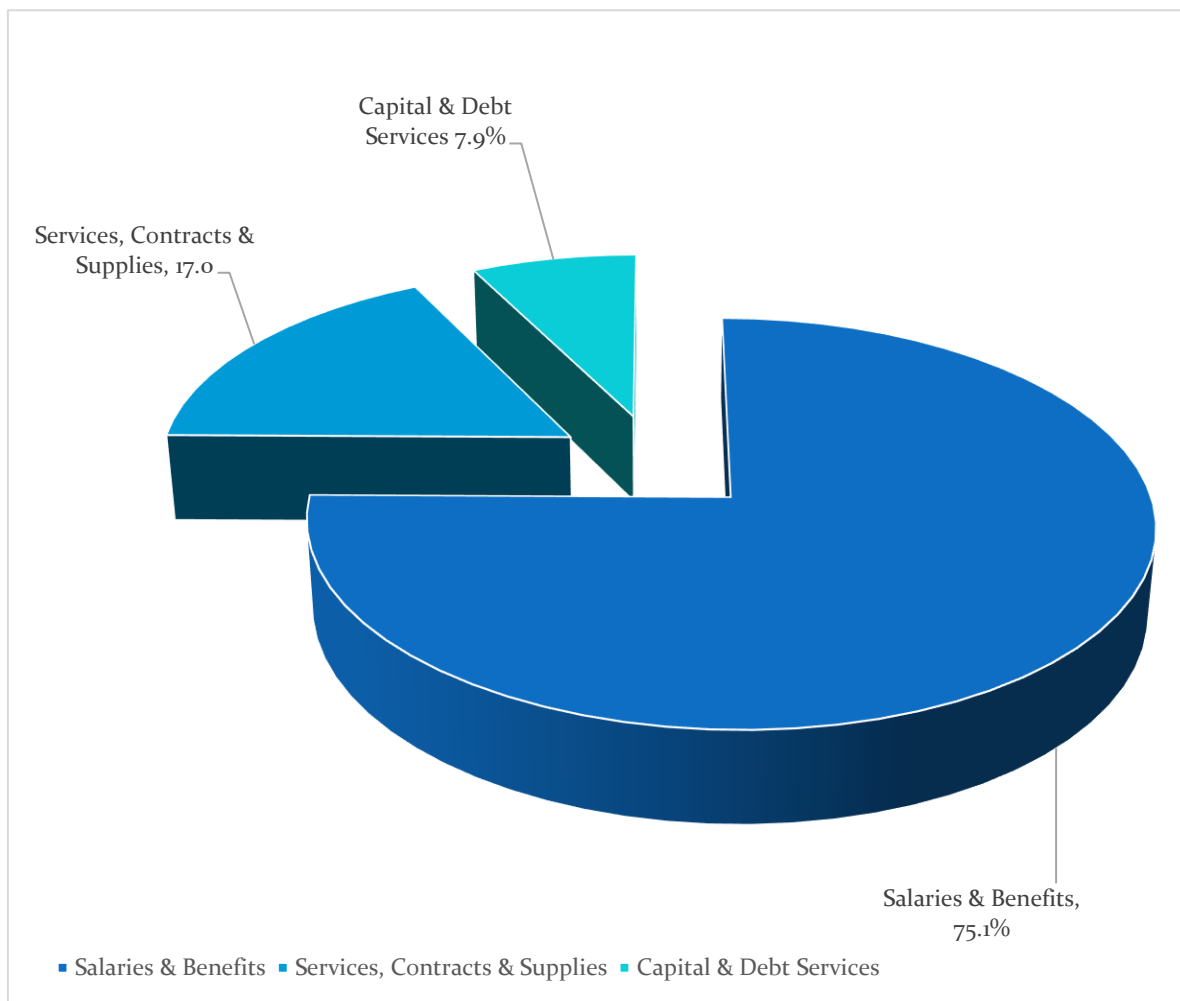
Comment on Results

- Transparency in communication inspires trust with our school community.
- There is a downward trend for local media
- Our communication strategies allows our Division to communicate directly with our audience.



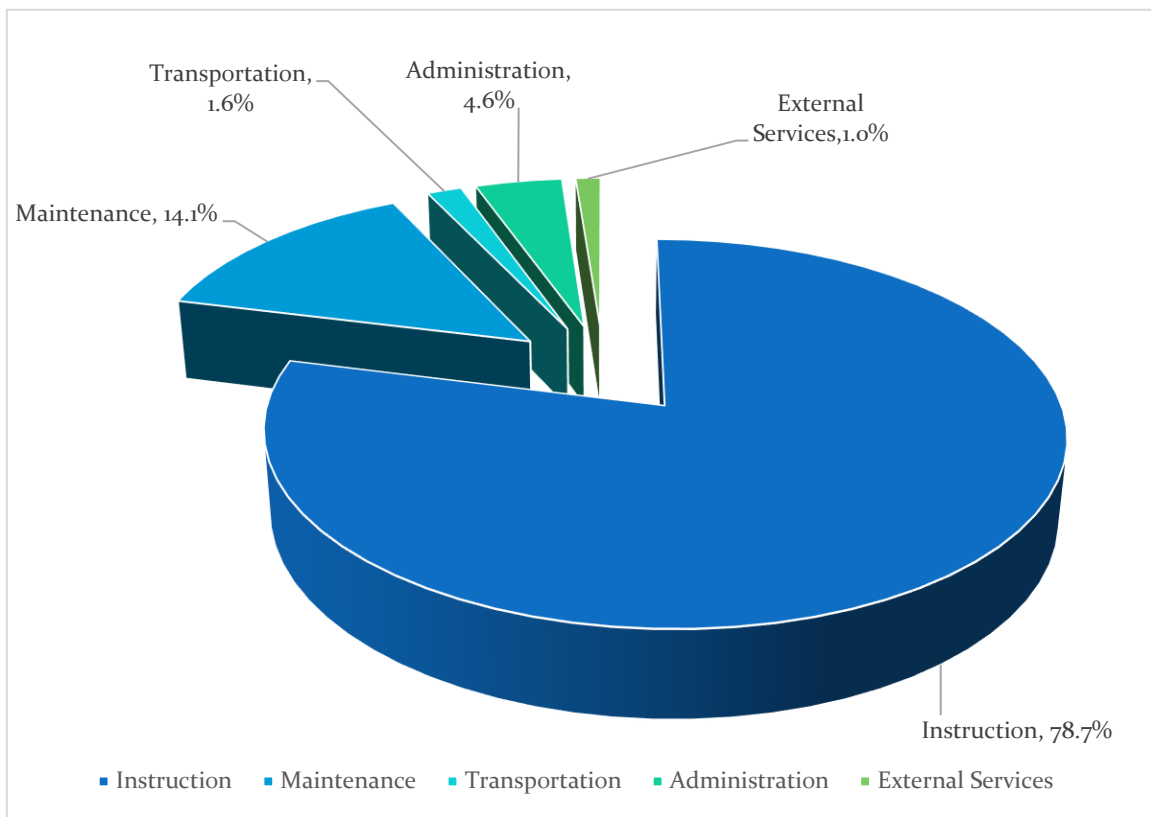
Summary of Financial Results for 2019-2020

Salaries and Benefits	\$25,627,721 – 75.1%
Services, Contracts & Supplies	\$ 5,821,922 – 17.0%
Capital & Debt Services	\$ 2,697,917 – 7.9%
Total	\$34,147,560 – 100.0%



Revenue and Expense Summary 2019 – 2020

	<u>Revenues</u>	<u>Expenditures</u>	<u>Surplus/(Deficit)</u>
Instruction	\$ 26,433,791	\$ 24,507,907	\$1,925,884
Maintenance	\$ 4,332,048	\$ 4,337,005	(\$4,957)
Transportation	\$ 419,366	\$ 522,693	(\$103,327)
Administration	\$ 1,422,600	\$ 1,439,649	(\$17,049)
External Services	\$ 314,101	\$ 352,728	(\$38,627)
TOTAL:	\$ 32,921,906	\$ 31,159,982	\$1,761,924



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Budget Summary	Audited Financial Statements 2017-2018	Audited Financial Statements 2018-2019	Audited Financial Statements 2019-2020	Updated & Approved Budget 2020-2021	Percent
Total Net Enrolled Students (FTE)	2011	1996	1974	1982	
REVENUES					
Government of Alberta	26,790,000	26,963,630	26,007,270	27,141,174	84.8%
Federal Government/First Nations	2,689,774	2,632,386	2,845,743	2,481,471	7.8%
All Other Revenues	2,696,025	2,584,437	4,068,893	2,379,452	7.4%
Total Revenues	\$32,175,799	\$32,180,453	\$32,921,906	32,002,097	100.0%
EXPENSES					
Instruction	26,246,143	26,866,516	24,507,907	24,239,555	75.3%
Operations and Maintenance	4,651,515	4,826,467	4,337,005	5,230,304	16.2%
Transportation	557,843	551,807	522,693	563,658	1.8%
Board & System Administrations	1,404,420	1,560,410	1,439,649	1,838,346	5.7%
External Services	399,038	342,360	352,728	321,000	1.0%
Total Expenses	\$33,258,959	\$34,147,570	\$31,159,982	32,192,863	100.0%
Net Operating Results	\$(1,083,160)	\$(1,967,107)	\$1,761,924	\$(1,967,766)	
Accumulated Operating Surplus from Operations	1,893,410	589,319	1,817,634	589,319	
Less: School Generated Funds	(376,079)	(361,222)	(315,436)	(361,222)	
Adjusted Accumulated Surplus from Operations	1,517,331	228,097	1,502,198	228,097	
Detailed Expenses:					
Salaries/Wages/Benefits	25,003,048	25,627,721	23,111,035	23,046,686	71.6%
Services/Contracts/Supplies	5,781,516	5,821,922	5,228,705	6,512,440	20.2%
Capital Amortization & Debt Services	2,474,395	2,697,917	2,820,242	2,633,637	8.2%
Total Expenses	\$33,258,959	34,147,560	31,159,982	32,192,763	100.0%

* Accumulated surplus represents funding available for use by the Division after deducting school generated funds committed for use by the schools.

The Audited Financial Statements and related unaudited schedules, school generated funds information and comparative information is available in the Provincial Report [click here](#).

Detailed Budget and Expenditure and School Generated Funds information may be obtained by contacting the Secretary-Treasurer at Central Office in Peace River at 780-624-3956 or viewed on the internet at www.hfcrd.ab.ca.



Capital and Facilities Projects

The Division maintains a Three-Year Facility Plan that is updated on an annual basis. All school facilities are audited through the Alberta Infrastructure School Facility Evaluation Program. The audits are key drivers in identifying additional space and modernization needs that will be prioritized in the Three-Year Capital Plan of the jurisdiction. The ultimate goal of this plan is to ensure students are taught in schools that facilitate programming needs in a healthy and safe environment.

St. Andrew’s School (High Prairie)

St. Andrew’s School has been identified as the number one priority in the **2020-2023** Three-Year Facility Plan. The school requires significant upgrading to mechanical and electrical components. Funding will be beyond IMR. A new two station junior/senior high gymnasium is required to meet safety standards and accommodate high school sports. Additional CTS space is required to accommodate the growing need for occupational programming.

As the school layout resembles a maze, a Concept Plan is needed to reconfigure the existing space and consolidate the many additions that have occurred over the years. The concept plan is part of the request for **replacement or** modernization to Alberta Education.

Holy Family School (Grimshaw)

In December 2013, the Government of Alberta announced that Holy Family School was approved for a replacement school. The new project allows for a partnership between Holy Family Catholic Regional Division No. 37, the Town of Grimshaw, and Peace River School Division No. 10. The new school was completed in April 2017 and opened to students in September 2017. The school has a capacity to expand to 350 students. The new school is attached to the Mile Zero Multiplex which allows for opportunities to share space and provide increased options for students and the community. The School has been designed with two CTS Labs, a shared Library, Theatre, and Atrium space.

Glenmary School (Peace River)

In the 2015-2018 Three-Year Facility Plan, the Division identified Glenmary as the number one priority for modernization and lab addition. In October 2014, the Provincial government announced that Glenmary School will receive a modernization and CTS lab addition.

After extensive stakeholder consultation, priorities were set to ensure student engagement through a focus on development of CTS Labs, improved science classrooms and lab spaces, upgrades to the electrical systems for the entire building and significant mechanical upgrades to the heating and air systems. There are also improvements to spaces for the arts, efficiencies to be gained through renewed front office facilities and renovated classrooms whose design no longer reflect curriculum outcomes. The project commenced in September of 2016 and **is now complete**.

École Providence (McLennan)

In March 2013, the Holy Family Catholic Regional Division No. 37 Board of Trustees unanimously supported the reorganization of École Providence School to a grades K-6 school effective in the 2013-2014 school year. Consequently, the Division closed a portion of the school in the 2013-14 school year. **Upon the request of parents in McLennan, the school was reconfigured to a grades K – 7 in 2019-2020 and again in 2020-2021 added grade 8.**

The closed portion of the École Providence building now accommodates a community gymnasium under our Joint Use agreement with the Town of McLennan and has lease arrangements with other organizations.



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Rosary School (Manning)

A modernization and addition was completed in 2002. The project provided for a modern and functional learning environment as well as appropriate space for ECS to grade 9.

Significant investment in heating systems has been made through IMR to ensure the continued health and learning goals of the school. Facility evaluation completed in 2015 continues to guide our investments in this school building.

Good Shepherd School (Peace River)

In 2008, a second modular classroom added to meet the Class Size Initiative targets. Due to increased enrollment, a new modular classroom was requested in October 2014. This modular was received and installed for the 2015-2016 year and has alleviated enrolment pressures on the building.

St. Stephen’s School (Valleyview)

A new school has been operational since 2006-2007 which provides students with a modern and functional facility to accommodate a growing ECS to grade 9 programs. In 2015-2016 cooling solutions have been addressed through a retrofit of windows funded by our IMR program. In addition, we have worked in concert with Alberta Infrastructure to address solutions to the settling of the slab at St. Stephens. These efforts at remediation are ongoing.

In 2018-2019, HFCRD requested a modular for the school because of the growing enrolment.

Further information regarding school facilities may be obtained by contacting the Secretary-Treasurer at Central Office in Peace River at 780-624-3956 or email Nicholas.Masvikeni@hfcrd.ab.ca. The Three Year Facility Plan may be accessed by [clicking here](#).



Parental Involvement

The 2019-2020 Annual Education Results Report is communicated to the school council and made available to parents and the public on each school’s websites which can be accessed by navigating Holy Family Catholic Regional Division’s webpage at www.hfcrd.ab.ca. School Councils are given an opportunity to provide input into the Annual Education Results Report at school council meetings with their school principals. Principals then bring input forward to the Superintendent at meetings held with Principals to update the report.

Timelines and Communication

This report is made available to parents and the public on the Holy Family Catholic Regional Division website at www.hfcrd.ab.ca, click here to access the 2019-2020 Annual Education Results Report. The Class Size Report can be accessed by [clicking here](#). Copies of these reports are available upon request.

This report is a summary of Holy Family Catholic Regional Division’s achievements for the 2019-2020 school year to serve as a tool to continue monitoring improvement in the Division and provide accountability to our stakeholders.

Whistleblower Protection

In accordance with *Section 32 of the Public Interest Disclosure Act (2012)*, Holy Family Catholic Regional Division had no incidences of public disclosure during the 2019-2020 school year.



APPENDIX – Measure Details

The following pages include tables and graphs that provide detailed data for the performance measures



PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Holy Family Catholic Separate							Alberta			
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Low	Declined	Issue	177	76.8	179	83.3	54,820	83.2	49,573	82.9
	Standard of Excellence	Low	Declined	Issue	177	8.5	179	12.4	54,820	17.8	49,573	19.1
French Language Arts 6	Acceptable Standard	Low	Declined	Issue	11	63.6	13	88.3	3,559	87.7	3,122	86.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	11	9.1	13	7.4	3,559	15.7	3,122	13.3
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	90.3	574	92.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	24.6	574	20.6
Mathematics 6	Acceptable Standard	Very Low	Maintained	Concern	177	56.5	178	60.7	54,778	72.5	49,502	71.5
	Standard of Excellence	Very Low	Declined Significantly	Concern	177	4.0	178	9.2	54,778	15.0	49,502	13.5
Science 6	Acceptable Standard	Low	Maintained	Issue	177	68.9	178	73.4	54,879	77.6	49,520	77.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	177	17.5	178	19.9	54,879	28.6	49,520	28.9
Social Studies 6	Acceptable Standard	Low	Maintained	Issue	177	63.3	178	67.1	54,802	76.2	49,511	73.1
	Standard of Excellence	Low	Declined	Issue	177	9.0	178	12.9	54,802	24.4	49,511	22.3
English Language Arts 9	Acceptable Standard	Low	Declined	Issue	184	63.6	179	69.5	47,465	75.1	45,363	76.6
	Standard of Excellence	Low	Maintained	Issue	184	7.1	179	7.1	47,465	14.7	45,363	14.9
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,569	57.4	1,551	58.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,569	5.4	1,551	6.0
French Language Arts 9	Acceptable Standard	Low	Maintained	Issue	15	80.0	12	80.0	2,811	82.9	2,758	82.5
	Standard of Excellence	Very Low	Maintained	Concern	15	0.0	12	4.8	2,811	12.3	2,758	10.6
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	88.6	380	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	26.0	380	25.1
Mathematics 9	Acceptable Standard	Very Low	Declined Significantly	Concern	180	40.6	177	53.5	46,764	60.0	44,959	64.7
	Standard of Excellence	Very Low	Maintained	Concern	180	5.0	177	6.3	46,764	19.0	44,959	17.1
K&E Mathematics 9	Acceptable Standard	*	*	*	4	*	n/a	n/a	2,190	59.6	2,007	58.7
	Standard of Excellence	*	*	*	4	*	n/a	n/a	2,190	13.2	2,007	13.3
Science 9	Acceptable Standard	Intermediate	Maintained	Acceptable	183	63.4	179	61.6	47,489	75.2	45,363	74.6
	Standard of Excellence	High	Maintained	Good	183	13.7	179	11.7	47,489	26.4	45,363	22.7
K&E Science 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	1,536	61.7	1,520	64.1
	Standard of Excellence	*	*	*	1	*	n/a	n/a	1,536	10.7	1,520	13.3
Social Studies 9	Acceptable Standard	Very Low	Maintained	Concern	183	48.1	179	51.1	47,496	68.7	45,366	66.1
	Standard of Excellence	Low	Maintained	Issue	183	10.9	179	11.3	47,496	20.6	45,366	19.9
K&E Social Studies 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	1,466	55.9	1,501	56.5
	Standard of Excellence	*	*	*	1	*	n/a	n/a	1,466	15.0	1,501	12.8

Diploma Examination Results Course By Course Summary With Measure Evaluation

		Holy Family Catholic Separate							Alberta			
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very Low	Maintained	Concern	70	81.4	70	81.7	29,832	86.8	30,091	86.9
	Standard of Excellence	Low	Maintained	Issue	70	2.9	70	5.9	29,832	12.3	30,091	11.9
English Lang Arts 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	36	88.9	39	87.8	16,640	87.1	16,563	88.9
	Standard of Excellence	Low	Maintained	Issue	36	5.6	39	7.1	16,640	12.1	16,563	12.3
French Lang Arts 30-1	Acceptable Standard	*	*	*	1	*	9	90.3	1,215	91.5	1,296	94.1
	Standard of Excellence	*	*	*	1	*	9	2.4	1,215	10.1	1,296	9.7
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	98.6	154	98.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	29.5	154	20.6
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	26	50.0	31	55.8	19,389	77.8	20,337	73.9
	Standard of Excellence	n/a	n/a	n/a	26	11.5	31	18.6	19,389	35.1	20,337	30.6
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	23	60.9	37	75.6	14,465	76.5	14,107	74.8
	Standard of Excellence	n/a	n/a	n/a	23	8.7	37	9.7	14,465	16.8	14,107	16.4
Social Studies 30-1	Acceptable Standard	Very Low	Declined Significantly	Concern	39	56.4	45	82.0	21,610	86.6	22,179	85.7
	Standard of Excellence	Low	Maintained	Issue	39	5.1	45	8.2	21,610	17.0	22,179	15.6
Social Studies 30-2	Acceptable Standard	Very Low	Maintained	Concern	47	61.7	57	70.4	20,758	77.8	20,078	80.2
	Standard of Excellence	Very Low	Maintained	Concern	47	2.1	57	6.0	20,758	12.2	20,078	12.6
Biology 30	Acceptable Standard	Low	Maintained	Issue	32	75.0	47	77.9	22,442	83.9	22,853	85.3
	Standard of Excellence	Low	Maintained	Issue	32	12.5	47	20.1	22,442	35.5	22,853	33.8
Chemistry 30	Acceptable Standard	Low	Maintained	Issue	38	65.8	36	64.2	18,525	85.7	18,929	82.7
	Standard of Excellence	Low	Maintained	Issue	38	13.2	36	19.4	18,525	42.5	18,929	37.2
Physics 30	Acceptable Standard	Very High	Maintained	Excellent	11	90.9	17	77.1	9,247	87.5	9,974	85.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	11	18.2	17	16.0	9,247	43.5	9,974	41.7
Science 30	Acceptable Standard	High	Maintained	Good	13	92.3	12	94.6	9,676	85.7	9,180	84.9
	Standard of Excellence	Low	Maintained	Issue	13	7.7	12	19.3	9,676	31.2	9,180	29.2

Diploma Examination Results Course By Course Results by Student Writing

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	80.8	4.1	85.2	8.2	84.3	4.8	75.4	4.6	81.4	2.9		
	Province	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3		
English Lang Arts 30-2	Authority	93.0	7.0	85.4	4.2	97.0	9.1	81.1	8.1	88.9	5.6		
	Province	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1		
French Lang Arts 30-1	Authority	100.0	0.0	87.5	0.0	100.0	7.1	83.3	0.0	*	*		
	Province	95.5	9.9	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	95.3	17.1	99.3	20.3	98.1	18.6	97.4	23.0	98.6	29.5		
Mathematics 30-1	Authority	67.7	19.4	59.3	25.9	65.9	14.6	42.3	15.4	50.0	11.5		
	Province	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1		
Mathematics 30-2	Authority	70.0	10.0	82.5	22.5	80.4	6.5	64.0	0.0	60.9	8.7		
	Province	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8		
Social Studies 30-1	Authority	71.9	1.8	85.4	12.2	90.6	7.5	70.0	5.0	56.4	5.1		
	Province	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0		
Social Studies 30-2	Authority	80.0	3.6	63.5	4.8	83.0	13.2	64.8	0.0	61.7	2.1		
	Province	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2		
Biology 30	Authority	89.6	18.8	85.1	25.5	80.0	23.3	68.6	11.4	75.0	12.5		
	Province	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5		
Chemistry 30	Authority	73.1	15.4	69.0	24.1	69.8	22.6	53.8	11.5	65.8	13.2		
	Province	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5		
Physics 30	Authority	75.0	33.3	81.3	31.3	77.8	0.0	72.2	16.7	90.9	18.2		
	Province	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5		
Science 30	Authority	94.1	29.4	100.0	9.1	93.8	18.8	90.0	30.0	92.3	7.7		
	Province	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2		

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
3 Year Completion	72.5	66.4	76.0	69.2	76.1	76.5	78.0	78.0	79.1	79.7
4 Year Completion	73.0	78.4	73.2	80.9	75.6	81.0	81.2	82.6	82.7	83.5
5 Year Completion	82.0	73.8	79.4	76.8	84.4	82.1	83.2	83.4	84.8	84.9

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Drop Out Rate	2.2	2.5	1.2	1.4	1.7	3.2	3.0	2.3	2.6	2.7
Returning Rate	17.4	22.9	26.6	43.1	12.6	18.2	18.9	19.9	22.7	18.2

High School to Post-secondary Transition Rate – Measure Details (OPTIONAL)

High school to post-secondary transition rate of students within four and six years of entering Grade 10.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
4 Year Rate	37.2	40.3	35.4	47.8	34.1	37.0	37.0	39.3	40.1	40.8
6 Year Rate	60.7	57.3	53.6	57.0	53.0	59.4	57.9	58.7	59.0	60.1

Rutherford Scholarship Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Rutherford Scholarship Eligibility Rate	62.0	59.1	77.5	60.9	57.5	60.8	62.3	63.4	64.8	66.6

Rutherford Scholarship Eligibility Rate Details

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2015	129	72	55.8	69	53.5	44	34.1	80	62.0
2016	132	69	52.3	68	51.5	47	35.6	78	59.1
2017	129	96	74.4	83	64.3	59	45.7	100	77.5
2018	110	60	54.5	52	47.3	30	27.3	67	60.9
2019	120	65	54.2	57	47.5	26	21.7	69	57.5

Diploma Examination Participation Rate – Measure Details

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Number	154	144	134	134	112	43,810	45,034	45,207	45,144	45,562
% Writing 0 Exams	25.5	24.5	14.2	19.3	10.3	15.7	15.0	14.8	14.2	14.3
% Writing 1+ Exams	74.5	75.5	85.8	80.7	89.7	84.3	85.0	85.2	85.8	85.7
% Writing 2+ Exams	72.5	71.4	82.8	78.4	81.6	81.2	82.0	82.3	83.0	83.0
% Writing 3+ Exams	46.8	48.0	67.0	42.6	58.0	64.7	65.2	66.1	66.8	66.8
% Writing 4+ Exams	33.6	33.2	57.2	34.2	47.1	54.6	54.9	55.7	56.3	56.4
% Writing 5+ Exams	20.4	17.0	39.9	20.5	28.1	37.1	37.5	37.8	38.7	38.1
% Writing 6+ Exams	6.6	3.5	15.1	9.1	6.3	13.8	13.6	13.9	14.2	13.6