



Addendum

The York Catholic District School Board's 2009-2010 *Director's Annual Report* was published in January 2011.

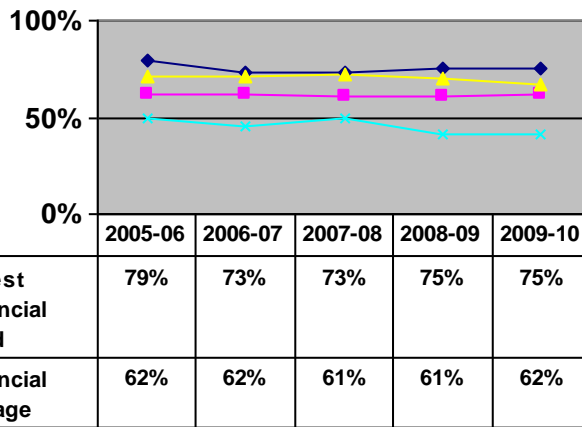
The Ministry of Education has identified a number of specifics that must be included as part of all school board Director's Annual Reports. These additional items are reflected below as an Addendum to the 2009-2010 *Director's Annual Report*.

Elementary Students	37,668
Elementary English Language Learners	1,900
Secondary Students	18,072
Secondary English Language Learners	450
First Nation, Metis & Inuit Students (self identified)	28

Board Enrolment & Demographics & Number of ESL learners

% of Primary Classes in YCDSB at 20 students or fewer	90.4%
% of Primary Classes in YCDSB at 23 students or fewer	100%

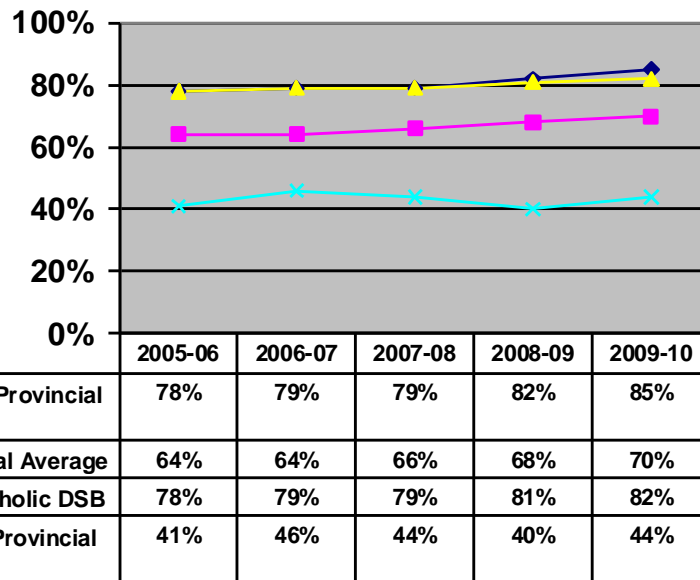
Percentage of Primary Classes at 20 Students or Fewer:



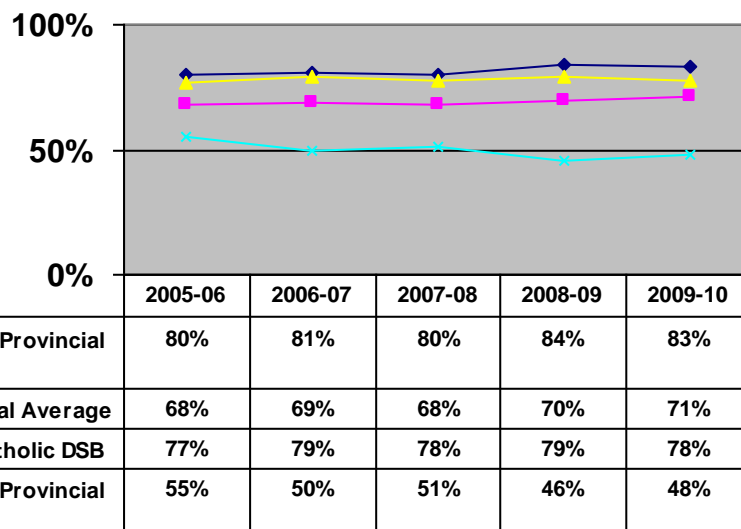
Grade 3 Reading



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Grade 3 Writing

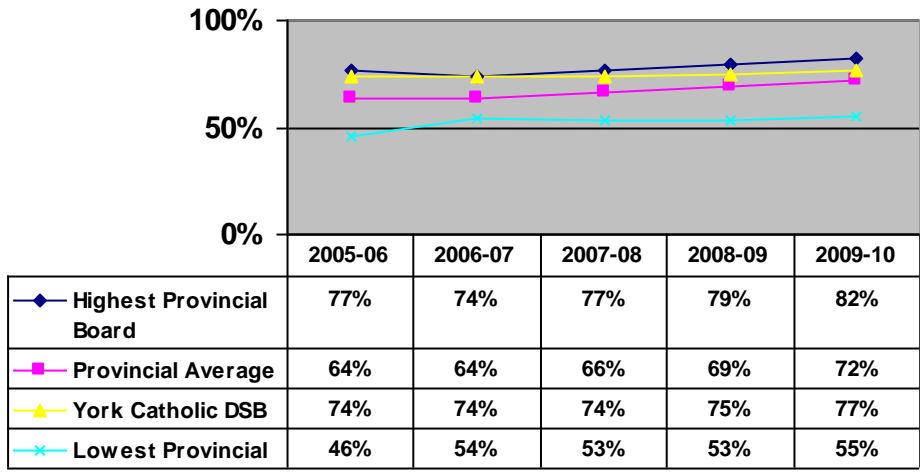


Grade 3 Math

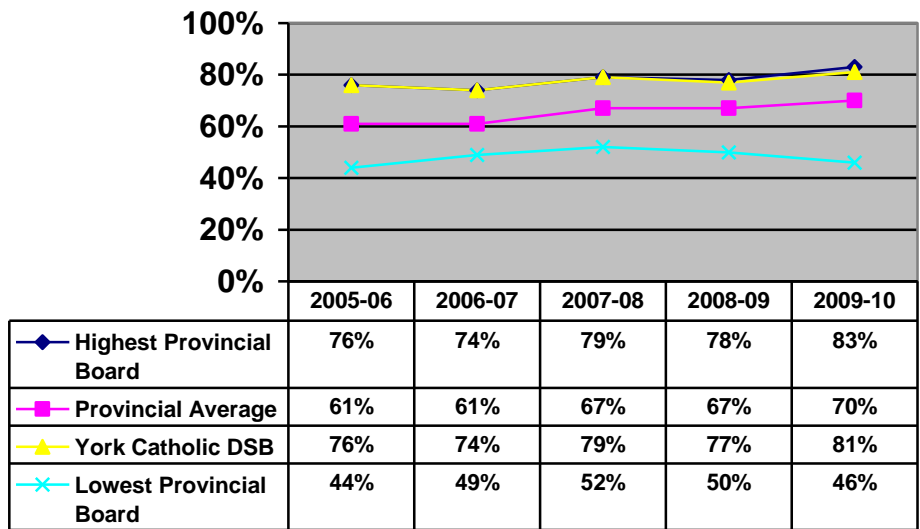


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Grade 6 Reading

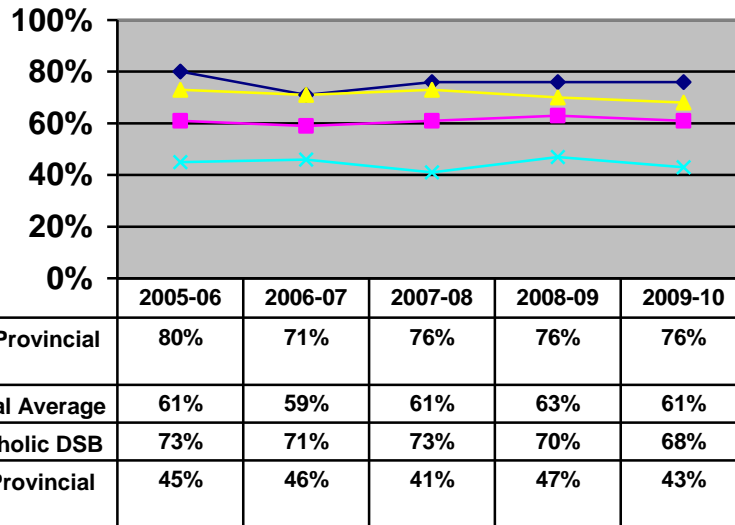


Grade 6 Writing

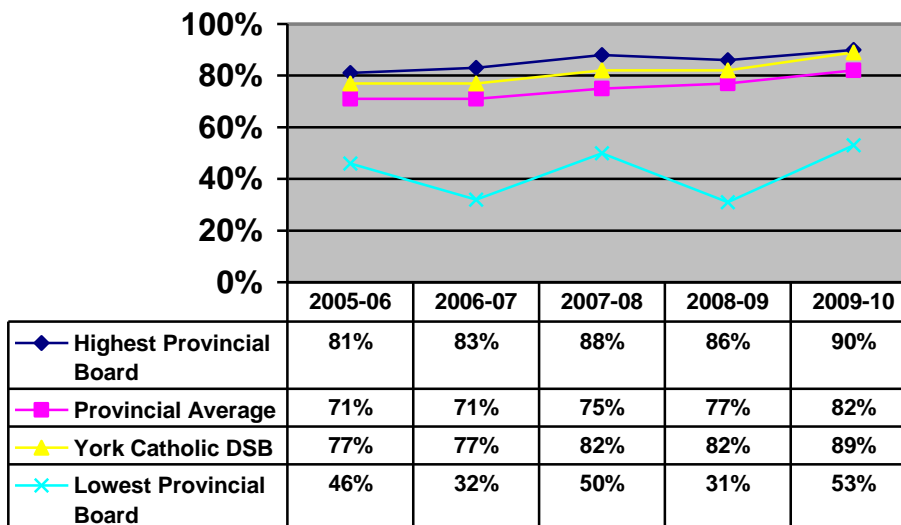




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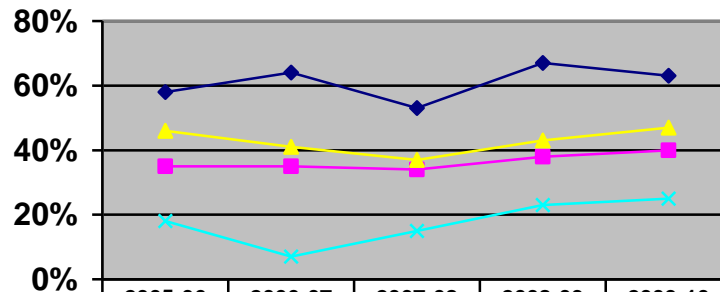
Grade 6 Math



Grade 9 Academic Math

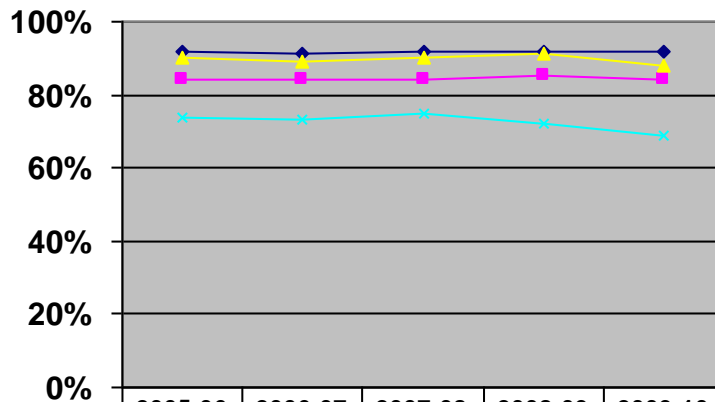


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Grade 9 Applied Math

	2005-06	2006-07	2007-08	2008-09	2009-10
◆ Highest Provincial Board	58%	64%	53%	67%	63%
■ Provincial Average	35%	35%	34%	38%	40%
▲ York Catholic DSB	46%	41%	37%	43%	47%
× Lowest Provincial Board	18%	7%	15%	23%	25%



Grade 10 OSSLT

	2005-06	2006-07	2007-08	2008-09	2009-10
◆ Highest Provincial Board	92%	91%	92%	92%	92%
■ Provincial Average	84%	84%	84%	85%	84%
▲ York Catholic DSB	90%	89%	90%	91%	88%
× Lowest Provincial Board	74%	73%	75%	72%	69%

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York Catholic DSB Grade 3 EQAO Results: Primary Division Achievement by Gender

Primary Division Achievement (All Students): Levels 3, 4

All Students includes students at the four levels of achievement, and those in the No Data and Below Level 1 categories

Primary Division Assessment		00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10
		Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4
Reading	boys	52%	53%	54%	59%	62%	65%	66%	65%	65%	63%
	girls	69%	63%	67%	67%	70%	78%	76%	79%	75%	73%
Writing	boys	56%	59%	58%	61%	67%	72%	73%	73%	75%	77%
	girls	73%	76%	77%	76%	80%	85%	86%	86%	87%	87%
Math	boys	68%	64%	64%	72%	73%	77%	79%	76%	77%	77%
	girls	74%	66%	68%	73%	72%	77%	80%	80%	82%	78%

York Catholic DSB Grade 3 EQAO Results: Primary Division Achievement of English Language Learners

Primary Division Achievement (All Students): Levels 3, 4

All Students includes students at the four levels of achievement, and those in the No Data and Below Level 1 categories

Primary Division Assessment		00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10
		Level 3, 4	Level 3, 4	Level 3, 4	Level 3, 4	Level 3, 4	Level 3, 4	Level 3, 4	Level 3, 4	Level 3, 4	Level 3, 4
Reading	ELL	34%	38%	36%	46%	38%	53%	47%	64%	57%	51%
Writing	ELL	45%	47%	51%	56%	49%	56%	65%	68%	71%	70%
Math	ELL	57%	56%	49%	59%	59%	64%	64%	72%	71%	64%



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York Catholic DSB Grade 3 EQAO Results: Primary Division Results for Students with Special Needs

Grade 3 Achievement (All Students): Levels 3, 4

All Students includes students at the four levels of achievement, and those in the No Data and Below Level 1 categories

		00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10
Primary Division Assessment		Level 3, 4	Level 3, 4	Level 3, 4	Level 3, 4	Level 3, 4	Level 3, 4	Level 3, 4	Level 3, 4	Level 3, 4	Level 3, 4
Reading	Spec Ed	7%	10%	11%	17%	14%	27%	26%	34%	31%	26%
Writing	Spec Ed	7%	13%	12%	15%	12%	25%	29%	43%	47%	51%
Math	Spec Ed	17%	17%	21%	29%	18%	36%	44%	43%	43%	43%

York Catholic DSB Grade 6 EQAO Results: Junior Division Results - Achievement by Gender

Grade 3 Achievement (All Students): Levels 3, 4

All Students includes students at the four levels of achievement, and those in the No Data and Below Level 1 categories

		00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10
Jr. Division Assessment		Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4
Reading	boys	61%	60%	60%	64%	70%	68%	69%	69%	69%	74%
	girls	73%	73%	76%	76%	79%	81%	78%	80%	81%	80%
Writing	boys	55%	56%	58%	60%	64%	68%	66%	71%	69%	75%
	girls	72%	75%	74%	75%	80%	85%	83%	87%	87%	88%
Math	boys	63%	63%	63%	67%	71%	71%	70%	72%	68%	66%
	girls	65%	65%	68%	72%	71%	75%	72%	74%	73%	69%



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York Catholic DSB Grade 6 EQAO Results: Junior Division Results - Achievement of English Language Learners

Junior Division Achievement (All Students): Levels 3, 4

All Students includes students at the four levels of achievement, and those in the No Data and Below Level 1 categories

Jr. Division Assessment		00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10
		Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4
Reading	ELL	43%	41%	28%	48%	44%	59%	53%	60%	55%	46%
Writing	ELL	43%	44%	30%	41%	42%	56%	55%	66%	69%	64%
Math	ELL	54%	54%	50%	56%	57%	62%	68%	71%	68%	50%

York Catholic DSB Grade 6 EQAO Results: Junior Division Results - Achievement of Students with Special Needs

Junior Division Achievement (All Students): Levels 3, 4

All Students includes students at the four levels of achievement, and those in the No Data and Below Level 1 categories

Jr. Division Assessment		00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10
		Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4
Reading	Spec Ed	15%	16%	20%	22%	15%	19%	33%	35%	32%	37%
Writing	Spec Ed	11%	14%	16%	12%	12%	18%	24%	33%	27%	31%
Math	Spec Ed	14%	14%	22%	21%	17%	23%	30%	31%	25%	30%



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York Catholic DSB Grade 9 Assessment of Mathematics Achievement by Gender

Grade 9 Academic Achievement (All Students): Levels 3, 4

All Students includes students at the four levels of achievement, and those in the No Data and Below Level 1 categories

Grade 9		00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10
		Level 3, 4	Level 3, 4	Level 3, 4	Level 3, 4	Level 3, 4	Level 3, 4	Level 3, 4	Level 3, 4	Level 3, 4	Level 3, 4
ACAD. MATH	Males	53%	72%	72%	76%	75%	77%	78%	83%	84%	88%
	Females	52%	68%	71%	75%	73%	78%	77%	81%	81%	89%

Grade 9		00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10
		Level 3, 4	Level 3, 4	Level 3, 4	Level 3, 4	Level 3, 4	Level 3, 4	Level 3, 4	Level 3, 4	Level 3, 4	Level 3, 4
APPL. MATH	Males	11%	19%	21%	25%	33%	45%	42%	35%	47%	51%
	Females	14%	22%	21%	21%	34%	48%	40%	39%	36%	41%

York Catholic DSB Grade 9 Assessment of Mathematics Achievement of English Language Learners

Grade 9 Academic Achievement (All Students): Levels 3, 4

All Students includes students at the four levels of achievement, and those in the No Data and Below Level 1 categories

Grade 9 Mathematics		00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10
		Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4
Academic	ELL	42%	71%	76%	65%	79%	83%	75%	75%	76%	79%
Applied	ELL	--	17%	19%	17%	54%	35%	39%	29%	29%	46%



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York Catholic DSB Grade 9 Assessment of Mathematics Achievement for Students with Special Needs

Grade 9 Academic Achievement (All Students): Levels 3, 4

All Students includes students at the four levels of achievement, and those in the No Data and Below Level 1 categories

Grade 9		00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10
		Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4
ACAD.	Spec Ed	45%	41%	49%	47%	59%	59%	63%	61%	63%	82%
APPL.	Spec Ed	11%	15%	15%	16%	20%	37%	30%	28%	32%	36%



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First-Time Eligible Students	Absent	Deferred	All Students	Fully Participating
Eligible Students (<i>N</i> = 4,461)	1% (+0%)	1% (+0%)	87% (-1%)	88% (-3%)
Females (<i>N</i> = 2,180)	1% (+0%)	1% (+0%)	90% (-1%)	92% (-1%)
Males (<i>N</i> = 2,281)	1% (+0%)	1% (-1%)	83% (-3%)	85% (-4%)
English Language Learners (<i>N</i> = 85)	0% (-1%)	16% (-16%)	51% (-5%)	61% (-23%)
Students with Special Education Needs (excluding gifted) (<i>N</i> = 549)	2% (+0%)	3% (-1%)	50% (-4%)	52% (-5%)
Students with Special Education Needs Receiving Accommodations (IEP Only) (<i>N</i> = 171)	2% (+0%)	0% (+0%)	53% (-3%)	54% (-3%)
Students with Special Education Needs Receiving Accommodations (IEP and IPRC) (<i>N</i> = 350)	3% (+0%)	0% (+0%)	50% (-6%)	51% (-6%)
Academic Level English (<i>N</i> = 3,670)	1% (+0%)	<1% (+0%)	94% (-2%)	95% (-2%)
Applied Level English (<i>N</i> = 668)	2% (-1%)	1% (-1%)	54% (-9%)	56% (-11%)
Locally Developed English (<i>N</i> = 54)	7% (+4%)	15% (-6%)	13% (+4%)	17% (+6%)
Taking ESL/ELD Course (<i>N</i> = 65)	0% (-1%)	26% (-14%)	42% (-6%)	56% (-25%)



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Results for First-Time Eligible Student in the Board who were successful on the Ontario Secondary School Literacy Test (OSSLT) Grade 10 -- by Contextual Information

2007 – 2008	78.6%
2008 – 2009	82.9%
2009 – 2010	Data not yet received from Ministry

Percentage of Students who Achieved 16 or More Credits by age 16:

Specific Measures Pursued to improve Outcomes for Students with low levels of Achievement and for Low-Performing Schools

We Provide Supports for Selected Schools

- Target Success Schools are selected based on EQAO data over time. They receive additional funds and supports to improve student achievement.
- Literacy Support Teachers (literacy coaches) promote balanced literacy strategies by planning with staff and working directly in classrooms to model effective literacy strategies in designated schools.
- Reading recovery teachers provide one-on-one support to Grades 1 and 2 students in 47 schools.
- Intensive focus on Gr. 7 to 9 math diagnostic tools and instructional strategies for selected families of schools.

Instructional Leadership

Principals focus on curriculum leadership. They are committed to providing opportunities for teachers to analyse data and plan collaboratively for student achievement. School superintendents focus on instructional leadership at principal meetings and they meet regularly with all staff who provide support to their schools.

Focused Goal Setting

The Board Improvement Plan is used by school teams to assist them in their own goal setting. Student achievement data is analysed to focus supports where needed to impact student achievement.

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Curriculum Team Supports for all Schools

- Each school has access to the support of Consultants and Program Resource Teachers. They work collaboratively with teachers to support planning and instructional strategies across the curriculum. They model lessons, offer workshops and attend school-level planning sessions.
- Teachers participate in professional learning series focused on Literacy and Numeracy in selected grades and schools.
- Model classrooms are set up in each area of the board. Professional development sessions are offered in these settings on a variety of curriculum topics.

Family Supports and Remedial Programs

- Over 3000 students (SK to Gr. 10) participated in after-school Literacy or Numeracy remedial programs taught by qualified teachers.
- Family Literacy and Family Numeracy sessions were offered across the system for parents of students in SK to Gr. 2 and taught by qualified teachers.
- The **Welcome to Kindergarten** program provides parent information and resources for pre-school students to prepare them for entry to school. This program was offered at 41 schools last year and supported 1,602 families.

Successful Programs Implemented to Served Students Unable to Attend Regular School Programs - School to Careers Programs

Alternative Education programs were created in September 2005 to meet the demand for an alternative learning environment for 14-18 year old students. Since then, many students have graduated and made a successful transition from school to postsecondary studies or school to employment.

LAUNCH (for 14-16 year olds) and *CROSSROADS* (for 16-17 year olds) provide platforms for students to work at their own pace towards the Ontario Secondary School Diploma. They take individualized approaches to student learning in recognition of the fact that students have different interest, needs and learning styles. Each program provides a safe and flexible learning environment with a focus on credit acquisition, the development of social/emotional competencies, and preparation for life after high school – whether postsecondary education or the workplace.

Supervised Alternative Learning for Excused Pupils (S.A.L.E.P.) is an option, under the Education Act (Regulation 308), for secondary school students (aged 14-17) who are not experiencing success in school. S.A.L.E.P. is the only means for a student aged 14-17 years to be legally excused from attendance at school for a lengthy period of time.

Addendum

Status of Ontario's Equity and Inclusive Education Strategy at the York Catholic District School Board

At the York Catholic District School Board, we have been working with our community partners, other Catholic School Boards, and representatives of the Catholic Ecclesial community to implement the Ministry of Education Equity and Inclusive Education framework. In July of 2010, the board approved Policy 505, *Equity and Inclusive Education Policy* and the accompanying Religious Accommodation Guideline. In January, 2010, an in-service introduced the Equity and Inclusivity framework along with the Safe Schools strategy. We have been working extensively with our educational partners through the Barrie Regional Network and continue to work to produce important resources and learning opportunities.

Over the summer and fall of 2010, we revised the *Valuing Diversity* resource. This document is a compendium of strategies that teachers can use within their schools to make their teaching practices more equitable and inclusive.

We have also been embedding an equitable and inclusive approach within diverse areas including First Nations, Métis, and Inuit (FNMI), students who are Crown Wards, ESL/ELD, Special Education, assessment and evaluation, spiritual formation, and curriculum development and implementation. Elementary and secondary Equity Representatives received a copy of the newest version of the *Equity Representative Handbook*. Their role is to nurture equitable climates within the schools. All of these strategies promote a greater sense of belonging within our schools which we believe will lead to enhanced student achievement.

Summary of Progress Made at the York Catholic DSB in the Implementation of the Ontario First Nation, Metis and Inuit Education Policy Framework

The York Catholic District School Board has established an Aboriginal Steering Committee. In May, 2009, The Committee launched the Aboriginal Self-Identification Strategy at York Catholic. The YCDSB Steering Committee is working to develop programming for students of Aboriginal ancestry and is raising awareness for all students and teachers about the contributions of Aboriginal Peoples to Canadian society.



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Link to our York Catholic DSB's Multi-Year Plan

The Board's Multi-Year Plan is available on the Board website at www.ycdsb.ca > Departments > Leading Services > Planning Services > Long-Term Accommodation Plan.