

2008-09 Directors' Annual Report – Addendum

The York Catholic District School Board's 2008-09 **Director's Annual Report** was distributed in December 2009. It is also posted on our School Board website at www.ycdsb.ca.

The Ontario Ministry of Education has also 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 2008-09 YCDSB *Director's Annual Report*.

1. Board enrollment & demographics & number of ESL learners:

Elementary Students: 37,668
Elementary English language learners: 1,900
Secondary Students: 18,072
Secondary English language learners: 337

2. Percentage of primary classes at 20 students or fewer:

85.6% of Primary classes in YCDSB are at 20 students or fewer.
100% of Primary Classes in YCDSB are at 23 students or fewer.

3. EQAO Assessment Results

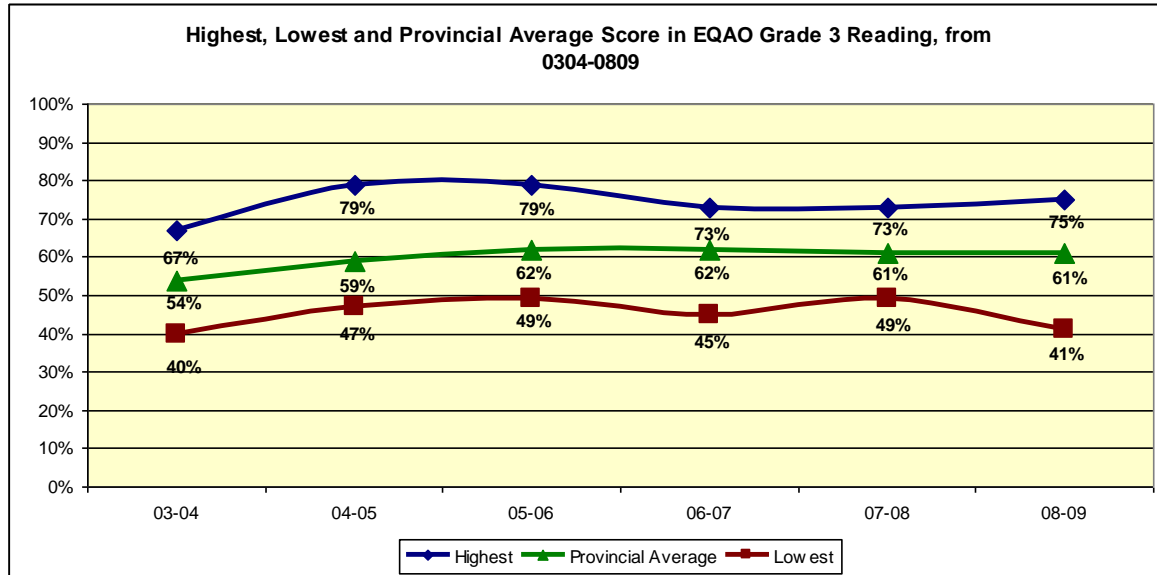
Board & provincial results for the past five + years:

GRADE 3 - All Students- All Students (formerly Method 1 Data) includes students who were exempted from the assessment, students who did not produce any work, and students who did not produce enough work to be scored. Chart shows percentage of all students at or above the provincial standard. (Levels 3 and 4):

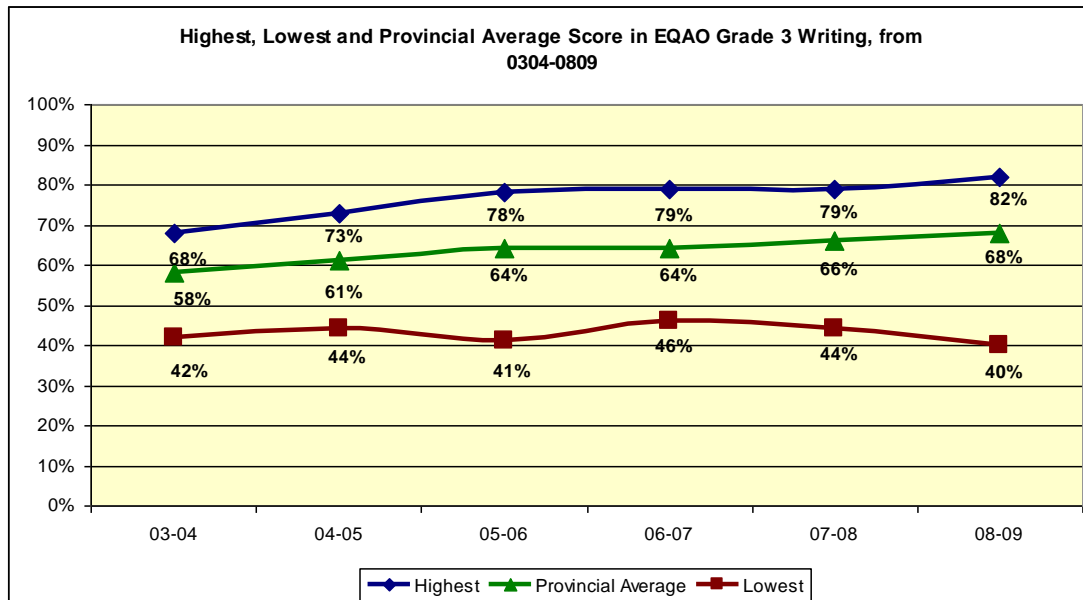
YEAR	READING		WRITING		MATH	
	Board	Province	Board	Province	Board	Province
2003-04	62	54	68	58	72	64
2004-05	66	59	73	61	72	66
2005-06	71	62	78	64	77	68
2007-08	72	62	79	64	78	69
2008-09	70	61	81	68	79	70

Highest, Lowest and Provincial Average English-Language Board Level Results based on percentage of Students at Levels 3 and above, 2003-04 to 2008-09

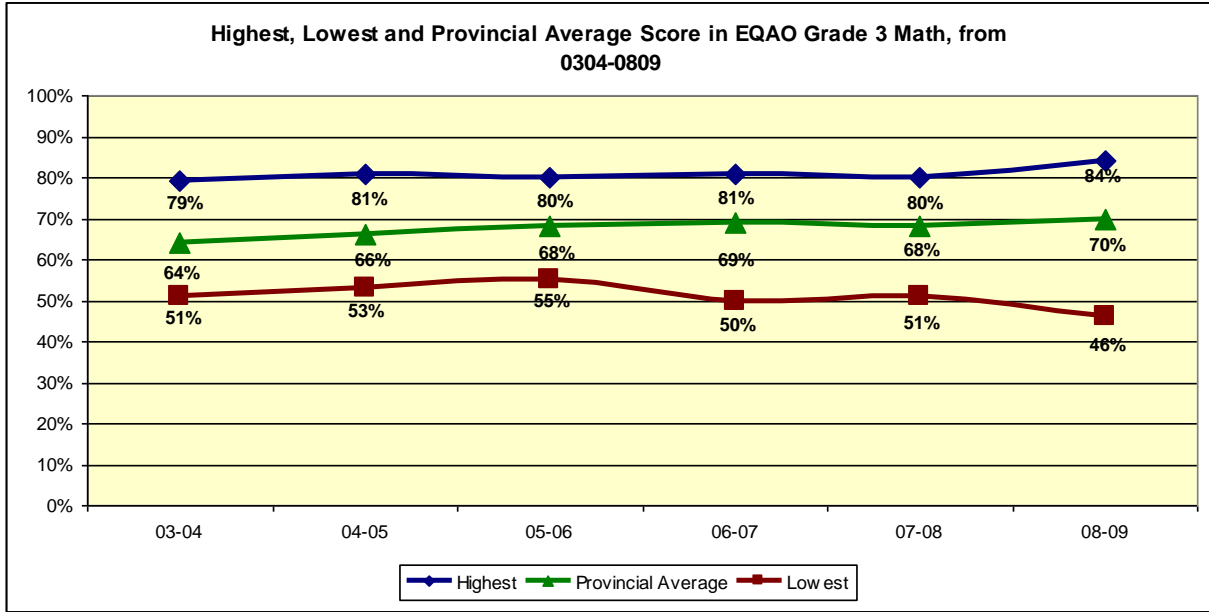
Grade 3 Reading	03-04	04-05	05-06	06-07	07-08	08-09
	Result	Result	Result	Result	Result	Result
Highest	67%	79%	79%	73%	73%	75%
Provincial Average	54%	59%	62%	62%	61%	61%
Lowest	40%	47%	49%	45%	49%	41%



Grade 3 Writing	03-04	04-05	05-06	06-07	07-08	08-09
	Result	Result	Result	Result	Result	Result
Highest	68%	73%	78%	79%	79%	82%
Provincial Average	58%	61%	64%	64%	66%	68%
Lowest	42%	44%	41%	46%	44%	40%



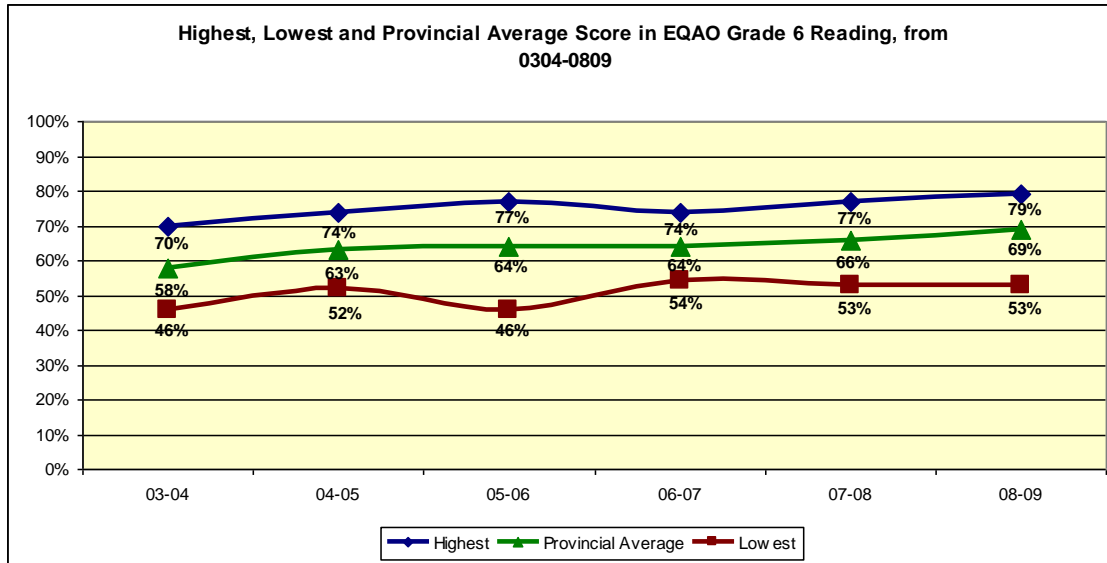
Grade 3 Math	03-04	04-05	05-06	06-07	07-08	08-09
	Result	Result	Result	Result	Result	Result
Highest	79%	81%	80%	81%	80%	84%
Provincial Average	64%	66%	68%	69%	68%	70%
Lowest	51%	53%	55%	50%	51%	46%



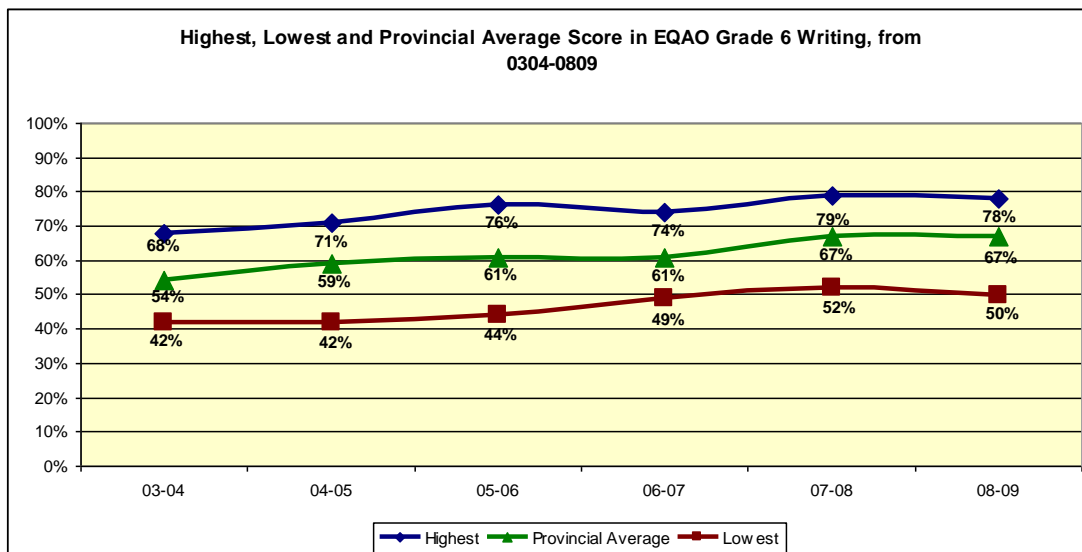
GRADE 6 – All Students -All Students (formerly Method 1 Data) includes students who were exempted from the assessment, student who did not produce any work, and students who did not produce enough work to be scored. Chart shows percentage of all students at or above the provincial standard (Levels 3 and 4):

YEAR	READING		WRITING		MATH	
	Board	Province	Board	Province	Board	Province
2003-04	70	58	68	54	70	57
2004-05	74	63	71	59	71	60
2005-06	74	64	74	61	71	59
2007-08	74	66	79	67	73	61
2008-09	75	69	77	67	70	63

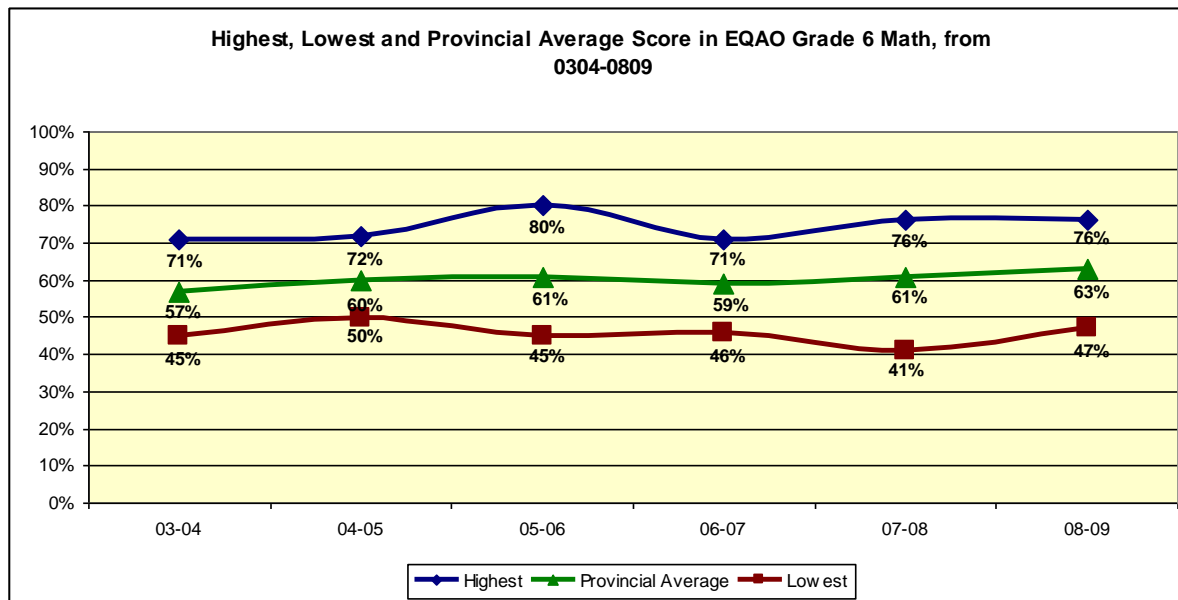
Grade 6 Reading	03-04	04-05	05-06	06-07	07-08	08-09
	Result	Result	Result	Result	Result	Result
Highest	70%	74%	77%	74%	77%	79%
Provincial Average	58%	63%	64%	64%	66%	69%
Lowest	46%	52%	46%	54%	53%	53%



Grade 6 Writing	03-04	04-05	05-06	06-07	07-08	08-09
	Result	Result	Result	Result	Result	Result
Highest	68%	71%	76%	74%	79%	78%
Provincial Average	54%	59%	61%	61%	67%	67%
Lowest	42%	42%	44%	49%	52%	50%



Grade 6 Math	03-04	04-05	05-06	06-07	07-08	08-09
	Result	Result	Result	Result	Result	Result
Highest	71%	72%	80%	71%	76%	76%
Provincial Average	57%	60%	61%	59%	61%	63%
Lowest	45%	50%	45%	46%	41%	47%

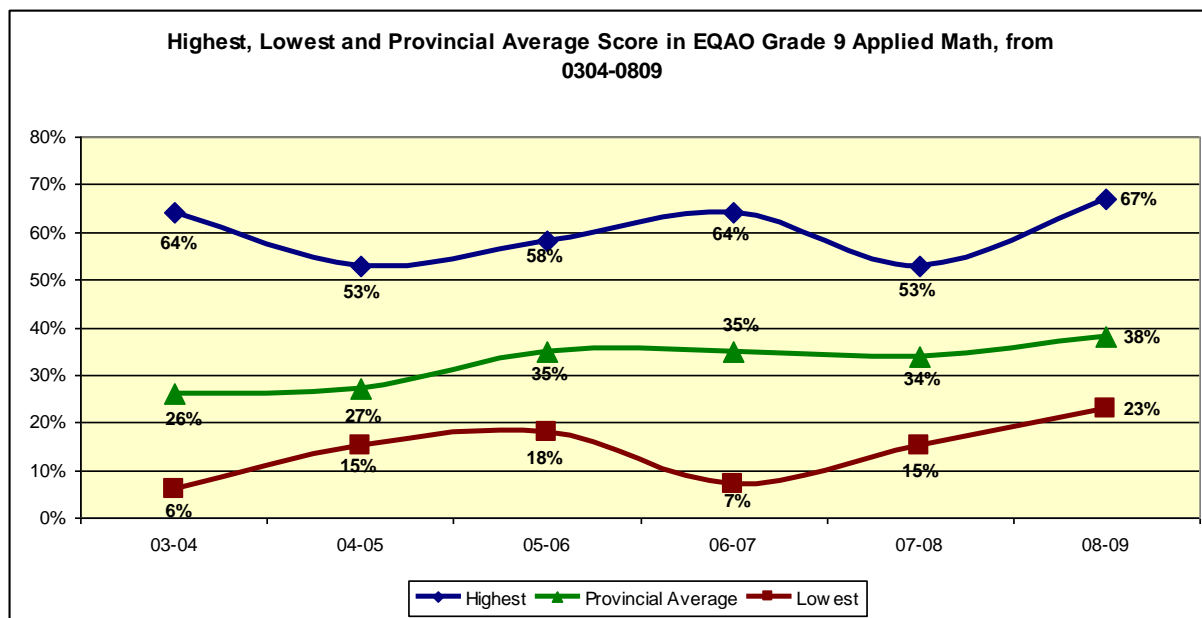


GRADE 9 Assessment of Mathematics - This assessment measures student achievement of the Grade 9 expectations in the Ontario Curriculum, Grades 9 and 10: Mathematics – in relation to the mathematical strands (number sense and algebra, relationships, measurement and geometry, and analytical geometry) and categories (knowledge and understanding, communication, problem solving, and applications.)

Applied Program- All Students (formerly Method 1 Data) - Percentage of All Students (including "no data" and "Exempt" students) performing at levels 3 and 4.

YEAR	Board	Province
2003-04	23	26
2004-05	32	27
2005-06	46	35
2006-07	41	35
2007-08	37	34
2008-09	43	38

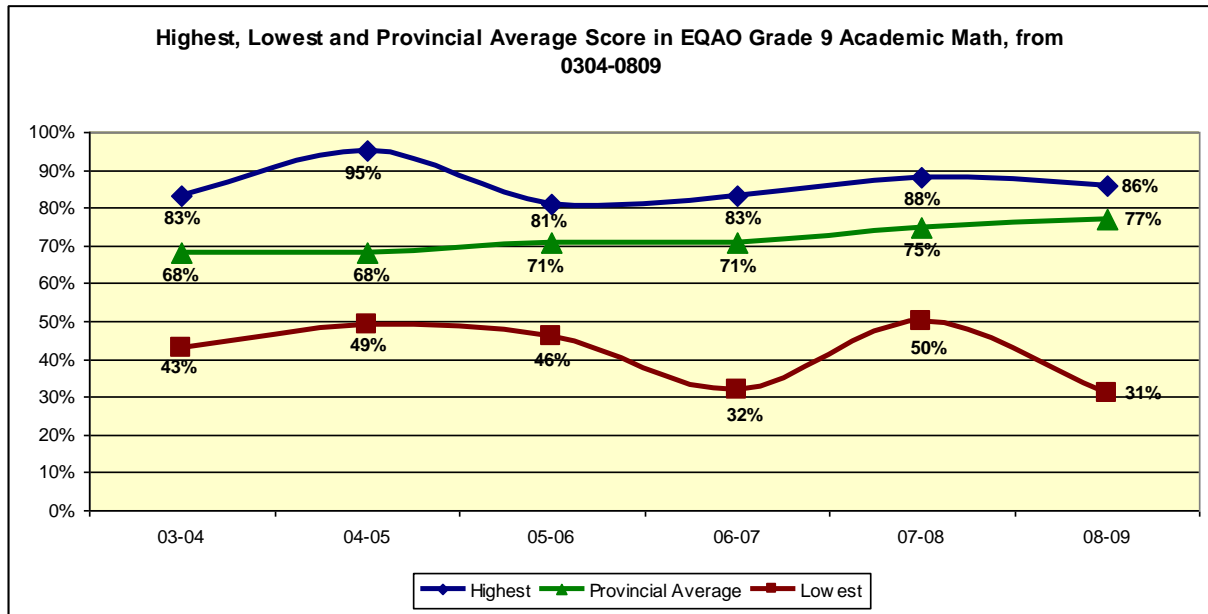
Grade 9 Applied Math	03-04	04-05	05-06	06-07	07-08	08-09
	Result	Result	Result	Result	Result	Result
Highest	64%	53%	58%	64%	53%	67%
Provincial Average	26%	27%	35%	35%	34%	38%
Lowest	6%	15%	18%	7%	15%	23%



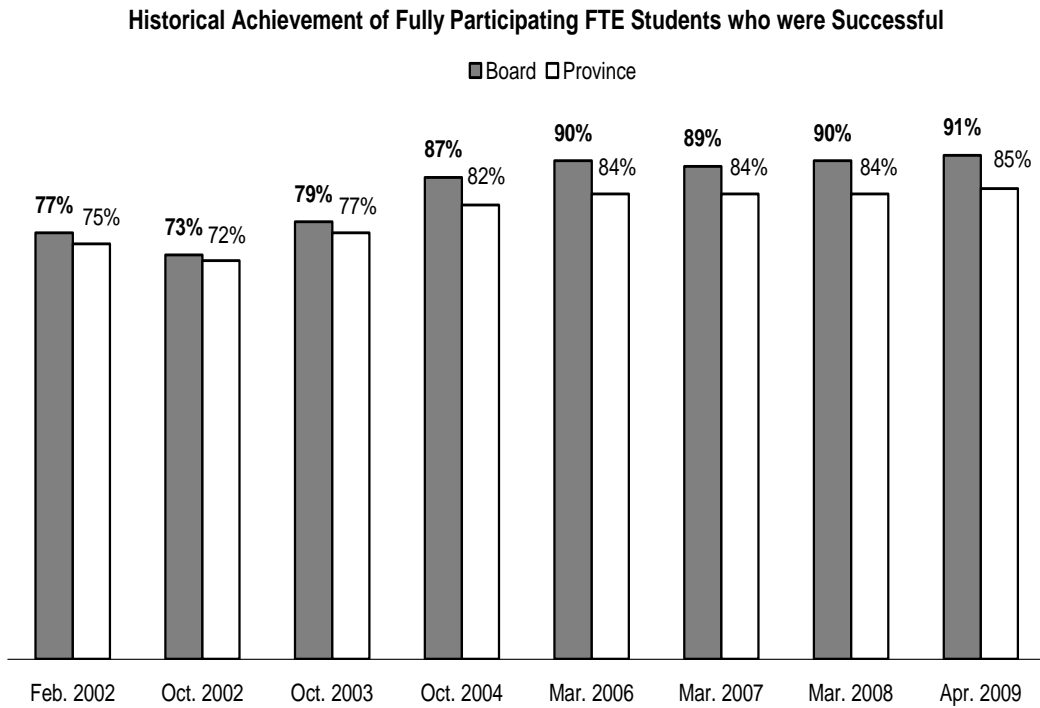
Academic Program - All Students (formerly Method 1 Data) - Percentage of All Students (including "no data" and "Exempt" students) performing at levels 3 and 4.

YEAR	Board	Province
2003-04	76	68
2004-05	73	68
2005-06	77	71
2006-07	77	71
2008-09	82	77

Grade 9 Academic Math	03-04	04-05	05-06	06-07	07-08	08-09
	Result	Result	Result	Result	Result	Result
Highest	83%	95%	81%	83%	88%	86%
Provincial Average	68%	68%	71%	71%	75%	77%
Lowest	43%	49%	46%	32%	50%	31%

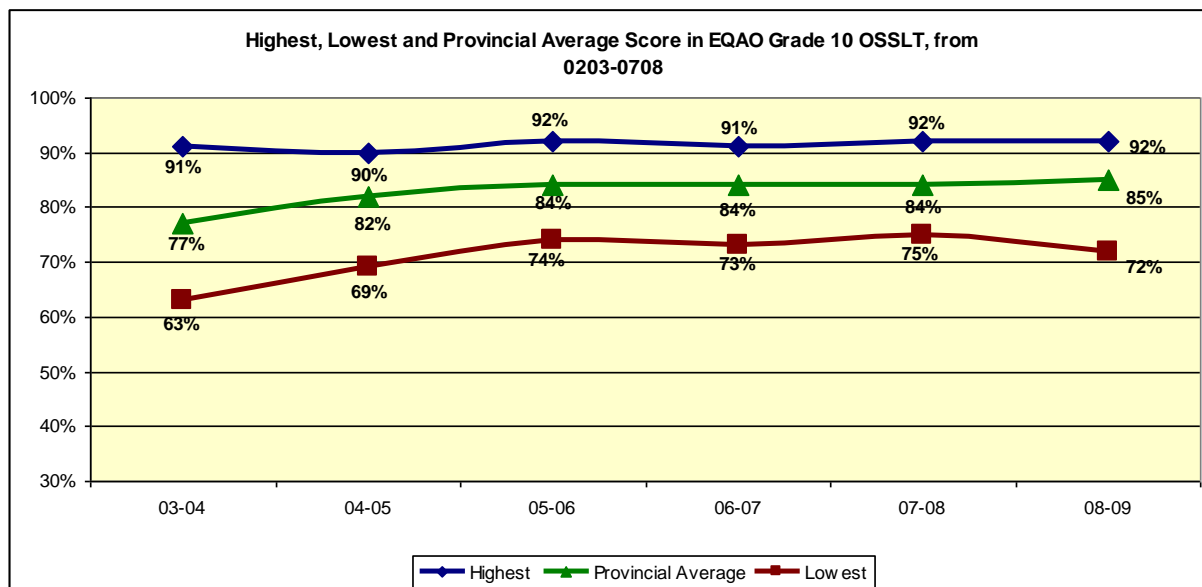


Grade 10 OSSLT
 Ontario Secondary School Literacy Test, 2002-2009: Percentage of First-Time Eligible Students who Pass the Literacy Test



Highest, Lowest and Provincial Average English-Language Board Level Results based on Percentage of Students that Successfully Passed the OSSLT, 2003-04 to 2008-09

Grade 10 OSSLT (First-Time Eligible)	03-04	04-05	05-06	06-07	07-08	08-09
	Result	Result	Result	Result	Result	Result
Highest	91%	90%	92%	91%	92%	92%
Provincial Average	77%	82%	84%	84%	84%	85%
Lowest	63%	69%	74%	73%	75%	72%



4. 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	Last Year to this Year Comparison	Nine (9) Year Comparison
		Level s 3, 4	Level s 3, 4	Level s 3, 4	Level s 3, 4	Level s 3, 4	Level s 3, 4	Level s 3, 4	Level s 3, 4	Level s 3, 4		
Reading	boys	52%	53%	54%	59%	62%	65%	66%	65%	65%	+0%	+13%
	girls	69%	63%	67%	67%	70%	78%	76%	79%	75%	-4%	+6%
Writing	boys	56%	59%	58%	61%	67%	72%	73%	73%	75%	+2%	+19%
	girls	73%	76%	77%	76%	80%	85%	86%	86%	87%	+1%	+14%
Math	boys	68%	64%	64%	72%	73%	77%	79%	76%	77%	+1%	+9%
	girls	74%	66%	68%	73%	72%	77%	80%	80%	82%	+2%	+8%

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	One Year Comparison	Nine Year Comparison
		Level 1, 3, 4	Level 1, 3, 4	Level 1, 3, 4	Level 1, 3, 4	Level 1, 3, 4	Level 1, 3, 4	Level 1, 3, 4	Level 1, 3, 4	Level 1, 3, 4		
Reading	EL L	34%	38%	36%	46%	38%	53%	47%	64%	57%	-7%	+23%
Writing	EL L	45%	47%	51%	56%	49%	56%	65%	68%	71%	+3%	+26%
Math	EL L	57%	56%	49%	59%	59%	64%	64%	72%	71%	-1%	+14%

Primary Division Achievement of Students with Special Education 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

Primary Division Assessment		00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	One Year Comparison	Nine Year Comparison
		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%	-3%	+24%
Writing	Spec Ed	7%	13%	12%	15%	12%	25%	29%	43%	47%	+4%	+40%
Math	Spec Ed	17%	17%	21%	29%	18%	36%	44%	43%	43%	+0%	+26%

Grade 6 EQAO Results

Junior Division Achievement by Gender

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	Last Year to this Year Comparison	Nine (9) Year Comparison
		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%	+0%	+8%
	girls	73%	73%	76%	76%	79%	81%	78%	80%	81%	+1%	+8%
Writing	boys	55%	56%	58%	60%	64%	68%	66%	71%	69%	-2%	+14%
	girls	72%	75%	74%	75%	80%	85%	83%	87%	87%	+0%	+15%
Math	boys	63%	63%	63%	67%	71%	71%	70%	72%	68%	-4%	+5%
	girls	65%	65%	68%	72%	71%	75%	72%	74%	73%	-1%	+8%

Junior Division 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	Last Year to this Year Comparison	Nine (9) Year Comparison
		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%	-5%	+12%
Writing	ELL	43%	44%	30%	41%	42%	56%	55%	66%	69%	+3%	+26%

Math	ELL	54%	54%	50%	56%	57%	62%	68%	71%	68%	-3%	+14%
-------------	-----	-----	-----	-----	-----	-----	-----	-----	-----	------------	-----	------

Junior Division Achievement of Students with Special Education 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	Last Year to this Year Comparison	Nine (9) Year Comparison
		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%	-3%	+17%
Writing	Spec Ed	11%	14%	16%	12%	12%	18%	24%	33%	27%	-6%	+16%
Math	Spec Ed	14%	14%	22%	21%	17%	23%	30%	31%	25%	-6%	+11%

Grade 9 Assessment of Mathematics

Grade 9 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	Year to Year Comparison	Nine (9) Year Comparison
		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		
Academic	Males	53%	72%	72%	76%	75%	77%	78%	83%	84%	+1%	+31%
	Females	52%	68%	71%	75%	73%	78%	77%	81%	81%	+0%	+29%

Grade 9 Applied 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	Year to Year Comparison	Nine (9) Year Comparison
		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		
Applied	Males	11%	19%	21%	25%	33%	45%	42%	35%	47%	+12%	+36%
	Females	14%	22%	21%	21%	34%	48%	40%	39%	36%	-3%	+22%

Grade 9 Mathematics Achievement for English Language Learners

Grade 9 Mathematics 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	Last Year to this Year Comparison	Nine (9) Year Comparison
		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	EL L	42%	71%	76%	65%	79%	83%	75%	75%	76%	+1%	+34%
Applied	EL L	--	17%	19%	17%	54%	35%	39%	29%	29%	+0%	+12% ¹

Grade 9 Mathematics Achievement for Students with Special Education Needs

Grade 9 Mathematics 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	Last Year to this Year Comparison	Nine (9) Year Comparison
		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	Spec Ed	45%	41%	49%	47%	59%	59%	63%	61%	63%	+2%	+18%
Applied	Spec Ed	11%	15%	15%	16%	20%	37%	30%	28%	32%	+4%	+21%

Results for First-Time Eligible Students in the Board who were successful

First-Time Eligible York Catholic DSB Students	Absent	Deferred	All Students²	Fully Participating³
---	---------------	-----------------	-------------------------------------	--

on the Ontario Secondary School Literacy Test OSSLT (Grade 10)

Of the groups of York Catholic students who demonstrated improvement from the previous administration of the OSSLT, four groups met or exceeded the performance targets:

- Male students;
- English language learners;
- Students in academic English;
- Students in applied English.

² Results for All Students are based on eligible students from the 2007/2008 Grade 9 cohort who are working to obtain an Ontario Secondary School Diploma (OSSD) and include students who were absent, as well as, those who were deferred from writing the test.

Eligible Students (<i>N</i> = 4,236)	1% (+0%)	1% (+0%)	88% (+0%)	91% (+1%)
Females (<i>N</i> = 2,022)	1% (+0%)	1% (+0%)	91% (+0%)	93% (+0%)
Males (<i>N</i> = 2,214)	1% (+0%)	2% (+0%)	86% (+2%)	89% (+2%)
English Language Learners (<i>N</i> = 93)	1% (+1%)	32% (+1%)	56% (+9%)	84% (+16%)
Students with Special Education Needs (excluding gifted) (<i>N</i> = 474)	2% (+0%)	4% (+0%)	54% (-2%)	57% (-2%)
Students with Special Education Needs Receiving Accommodations (IEP Only) (<i>N</i> = 133)	2% (+0%)	0% (+0%)	56% (+5%)	57% (+5%)
Students with Special Education Needs Receiving Accommodations (IEP and IPRC) (<i>N</i> = 303)	3% (+1%)	0% (+0%)	56% (-6%)	57% (-6%)
Academic Level English (<i>N</i> = 3,379)	1% (+0%)	<1% (+0%)	96% (+0%)	97% (+1%)
Applied Level English (<i>N</i> = 714)	3% (+1%)	2% (+1%)	63% (+5%)	67% (+7%)
Locally Developed English (<i>N</i> = 58)	3% (+0%)	21% (+4%)	9% (-23%)	11% (-29%)
Taking ESL/ELD Course (<i>N</i> = 80)	1% (+1%)	40% (+3%)	48% (+10%)	81% (+20%)

5. Percentage of students who achieved 16 or more credits by age 16:

2007-08	78.6%
2008-09	79.1% (Based on Ministry calculations; pending Board verification)

³ Results for Fully Participating are based on students in the 2007/2008 Grade 9 cohort who actually wrote the test and are working to obtain an Ontario Secondary School Diploma (OSSD). These results exclude students who were absent or deferred from writing the test.

6. Specific measures pursued in the past year to improve outcomes for students with low levels of achievement and for low-performing schools.

Why are YCDSB students so successful on EQAO tests?

York Catholic's success can be attributed to several initiatives such as:

We provide supports for selected schools

- 15 schools are designated as Target Success Schools. These schools are Selected based on EQAO data over time. They receive additional funds and Supports to improve student achievement.
- 12 schools have a Literacy Support Teacher (literacy coach) working part-time at their school. This teacher promotes balanced literacy strategies by planning with staff and working directly in classrooms to model effective literacy strategies.
- 47 schools have a reading recovery teacher who provides one-on-one support to Grades 1 and 2 students.

Instructional leadership

Principals focus on curriculum leadership—they are committed to providing opportunities for teachers to analyze data and plan collaboratively for student achievement. School superintendents focus on instructional leadership at principal meetings and they meet regularly with all staff that provides 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 analyzed to focus supports where needed to impact student achievement.

Curriculum team supports for all schools

- Each school has access to the support of Program Resource Teachers. They Work collaboratively with teachers to support planning and instructional strategies across the curriculum. They model lessons, offer workshops, attend school-level planning sessions and facilitate networked learning sessions to build teacher capacity.
- Model teachers (Divisional Program Teachers) host visiting teachers in their Classroom for a two-day observation of effective teaching strategies, and to Provide planning support.
- 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 3,000 students (SK to Grade 10) participated in after-school literacy or numeracy remedial programs taught by qualified teachers.

- Family Literacy and Family Numeracy sessions, taught by qualified teachers, were offered across the system for parents of students in SK to Grade 2.
- 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 more than 40 schools last year and supported over 1,600 families.

7. Notable accomplishments in student, parent and community engagement.

Several notable accomplishments are highlighted in the paper version of the 2008-09 Director's Annual Report. Other notable initiatives include:

The **York Catholic Parent Involvement Committee** (PIC) is a committee of parents who meet regularly throughout the current school year. The first members of PIC were appointed by the Board from current school councils with current PIC members now being elected from within the Board. The mandate of PIC is to increase parental involvement in all schools within the board and to make that involvement meaningful and productive for student learning and engagement. Parent Involvement Committees are required to advise the Director of Education for the Board on ways to increase parental involvement.

Educational partnerships support student learning and benefit the community. The York Catholic District School Board has a long history of successful collaboration with the community. Educational partnerships are flourishing in our York Catholic schools.

8. An indication of whether the Board is on track to achieve by 2011 the government's target of 75% on EQAO Assessments for Grade 6 Reading, Writing and Mathematics:

The Ministry of Education established a goal that seventy-five percent of all students in Grade 6 will meet the provincial standard (levels 3 and 4) on the Junior Division (Grades 4-6) Assessment of Reading, Writing and Mathematics.

9. Successful Programs implemented to serve students unable to attend regular programs:

School-to-Career Programs and Alternative Education:

There are several programs listed under Alternative Education: Attendance Counseling, CROSSROADS Programs, LAUNCH, CHOICES, and Student Success. These courses are Independent Learning Courses (ILK), which are provided by the Ministry of Education and incorporate appropriate provincial curriculum.

"Alternative Learning Communities" 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. We work towards a

successful outcome for each of our students by focusing on **“Hope, Opportunity, and Excellence”**.

Each program meets the needs of students who benefit from the opportunity to refocus their efforts through a fresh start. *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. They offer many opportunities for students to build on their strengths and develop the skills, attitudes and knowledge they need to succeed.

Each off-site alternative education program provides opportunities for students to meet all the graduation requirements. Primarily through an independent learning model, they offer a variety of compulsory and optional courses, “credit recovery” for previously failed courses, preparation for the Ontario Secondary School Literacy Test (OSLO) or the Literacy Course, and the chance to participate in Christian service activities. In addition, through cooperative education programs, career days and hands-on activities with community partners, they encourage students to discover and investigate postsecondary career and educational possibilities.

The success of our off-site alternative education programs can be attributed to many factors. Paramount amongst these is the team approach undertaken by a highly trained and dedicated staff that includes teachers, representatives from behavior resource and psychological services, Cows, and secretarial support. The team works as a Catholic Learning Community and is passionate about student success. They are committed to the goal of providing every student with “a successful outcome”.

10. Status of Ontario’s Equity and Inclusive Education Strategy at the York Catholic District School Board:

Our York Catholic District School Board is pleased to begin implementation of the Ministry of Education’s new Equity and Inclusive Education strategy. Boards across the province are engaged in a four-year process to review policies and procedures in order to identify and remove any unintended bias or barriers. The goal of the strategy is to ensure that each school has a school climate that fosters and promotes equity, inclusive education and diversity.