



WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

Foundations of Faith and Learning

Engaging Our Future

Faith Development

- 1 We seek to make Catholic faith integral to all aspects of our lives and learning.
- 2 We provide meaningful and ongoing Catholic faith formation for all students and employees.
- 3 We foster, through Our Journey to Holiness*, a spirit of kindness, compassion and service to the community.
- 4 We create, in all our places of learning and labour, welcoming, inclusive and safe environments in which the dignity and worth of each individual is valued as being in the image and likeness of Christ.
- 5 We embrace the Ontario Catholic School Graduate Expectations* as the desired outcomes for all our students as they pursue educational excellence.

* *Our Journey to Holiness*,
Windsor-Essex Catholic District School Board
* *Ontario Catholic School Graduate Expectations*,
Institute for Catholic Education

Student Achievement

- 1 We challenge all our students to become critical thinkers, effective communicators and problem-solvers through the development of literacy and numeracy skills.
- 2 We nurture well-rounded, faith-filled and contributing citizens by developing knowledge, understanding and proficiencies in sciences, arts, humanities, languages and technologies.
- 3 We enhance intellectual, physical, emotional and spiritual well-being through Healthy Active Living Education*.
- 4 We encourage effective communication among all partners in Catholic education to promote students' achievement and spiritual growth.
- 5 We support the professional development of all employees through training, mentoring and sharing best practices in order to enrich the educational experiences of our students.

* *Healthy Active Living Education*,
Ontario Ministry of Education

"Learning together in faith and service"

January 2013

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A message from Rev. Thomas Rosica

I began my association with the Windsor-Essex Catholic District School Board in 1985 when I was first assigned to pastoral ministry as a young deacon and then priest at St. John the Baptist Church in Amherstburg. For the past twenty-eight years, I have known so many of the educators and administrators of the board in my various capacities as parish priest, graduate student in Rome and Jerusalem, professor of Sacred Scripture at the Universities of Toronto, Western Ontario, St. Peter's Seminary in London, and Assumption University in Windsor. During the years of leading World Youth Day 2002 and the Papal Visit to Canada, I had the privilege of drawing from the outstanding talent pool of young people and educators who are the beneficiaries of this excellent Catholic Education system in Canada.

For the past decade, in my capacity as founder and Chief Executive Officer of the Salt and Light Catholic Television Network, I have worked with every Catholic School Board in Canada, and particularly in Ontario. We interact closely with students, teachers and administrators of the Windsor-Essex Catholic Board on a variety of educational programs. In addition to my leadership of Canada's first national Catholic television network, I have been the President of Assumption University in Windsor. This new role has brought me in direct, regular contact with the Windsor- Essex Board, its administrators, educators and staff. Our collaboration on the unique Faith Assessment now underway has confirmed once again what I have always felt about this Catholic Board. The Board is proactive in its mission of education and evangelization. It is genuinely concerned about the future of Catholic Education, the future of the Church, and the transmission of the Catholic faith.

While there may have been administrative and budgetary challenges in recent history, the Windsor- Essex Catholic District School Board is at the top of my list for excellence in academics, excellence in the development of faith and Catholic values, excellence in the mature approach of teachers and administrators who are not merely functionaries but real partners in Catholic education and mentors on the journey of faith. We can be very proud of this Catholic Board for the ways that it has faced challenges with honesty, openness, and a real desire to be transparent and oriented toward the future. Some of the most selfless, generous educators, administrators and staff people are found in this Catholic School Board. It has been an honor, privilege and blessing to be associated with this Catholic School Board and I look forward to more collaboration in the future.

A handwritten signature in black ink that reads 'Thomas Rosica, C.S.B.'.

Fr. Thomas Rosica, C.S.B.,
C.E.O., Salt and Light Catholic Media Foundation
President and Vice-Chancellor, Assumption University, Windsor
Member, Pontifical Council for Social Communications at the Vatican

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An Environmental Scan

Engaging Our Future

“The choices you make today, shape who you will become tomorrow.” Bob Upgren

At a special presentation held in the Fall with our parents, principals, priests, student leaders and community partners, we were challenged by Bob Upgren, a noted speaker who has worked with our children at the Muskoka Woods Experience, to look at our school system, and the children entrusted to us, through the lens of faith. We were encouraged to tell our story, celebrate our achievements, identify our challenges and determine a shared vision for the future. It sounds simple doesn't it?

As parents, we want our children to live, learn and grow in schools that celebrate academic excellence and the gospel values expressed through the life of Jesus. It's the hows and whys that require some thought. How do we step forward together? Who is the storyteller? What are our treasures? Our challenges? How do we use our resources efficiently and effectively while ensuring that our students continue to excel in a holistic environment that focuses on their academic and spiritual growth?

This document, or 'scan' of our system, addresses these questions by using data to paint a picture of our families, our faith practices, our financial flexibility, our staff, infrastructure, and the methodology used to deliver the curriculum endorsed by our Catholic bishops. By using this information as a common frame of reference moving forward, we can continue the ongoing work already underway with community partners to build on our accomplishments while looking for innovative ways to improve our schools, build public confidence in our efforts, and give our children the opportunities for success desired by all.

On behalf of my colleagues on the Board of Trustees, I invite you to step into the future with us by sharing any questions, concerns or comments you may have regarding this system overview and the pillars of faith formation and student achievement it supports. You can reach us via email at director@wecdsb.on.ca knowing that as we contemplate our choices, your input will be thoughtfully considered and greatly appreciated.

Sincerely,

A handwritten signature in blue ink that reads "Barbara Holland".

Barbara Holland
Chairperson of the Board



Engaging Our Future

The Windsor Essex Catholic District School Board is pleased to release a comprehensive overview of our system entitled Engaging Our Future. The report is divided into the following sections:

- Our Community
- Our Faith
- Our Students
- Our Staff
- Our Infrastructure
 - Schools
 - Information Technology and Management
- Our Finances
- Specialized Programming

Our Catholic school system is based upon two fundamental pillars, Faith Formation and Student Achievement. The strength of these foundational pillars is inexorably linked to public confidence in our ability as a system to provide academic excellence linked to and strengthened by our Catholic Christian value system.

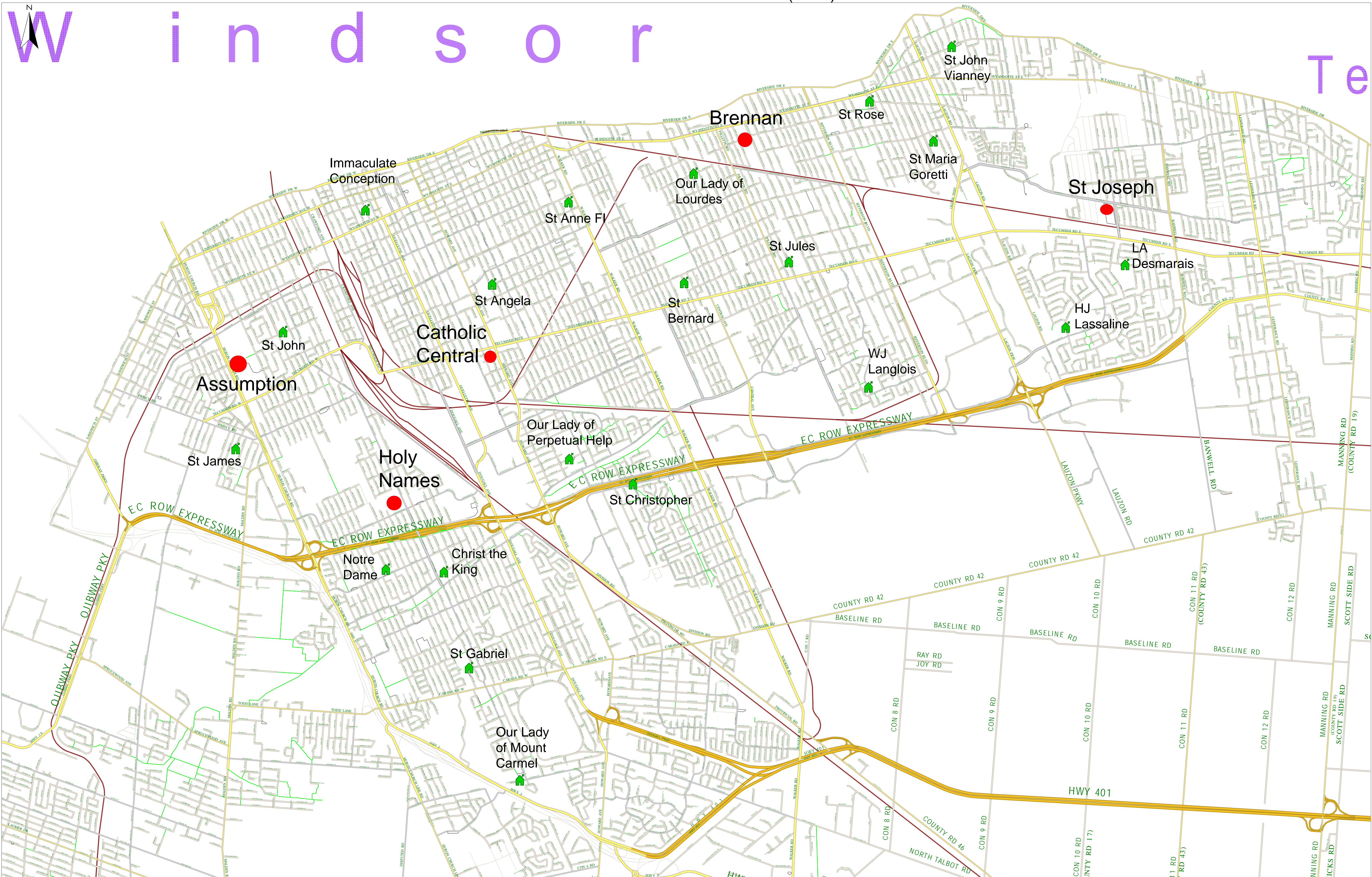
The purpose of this document is to provide a data driven frame of reference in order to develop a shared vision towards the future.

A handwritten signature in black ink, reading "Paul A. Picard".

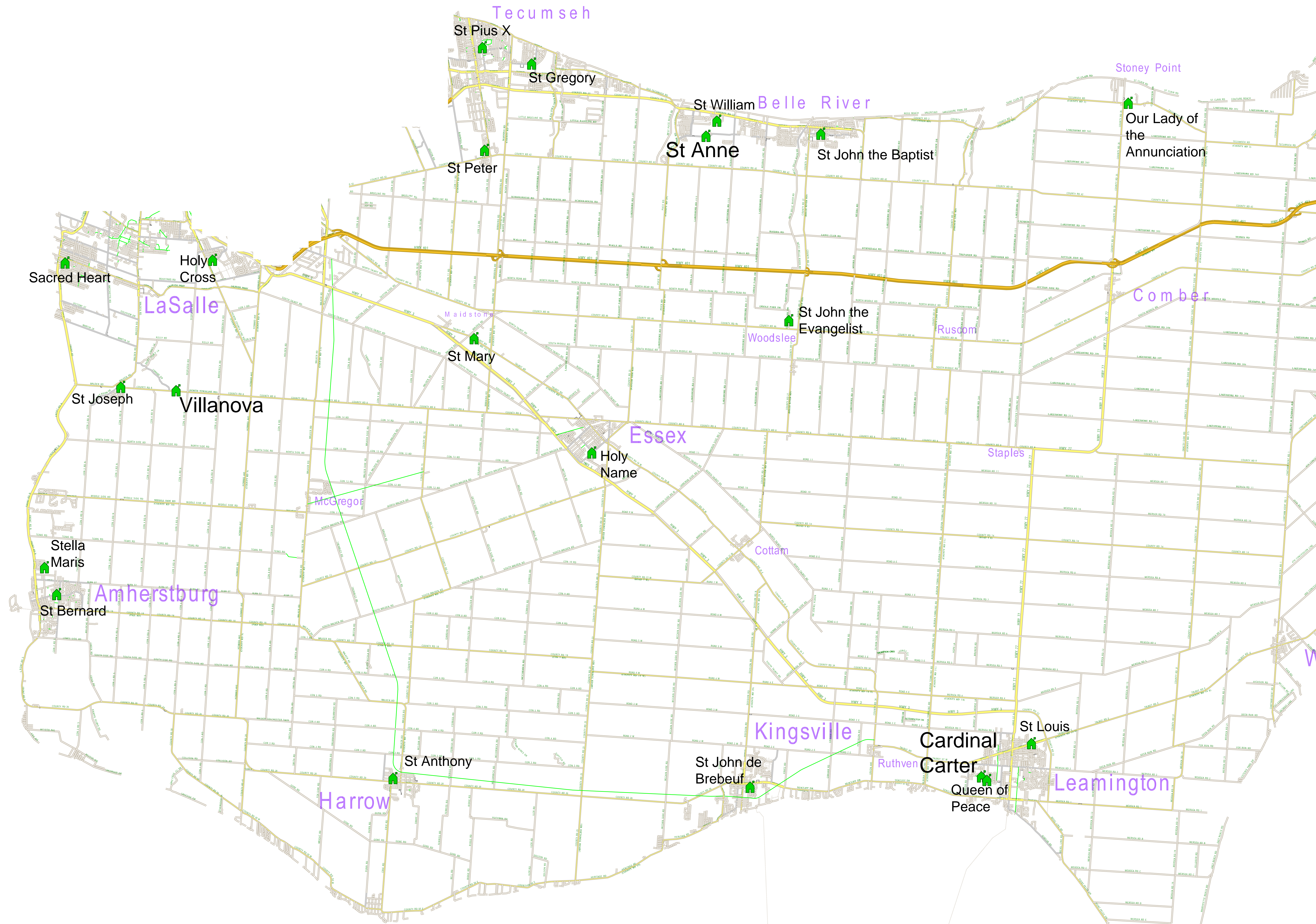
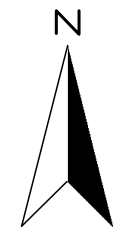
Paul A. Picard
Director of Education

WECDSB SCHOOL LOCATIONS (CITY)

W i n d s o r T e



WECDSB SCHOOL LOCATIONS (COUNTY)



Our Community

As defined in Statistics Canada, the Windsor-Essex Region consists of 9 census subdivisions that are divided into the City of Windsor and the municipalities of Amherstburg, Essex, Kingsville, Lakeshore, Leamington, LaSalle, Pelee Township, and Tecumseh.

The Windsor-Essex Catholic District School Board (WECDSB) is an inclusive English-language Catholic school board, with a nominal daily enrolment of 22,701 (including Adult Education) as of October 31, 2012. The Board operates 38 elementary and 9 secondary schools throughout Essex County, with the exception of Pelee Island. French Immersion is available at 3 elementary and 4 secondary schools.

Similar to any organization that serves the community, WECDSB considers all areas of demographics. The population and ages of its citizens within the Windsor-Essex Region, population projections, immigration, religious affiliations, and the support for our children are among the complex factors that influence education.

Population Growth

Table 1.1: Population Growth

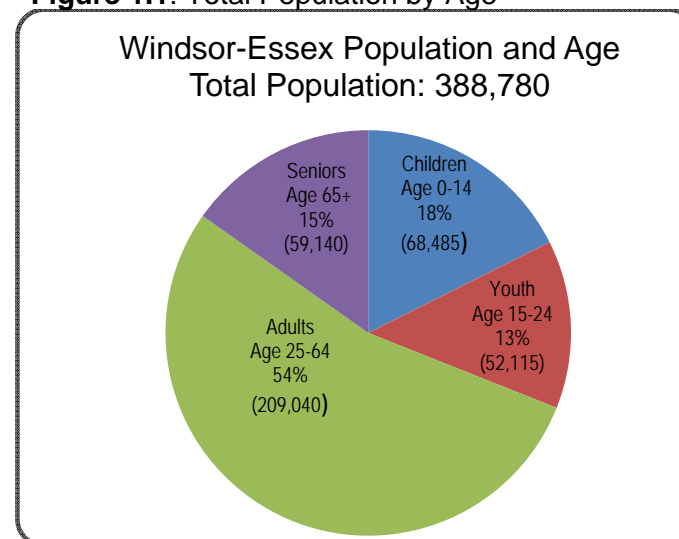
Age	Windsor-Essex Population				Ontario Population			
	2006	2011	Increase/ (Decrease) %	% of Total 2011 Pop.	2006	2011	Increase/ (Decrease) %	% of Total 2011 Pop.
0-14	74,950	68,485	(8.6%)	18%	2,210,805	2,231,770	0.9%	17%
15-24	53,460	52,115	(2.5%)	13%	1,630,370	1,716,545	5.3%	13%
25-64	212,540	209,040	(1.6%)	54%	6,669,940	7,076,190	6.1%	55%
65+	52,460	59,140	12.7%	15%	1,649,180	1,878,325	13.9%	15%
Total	393,402	388,782	(1.2%)		12,160,282	12,851,821	5.7%	
Median Age	37.9	40.8			38.1	40.4		
% of pop. aged 15 & over	80.9%	82.4%	1.9%		80.9%	83.0%		

Source: Statistics Canada, 2011 Census

Trends

- Population of Windsor-Essex is 388,780, a decrease of 1.2% from 2006. However when examining longer term trend, the population of Windsor-Essex has increased 3.6% from 2001 (total population 374,975). This is in contrast to Ontario's 5.7% increase in population.
- Seniors are the fastest growing age group. A 12.7% population growth from 2006 to 2011, comparable to Ontario.
- In contrast to Ontario, a decline in all age groups with the exception of the 65+. Significant decline in the 0-14 age group.
- Median age has also increased, similar to Ontario.

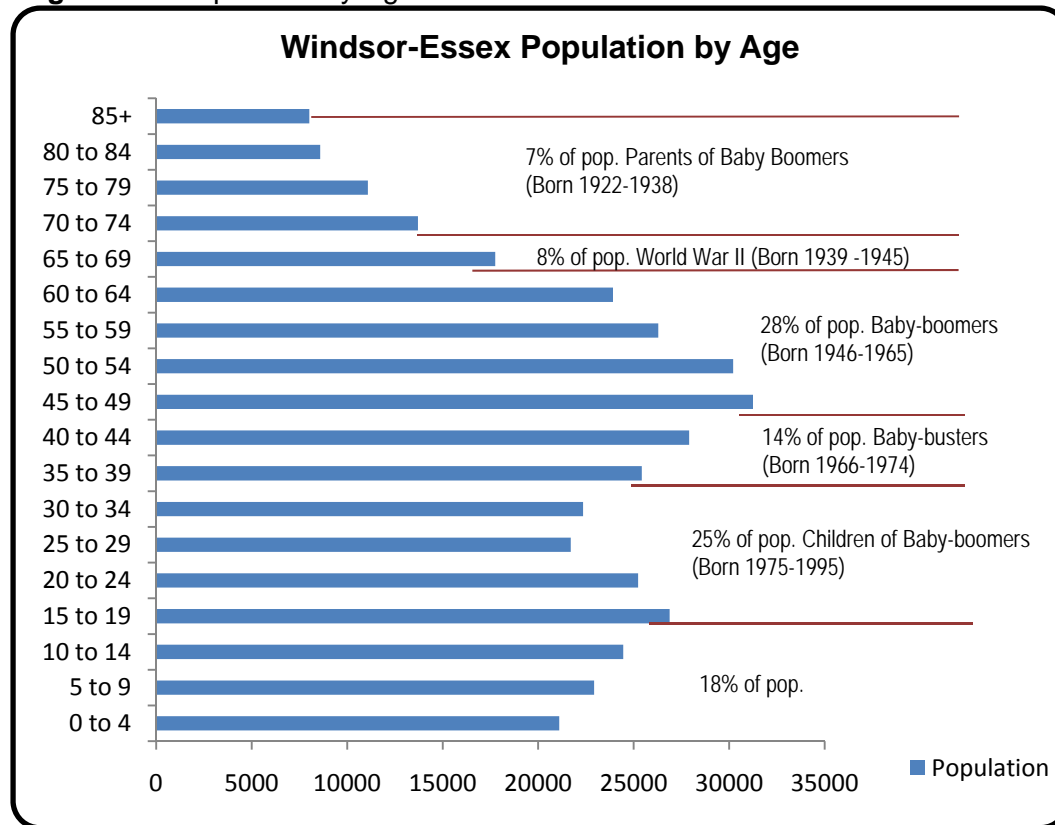
Figure 1.1: Total Population by Age



Our Community

Figure 2 below depicts the age distribution within the Windsor-Essex Region. Birth rates were very high during the 20 year period following World War II. Babies born in this period are commonly referred to as the “Baby Boomers”. Baby Boomers are the single largest population group in the Windsor-Essex; 28% of the population.¹

Figure 1.2: Population by Age



Key Facts

- Highest total population is Baby Boomers, followed by their children. The youngest baby boomer is 46 years old; the youngest age of their children is approximately 16.
- The challenge Windsor-Essex is experiencing is attracting and retaining citizens, especially our youth.

¹ Windsor-Essex County Health Unit, Population Report Windsor-Essex County 2009

Our Community

Population Projections

Trends:

- The 25 to 64 and the 65+ age groups are projected to grow.

Key Facts:

- Slight decline in the 0-14 age group; 17.3% in 2011 to 16.8% in 2036.
- Slight decline in the 15-24 age group; 14.3% in 2011 to 12.8% in 2036.
- Slight decline in the 25-64 age group; 53.8% in 2011 to 48.5% in 2036.
- The 65+ population is projected to double its population; 14.6% in 2011 to 28.9% in 2036.

Population Comparison within Windsor-Essex

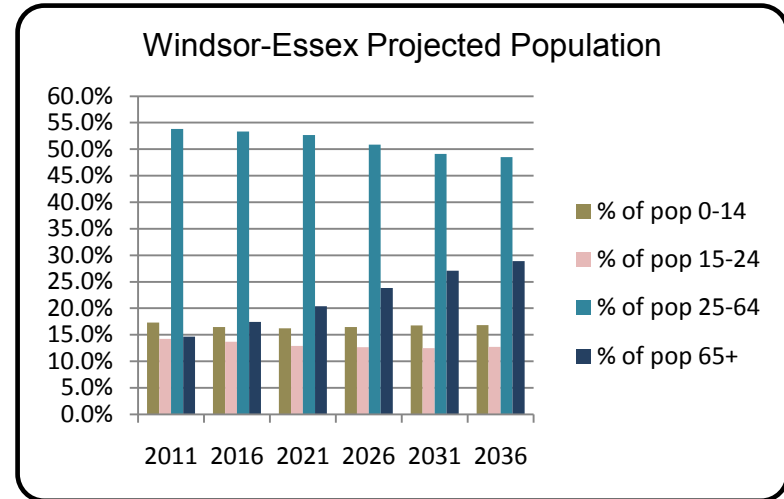
Key Facts

- Increase in population in the Kingsville, LaSalle and Lakeshore municipalities. Due to the availability of land, the supply of relatively affordable housing, and out-migration of residents from the City of Windsor to the “suburbs”.²
- Decrease in population in all other areas.

Sources:

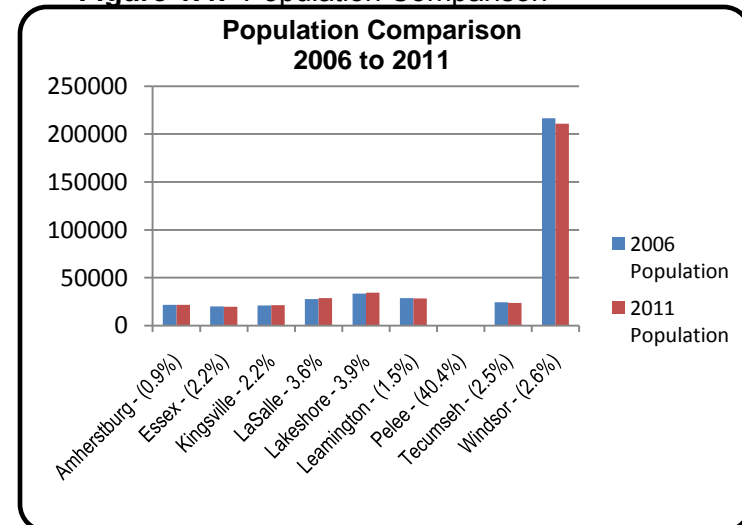
Statistics Canada: Statistics Canada, 2001, 2006 and 2011 Census of Population

Figure 1.3: Projected Population



Source: Ontario Ministry of Finance Projections (Table 10.31)

Figure 1.4: Population Comparison



² Foundation Report: Essex County Official Plan Review, The County of Essex, by N. Barry Lyon Consultants Limited, August 2011

Our Community

Population Trends

Trends:

- Windsor-Essex citizens are relocating to other areas.
- According to Conference Board of Canada, in their Winter 2011 Metropolitan Outlook), it is projected that this trend will begin to reverse itself in 2012.³

Key Facts:

- Windsor-Essex experienced a net out-migration at each age level except those over age 65.
- There was an out-migration of 9,502 people between the ages of 18 to 64 or 95.6% of the total documented out-migration in Windsor-Essex.
- According to these statistics, compared with the 2011 Census data, the total documented out-migration was approximately 2.5% of the population. This represents a 27% increase in out-migration from the previous reference period of 2003 to 2008, when there was a total out-migration of 7,830 people from Windsor-Essex.
- Both the Census and taxfiler data show that Windsor-Essex is losing citizens.

Table 1.2: In and Out Migration from 2005 to 2010

In and Out-Migration from Windsor-Essex 2005 to 2010				
Age Group	In-Migrants	Out-Migrants	Net Migrants	Percentage
0 - 17	10,462	11,387	-925	-9.3%
18 - 24	6,756	8,881	-2,125	-21.4%
25 - 44	16,803	23,532	-6,729	-67.7%
45 - 64	6,665	7,313	-648	-6.5%
65+	2,544	2,060	484	+4.9%
Total	43,230	53,173	-9,943	

Source: Workforce Windsor –Essex, Local Labour Market Plan Report & Action Plan 2012-13, data collected from Statistics Canada Taxfiler Data 2010

³ Workforce Windsor-Essex, Local Labour Market Plan Report & Action Plan 2012-13, Arcand, A Lefebvre, M. McIntyre, J., Sutherland, GI, & Wiebe, R. *Economic Insights into 27 Canadian Metropolitan Economies*. Ottawa: The Conference Board of Canada, 2011.

Our Community

Immigrants

Trends:

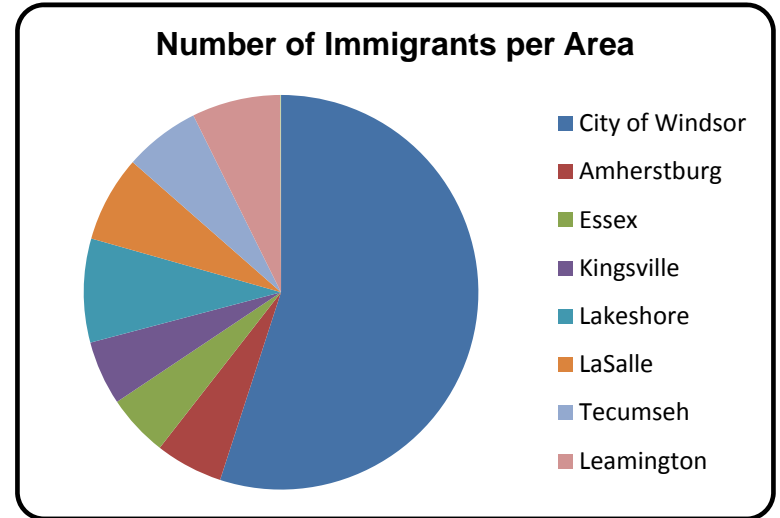
- Windsor-Essex has emerged as one of the second-tier immigrant settlement destinations. Traditionally, newcomers tend to arrive in first tier cities such as Toronto, Montreal and Vancouver.

Table 1.3: Immigrant Population per Area

	2006 Total Population*	Immigrants	%	Recent Immigrants	%
Windsor-Essex*	389,590	87,170	22.4%	15,165	3.9%
City of Windsor	214,260	59,855	27.9%	12,280	5.7%
Amherstburg	21,600	2,440	11.3%	200	0.9%
Essex	19,820	1,920	9.7%	125	0.6%
Kingsville	20,495	2,955	14.4%	275	1.3%
Lakeshore	33,105	3,605	10.9%	410	1.2%
LaSalle	27,565	4,710	17.1%	555	2.0%
Tecumseh	24,200	4,160	17.2%	385	1.6%
Leamington	28,275	7,485	26.5%	935	3.3%
Pelee	265	35	13.2%	0	0.0%

*Note: Suppression of citizenship and immigration data on Indian reserves and settlements.

Figure 1.5: Immigrants per Area



Key Facts:

- Nearly 87,000 Windsor-Essex residents were born outside of Canada.
- City of Windsor's population consists of 28% of the immigrants.
- Second largest settlement is Leamington (26.5%) which could be attributed to migrant workers.
- LaSalle and Tecumseh also indicate a high percentage of immigrants.

***Note: Immigration data is collected every 10 years. The 2011 census information relating to immigration is expected to be released on May 8, 2013. Therefore the most current data is from the 2006 Census, extracted from the 2001 Census.**

Source: Windsor Essex Local Immigration Partnership: A Community Plan to Promote the Settlement and Integration of Immigrants in Windsor and Essex County, February 2010.

Our Community

Religious Affiliations in Windsor-Essex

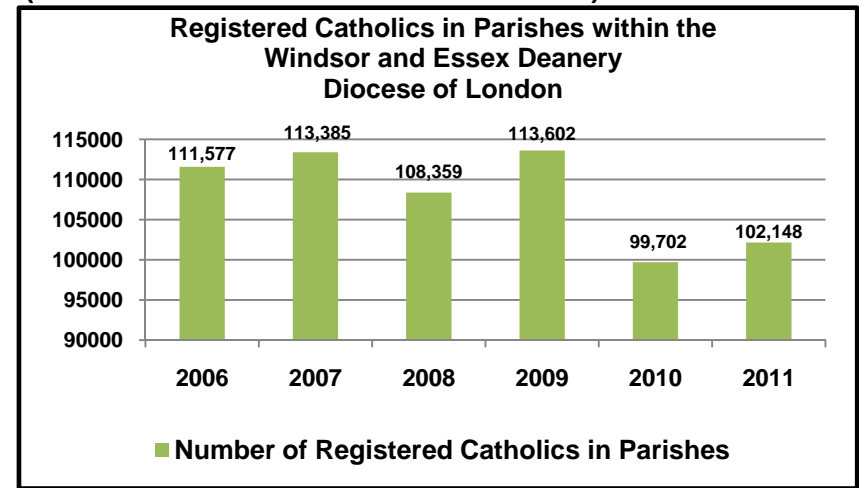
The Census question on religious affiliations is asked every 10 years. Similar to the release of the immigration data, religion affiliations are also expected to be released May 8, 2013, therefore the data from Statistics Canada is from the 2006 Census, extracted from the 2001 Census.

**Table 1.4: Religious Affiliations and Population
(Data extracted from 2001 Census)**

Religion	Population	Percentage
Catholic	160,525	52.6
Protestant	72,950	23.9
Christian Orthodox	10,825	3.5
Muslim	10,745	3.5
Christian, n.i.e.	8,600	2.8
Buddhist	2,100	0.7
Hindu	1,885	0.6
Sikh	1,630	0.5
Jewish	1,335	0.4
Other Eastern Religions	360	0.1
No Religious Affiliation	33,730	11.1
Total	304,950	100

Source: Statistics Canada 2006 Census and A Community Plan To Promote the Settlement and Integration of Immigrants in Windsor and Essex County.

**Figure 1.6: Registered Catholics in Windsor and Essex Deanery
(Data from Diocese of London 2006-2011)**



Source: Diocese of London

Trends

- Registered Catholics in Parishes within the Windsor-Essex Deanery is in decline.

Key Facts

- In 2006, there were 111,577 Registered Catholics in Parishes within the Windsor-Essex Deanery.
- Although Registered Catholics increased in 2007 by 1,808, there was a sharp decline in 2008 by 5026 parishioners.
- In 2009, registration peaked at 113,602, an increase of 5,243 from the previous year. This was followed by an extremely sharp decline of 13,900 parishioners in 2010.
- 2011 showed a slight increase in registration of 2,446 parishioners.
- Overall for the period 2006-2011 there has been a decline of 9,429 Registered Catholics (8.4%) in the Windsor-Essex Deanery.

Table 1.5: Closed Parishes in Windsor-Essex Deanery, 2006-2011

2006 4 closures	2007 1 closure	2008 3 closures	2009 2 closures	2010 1 closure	2011 None	2012 1 closure
St. Anne Windsor	St. Christopher Windsor	Our Lady of the Rosary Windsor	St. Rose of Lima Windsor	St. Patrick Windsor		Blessed Sacrament Windsor
St. Martin de Porres Windsor		St. Anne Windsor	St. Casimir Windsor			
Christ the King Windsor		St. Thomas the Apostle Windsor				
English Martyrs Church - Windsor						Note: 20 Parishes in Windsor Deanery, 15 in Essex Deanery.

Our Community

Employment Projections

Trends:

- In 2006, Windsor-Essex Region had approximately 188,000 jobs with 48% of the employed labour force located in the County of Essex.
- Between 1996 and 2006, employment in the region grew by 15% compared to 23% in the Province.
- The Region experienced a decline in net number of jobs and an increase in unemployment between 2001 and 2006.
- Employment continues to decline in the Windsor-Essex region, with unemployment reaching 10.7% in 2012.⁴

Table 1.6 – Employment Forecast 2006-2031

High Employment Forecast - County of Essex (Excluding Windsor), 2006-2031

	2006 Population Forecast	2031 Population Forecast	2006	2031	Growth 2006-31	% Growth 2006- 31	2006 Activity Rate*	2031 Activity Rate*
County of Essex	176,930	230,250	58,700	82,600	23,830	40.6%	33.2%	35.9%
LaSalle	27,650	39,300	4,820	8,450	3,630	75.3%	17.4%	21.5%
Tecumseh	24,220	33,380	13,570	18,690	5,120	37.7%	56.0%	56.0%
Lakeshore	33,250	44,540	10,530	16,700	6,170	58.6%	31.7%	37.5%
Amherstburg	21,750	27,750	4,490	6,280	1,890	42.1%	20.6%	22.6%
Essex	20,030	23,090	6,220	7,970	1,750	28.1%	31.1%	34.5%
Kingsville	20,910	25,990	6,520	8,450	1,930	29.6%	31.2%	32.5%
Leamington	28,830	35,900	12,460	15,800	3,340	26.8%	43.2%	44.0%
Pelee Township	290	300	160	160	-	-	55.2%	53.3%

Source: County of Essex, N. Barry Lyon Consultants Limited Official Plan Review, August 2011

*Activity Rate is the total number of jobs located within a municipality divided by the population.

⁴ County of Essex Official Plan Review. Policy Background Report 35, The Jones Consulting Group Ltd., November 2012, Statistics Canada 2012

Our Community

Food Banks

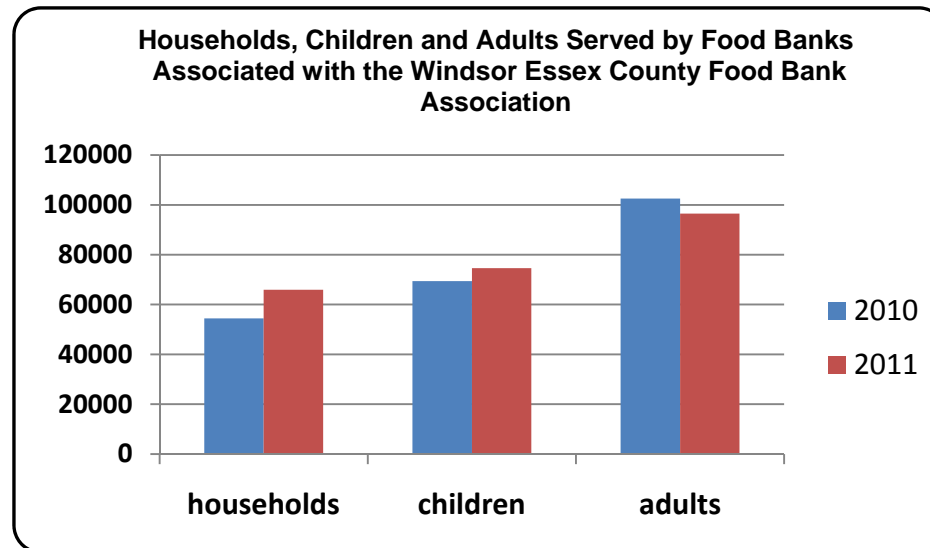
Trends

- The use of food banks has been increasing.

Key Facts

- Statistics provided by the Windsor Essex County Food Bank Association, which is comprised of 18 local food banks, indicate the use of food banks continues to rise.
- In 2010, they recorded 54,470 households being assisted and of that 69,415 were children and 102,531 were adults.
- In 2011, they recorded 65,943 households being assisted and of that 74,619 were children and 96,537 were adults.
- Over this two year period, there was an increase of 18% in assistance by households and a 7% increase in assistance by children.
- Due to the decrease in assistance by adults, this indicates there is an increase in single parent families accessing the food banks in our community.

Figure 1.7: Households Served by Area Food Banks



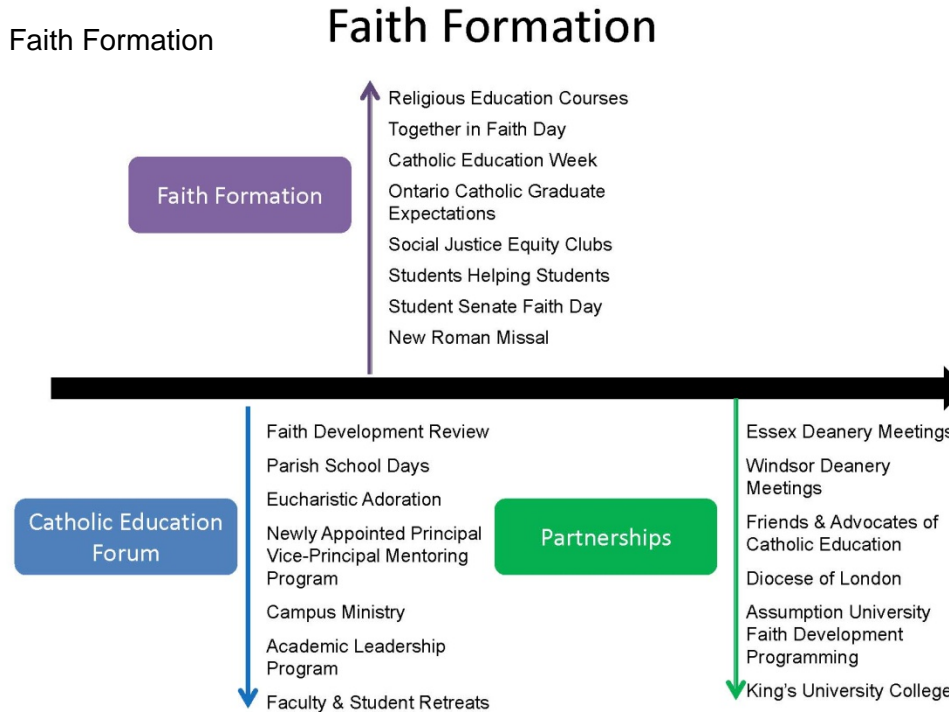
Source: Windsor Essex County Food Bank Association (comprised of 18 food banks)



Our Faith

Faith Formation Programming

Figure 2.1: Faith Formation



Trends:

- There has been an increase in the development of Catholic partnerships over the last two years.
- From the work of the committee, faith development programming is now taking place at each meeting of the Teacher Leadership program, the Newly Appointed Principal/Vice-Principal Mentoring program and meetings of Campus Ministers.
- The goal is to expand faith formation activities through the Faith Development Review initiative.

Key Facts:

- Out of the programming for Faith Formation, the new “Catholic Education Forum” was formed. The Catholic Forum was established in 2011 as means of bringing together and improving communication between the WECDSB and local Catholic Deaneries. Attendees included WECDSB senior administration, consultant of religious studies, principals from family of schools, and clergy from both of the Windsor and Essex Deaneries. David Howie, Executive Director from the Diocese of London along with Richard Corneil and Dan Moynihan moderated the forum. The Faith Development Review initiative was borne out of the work at the Catholic Education Forums (2011 and 2012).

Our Faith

Faith Development Review

Trends:

- As expected, schools reported that they had experienced success (scored higher) in most of the indicators.
- World Religions scored in the mid-range and this was expected since 38 of 47 schools in the system are elementary. Curriculum in this area is taught mainly in the grade 11 religious instruction program.
- Three areas were identified for the requirement of additional support:
 - Knowledge of Local Catholic History (now being addressed with the Faith Development Review Committee in partnership with Assumption University)
 - Adult Faith Formation / Theological Development of Staff History (now being addressed with the Faith Development Review Committee in partnership with Assumption University)
 - Opportunities for Staff (Faculty) Retreats (increased access and support already in progress – see Figure 2.3 (Staff Retreats))

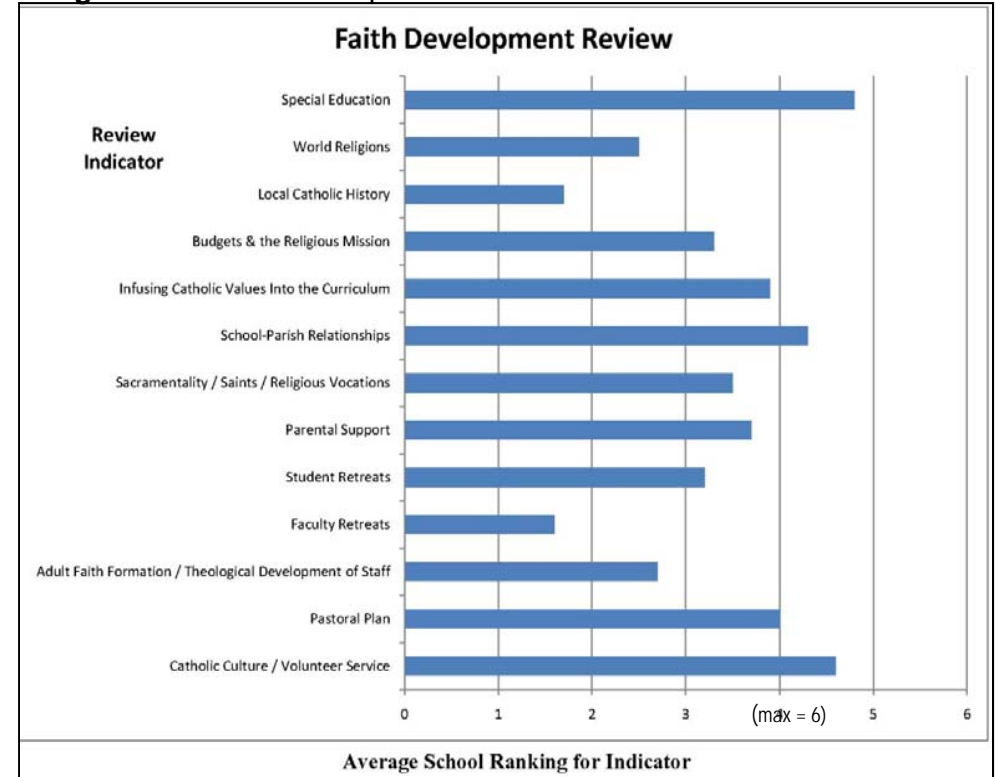
Key Facts:

The Faith Development Review Committee was established to address some of the key issues that were highlighted at the Catholic Education Forum. The main focus was the mutual desire to work together with our Catholic partners and to provide faith development opportunities for our Catholic community. The second outcome was the process to review what we are doing well and where we can improve the faith development of staff, students and parents in concert with our parish and diocesan partners. The Faith Development Review Committee was formed in January of 2012. The membership of the committee includes:

- WECDSB Senior Administration – Director and Superintendent;
- WECDSB Consultant of Religious Studies, Religion and Family Life;
- WECDSB Chairperson of the Board of Trustees;
- Assumption University Clergy and staff;
- Clergy from both the Windsor and Essex Deaneries.

Based on John Kostoff's book "Auditing our Catholic Schools", 13 key indicators were selected. The indicators formed the main body of the new "Faith Development Review Template". School principals of each elementary and secondary school consulted with their school personnel and broader faith community and assessed where they were on the continuum for each of the 13 indicators.

Figure 2.2: Faith Development Review



Our Faith

Staff Retreats

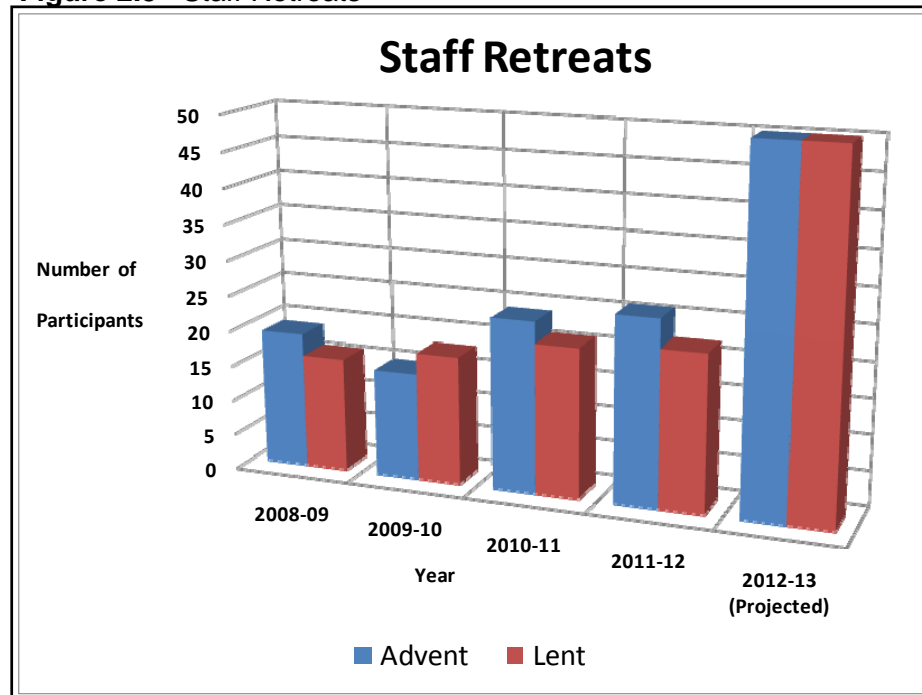
Trends:

- Since 2008, there is a trend toward increased participation by board employees.
- Due to the information gleaned from the Faith Development Review Template initiative, an increased focus has been placed on the provision of additional spaces for employee participation for Faith Formation opportunities.
- As a result, the number of participants in the Advent retreat increased by 100% from any previous year.
- The projection is that the same result will occur for Lent 2013.

Key Facts:

- Over the past 5 years, during Advent and Lent, all employees have been provided the opportunity to participate in retreats.
- Participation is voluntary and supported financially by the WECDSB.
- The retreats are facilitated by WEDCSB staff (Campus Ministers, Religious Education Consultant) and our Catholic partners (eg. clergy from either the Windsor or Essex Deanery).

Figure 2.3– Staff Retreats



Our Faith

Religious Education Courses

Trends:

- The number of teachers who have obtained the Part 1 Religious Education qualification has declined. This is due in large part to the limited hiring of new teachers over the last few years.
- There is an increase in the last three years in the number of teachers who have obtained the Part 3 Religious Education qualification. This is encouraging since this qualification is not a mandatory requirement.

Key Facts:

- The Religious Education qualification Part 1 course is a requirement for teachers who wish to obtain and/or maintain their employment status. Upon receiving permanent status, teachers have 2 years to complete Religion Education Part 1.
- The Religious Education qualification Part 2 course is a minimum requirement for those who wish to be considered for an administrative position (Principal or Vice-Principal)
- The Religious Education qualification Part 3 course (Specialist) can be used for entry into the Principal Qualification program, is required to be a department head of Catholic Studies and is considered an asset for positions of religious education teaching, religious education consultant, principals and senior administrative positions.

Figure 2.4 – Religion Education Courses Qualifications

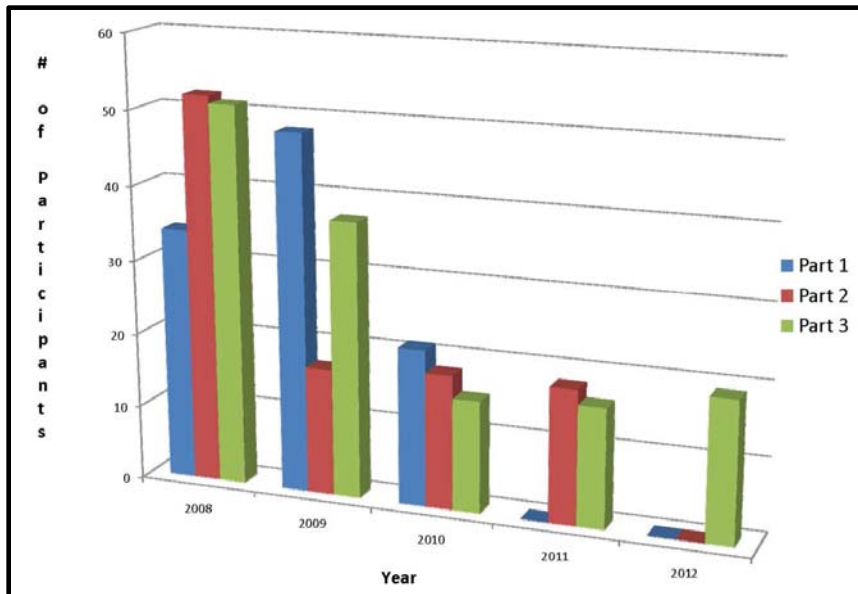


Table 2.1: Percentage of Teachers with Religious Qualifications

Total # of Active Teachers as of January 11, 2013		1405
Religious Education, Part 1	1209	86%
Religious Education, Part 2	644	46%
Religious Education, Specialist	551	39%



Our Students

Our Students

Student Data

The Windsor-Essex Catholic District School Board is an inclusive English-language Catholic school board with a nominal enrolment of 22,701 as of October 31, 2012. It operates 38 elementary and 10 secondary schools. French Immersion is available at 3 elementary and 4 secondary schools.

Table 3.1: Elementary Enrolment

October 2012	
Elementary Enrolment	
JK-SK	2,277
Grades 1-8	11,992
Special Education	2,512

Table 3.2: Secondary Enrolment

October 2012	
Secondary Enrolment	
Secondary	7,831
Special Education	1,518

Table 3.3: School Organization

School Organization 2012-2013	
	# Schools
JK-8	38
9-12	8

Table 3.4: Alternative Secondary Schools

Alternative Secondary School 2012-2013		
	# Schools	Enrolment
Secondary	1	232
Adult	1	369

Table 3.5: Secondary Credits and Courses

2012-2013	
Number of Credits Taken by Level (Grades are in brackets)	
Academic (9 & 10)	10,730
University (11 & 12)	9,893
University/College (11 & 12)	7,609
Applied (9 & 10)	4,853
College (11 & 12)	4,707
Essentials (9 & 10)	790
Workplace (11 & 12)	1,929
Open (9 through 12)	17,310
Total	57,821
Number of Secondary Courses offered by level:	
Academic	409
University	401
University/College	308
Applied	235
College	225
Essentials	59
Workplace	116
Open	839
Total	2,592

Our Students

Elementary Enrolment

Trend

- Elementary enrolment in the WECDSB has been in steady decline since 2000.

Key Facts

- Elementary enrolment has declined an average of 3.4% per year since 2006.

Figure 3.1: Elementary Enrolment by Grade Count

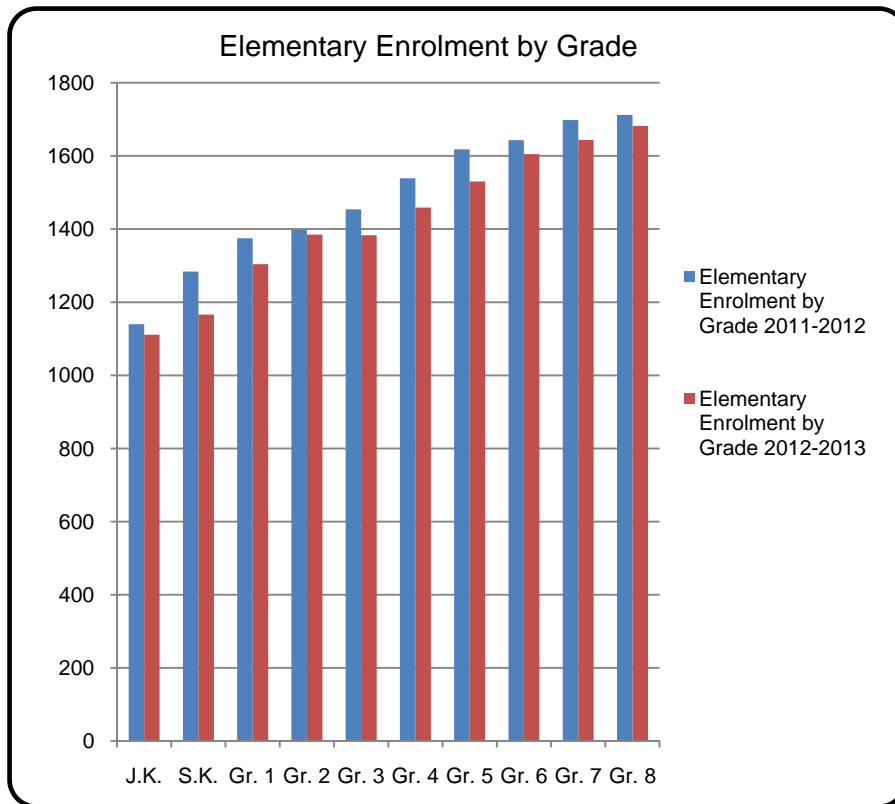
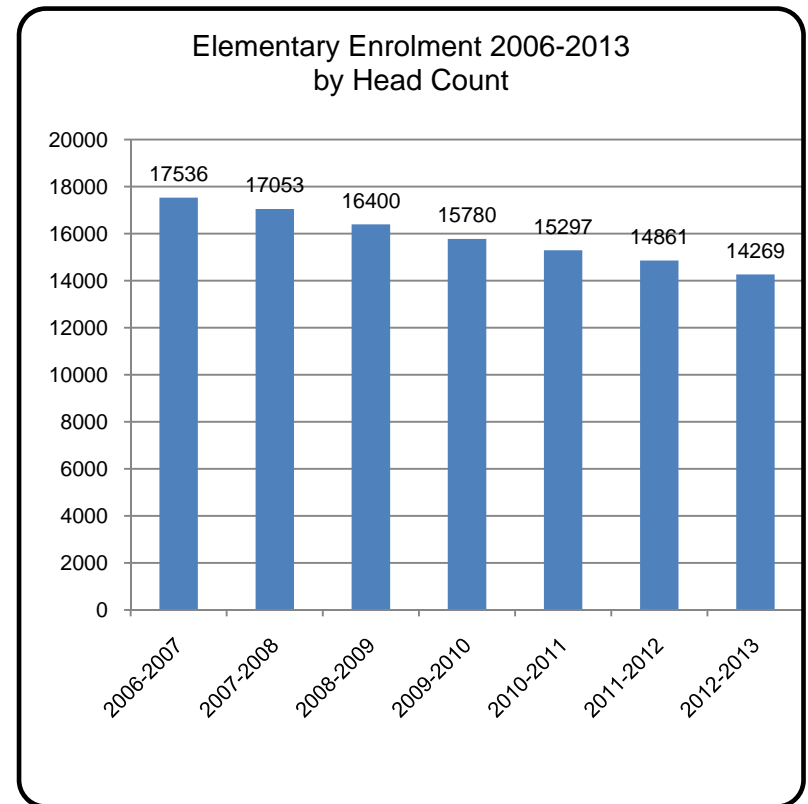


Figure 3.2: Elementary Enrolment 2006-2013 by Head Count

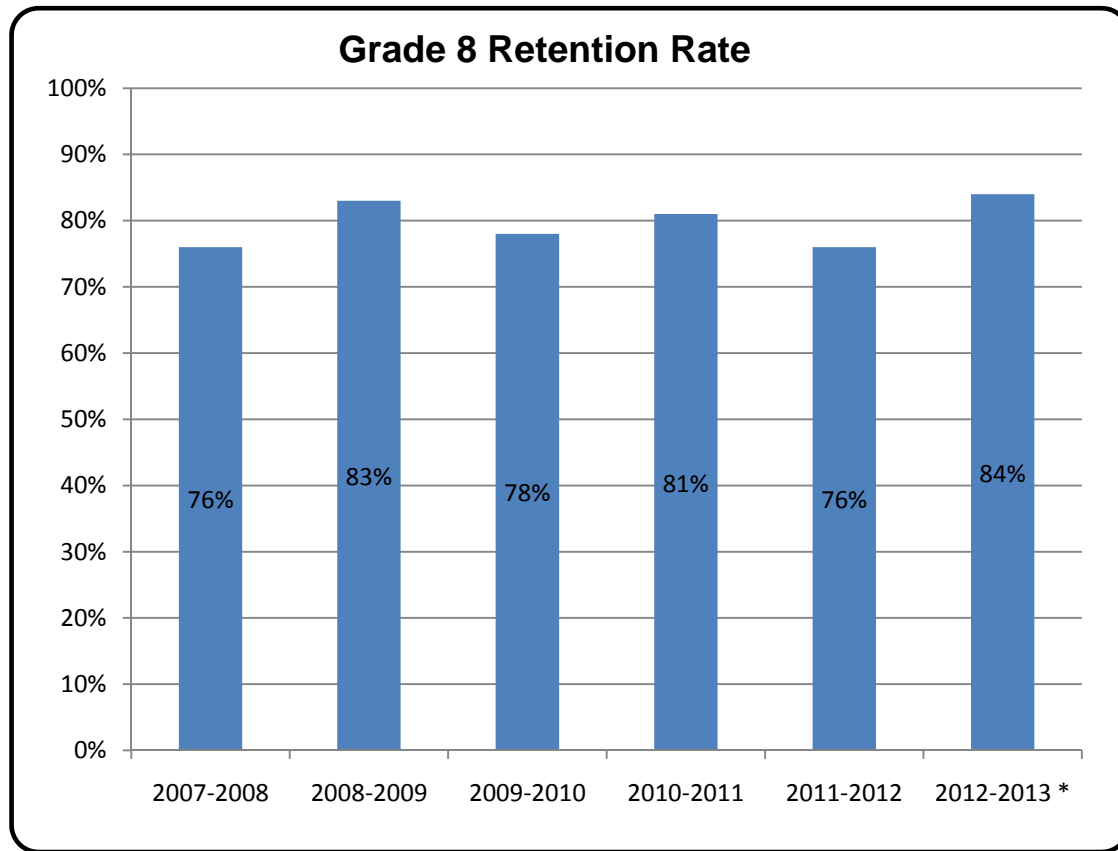


Our Students

Trends:

- 84% of our grade 8 students continue their education at one of our secondary schools.

Figure 3.3: Grade 8 Retention Rate



*Note the 2012-2013 anticipated retention rate is based on registrations received to date.

Our Students

Secondary Enrolment

Trend

- Secondary enrolment in the WECDSB has been in steady decline since 2006.

Key Facts

- Secondary enrolment rose in 2009-2010 due to St. Michael's Adult changing from a Continuing Education school to an Adult Day School. (Prior to 2009-2010 these students were reported on Continuing Education registers).
- In the past 3 years enrolment has declined, there has been an average 3% drop per year.

Figure 3.4: Secondary Enrolment by Age

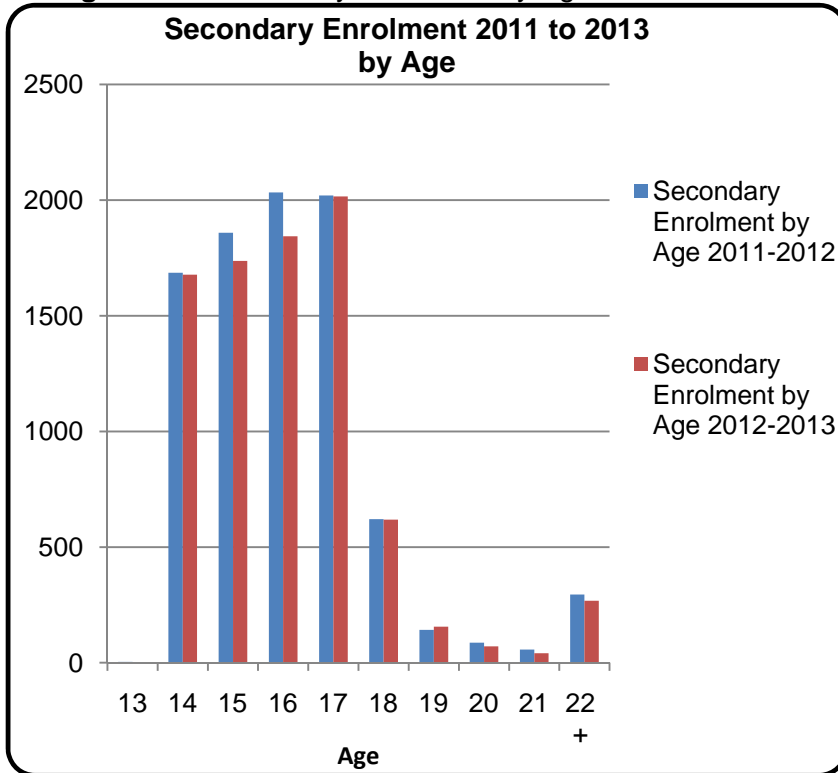
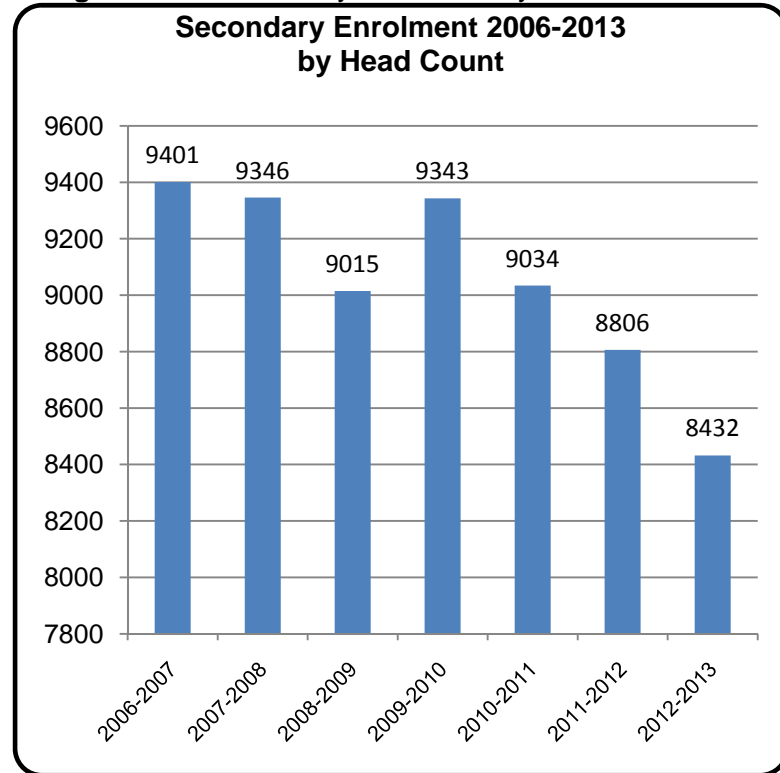


Figure 3.5: Secondary Enrolment by Head Count



*Please note this data includes the St. Michael's Adult Campus

Our Students

Co-terminous Comparator – Public Schools

Trend

- As the figures below indicate, our demographic challenges are similar to those of our co-terminous board.

Figure 3.6: Co-terminous Comparator – Elementary Enrolment

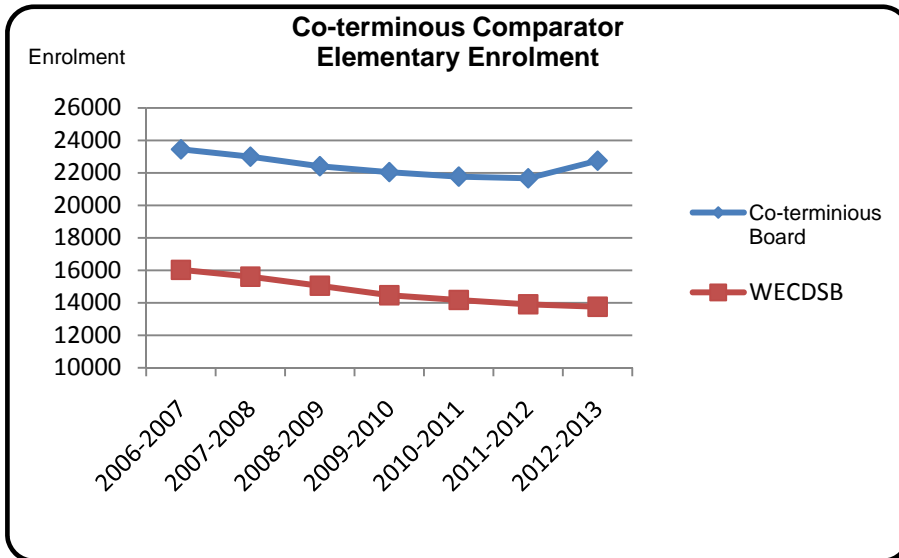
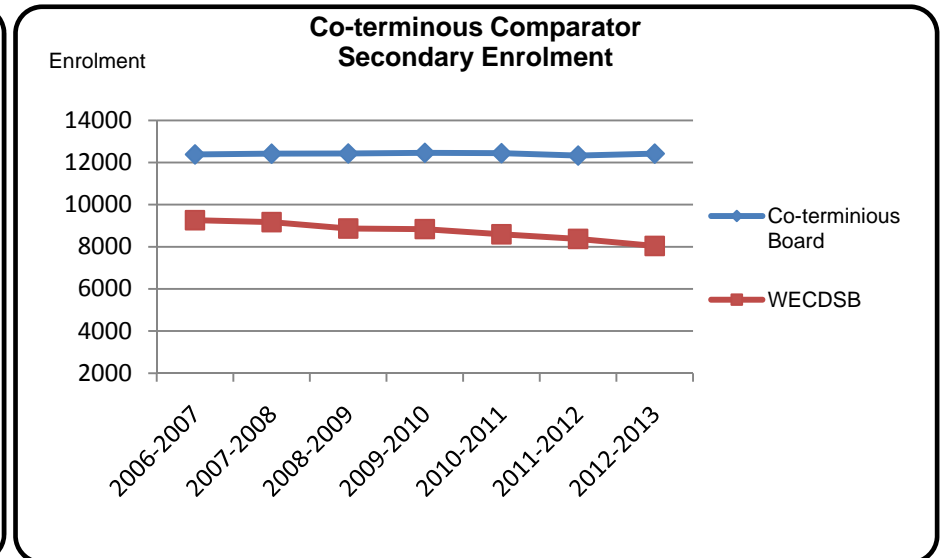


Figure 3.7: Co-terminous Comparator – Secondary Enrolment



Source: Greater Essex County District School Board – Ministry of Education OnSIS Reporting as of October 31 in each school year
 Windsor-Essex Catholic District School Board – Education Finance Information System (EFIS) Financial Statements October 31 in each year.

Our Students

Co-terminous Comparator – Private Schools

Trends

- The number of students attending private schools in Windsor and Essex County has decreased during the period 2006-2010.
- The number of Private Schools in Windsor and Essex County remains consistent for the same period.

Key Facts

- The number of private schools in Windsor and Essex County remained consistent for the period 2006 to 2010. In the school year 2006-2007 and 2009-2010, there were 16 private elementary and/or secondary schools. While in 2007-2008 and 2008-2009, there were 15 private elementary and/or secondary schools.
- Between 2006-2010, private school enrolment for Windsor and Essex County decreased by 517 students (25%).

Figure 3.9: Number of Private Schools in Windsor-Essex

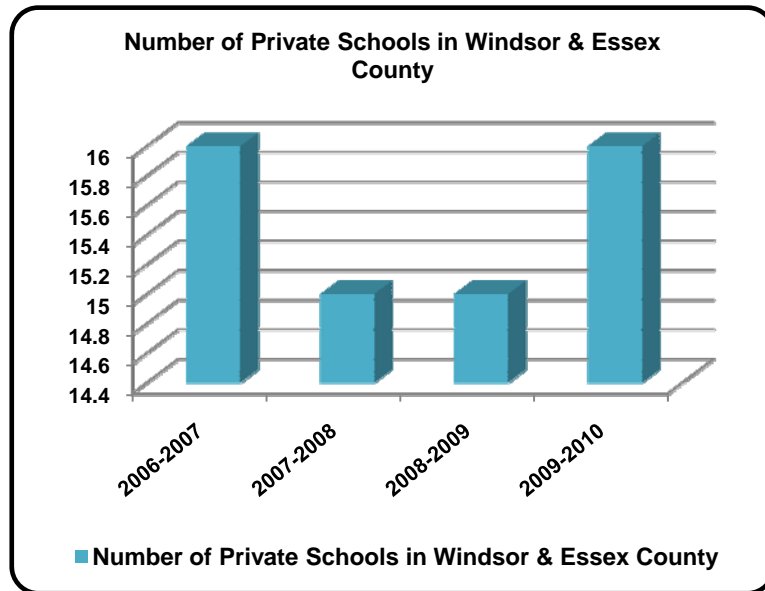
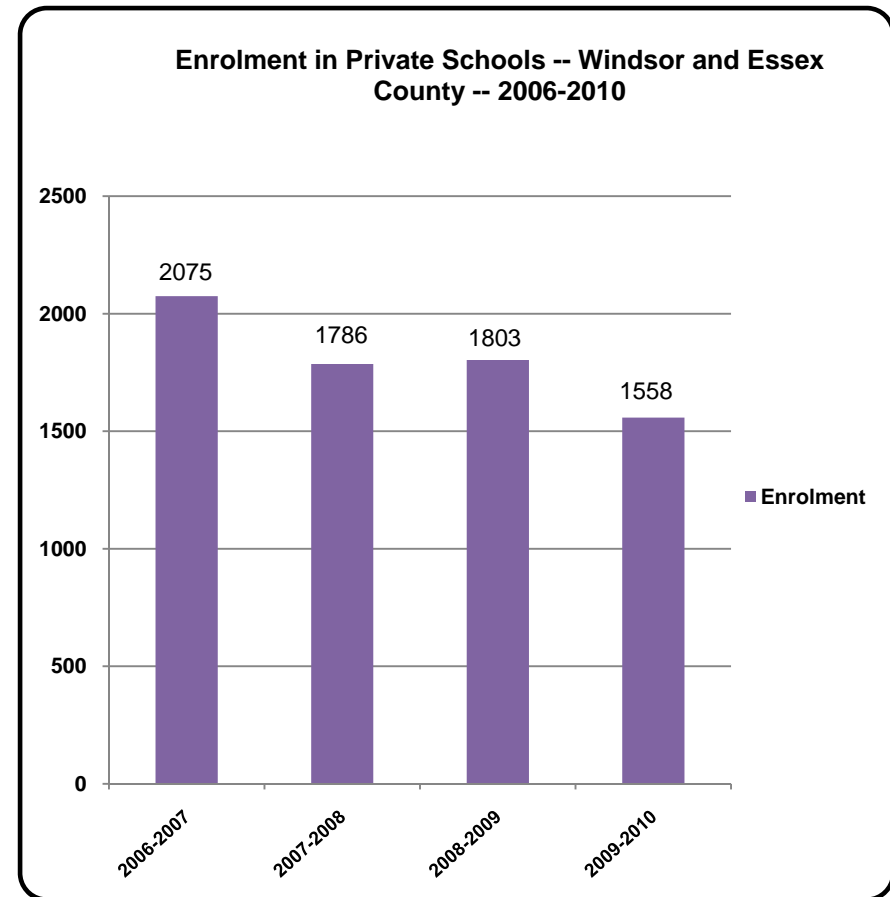


Figure 3.8: Enrolment in Private Schools, 2006-2010



Data Source: As reported by schools in the Ontario School Information System (OnSIS), Ministry of Education

Our Students

Co-terminous Comparator – Private Schools

Key Facts

- From 2007 to 2010, the number of students transferring from private schools to Windsor-Essex Catholic Schools was consistently higher than the transfer of students from our schools to private schools.
- Although there was a slight increase in the number of students leaving Windsor-Essex Catholic Schools in 2010 to attend private schools, this represents a relatively small number of students.
- The percentage of students attending private schools ranges from 3.3% in 2006-2007 to 2.6% in 2009-2010 based on the total population of Windsor and Essex County English Language students (Elementary/Secondary).

Figure 3.11: Percentage of English Language Students Enrolled in Private Schools

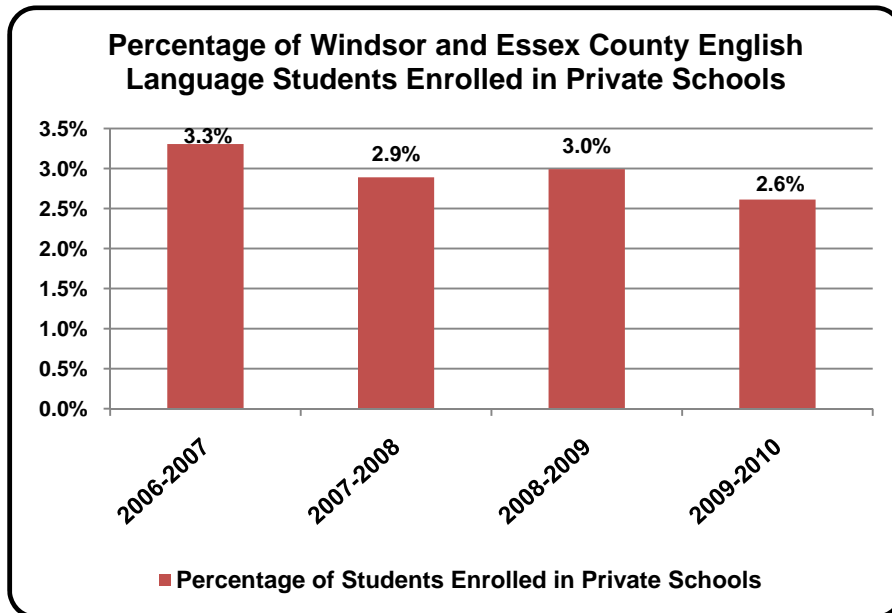
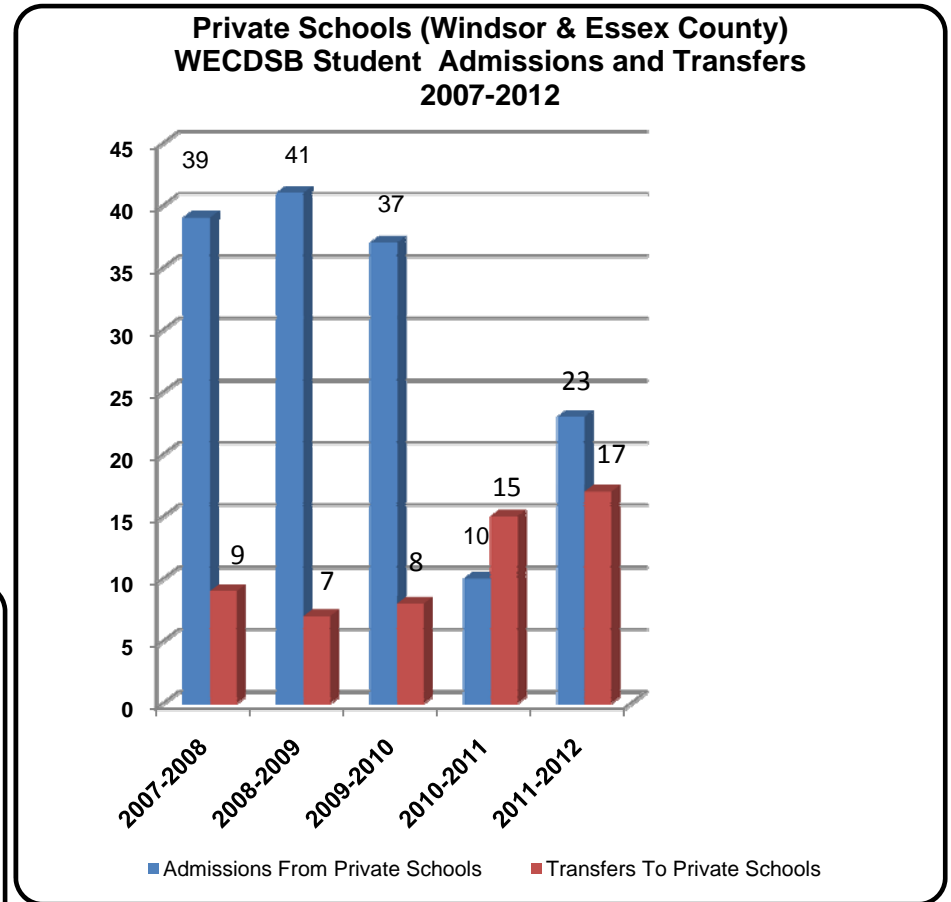


Figure 3.10: Private Schools - Admissions and Transfers



Source: As reported by schools in the Ontario School Information System (OnSIS), Ministry of Education

Our Students

Kindergarten Enrolment

Trend

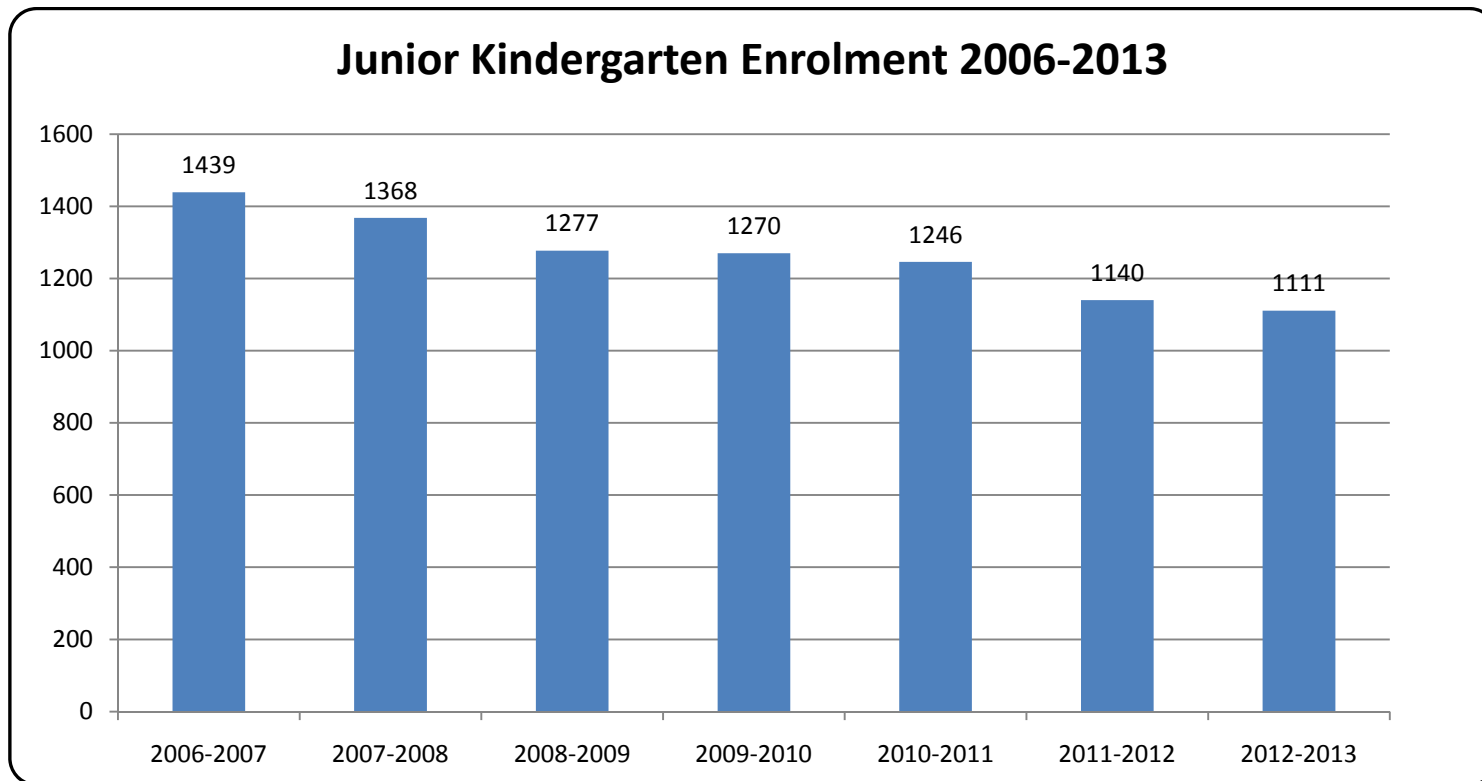
- Junior Kindergarten enrolment in the WECDSB has been in steady decline since 2006.

Key Facts

- The JK enrolment has declined on average of 55 students annually since 2006.

** Related information included in the Full Day Kindergarten section.

Figure 3.12: Junior Kindergarten Enrolment, 2006-2013



Our Students

Full Day Kindergarten (FDK)

We are currently in Phase Three implementation of Full Day Kindergarten. Currently 49% of our four and five year olds attend Kindergarten on a daily basis. These classrooms are located in every jurisdiction of our community.

Trends and Key Facts

- Currently we have 2,278 children enrolled in Kindergarten Programs in our schools. In September 2012, 1255 students enrolled in the 20 schools offering the Full Day Kindergarten Program. Currently there are 670 male students and 591 female students enrolled in the Full Day Kindergarten Program. Our student space allocation provided by the Ministry for Phase Three was 1196, so we are currently over-subscribed by 59 student spaces.
 - 41JK/SK classrooms supported by a FDK Team – teacher and Registered Early Childhood Educator;
 - 8 FDK classrooms with an enrollment less than 16 children led by a teacher;
 - 5 SK/Grade One classrooms.

* A Full Day Kindergarten program is offered at St. Mary's Catholic Elementary School which offers a French Immersion Program. This program is not funded through FDK however the school will be included in Phase Four implementation.

Before and After School Programs

- Before and After Child Care Programs are established in 27 Catholic elementary schools. Of those, 16 are programs offered in schools hosting Full Day Kindergarten Programs.

Ontario Early Years Centres

- We have established Ontario Early Years Centres in 7 Catholic elementary schools throughout Windsor-Essex County. These free programs provide parents and caregivers of children 0-6 an opportunity to meet and learn from each other, interact with staff, and learn about child development in a play based environment focused on literacy in the early years.

Our Students

Full Day Kindergarten (FDK)

Capital and First Time Equipping Funding and Projects

In order to successfully implement Full Day Kindergarten in many Phase Three schools it was necessary to build additional space and retrofit existing space. Throughout the course of the year several projects have been undertaken. The Ministry of Education has provided us with \$5,376,305.00 in order to complete these projects:

- Two room addition at Holy Name Catholic Elementary School.
- Two room addition at Our Lady of Mount Carmel Catholic Elementary School.
- Four room addition at Sacred Heart Catholic Elementary School.
- One room addition at St. Christopher Catholic Elementary School.
- One room addition and retrofit of existing space at St. Rose Catholic Elementary School.
- One room addition at St. John de Brebeuf Catholic Elementary School.
- One room addition at St. Peter Catholic Elementary School.

Child Care Programs and Ontario Early Years Centres

We have partnered with a number of Child Care Providers offering Child Care Programs in our schools in order to support the re-profiling of their space. At two of our schools, Holy Name Catholic Elementary and Sacred Heart Catholic Elementary School, modifications were made to Ontario Early Years Centres in order to better meet the needs of young families and our school community as we transition to a Child and Family Centre model.

First Time Equipping

In preparation for the implementation of Full Day Kindergarten, the Ministry of Education provides School Boards with “First Time Equipping” funds to ensure that adequate equipment and materials are available for students. We have identified and tendered a listing of materials and resources required to effectively implement the Full Day Kindergarten Program. Prior to a school launching the program, an inventory of the resources in the existing Kindergarten classrooms is taken. Once gaps have been identified, we order the necessary equipment and track expenditures for each new Full Day Kindergarten class.

Phase One (2010-2011)

\$140,000.00

Sites: H.J. Lassaline, Our Lady of Annunciation, Our Lady of Perpetual Help, St. Angela, St. James, St. Louis, W.J. Langlois

Phase Two (2011-2012)

\$ 60,000.00

Sites: St. John (Windsor), St. John the Baptist, St. Bernard (A), Queen of Peace

Phase Three (2012-2013)

\$260,000.00

Sites: Holy Name, Sacred Heart, Our Lady of Mount Carmel, St. Peter, St. Rose, St. Christopher, St. Bernard (W), Our Lady of Lourdes,

St. John Brebeuf, St. John the Evangelist

*Throughout the course of the year, additional resources that are required are ordered.

Our Students

Early Developmental Instrument (EDI)

The Early Developmental Instrument measures the readiness of children to begin to learn in a school setting. The EDI is completed by Kindergarten Teachers on each of their students who are five years old (Senior Kindergarten). The assessment is a compilation of questions in five different domains – physical health and well-being, social competence, emotional maturity, language and cognitive development, communication skills and general knowledge. The total number of EDI questionnaires completed in Windsor-Essex in 2012 is 4,227.

Domains

Physical Health & Well-Being - includes gross and fine motor skills - e.g., holding a pencil, running on the playground, motor coordination, and adequate energy levels for classroom activities.

Social Competence - includes curiosity about the world, eagerness to try new experiences, knowledge of standards of acceptable behaviour in a public place, ability to control own behaviour, cooperation with others, following rules, and ability to play and work with other children.

Emotional Maturity - includes ability to reflect before acting, a balance between too fearful and too impulsive, and ability to deal with feelings at the age appropriate level, and empathic response to other people's feelings.

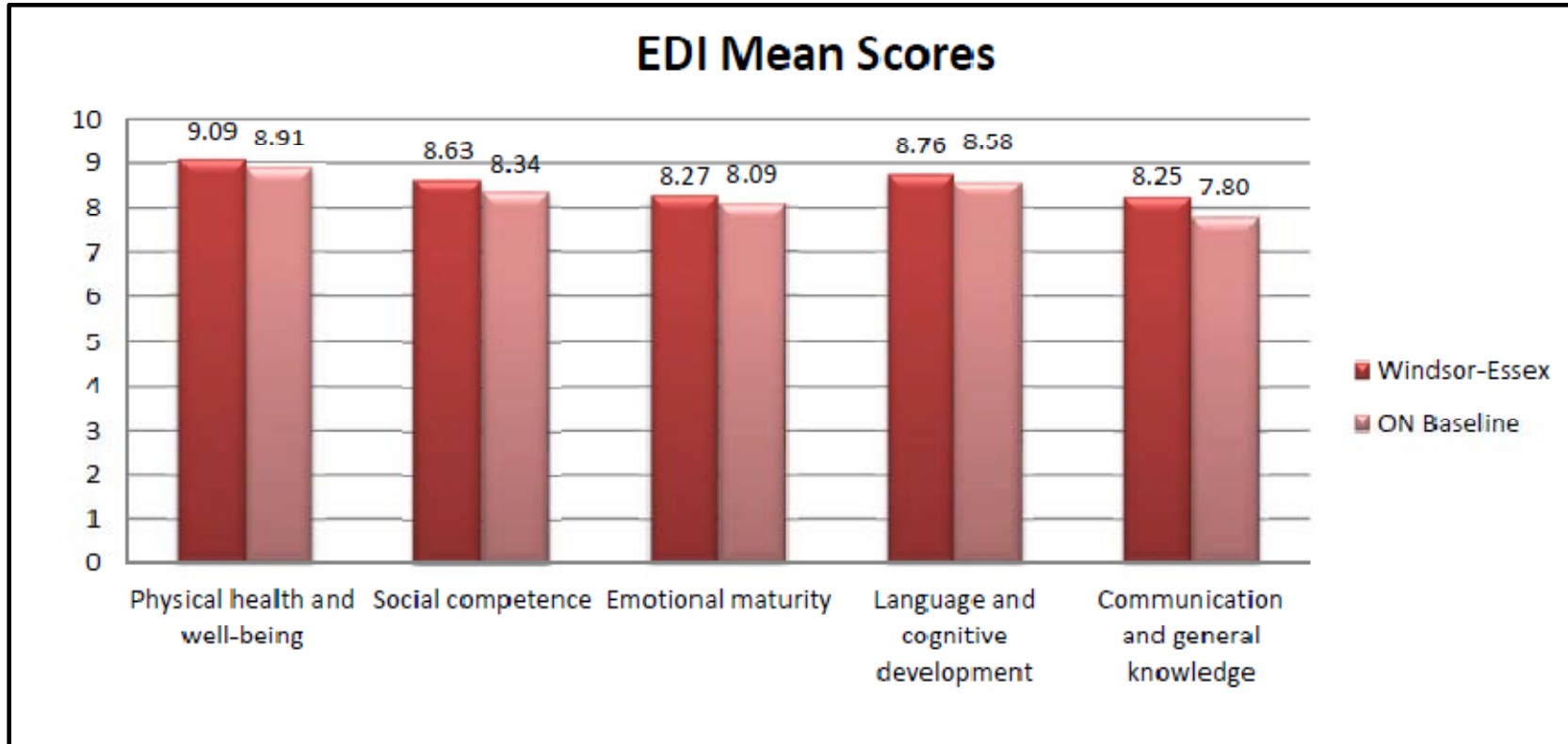
Language and Cognitive Development - includes reading awareness, age appropriate reading, writing and numeracy skills, board games, and ability to understand similarities and differences, and to recite back specific pieces of information from memory.

Communication Skills and General Knowledge - includes skills to communicate needs and wants in socially appropriate ways, symbolic use of language, story-telling, and age appropriate knowledge about the life and world around.

Our Students

Early Development Instrument Results – 2012

Figure 3.13: Early Development Instrument Results - 2012



Key Facts

- The mean scores achieved by Windsor-Essex in 2012 out-performed the Ontario baseline.
- When compared to the Windsor-Essex 2008, cohort the sub domain mean scores remained relatively stable.
 - Physical Health and Well-being – 9.09
 - Social Competence – 8.63
 - Emotional Maturity – 8.27
 - Language and Cognitive Development – 8.76
 - Communication and General Knowledge – 8.25
- The domain indicating greatest need continues to be communication and general knowledge.

Our Students

Special Education Needs and Support Services

Elementary

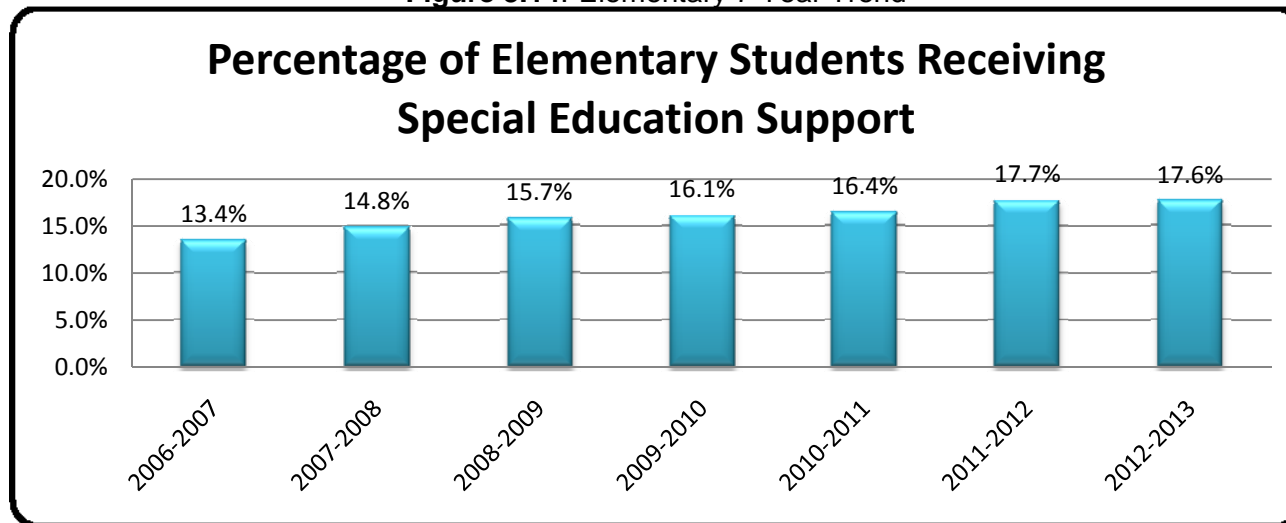
Trends

- The number of students with a formal designation through the Identification Placement Review Committee (IPRC) has decreased.
- The number of students without a formal designation through an IPRC with an Individual Education Plan (IEP) has increased.
- The number of students without a formal designation through an IPRC with an Accommodation Log has increased.
- The number of students receiving special education support has increased.
- The number of males receiving special education support exceeds the number of females receiving support.

***Please note that these statistics are a result of and in keeping with the Ministry and Board philosophy that a student does not necessarily require a formal identification through an Identification Placement Review Committee (IPRC) to receive special education support.**

The WECD SB has been experiencing declining enrolment on a whole, but the number of students with special education learning needs has increased each year. Although statistically fewer students are being formally identified, in actuality more students are being assessed and receiving support. Assessments are being utilized to program for students, not merely to identify them as exceptional.

Figure 3.14: Elementary 7 Year Trend



Our Students

Special Education Needs and Support Services

Secondary

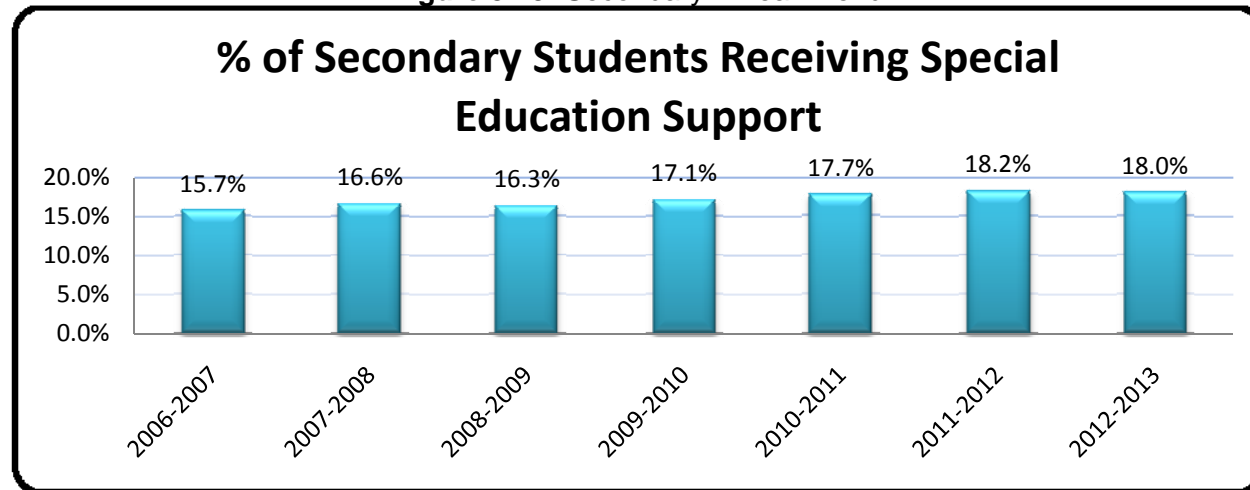
Trends:

- The number of students without a formal designation through the Identification Placement Review Committee (IPRC) with an Individual Education Plan (IEP) has increased.
- The number of students without a formal designation through an IPRC with an Accommodation Log has remained consistent but is at the lowest point in 2012.
- The total number of students with an IEP has increased.
- The number of students receiving special education support has increased.
- The number of males receiving special education support exceeds the number of females receiving support.

***Please note that these statistics are a result of and in keeping with the Ministry and Board philosophy that a student does not necessarily require a formal identification through an Identification Placement Review Committee (IPRC) to receive special education support.**

The WECD SB has been experiencing declining enrolment on a whole, but the number of students with special education learning needs has increased each year. Although statistically fewer students are being formally identified, in actuality more students are being assessed and receiving support. Assessments are being utilized to program for students, not merely to identify them as exceptional.

Figure 3.15: Secondary 7 Year Trend



Our Students

Special Needs Education and Support Services

The WECDSD offers proactive and integrated supports while promoting mental health literacy (basic knowledge) by enhancing capacity of students and educators, providing links to health-care providers and specialized mental health services, and by encouraging caregivers to be a part of the treatment plan and solution. The service delivery model supports a sustainable continuum of need from the point of concern through the pathway of supports to coordinate with specialized community services for families. The process assists the Board in identifying the difference between mental health concerns and mental health disorders through school/home/community collaboration.

In support of the new service delivery model and in keeping with the ministry’s mental health plan, a Psychologist was hired as the WECDSD’s mental health lead. This individual serves as the lead member of the newly established Student Support Services Team which includes the Board’s Chief Psychologist, Vice-Principal of Safe Schools, Behaviour Expertise Lead, Consultant of Student Mental Health and Well-Being and the Associate Director. This team meets weekly to discuss all presenting cases, review system needs, provide training sessions for educators and support staff, while responding to student needs on a daily basis.

Child and Youth Workers

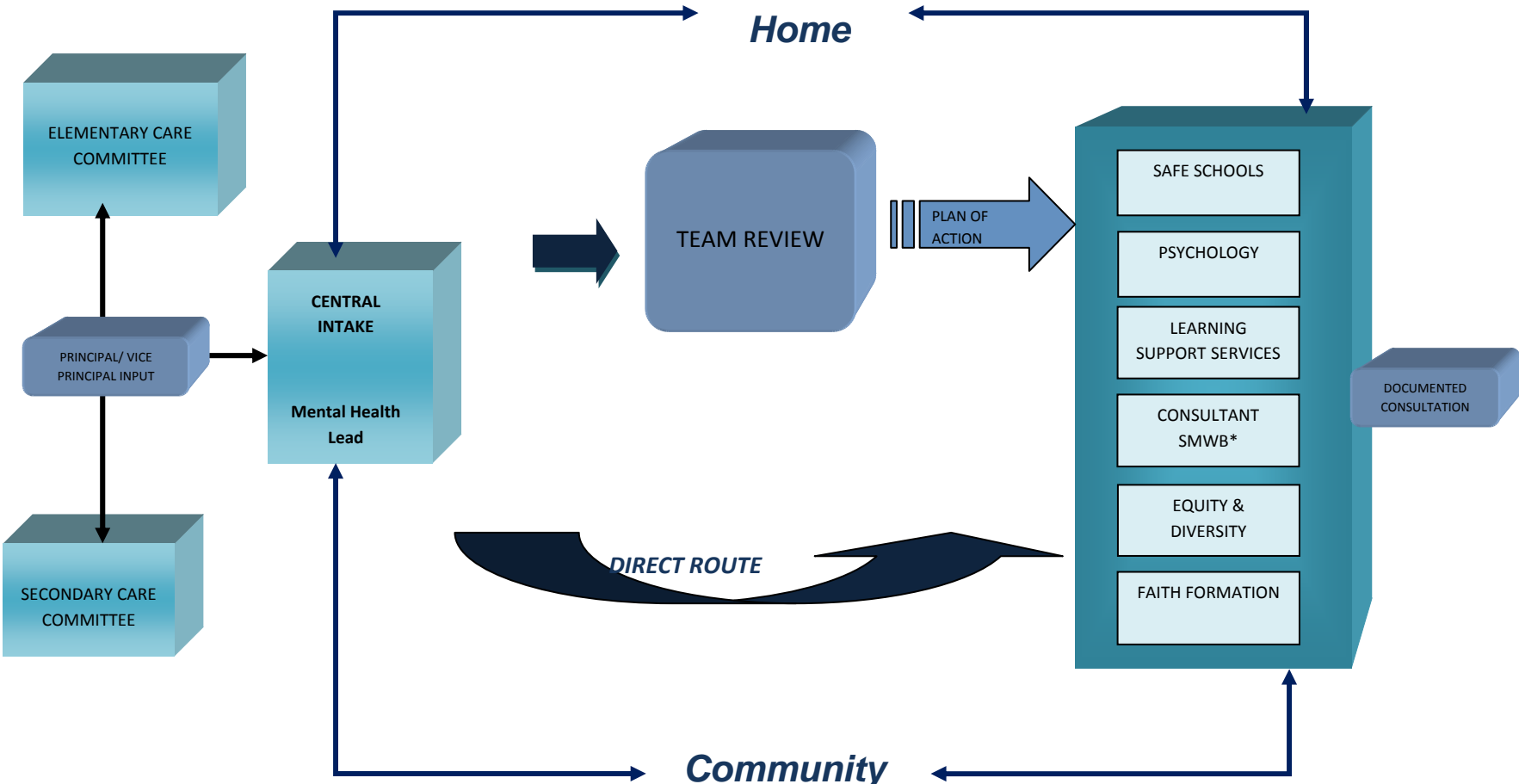
In order to provide direct and immediate assistance for students and staff in proactive behaviour development and in dealing with presenting behaviour in a positive and proactive approach, thirteen additional Child and Youth Workers (CYW) were added to the existing complement of seven. As a result, there are seventeen Back on Track programs being lead by CYWs operating in our elementary schools and there are six system CYWs who work as part of a team to support both elementary and secondary schools in dealing with difficult behaviour issues.

Table 3.6: Special Education Needs: Back on Track Locations

Back on Track Locations	
2011/12	2012/2013
Elementary Schools	
Immaculate Conception	Immaculate Conception
W. J. Langlois	W.J. Langlois
St. Angela	St. Angela
Holy Name (Essex)	Holy Name (Essex)
St. James	St. James
Our Lady of Perpetual Help	Our Lady of Perpetual Help
	St. John (Windsor)
	Our Lady of Lourdes
	St. Christopher
	St. John the Baptist
	Sacred Heart
	H.J. Lassaline
	Notre Dame
	St. Louis
	St. John Vianney
	St. Bernard (Amherstburg)
Secondary School(s)	
Catholic Central	Catholic Central

Our Students

Figure 3.16:
Model of Service Delivery – Student Support Services



*SMWB = Student Mental Health Well-Being

Our Student Achievement

Student achievement data is a solid indicator of student performance and drives board improvement strategies in both the elementary and secondary panels. Annual Education Quality and Accountability Office (EQAO) data for the Assessments of Reading, Writing and Mathematics for the Primary and Junior Divisions, Grade 9 Academic and Applied Assessments of Mathematics and the Ontario Secondary School Literacy Test (OSSLT) combined with secondary pass rates, credit accumulation rates and post-secondary pathway information, allows the WECDSB to identify areas of strength and implement strategies to address areas in need of improvement.

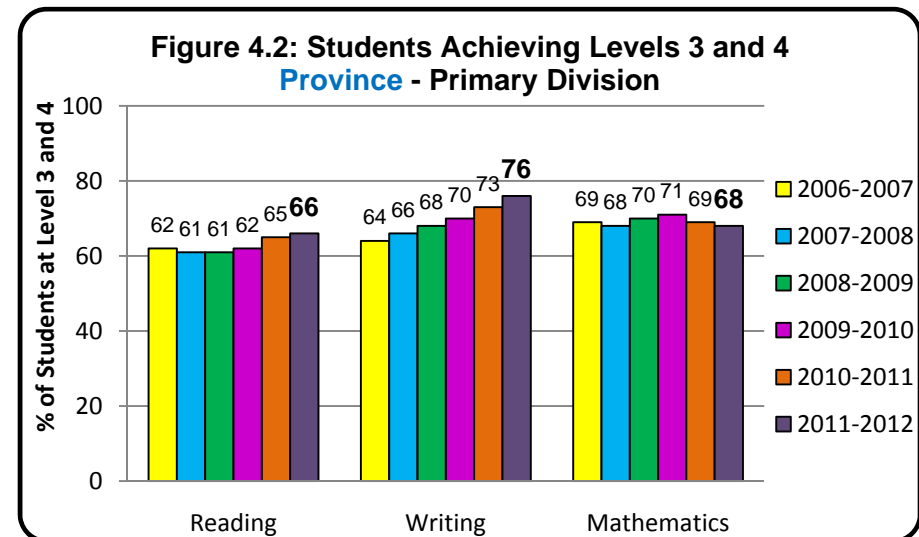
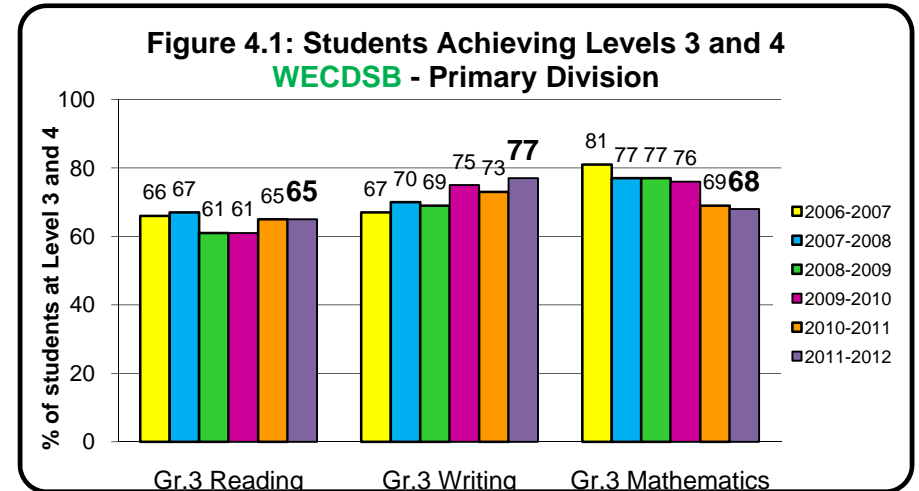
EQAO Primary Reading, Writing and Mathematics

Trends

- The percentage of students achieving levels 3 and 4 in the primary division has fluctuated in reading and writing and declined in mathematics.

Key Facts

- The number of students in the Grade 3 cohort has decreased from 1,731 students in 2006-2007 to 1 462 students in 2011-2012.
- In 2011-2012, the percentage of students achieving levels 3 and 4 in reading remained at 65%, writing increased by 4%, from 73% to 77%, and mathematics decreased by 1%, from 69% to 68%.
- The percentage of students achieving level 4 increased in reading, writing and mathematics by 2%.
- In writing, all students achieved level 2 or higher.
- The percentage of WECDSB primary students achieving levels 3 and 4 is consistent with provincial percentages in all three areas.



Our Student Achievement

EQAO Junior Reading, Writing and Mathematics

Trends

- The percentage of students achieving levels 3 and 4 in the junior divisions has fluctuated in reading and writing and declined in mathematics.

Key Facts

- The number of students in the Grade 6 cohort decreased from 1,936 students in 2006-2007 to 1,649 students in 2011-2012.
- In 2011-2012, the percentage of students achieving levels 3 and 4 in reading increased by 2%, from 72% to 74%, writing increased by 3%, from 71% to 74%, and mathematics remained constant at 58%.
- The percentage of students achieving level 4 increased in reading by 2% and increased by 3% in writing and mathematics.
- In writing, all students achieved level 2 or higher.
- The percentage of WECD SB junior students achieving levels 3 and 4 is consistent with provincial percentages in all three areas.

Figure 4.3: Students Achieving Levels 3 and 4
WECD SB - Junior

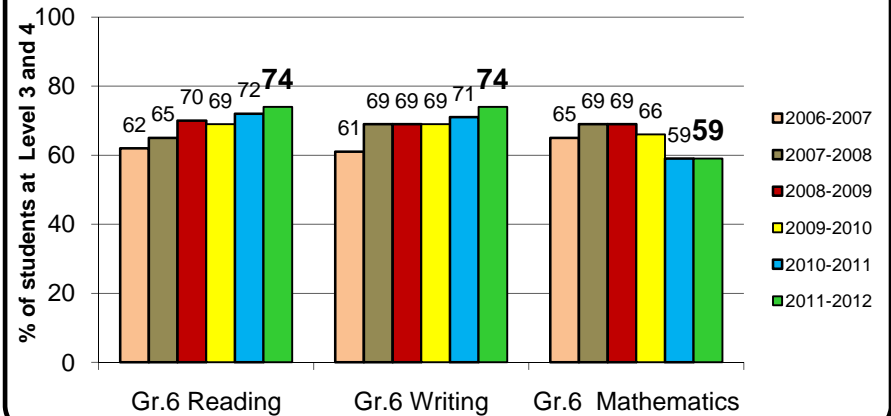
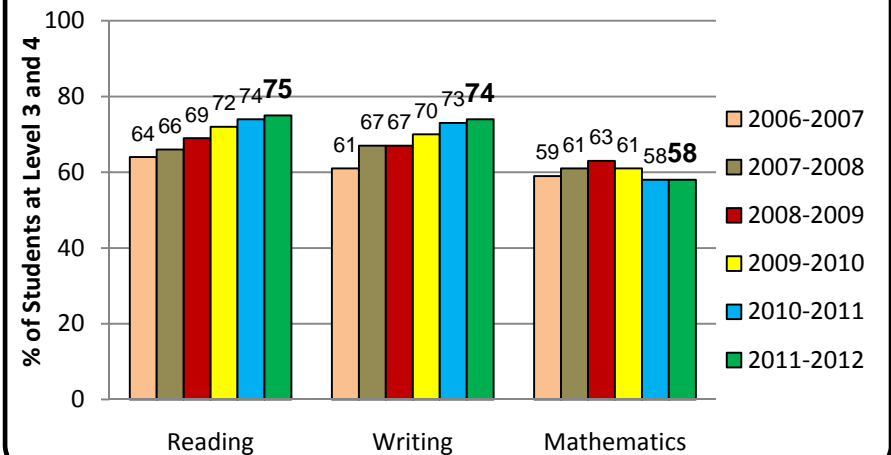


Figure 4.4: Students Achieving Levels 3 and 4
Province - Junior



Our Student Achievement

EQAO Primary Reading, Writing and Mathematics – Gender Gaps

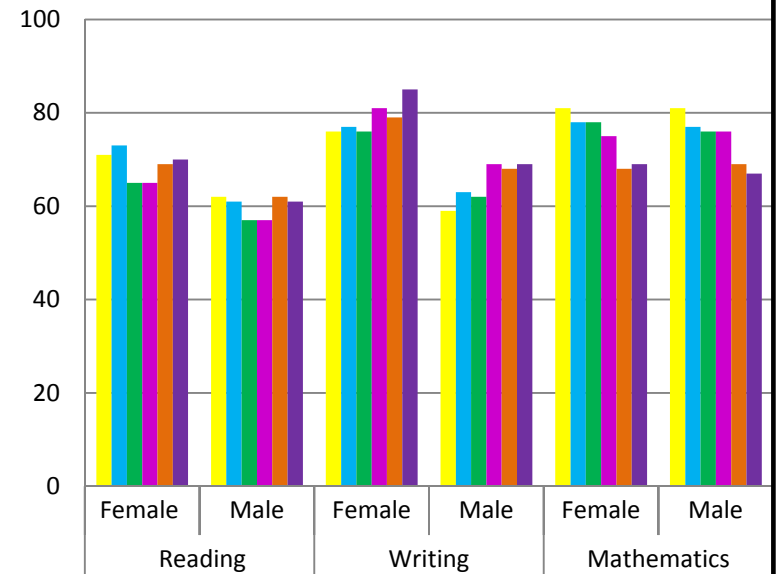
Trends

- More females compared to males, in the primary division, have consistently achieved levels 3 and 4 in reading, writing and mathematics.
- The gender gaps in all three areas have fluctuated from year to year.
- The largest gender gap has consistently been in writing.

Key Facts

- Over the past six years, males only outperformed females in the area of mathematics by 1% on the 2009-2010 and 2010-2011 assessments.
- In 2011-2012, the gender gap increased in reading by 2%, from 7% to 9%, in writing by 5%, from 11% to 16%, and in mathematics by 1%, from 1% to 2%.
- The gender gaps for primary students in the WECDSB have generally been the same or slightly smaller than the provincial gender gaps.

Figure 4.5: Students Achieving Levels 3 and 4 by Gender (%) Primary Reading, Writing and Mathematics



2006-2007	71	62	76	59	81	81
2007-2008	73	61	77	63	78	77
2008-2009	65	57	76	62	78	76
2009-2010	65	57	81	69	75	76
2010-2011	69	62	79	68	68	69
2011-2012	70	61	85	69	69	67

Our Student Achievement

EQAO Junior Reading, Writing and Mathematics – Gender Gaps

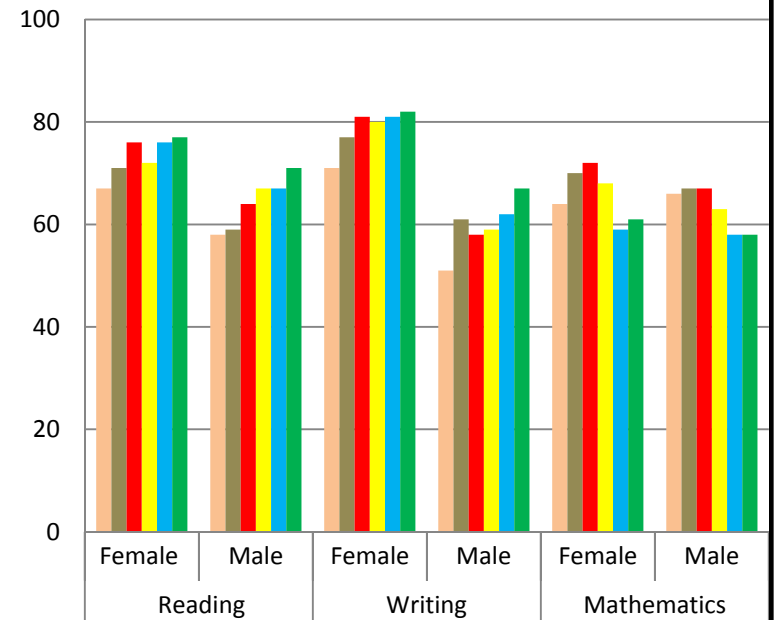
Trends

- More females compared to males, in the junior division, have consistently achieved levels 3 and 4 in reading, writing and mathematics.
- The gender gap in reading and math has fluctuated from year to year and has decreased over the past three years in writing.
- The largest gender gap has consistently been in writing.

Key Facts

- Over the past six years, males only outperformed females in the area of mathematics by 2% on the 2006-2007 assessment.
- In 2011-2012, the gender gap decreased in reading by 3%, from 9% to 6%, in writing by 4%, from 19% to 15%, and increased in mathematics by 2%, from 1% to 3%.
- The gender gaps for junior students in the WECDSB have generally been the same or slightly smaller in reading and writing than the provincial gender gaps, and the WECDSB gender gap has been the same or slightly greater in mathematics than the province.

Figure 4.6: Students Achieving Levels 3 and 4 by Gender (%) Junior Reading, Writing and Mathematics



2006-2007	67	58	71	51	64	66
2007-2008	71	59	77	61	70	67
2008-2009	76	64	81	58	72	67
2009-2010	72	67	80	59	68	63
2010-2011	76	67	81	62	59	58
2011-2012	77	71	82	67	61	58

Our Student Achievement

EQAO Primary and Junior Reading, Writing, and Mathematics – English Language Learners (ELL)

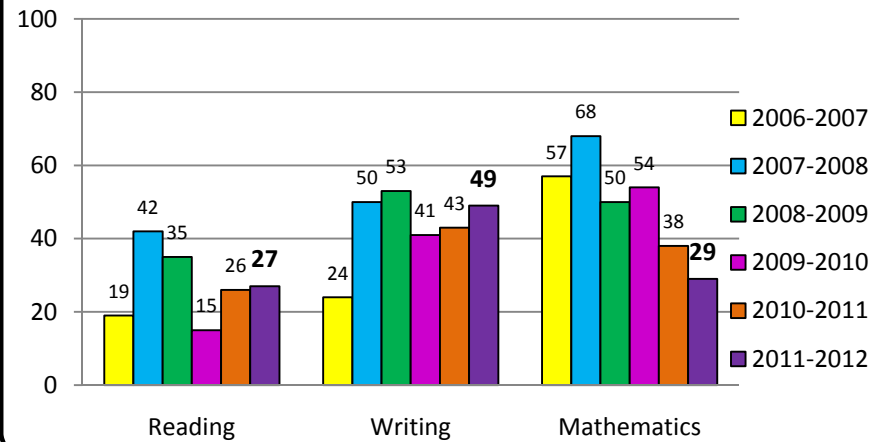
Trends

- The percentage of English Language Learners (ELLs), in both the primary and junior divisions, achieving levels 3 and 4 has increased in reading and writing and decreased in mathematics.

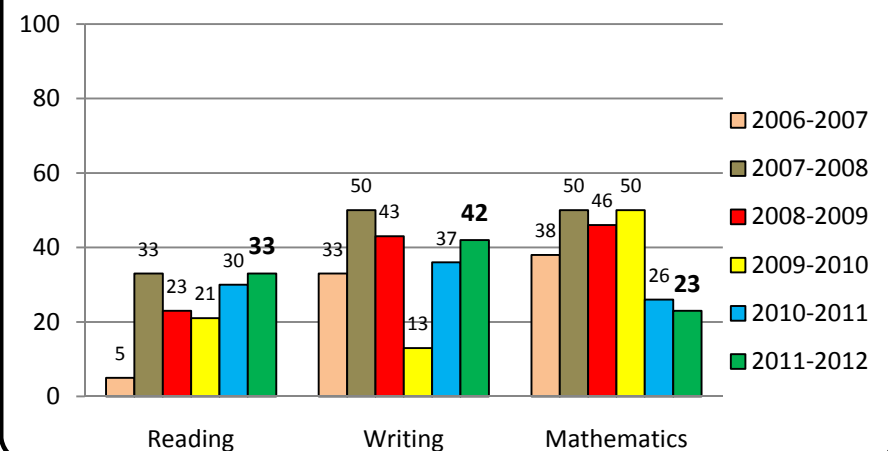
Key Facts

- In the primary division, the percentage of ELLs has increased from 1% to 3% (49 students) of the Grade 3 cohort over the past six years.
- In 2011-2012, the percentage of primary ELLs achieving levels 3 and 4 in reading increased by 1% (26% to 27%), writing increased by 6% (43% to 49%) and mathematics decreased by 9% (38% to 29%).
- In the junior division, the percentage of English language learners has increased from 1% to 4% (60 students) of the Grade 6 cohort over the past six years.
- In 2011-2012, the percentage of junior ELLs achieving levels 3 and 4 in reading increased by 3% (30% to 33%), writing increased by 5% (37% to 42%) and mathematics decreased by 3% (26% to 23%).
- In 2011-2012, the percentage of junior ELLs achieving level 4 increased by 4% in all areas.

**Figure 4.7: English Language Learners (%) Achieving Levels 3 and 4
Primary Reading, Writing and Mathematics**



**Figure 4.8: English Language Learners (%) Achieving Levels 3 and 4
Junior Reading, Writing and Mathematics**



Our Student Achievement

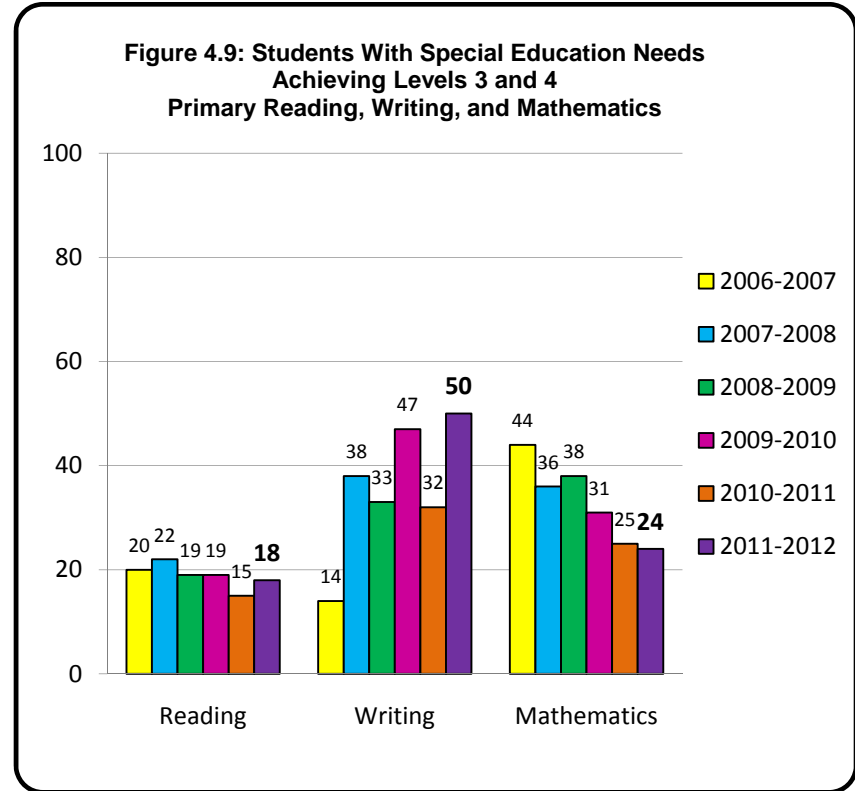
EQAO Primary Reading, Writing, and Mathematics – Students with Special Education Needs (Excluding Gifted)

Trends

- The percentage of students with special education needs achieving levels 3 and 4 has fluctuated in reading and writing and decreased in mathematics.

Key Facts

- The percentage of students with special education needs has increased from 9% to 13% (189 students) of the Grade 3 cohort over the past six years.
- In 2011-2012, the percentage of students with special education needs in the primary division achieving levels 3 and 4 increased in reading by 3% (15% to 18%), writing increased by 18% (32% to 50%) and mathematics decreased by 1% (25% to 24%).
- In 2011-2012, the number of students with special education needs achieving level 4 increased by 1% in reading and writing and by 3% in mathematics.



Our Student Achievement

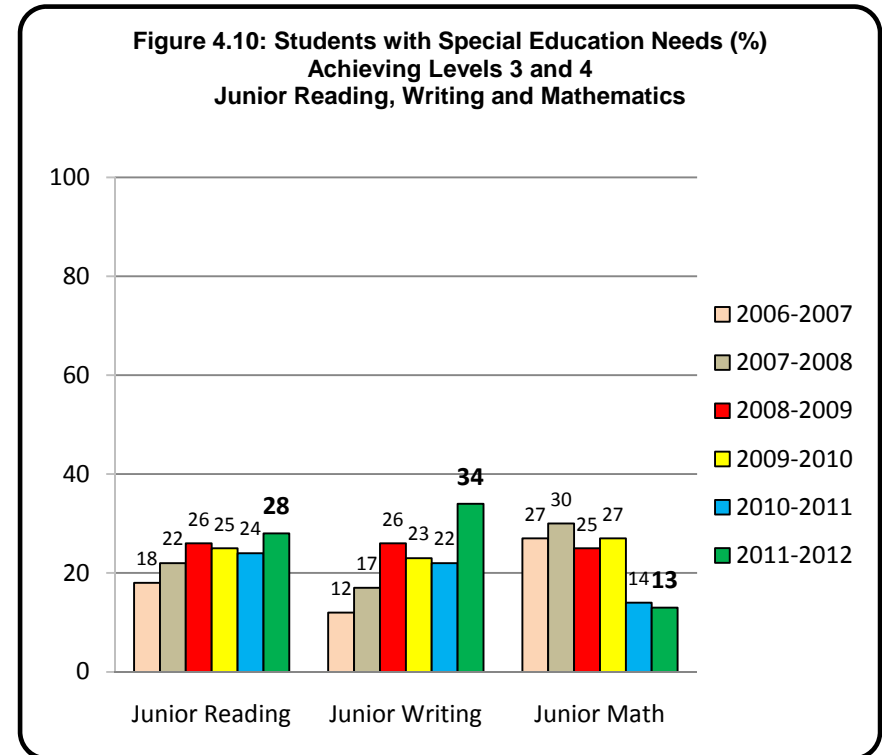
EQAO Junior Reading, Writing, and Mathematics – Students with Special Education Needs (Excluding Gifted)

Trends

- The percentage of students with special education needs achieving levels 3 and 4 has fluctuated in reading and writing and decreased in mathematics.

Key Facts

- The percentage of students with special education needs has fluctuated between 13% and 16% of the Grade 6 cohort over the past six years.
- In 2011-2012, the percentage of students with special education needs was 14% (227 students) of the Grade 6 cohort.
- In 2011-2012, the percentage of students with special education needs in the junior division achieving levels 3 and 4 increased by 4% (24% to 28%) in reading, 12% (22% to 34%) in writing, and decreased by 1% (14% to 13%) in mathematics.
- In 2011-2012, the number of students achieving Level 4 in writing increased by 2%.



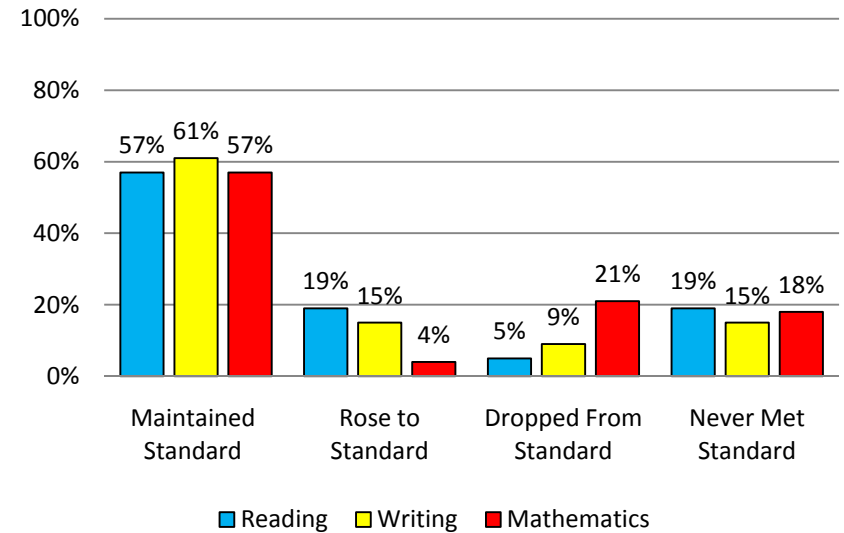
Our Student Achievement

Cohort Tracking – Four Pathways of Student Achievement, Primary and Junior Divisions (New EQAO Report in 2011-2012)

Key Facts

- Of the students who achieved level 3 or 4 on the Grade 3 assessment, 61% maintained the provincial standard in writing on the Grade 6 assessment compared to 57% in reading and mathematics.
- Of the students who did not achieve level 3 or 4 on the Grade 3 assessment, 19% rose to the provincial standard in reading on the Grade 6 assessment, compared to 15% in writing and 4% in mathematics.
- Of the students who achieved level 3 or 4 on the Grade 3 assessment, 21% dropped from the provincial standard in mathematics, compared to 5% in reading and 9% in writing.
- 19% of students did not achieve a level 3 or 4 in reading on both the Grade 3 and Grade 6 assessments, compared to 15% in writing and 18% in mathematics.

Figure 4.11: Cohort Achievement Tracking Grade 3 (2008-2009) to Grade 6 (2011-2012)



Maintained Standard - refers to students who achieved level 3 or 4 on the Grade 3 and Grade 6 assessments.

Rose to Standard – refers to students who did not achieve level 3 or 4 on the Grade 3 assessment but did so on the Grade 6 assessment.

Dropped From Standard – refers to students who achieved level 3 or 4 on the Grade 3 assessment but did not on the Grade 6 assessment.

Never Met Standard – refers to students who did not achieve level 3 or 4 on both the Grade 3 and Grade 6 assessments.

Our Student Achievement

EQAO Grade 9 Academic and Applied Mathematics

Trends

- The percentage of students achieving levels 3 and 4 in Grade 9 academic mathematics has steadily increased.
- The percentage of students achieving levels 3 and 4 in Grade 9 applied mathematics has fluctuated from year to year.

Key Facts

- The number of students in the Grade 9 academic mathematics cohort has decreased over the past six years from 1,303 students to 1,150 students.
- In 2011-2012, the percentage of students in Grade 9 academic mathematics achieving levels 3 and 4 increased by 2%, from 80% to 82%.
- The number of students in the Grade 9 applied mathematics cohort has decreased over the past six years from 695 students to 583 students.
- In 2011-2012, the percentage of students in Grade 9 applied mathematics achieving levels 3 and 4 increased by 1%, from 44% to 45%.
- The percentage of WECD SB Grade 9 academic and applied mathematics students achieving levels 3 and 4 is consistent with provincial percentages.

Figure 4.12: Grade 9 Academic Mathematics - Percentage of Students Achieving Levels 3 and 4

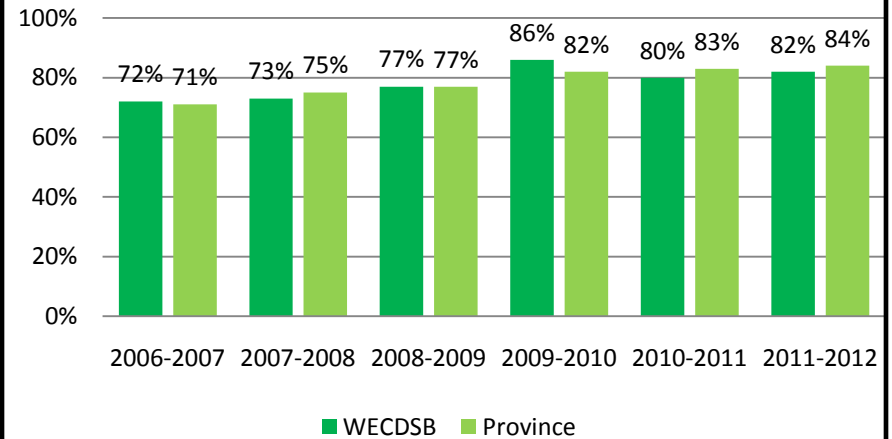
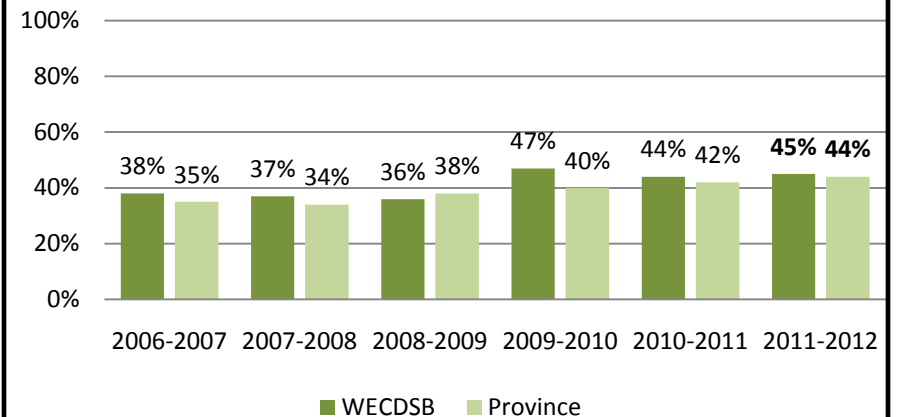


Figure 4.13: Grade 9 Applied Mathematics - Percentage of Students Achieving Levels 3 and 4



Our Student Achievement

EQAO Grade 9 Applied and Academic Mathematics – Gender Gaps

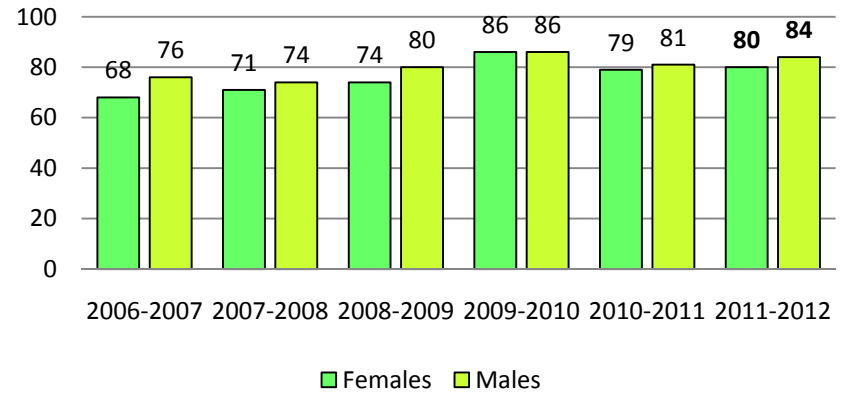
Trends

- More males compared to females have consistently achieved levels 3 and 4 on both the Grade 9 academic and applied mathematics assessments.
- The gender gaps have fluctuated from year to year for both Grade 9 academic and applied mathematics.

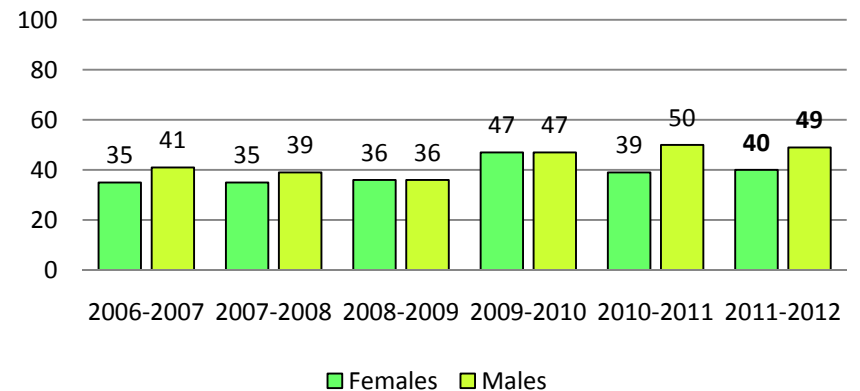
Key Facts

- In 2011-2012, the gender gap increased by 2%, from 2% to 4%, for Grade 9 academic mathematics.
- In 2011-2012, the gender gap decreased by 2%, from 11% to 9%, for Grade 9 applied mathematics.
- The gender gaps for Grade 9 academic mathematics in the WECDSB have generally been the same or slightly greater than the provincial gender gaps.
- The gender gaps for Grade 9 applied mathematics in the WECDSB are not consistent with provincial gender gaps, as they have been much higher or lower.

**Figure 4.14: Students (%) Achieving Levels 3 and 4 by Gender
Grade 9 Academic Mathematics**



**Figure 4.15: Students (%) Achieving Levels 3 and 4 by Gender
Grade 9 Applied Mathematics**



Our Student Achievement

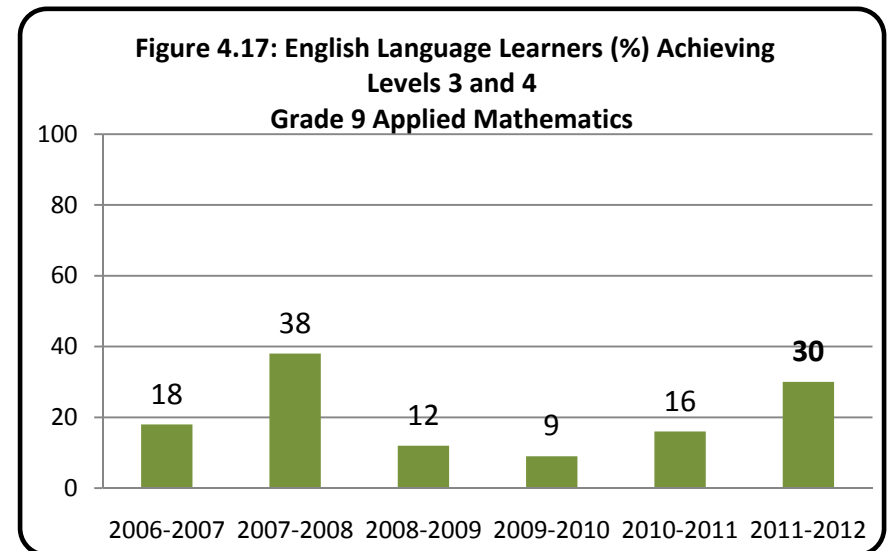
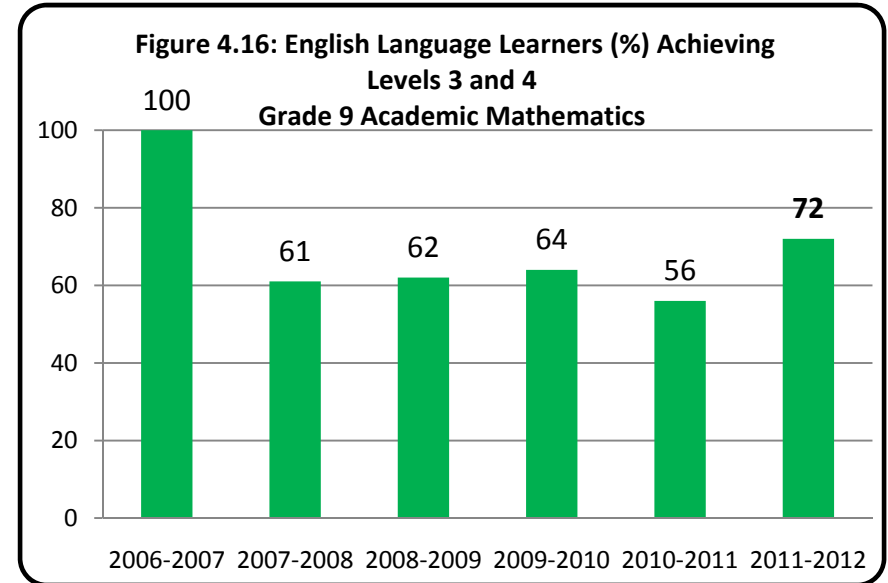
EQAO Grade 9 Academic and Applied Mathematics – English Language Learners (ELL)

Trends

- The percentage of ELLs achieving levels 3 and 4 has fluctuated from year to year for both Grade 9 applied and academic mathematics.

Key Facts

- Over the past six years, the percentage of ELLs has increased from less than 1% to 3% (32 students) for the Grade 9 academic mathematics cohort.
- In 2011-2012, the percentage of ELLs achieving levels 3 and 4 in Grade 9 academic mathematics increased by 16%, from 56% to 72%.
- In 2011-2012, the percentage of ELLs achieving level 4 in Grade 9 academic mathematics increased by 3%.
- Over the past six years, the percentage of ELLs has ranged from 2% to 3% for the Grade 9 applied mathematics cohort.
- In 2011-2012, the percentage of ELLs achieving levels 3 and 4 for Grade 9 applied mathematics increased by 14%, from 16% to 30%.



Our Student Achievement

EQAO Grade 9 Academic and Applied Mathematics – Students with Special Education Needs (Excluding Gifted)

Trends

- The percentage of students with special education needs achieving levels 3 and 4 in both Grade 9 academic and applied mathematics has fluctuated, however in the past two years there has been a decline.

Key Facts

- Over the past six years, the percentage of students with special education needs has increased from 2% to 3% (35 students) of the Grade 9 academic mathematics cohort.
- In 2011-2012, the percentage of students with special education needs achieving levels 3 and 4 in Grade 9 academic mathematics decreased by 3%, from 74% to 71%.
- Over the past six years, the percentage of students with special education needs has increased from 26% to 30% (176 students) of the Grade 9 applied mathematics cohort.
- In 2011-2012, the percentage of students with special education needs achieving levels 3 and 4 in Grade 9 applied mathematics has decreased by 5%, from 35% to 30%.
- In 2011-2012, the percentage students with special education needs achieving level 1 in Grade 9 applied mathematics increased by 14%, from 17% to 31%.

Figure 4.18: Students with Special Education Needs (%) Achieving Levels 3 and 4 Grade 9 Academic Mathematics

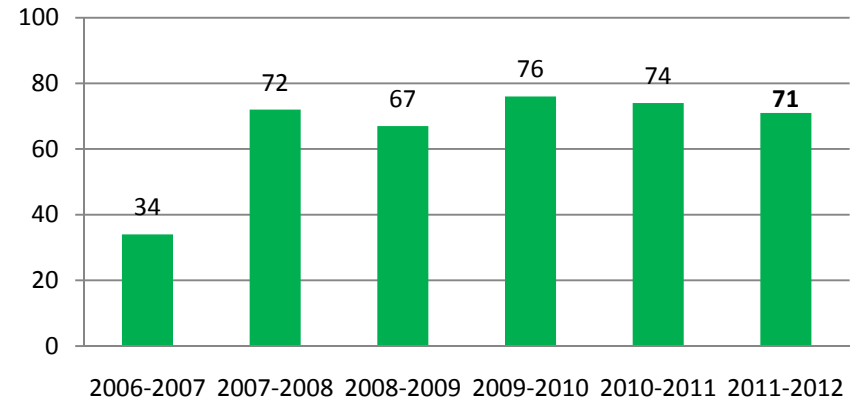
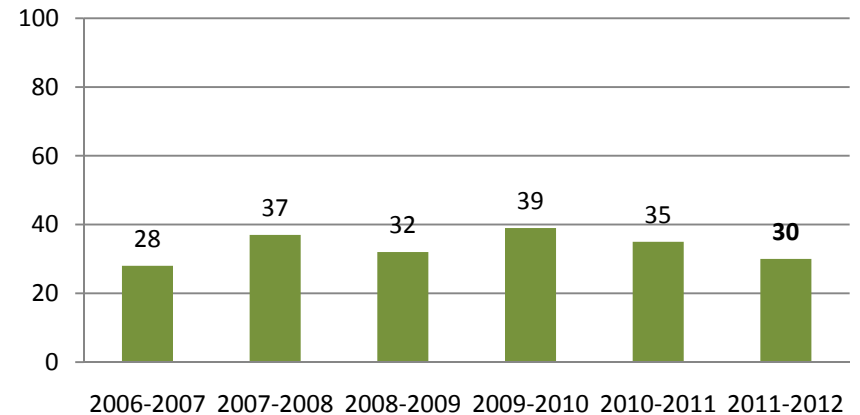


Figure 4.19: Students with Special Education Needs (%) Achieving Levels 3 and 4 Grade 9 Applied Mathematics

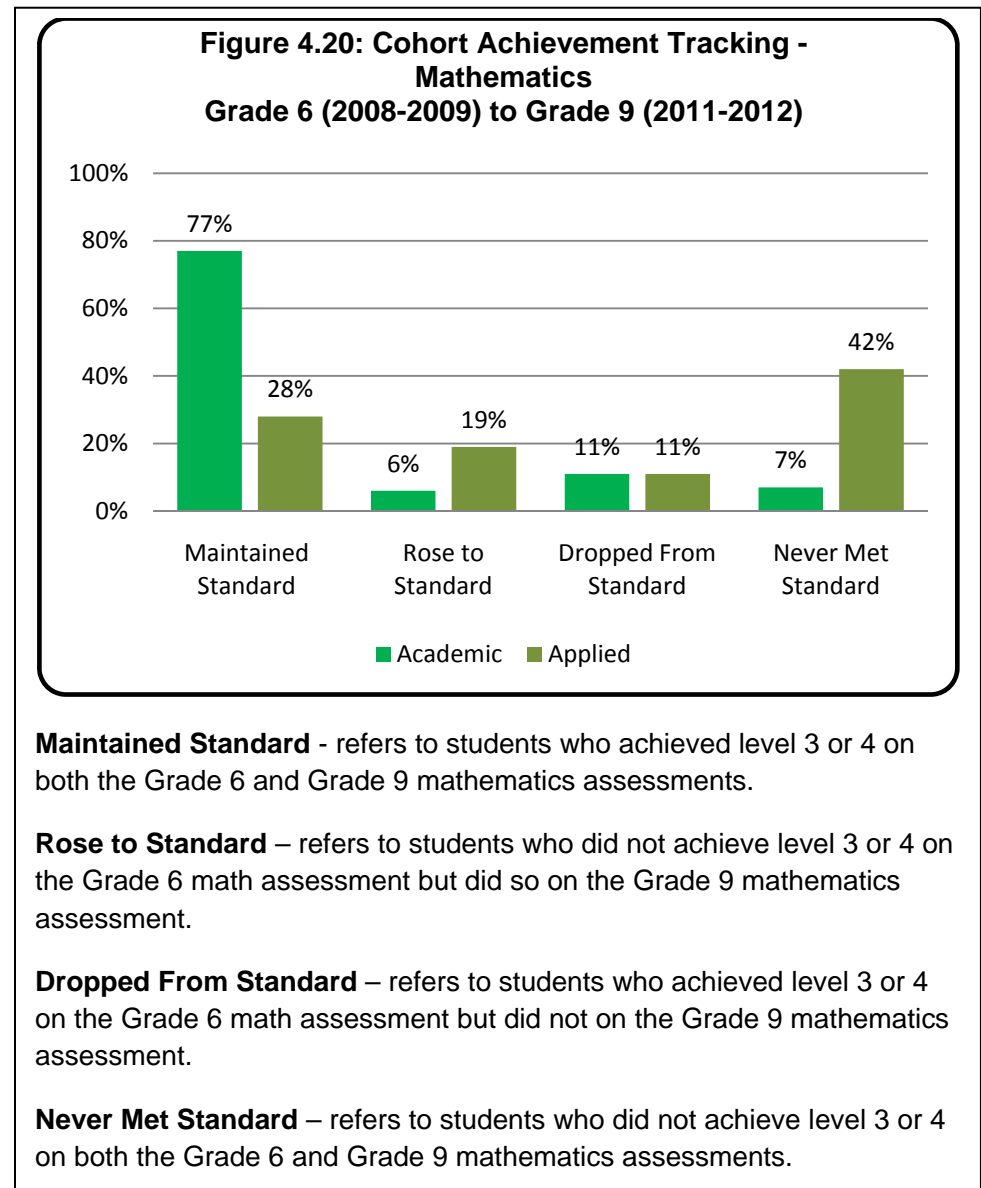


Our Student Achievement

Cohort Tracking – Four Pathways of Student Achievement, Grade 6 to Grade 9 Mathematics

Key Facts

- Of the students who achieved level 3 or 4 on the Grade 6 assessment, 77% maintained the provincial standard on the Grade 9 academic mathematics assessment, compared to 28% on the Grade 9 applied math assessment.
- Of the students who did not achieve level 3 or 4 on the Grade 6 mathematics assessment, 19% rose to the provincial standard on the Grade 9 applied mathematics assessment, compared to 6% on the Grade 9 academic mathematics assessment.
- Of the students who achieved level 3 or 4 on the Grade 6 mathematics assessment, 11% dropped from the provincial on both the Grade 9 academic and applied mathematics assessments.
- The percentage of students who did not achieve level 3 or 4 on the Grade 6 and Grade 9 academic and applied mathematics assessments was significantly higher for applied mathematics, 42%, compared to 7% for academic mathematics.



Our Student Achievement

Ontario Secondary School Literacy Test (OSSLT) Success Rates

Trends

- The success rates for first-time eligible* (fully participating) students has been 81% or higher, with a year to year variance of 4% or less.
- The success rates for previously eligible* students has been 47% or higher, with a year to year variance of 4% or less, with the exception of March 2007.

Key Facts

- Over the past six years, the first-time eligible (fully participating) cohort has decreased from 1,987 students to 1,625 students.
- In 2011-2012, success rates for first-time eligible (fully participating) students increased by 3%, from 83% to 86%.
- In 2011-2012, the deferral rate for first-time eligible students was 11%.
- Over the past six years, the previously eligible (fully participating) cohort has increased from 562 students to 692 students.
- In 2011-2012, the success rate for previously eligible (fully participating) students increased by 4%, from 47% to 51%.

*First time eligible = first attempt

*Previously eligible = were eligible to take the test in the previous year but deferred one year or they are second time writers.

Figure 4.21: OSSLT Success Rates First-Time Eligible (Fully Participating)

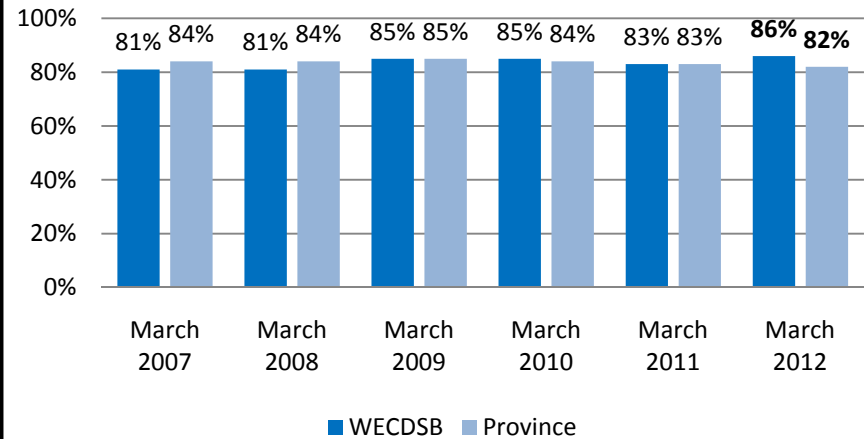
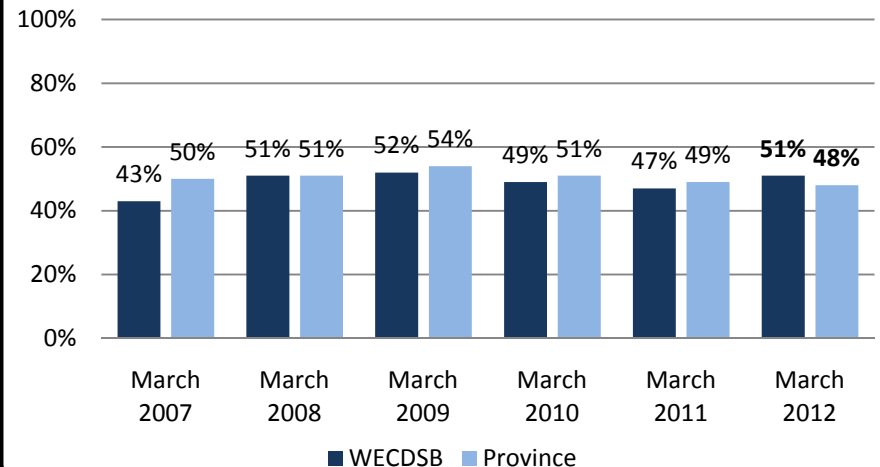


Figure 4.22: OSSLT Success Rates Previously Eligible (Fully Participating)



Our Student Achievement

OSSLT Success Rates – Gender Gaps

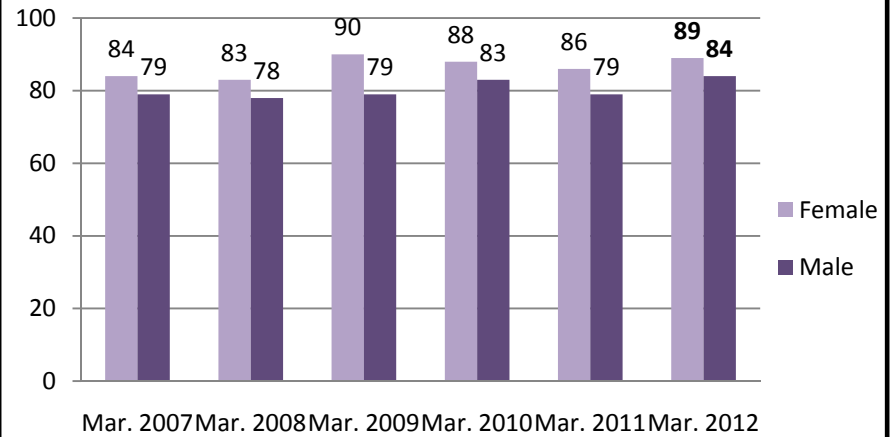
Trends

- The success rates for females have consistently been higher than the success rates for males for both first-time eligible (fully participating) and previously eligible (fully participating) students.
- The gender gap for first-time eligible (fully participating) students has fluctuated between 5% to 11% over the past six years.
- The gender gap for previously eligible (fully participating) students has fluctuated between 1% and 9% over the past six years.

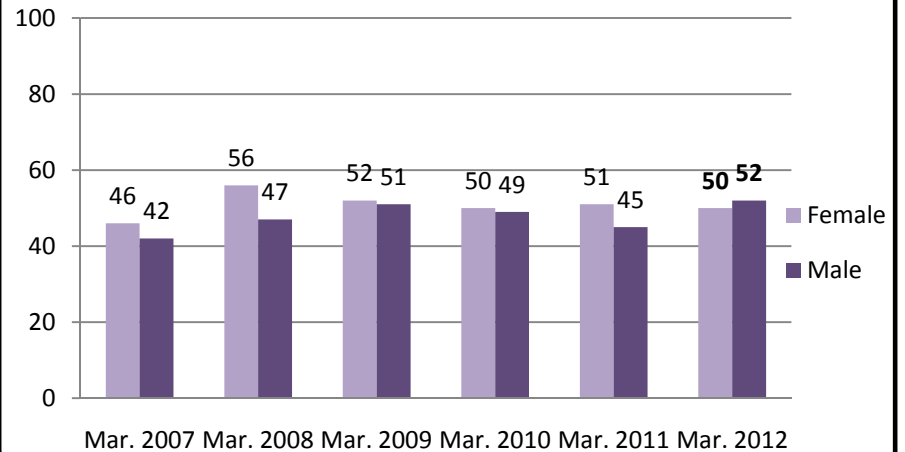
Key Facts

- In 2011-2012, the gender gap for first-time eligible (fully participating) students decreased by 2%, from 7% to 5%.
- In 2011-2012, the gender gap for previously eligible (fully participating) students decreased from 6% to 2%.
- The gender gap for previously eligible (fully participating) students in 2011-2012 favoured males.
- The gender gap for first-time eligible and previously eligible (fully participating) for the WECD SB have generally been less than the provincial gender gaps in both areas.

**Figure 4.23: OSSLT Success Rates by Gender (%)
First-Time Eligible (Fully Participating)**



**Figure 4.24: Success Rates by Gender (%)
Previously Eligible (Fully Participating)**



Our Student Achievement

OSSLT Success Rates – English Language Learners (ELL)

Trends

- The success rate for first-time eligible (fully participating) English Language Learners (ELLs) steadily increased for three years, however there has been a declining trend for the past two years.
- The success rate for previously eligible (fully participating) ELLs has fluctuated from year to year.

Key Facts

- Over the past six years, the percentage of ELLs has increased from 3% to 5% (86 students) of the first-time eligible (fully participating) cohort.
- In 2011-2012, the success rate for first-time eligible (fully participating) ELLs decreased by 11%, from 73% to 62%.
- Over the past six years, the percentage of ELLs has decreased from 26% to 17% (94 students) of the previously eligible (fully participating) cohort.
- In 2011-2012, the success rate for previously eligible (fully participating) ELLs decreased by 18%, from 48% to 30%.

Figure 4.25: OSSLT Success Rates - English Language Learners First-Time Eligible (Fully Participating)

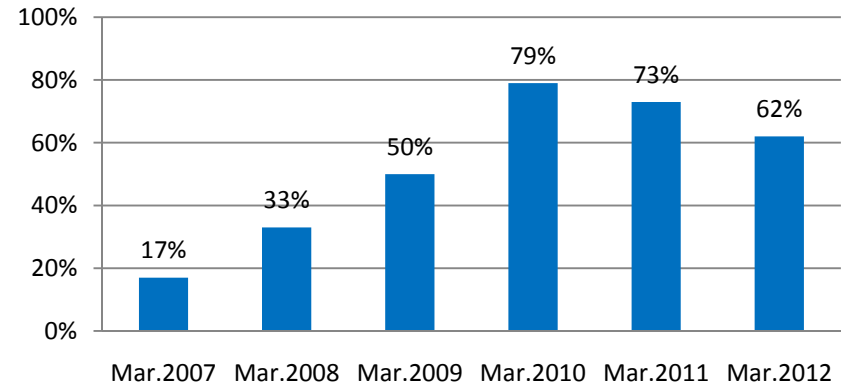
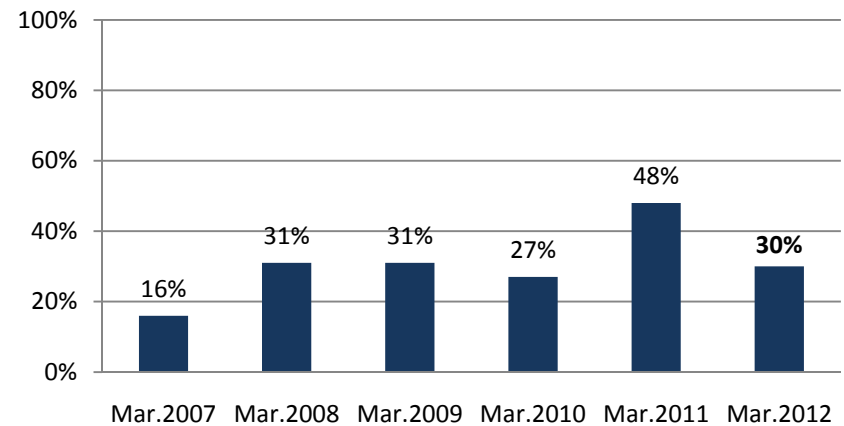


Figure 4.26: OSSLT Success Rates - English Language Learners Previously Eligible (Fully Participating)



Our Student Achievement

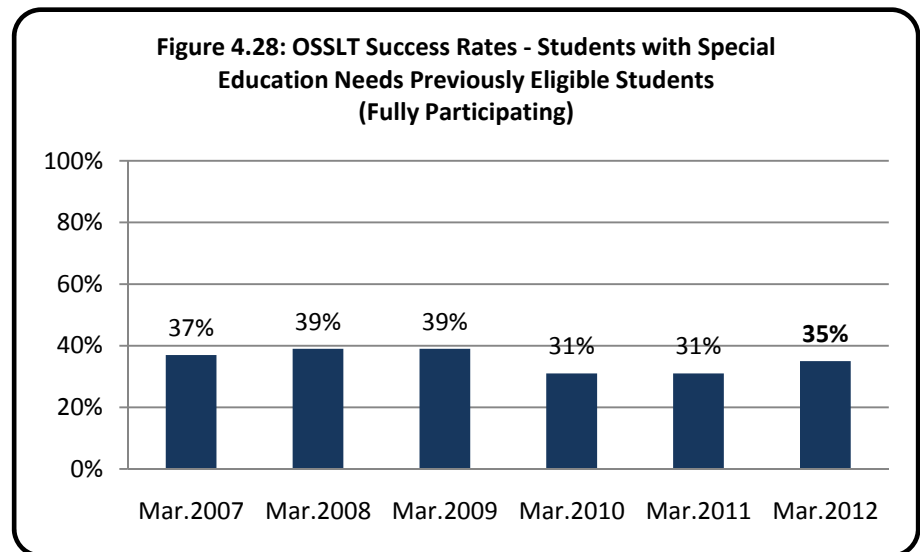
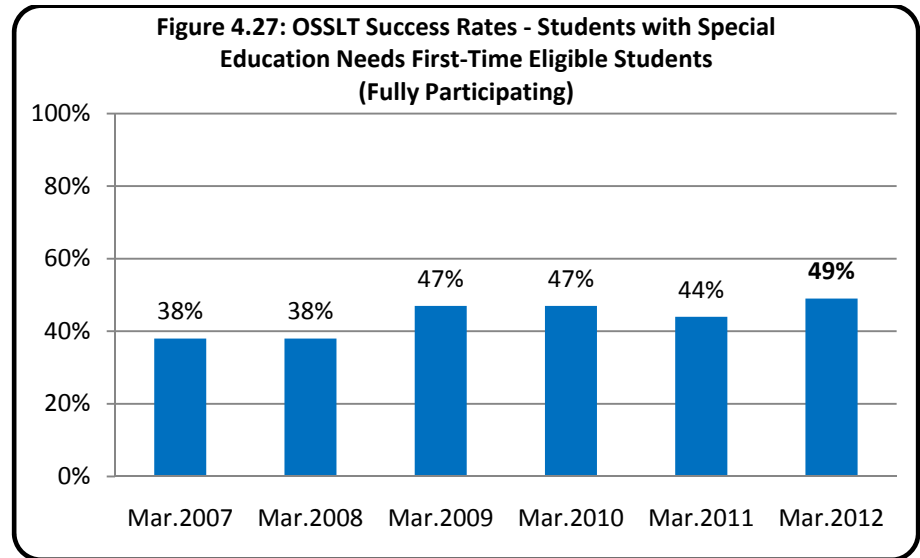
OSSLT Success Rates – Students with Special Education Needs (Excluding Gifted)

Trends

- The success rate for first-time eligible (fully participating) students with special education needs steadily increased, with the exception of March 2011.
- Over the past six years, the success rate for previously eligible (fully participating) students with special education needs fluctuated from year to year.

Key Facts

- Over the past six years, the percentage of students with special education needs has increased from 12% to 15% (282 students) of the first-time eligible (fully participating) cohort.
- In 2011-2012, the success rate for first-time eligible (fully participating) students with special education needs increased by 5%, from 44% to 49%.
- Over the past six years, the percentage of students with special education needs has increased from 35% to 40% (276 students) of the previously eligible (fully participating) cohort.
- In 2011-2012, the success rate for previously eligible (fully participating) students with special education needs increased by 4%, from 31% to 35%.



Our Student Achievement

OSSLT Success Rates - Special Education Individual Education Plan (IEP) and Identification Placement Review Committee (IPRC)

Trends

- The success rate for first-time eligible (fully participating) students with special education needs (IEP and IPRC) has steadily increased, with the exception of March 2011.
- The success rate for previously eligible (fully participating) students with special education needs has fluctuated, however for the past three years the success rate has remained static.

Key Facts

- Over the past six years, the percentage of students with special education needs (IEP and IPRC) has decreased from 11% to 9% (150 students) of the first-time eligible (fully participating) cohort.
- In 2011-2012, the success rate for first-time eligible (fully participating) students with special education needs (IEP IPRC) increased by 3%, from 45% to 48%.
- Over the past six years, the percentage of students with special education needs (IEP and IPRC) has remained at 30% of the previously eligible (fully participating) cohort.
- In 2011-2012, the success rate for previously eligible (fully participating) students with special education needs (IEP IPRC) remained constant at 31%.

Figure 4.29: OSSLT Success Rates - Students with Special Education Needs (IEP and IPRC) Receiving Accommodations First- Time Eligible (Fully Participating)

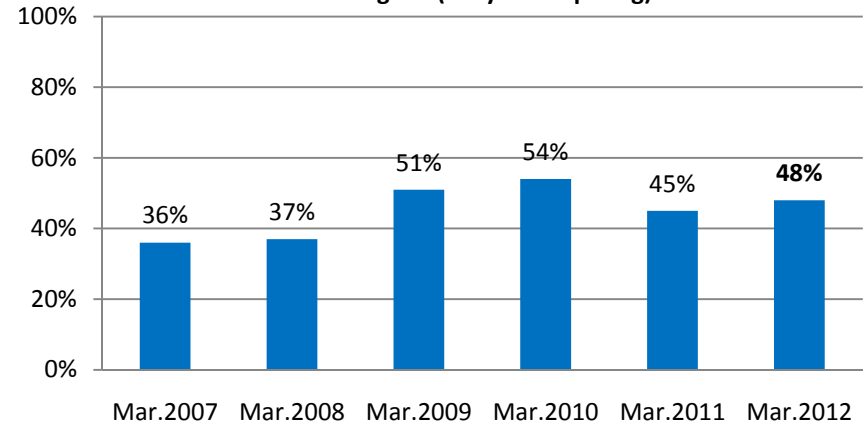
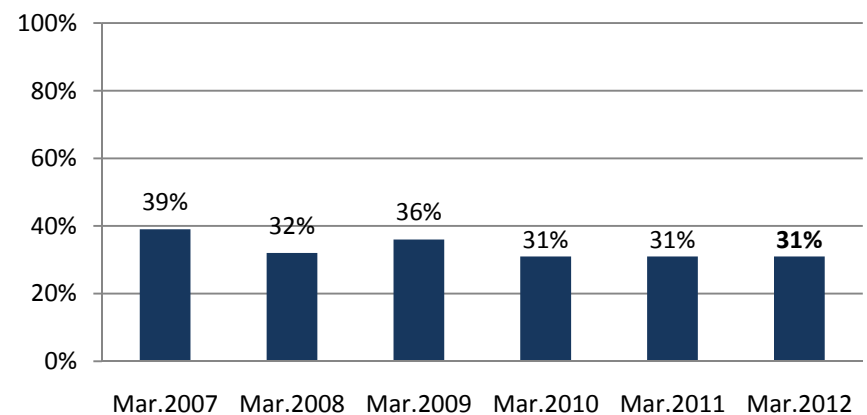


Figure 4.30: OSSLT Success Rates - Students With Special Education Needs (IEP and IPRC) Receiving Accommodations Previously Eligible (Fully Participating)



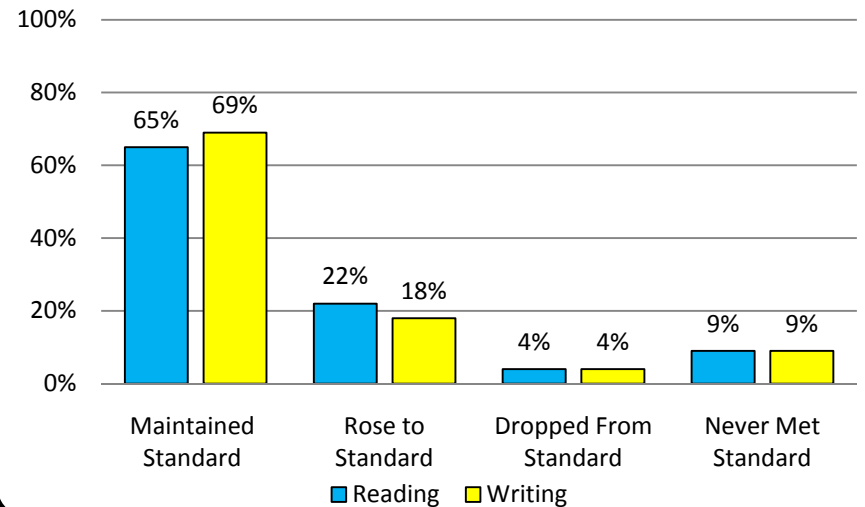
Our Student Achievement

Cohort Tracking – Four Pathways of Student Achievement, Grade 6 to OSSLT Reading and Writing (New EQAO Report for 2011-2012)

Key Facts

- Of the students who achieved level 3 or 4 on the Grade 6 assessment in writing, 69% were successful on the OSSLT, compared to 65% in reading.
- Of the students who did not achieve level 3 or 4 on the Grade 6 assessment in reading, 22% were successful on the OSSLT, compared to 18% in writing.
- Of the students who achieved a level 3 or 4 on the Grade 6 assessment in reading and writing, 4% were not successful on the OSSLT in both areas.
- 9% of the students did not achieve level 3 or 4 on the Grade 6 assessment in reading and writing and were not successful on the OSSLT.

Figure 4.31: Cohort Achievement Tracking - Reading and Writing Grade 6 (2007-2008) to OSSLT (2012)



Maintained Standard - refers to students who achieved level 3 or 4 on Grade 6 reading and writing assessment and were successful on the OSSLT.

Rose to Standard – refers to students who did not achieve level 3 or 4 on the Grade 6 reading and writing assessment but were successful on the OSSLT.

Dropped From Standard – refers to students who achieved level 3 or 4 on the Grade 6 reading and writing assessment but were not successful on the OSSLT.

Never Met Standard – refers to students who did not achieve level 3 or 4 on both the Grade 6 and Grade 9 reading and writing assessments.

Our Student Achievement

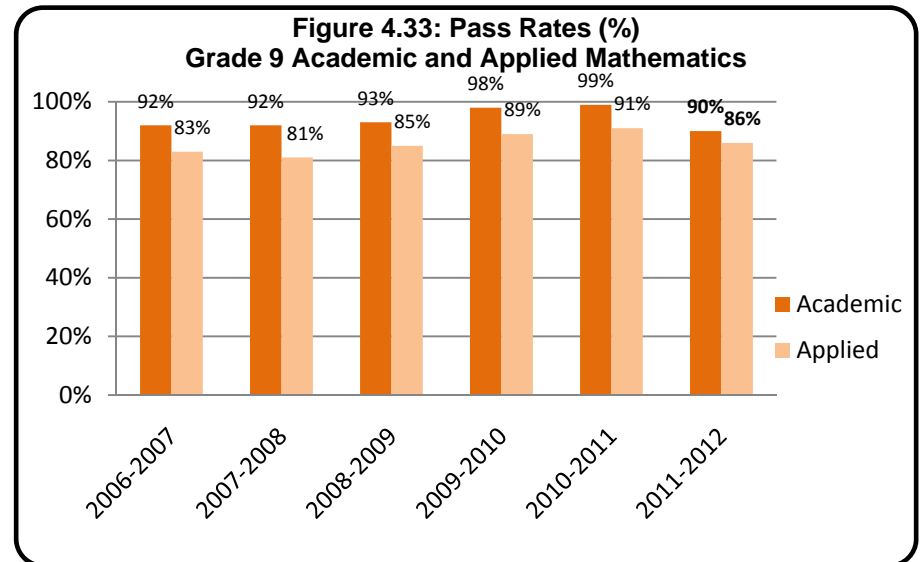
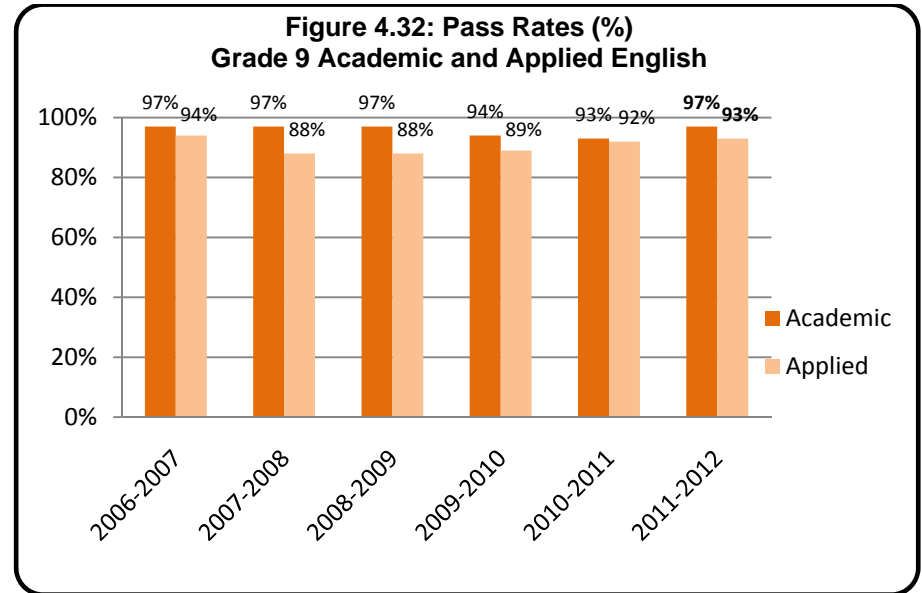
Pass Rates – Grade 9 English and Mathematics

Trends

- The pass rates for Grade 9 academic English have consistently been 93% or higher and the pass rates for Grade 9 applied English have consistently been 88% or higher.
- The pass rates for Grade 9 academic mathematics have consistently been 90% or higher and the pass rates for Grade 9 applied mathematics have consistently been 81% or higher.

Key Facts

- In 2011-2012, the pass rate for academic English increased by 4%, from 93% to 97% and the pass rate for applied English increased by 1%, from 92% to 93%.
- In 2011-2012, of the 93% who passed the applied English course, 22% achieved level 1 and 30% achieved level 2.
- In 2011-2012, the pass rate for academic mathematics decreased by 9%, from 99% to 90% and the pass rate for applied mathematics decreased by 5%, from 91% to 86%.
- In 2011-2012, of the 86% who passed the applied mathematics course, 24% achieved a level 1 and 25% achieved a level 2.



Our Student Achievement

Pass Rates – Grade 10

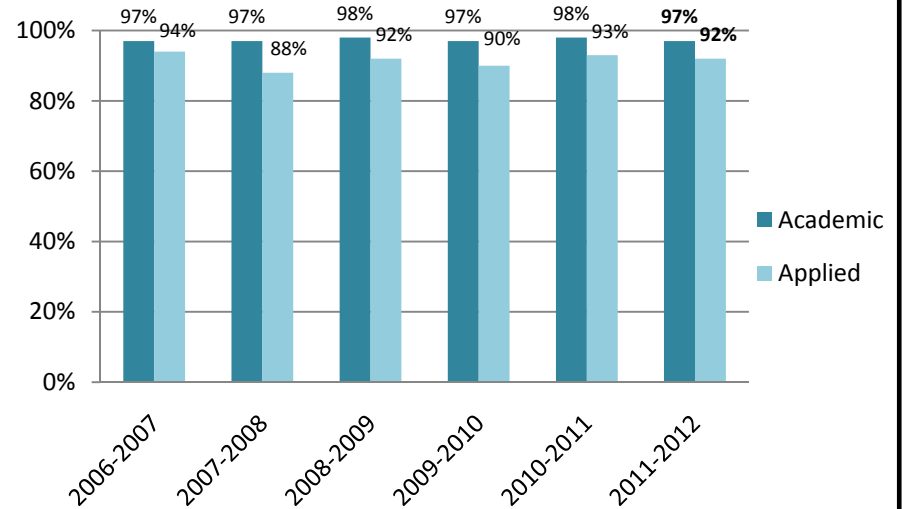
Trends

- The pass rates for Grade 10 Academic English have consistently been 90% or higher and the pass rates for Grade 10 Applied English have consistently been 88% or higher.
- The pass rates for Grade 10 Academic Mathematics have consistently been 97% or higher and the pass rates for Grade 10 Applied Mathematics have consistently been 88% or higher.

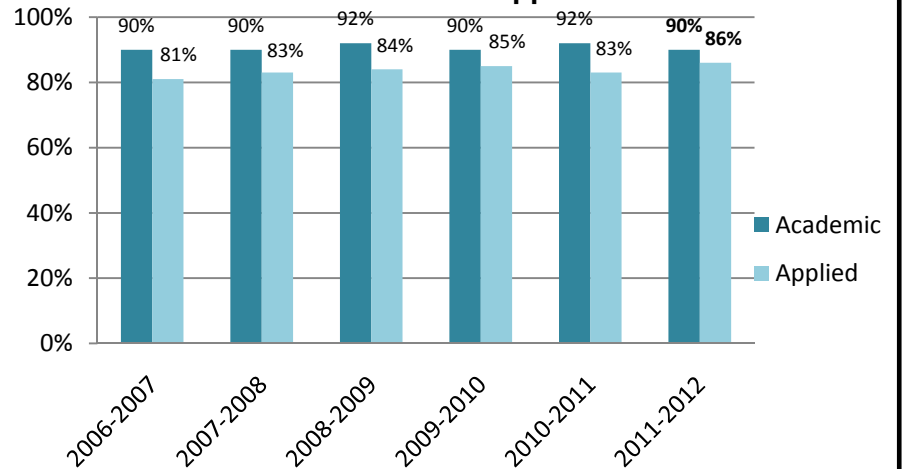
Key Facts

- In 2011-2012, the pass rate for both academic and applied English decreased by 1%.
- In 2011-2012, of the 97% who passed the applied English course, 22% achieved level 1 and 27% achieved level 2.
- In 2011-2012, the pass rate for academic mathematics decreased by 2%, from 92% to 90% and the pass rate for applied mathematics increased by 3%, from 83% to 86%.
- In 2011-2012, of the 86% who passed the applied mathematics course, 24% achieved a level 1 and 24% achieved a level 2.

**Figure 4.34: Pass Rates
Grade 10 Academic and Applied English**



**Figure 4.35: Pass Rates
Grade 10 Academic and Applied Mathematics**



Our Student Achievement

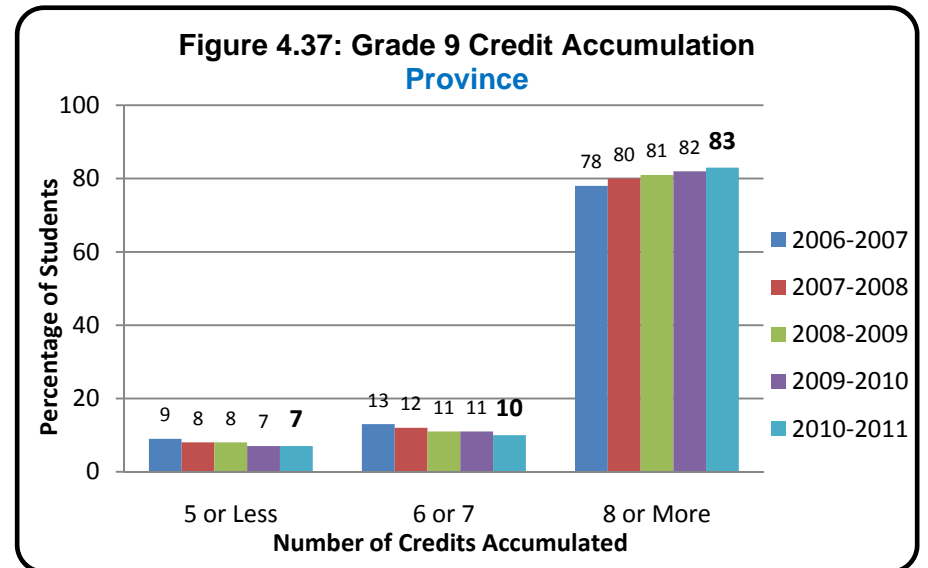
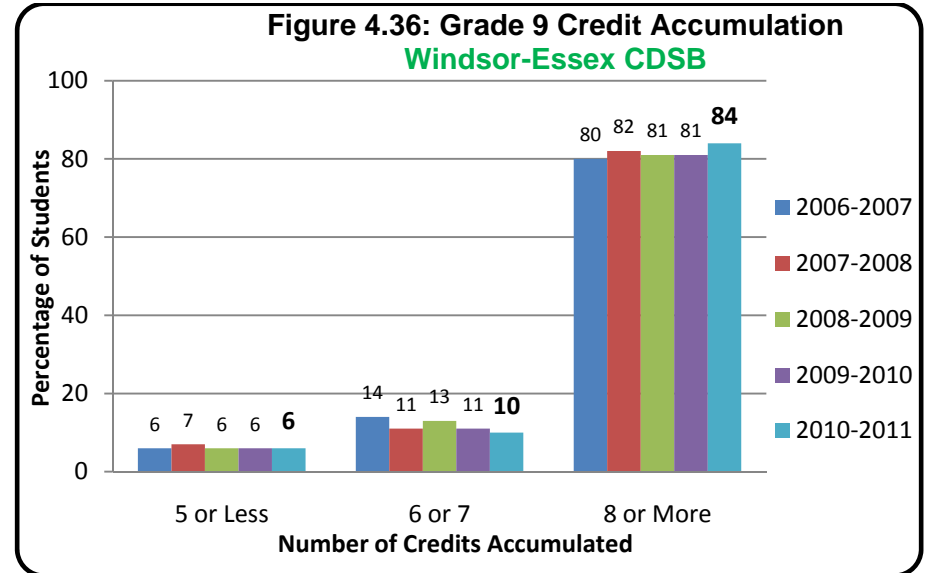
Credit Accumulation – Grade 9

Trends

- The percentage of students accumulating 5 credits or less has remained static.
- The percentage of students accumulating 6 or 7 credits has decreased for the past two years.
- The percentage of students accumulating 8 credits or more has slightly fluctuated from year to year.

Key Facts

- In 2010-2011, the percentage of Grade 9 students accumulating 5 credits or less remained at 7%.
- In 2010-2011, the percentage of Grade 9 students accumulating 14 or 15 credits decreased by 1%, from 11% to 10%.
- In 2010-2011, the percentage of Grade 10 students accumulating 13 credits or less increased by 1%, from 82% to 83%.
- The credit accumulation rates for WECDSB Grade 9 students are consistent with provincial credit accumulation rates.



*Reportable data is not yet available for the 2011-2012 school year.

Our Student Achievement

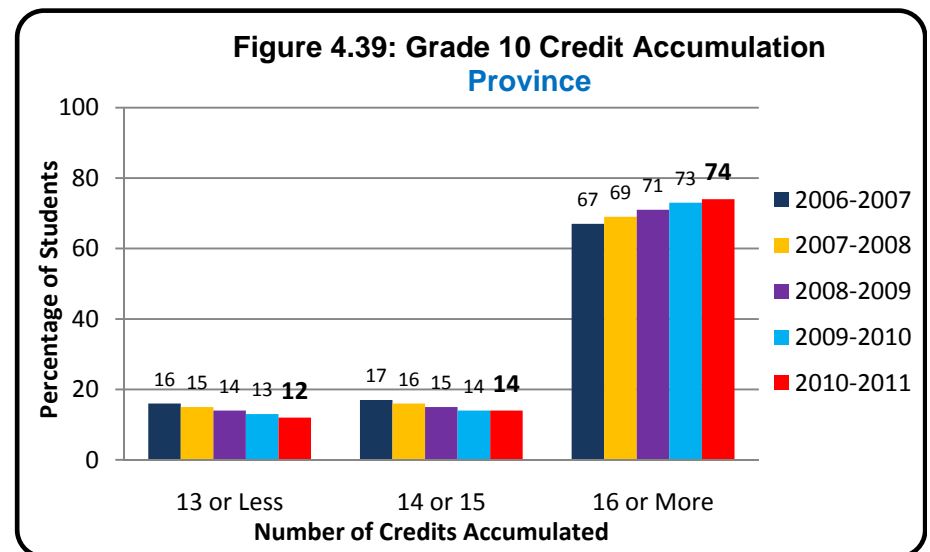
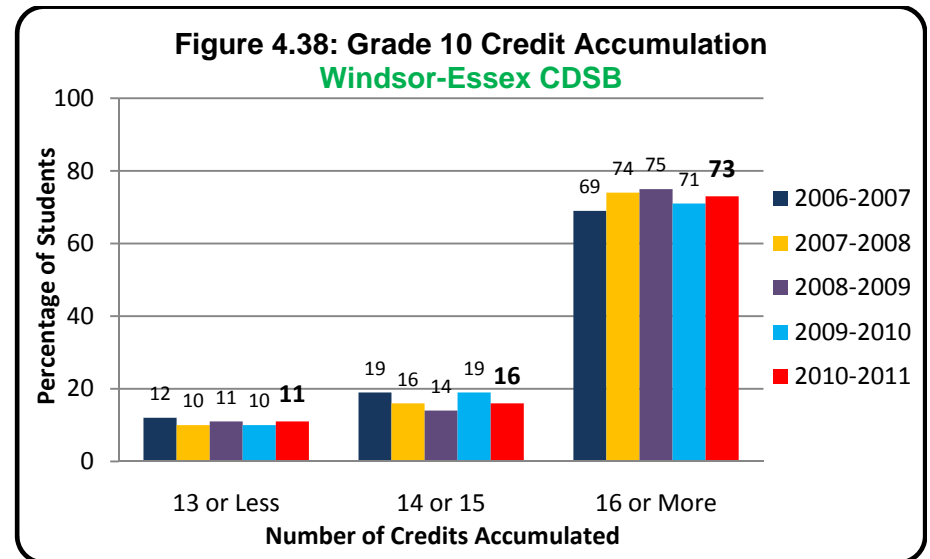
Credit Accumulation – Grade 10

Trends

- The percentage of Grade 10 students accumulating 13 credits or less, 14 or 15 credits and 16 credits or more has fluctuated slightly from year to year.

Key Facts

- In 2010-2011, the percentage of Grade 10 students accumulating 13 credits or less increased by 1%, from 10% to 11%.
- In 2010-2011, the percentage of Grade 10 students accumulating 14 or 15 credits decreased by 3%, from 19% to 16%.
- In 2010-2011, the percentage of Grade 10 students accumulating 16 credits or more increased by 2%, from 71% to 73%.
- The credit accumulation rates for WECDSB Grade 10 students are consistent with provincial credit accumulation rates.



* Reportable data is not yet available for the 2011-2012 school year.

Our Student Achievement

Credit Accumulation by Gender – Grade 9

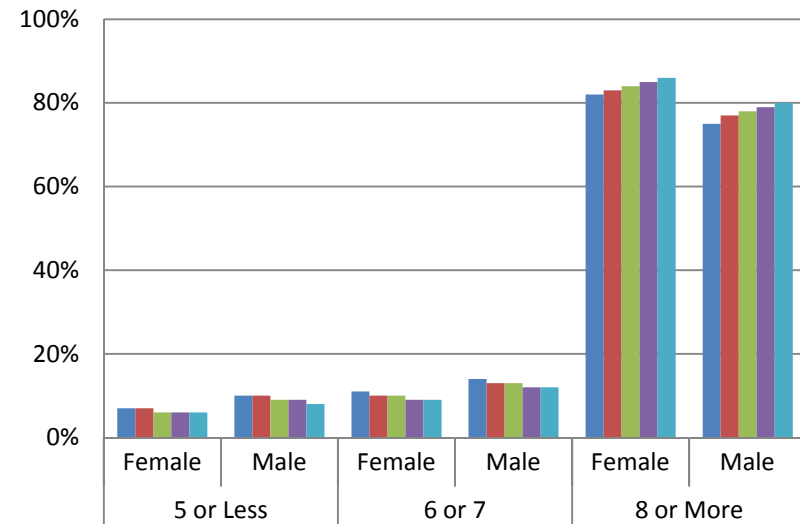
Trends

- Males have consistently accumulated fewer credits than females in Grade 9.
- The accumulation of 8 credits or more has consistently had the a slightly greater gender gap, favouring females, in Grade 9.

Key Facts

- In 2010-2011, the gender gap for the accumulation of 5 credits or less decreased by 1%, from 3% to 2% favouring males.
- In 2010-2011, the gender gap for the accumulation of 6 or 7 credits increased remained at 3%, favouring males.
- In 2010-2011, the gender gap for the accumulation of 8 credits or more remained at 6%, favouring females.

Figure 4.40: Grade 9 Credit Accumulation by Gender



	5 or Less		6 or 7		8 or More	
	Female	Male	Female	Male	Female	Male
2006-2007	7%	10%	11%	14%	82%	75%
2007-2008	7%	10%	10%	13%	83%	77%
2008-2009	6%	9%	10%	13%	84%	78%
2009-2010	6%	9%	9%	12%	85%	79%
2010-2011	6%	8%	9%	12%	86%	80%

*Reportable data is not yet available for the 2011-2012 school year.

Our Student Achievement

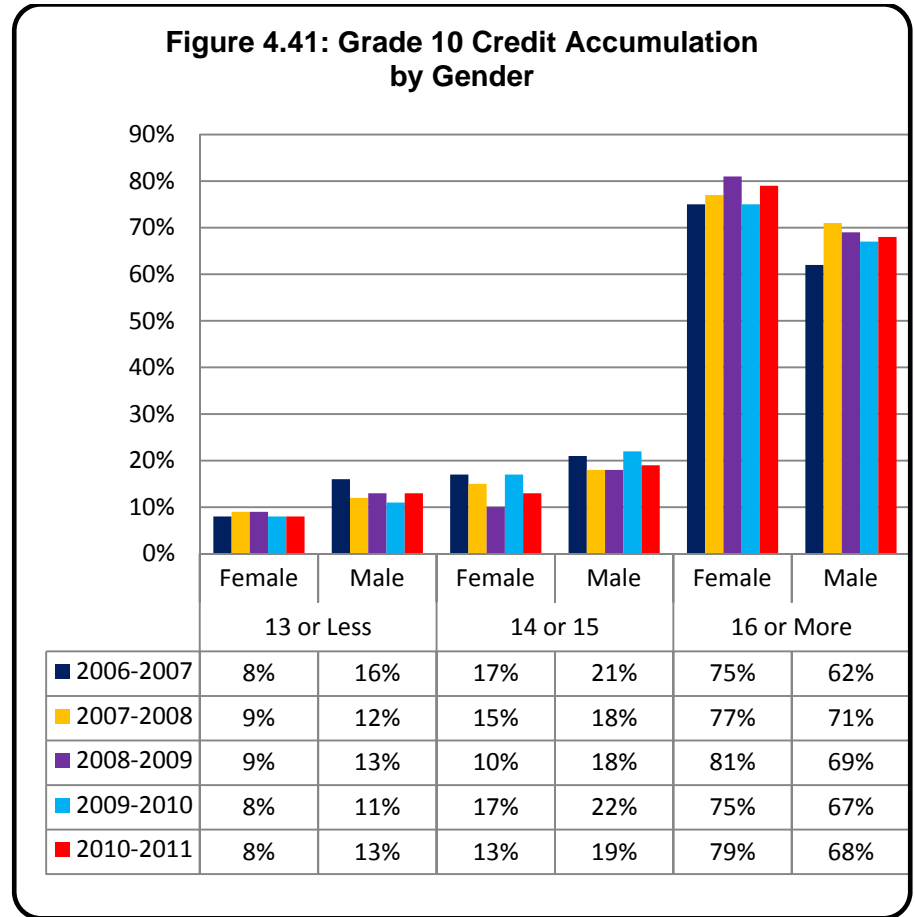
Credit Accumulation – Grade 10

Trends

- Males have consistently accumulated fewer credits than females in Grade 10.
- The accumulation of 16 credits or more has consistently had the most significant gender gap, favouring females, in Grade 10.

Key Facts

- In 2010-2011, the gender gap for the accumulation of 13 credits or less increased by 2%, from 3% to 5% favouring males.
- In 2010-2011, the gender gap for the accumulation of 14 or 15 credits increased by 1%, from 5% to 6% favouring males.
- In 2010-2011, the gender gap for the accumulation of 16 or more credits increased by 3%, from 8% to 11% favouring females.



*Reportable data is not yet available for the 2011-2012 school year.

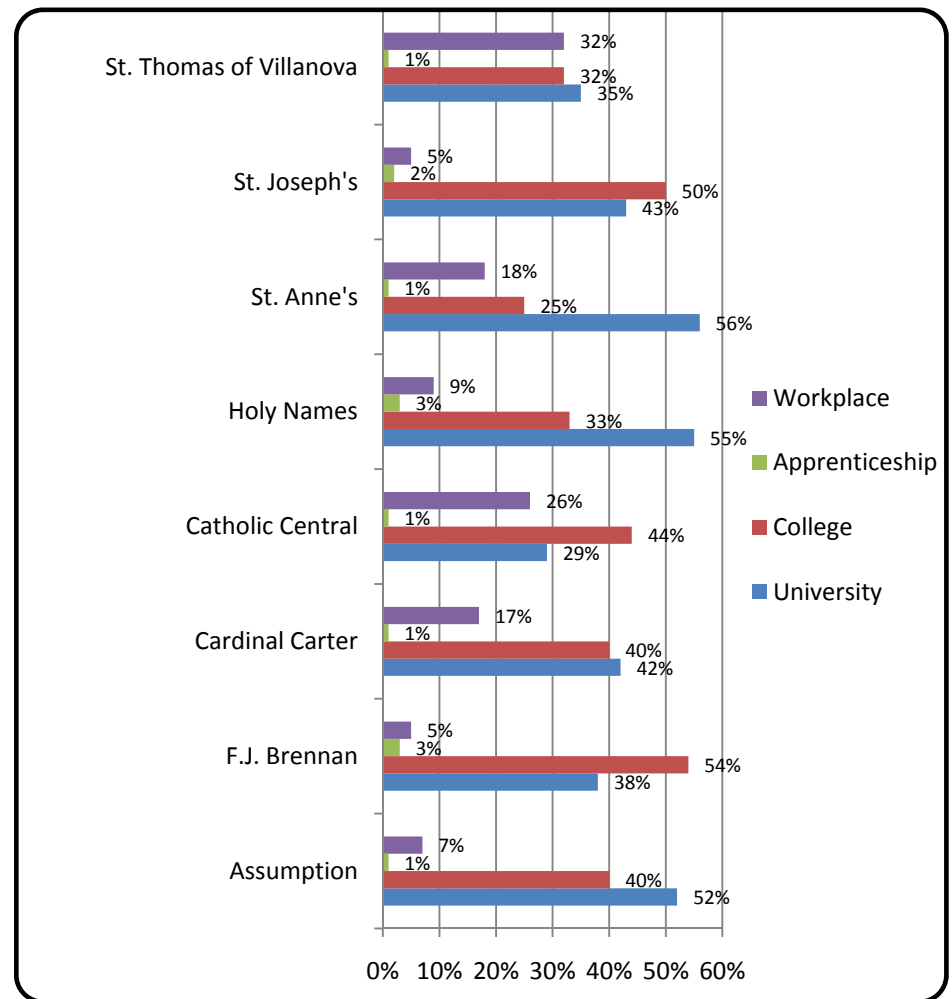
Our Student Achievement

Secondary Pathways

Trends

- Overall, university and college are the most common pathways across all WECD SB secondary schools, followed by a workplace pathway.
- Apprenticeship is the least common pathway across all WECD SB secondary schools.

Figure 4.42: Secondary Pathways – 2011-2012



Our Students at Risk

Suspensions and Expulsions

To meet the goal of creating a safe, caring, inclusive and accepting school environment by supporting the use of positive practices as well as consequences for inappropriate behaviour, including progressive discipline, which includes suspension and expulsion where necessary.

Trends:

- The percentage of students suspended by system enrolment has remained relatively static over the last three years with elementary data showing a small decline and secondary data showing fluctuations.
- The majority of suspensions occur at the secondary level. Students between 12 and 16 years of age accounted for 64% of the suspensions issued in 2011-2012.
- The total number of students who received a suspension has declined over the last 3 years.
- At elementary, the total number of suspensions has declined over the last 3 years while at secondary the total number of suspensions has fluctuated.

Key Facts:

- The majority of suspensions issued are one day in length and most students who receive a suspension are not issued additional suspensions over the course of the year.
- A significant number of suspensions at the secondary level are related to the progressive enforcement of school attendance policies.
- The number of student expulsions has been consistently less than 5 students per year and have been issued for serious infractions of Board policy in accordance with ST:05 (Student Discipline Policy).

Our Students at Risk

Progressive Discipline

The goal of progressive discipline is to support a safe, caring, inclusive and accepting school environment in which every pupil can reach his or her full potential. Progressive discipline is an approach that uses a continuum of interventions, supports, and consequences, building upon strategies that promote positive behaviours. The range of interventions used by the Board and all schools must be clear and developmentally appropriate, and must include learning opportunities for pupils in order to reinforce positive behaviours and help pupils make good choices. The Windsor-Essex Catholic District School Board knows that a safe, inclusive and accepting school is essential for student achievement and well-being. The following are some of the safe, caring and inclusive school initiatives have taken place to help foster school climates that are based on healthy and respectful relationships throughout the whole school and surrounding community:

Figure 5.1: Rate of Suspensions

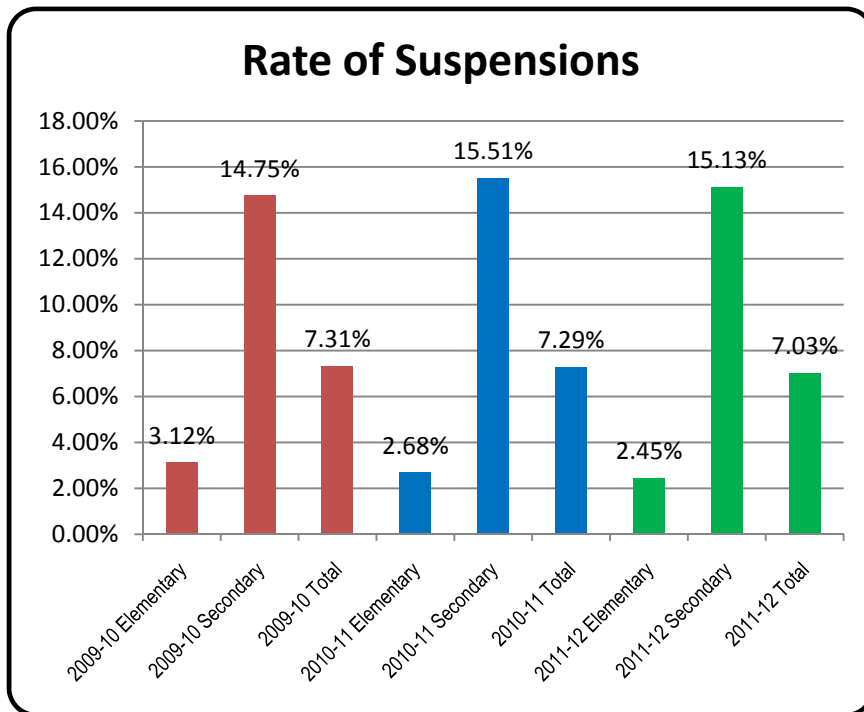
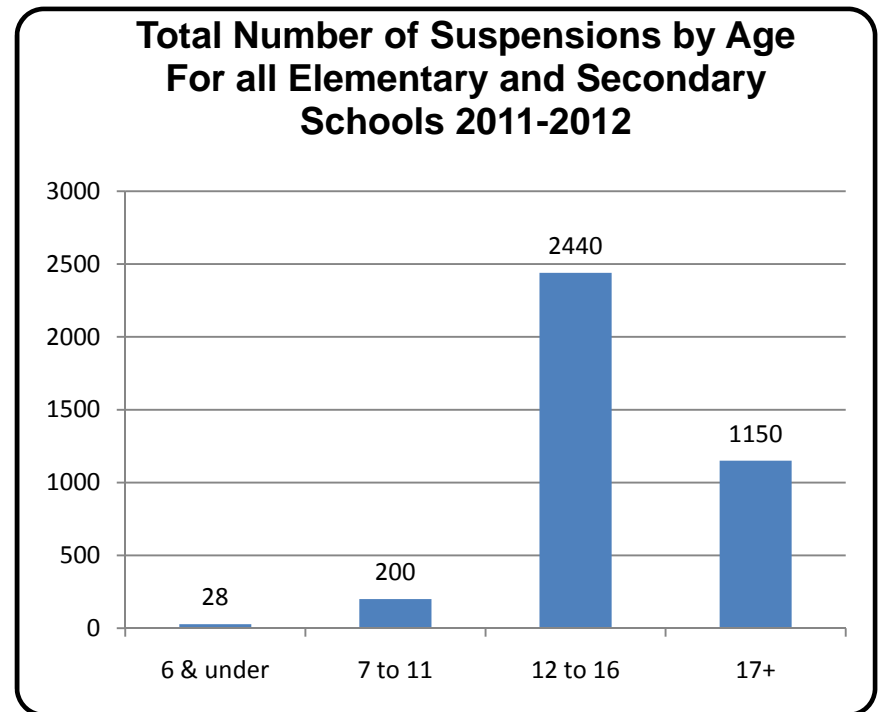


Figure 5.2: Total Number of Suspensions by Age, Elementary and Secondary



Our Students at Risk

Table 5.1: Safe Schools Training Initiatives

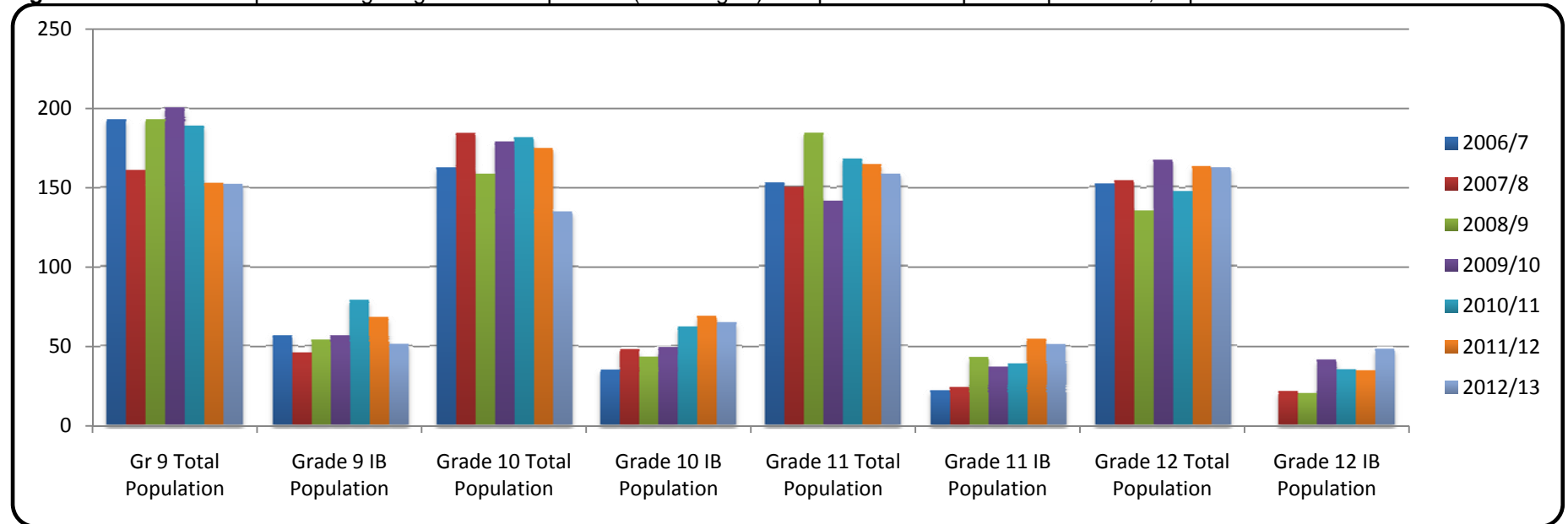
	AUDIENCE	PURPOSE
August/September 2009 Discipline Tracker Training	Elementary and Secondary Administrators	Introduce the Board developed program to document and track progressive student discipline
December 2009 Bill 157	Elementary and Secondary Administrators	Introduce to administration the requirements of the “Keeping our Kids Safe at School Act”
February 2010 Bill 157	School Staff	Inform staff of their duty to report per Bill 157
2010 Initial Police Protocol	Elementary and Secondary Administrators	Inform administrators of their obligations under the jointly developed Police-School Protocol
January 2011 B.R.A.V.E. Conference	Elementary and Secondary Administrators, Safe Schools Members, Police Liaison Officers	Dr. Brooks presented about building resiliency in children and Lt. Grossman addressed school safety and media violence
September 2011 Police Protocol- Revised	Elementary and Secondary Administrators, Police Liaison Officers	To inform administrators of the provincial changes to the Police-School Protocol
August 2012 – Discipline Tracker Training	Elementary and Secondary Administrators	Update on changes and improvements in reporting
October 2012 – Drug and “Sexting” Professional Development	Elementary and Secondary Administrators, Police Liaison Officers	Focus on current issues administrators face in their schools
December 2012 – Cyberbullying	Safe Schools and Administrators	Professional Development on cyberbullying, focusing on the impact cyberbullying has on girls
Ongoing – Police Liaison Committee	Administrators and Police Liaison Officers	Meet six times a year to discuss current issues and provide relevant training to school administrators
B-RAD (Bullying, Relationships Alcohol and Drugs)	Administrators and Police – Grade 9 students	Meet six times a year to develop and deliver program to all grade 9 students
Ongoing – Mentoring Program	New Administrators	Review Safe School Policies
Ongoing – Safe Schools Professional Development	Principal Candidates from the University of Windsor	Provide Safe Schools information and resources to Principal candidates
Ongoing – V. I. P. (Values, Influences and Peers)	Grade 6 students	Police liaison officers deliver the V. I. P. program about making positive decisions to grade 6 students
Ongoing – GAD (Getting Along Digitally)	Grade 7 and 8 students	Grade 11 and 12 students deliver a unique program to grade 7 and 8 students that focuses on internet safety, “Safe Netiquette”

Our Specialty Programs

International Baccalaureate Programme (IB)

The International Baccalaureate Programme (IB) at Assumption College High School was authorized in May 2006 and the first students entered the Programme in September 2006. The IB Programme is an academically challenging balanced program of education with final examinations that prepare students 16-18 for success at university and life beyond. The IB Programme is normally taught over two years and has gained respect and recognition from the world's leading universities. The IB Programme at Assumption is open to all students throughout Windsor and Essex County and begins in Grade 9 with a two-year Pre-IB Programme leading into the two-year formal IB Programme.

Figure 6.1: Total Assumption College High School Population (including IB) Compared to IB Population per Grade, September 2006 to June 2013



Trends:

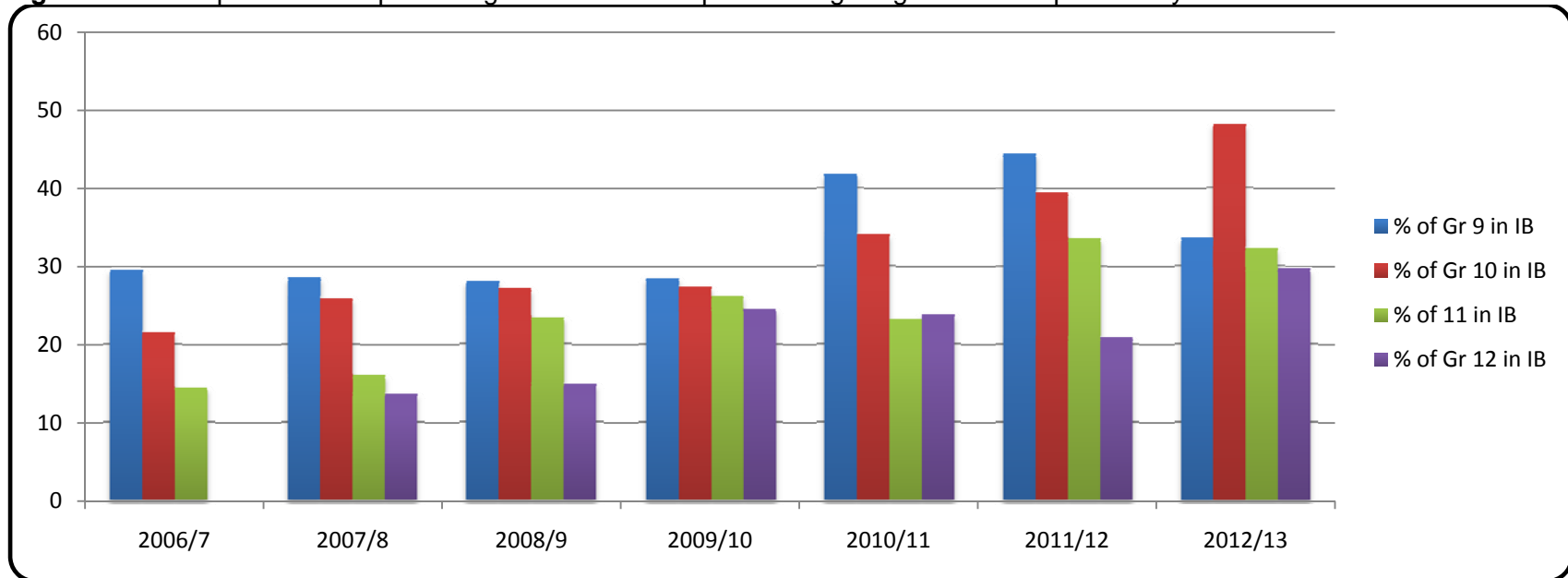
- The IB population is stabilizing with more students reaching the senior level (Gr. 11-12)

Key Facts:

- The benefit of the IB program is apparent in the growth in the number of students who are choosing this program of study.

Our Specialty Programs

Figure 6.2: IB Population as a percentage of Total Assumption College High School Population by Year



Trends:

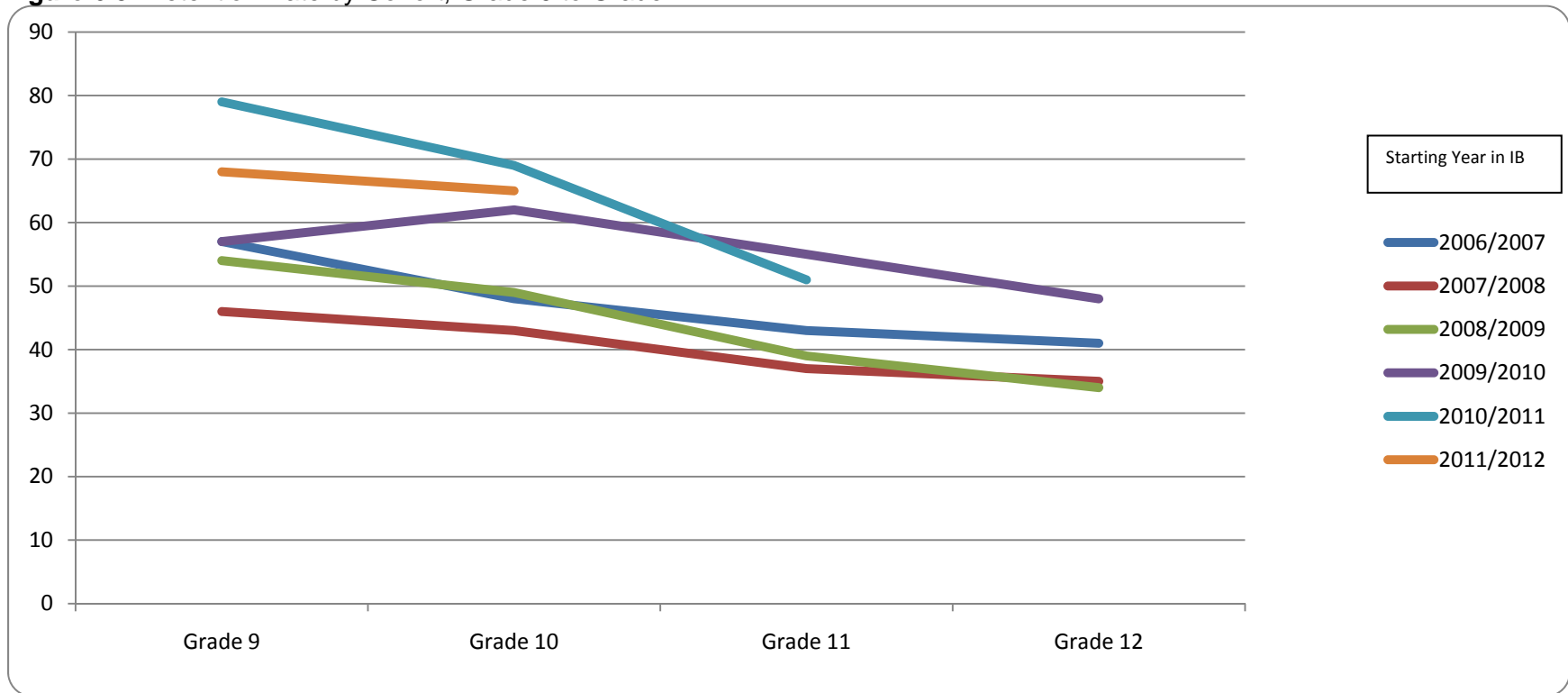
- The percentage of the Grade 10 population who are in the IB program is steadily increasing. The percentage of the Grade 11 and Grade 12 population who are in the IB program continues to increase.

Key Facts:

- The IB program has become a significant program in the Assumption school community.

Our Specialty Programs

Figure 6.3: Retention Rate by Cohort, Grade 9 to Grade 12

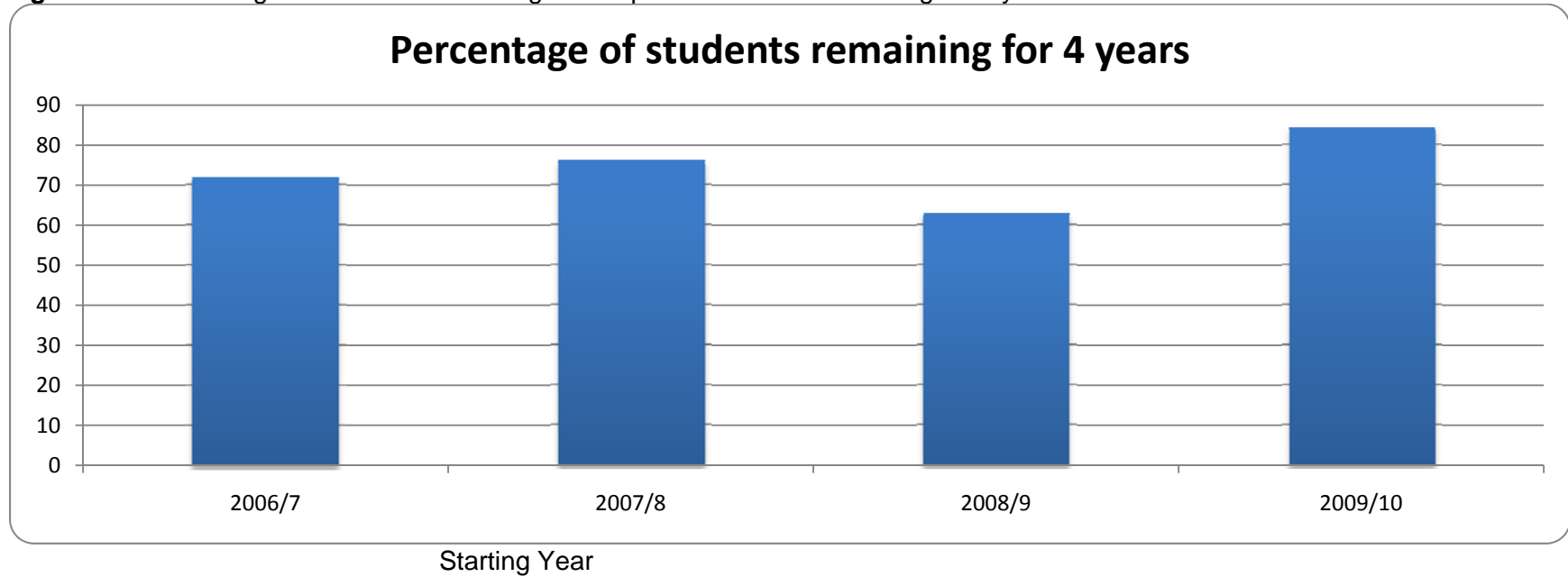


Trends:

- The percentage of retention from Grade 9 to Grade 12 is consistent since the introduction of the program.

Our Specialty Programs

Figure 6.4: Percentage of Students Attending Assumption for IB and remaining for 4 years

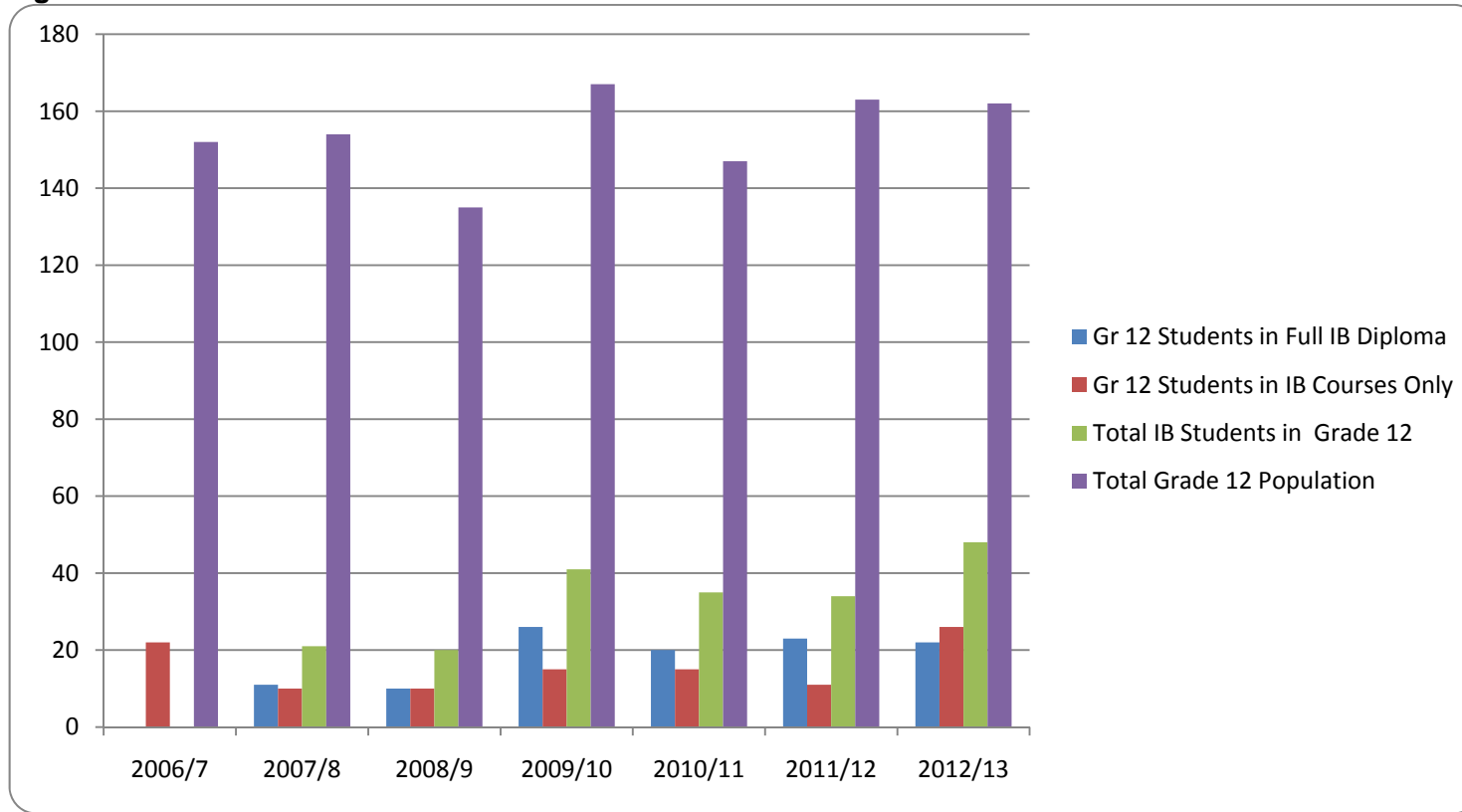


Key Facts:

- Although the numbers in the size of cohort vary, the percentage of IB students who attend Assumption for their four years of high school is approximately 74%. The IB program comprises 1/3 of the school population.

Our Specialty Programs

Figure 6.5: IB in Grade 12



Trends:

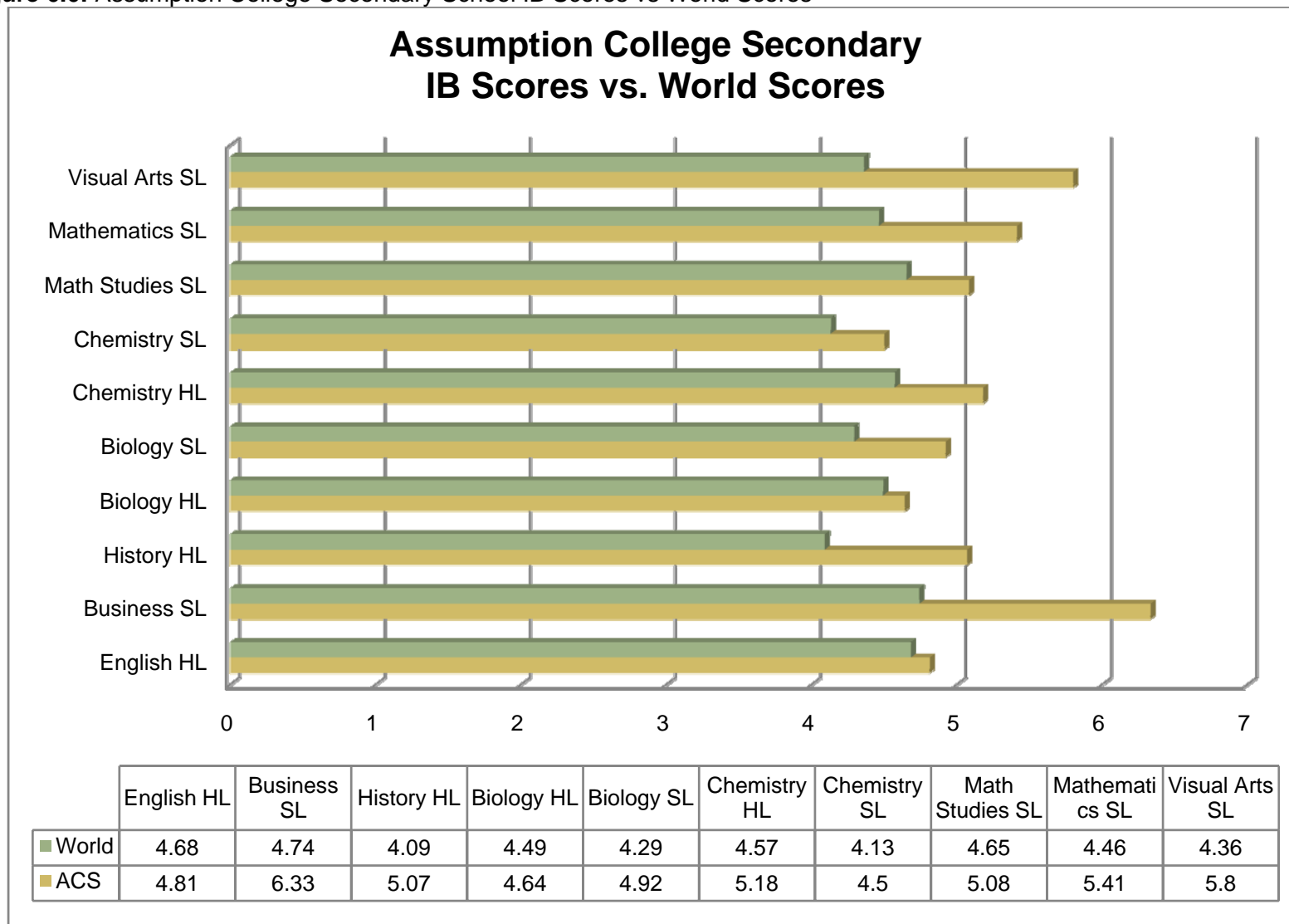
- Since the inception of the IB program, the percentage of IB students in the full IB program in Grade 12 has remained consistent while the percentage of students continuing to take IB courses in their Grade 12 year has steadily increased.

Key Facts:

- The Grade 12 IB population is 23% of the Grade 12 program at Assumption. Students are encouraged to complete the full IB Diploma; however, increasingly students are taking the route of completing specific IB courses only. This is a common practice in the IB world and allows students to have the benefit of the IB curriculum and pedagogy in chosen areas of concentration.

Our Specialty Programs

Figure 6.6: Assumption College Secondary School IB Scores vs World Scores



Key Facts:

- On an assessment scale of 1-7, Assumption IB students consistently outperform the World average in all subject areas.

Our Specialty Programs

Specialist High Skills Major (SHSM)

The Specialist High Skills Major (SHSM) Program is a Ministry approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements for the Ontario Secondary School Diploma (OSSD) and assists in their transition from secondary school to apprenticeship training, college, university or the workplace. Every SHSM must include the following five components:

- A bundle of 8 – 10 grade 11 and 12 credits.
- Sector recognized certifications and/or training courses.
- Experiential learning activities within the sector.
- “Reach Ahead” experiences connected with the student’s chosen post-secondary pathway.
- Development of key Essential Skills and work habits required for the sector; and the use of the Ontario Skills Passport (OSP) for the purpose of documentation.

Windsor-Essex Catholic District School Board Specialist High Skills Major Programs

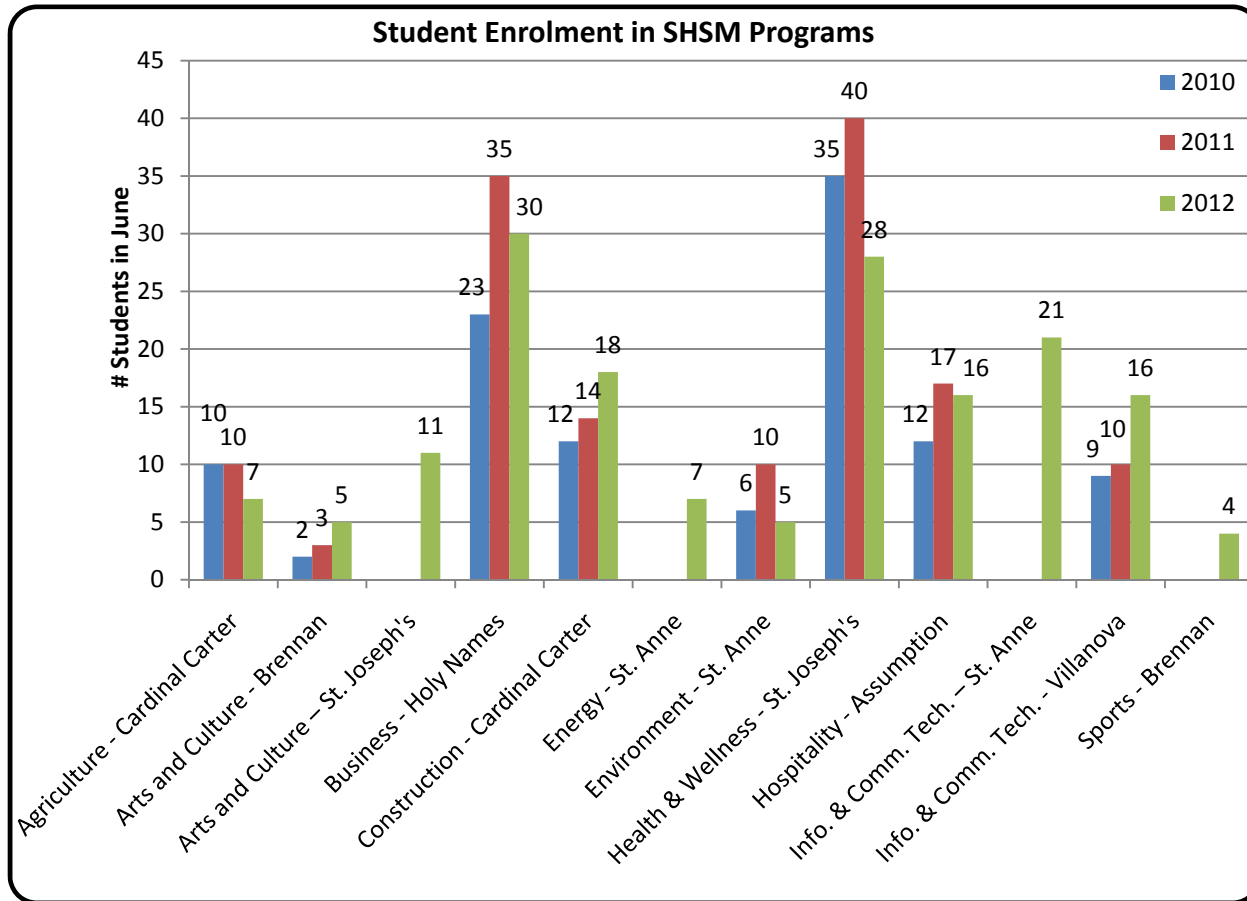
The Board is pleased to have in place the following Ministry-approved Specialist High Skills Major programs:

Table 6.1: Specialist High Skills Major Programs at WECDSB

SECONDARY SCHOOL	Current Programs	2012-2013 Grade 11 and 12 School Enrolment	2012-13 Initial SHSM Enrolment	2012-13 School SHSM Footprint
Assumption College	Hospitality	346	21	6.1%
Cardinal Carter	Agriculture Construction	325	20	6.2%
F J Brennan	Arts and Culture Sports	348	18	5.2%
Holy Names	Business	670	19	2.8%
St Anne	Environment Energy Info. & Comm. Tech.	710	52	7.3%
St Joseph's	Arts and Culture Health and Wellness	558	55	9.9%
St Thomas of Villanova	Info. & Comm. Tech.	607	16	2.6%

Our Specialty Programs

Figure 6.7: Student Enrolment in SHSM Programs



** Please note, the following Specialty programs were initiated in September 2012:

- Arts and Culture – St. Joseph's
- Energy – St. Anne
- Information and Communication – St. Anne
- Sports – F.J. Brennan

Our Specialty Programs

Specialist High Skills Major

Trends:

- Current individual school SHSM footprints range between 2.6% and 9.9% of the grade 11 and 12 school population;
- Enrolment in each of the SHSM programs has fluctuated over the last 3 years.

Key Facts:

Students enrolled in a SHSM Program:

- Gain important skills on the job with actual employers, at skills training centres and at school;
- Earn valuable industry certifications, including First Aid WHMIS and CPR;
- Customize their secondary school education to suit their interests and talents;
- Identify, explore and refine career goals and make informed decisions about their future;
- Graduate with an Ontario Secondary School Diploma with an embossed red seal, signifying the specialized program;
- Have increased credit success rates.

Our Specialty Programs

International Language

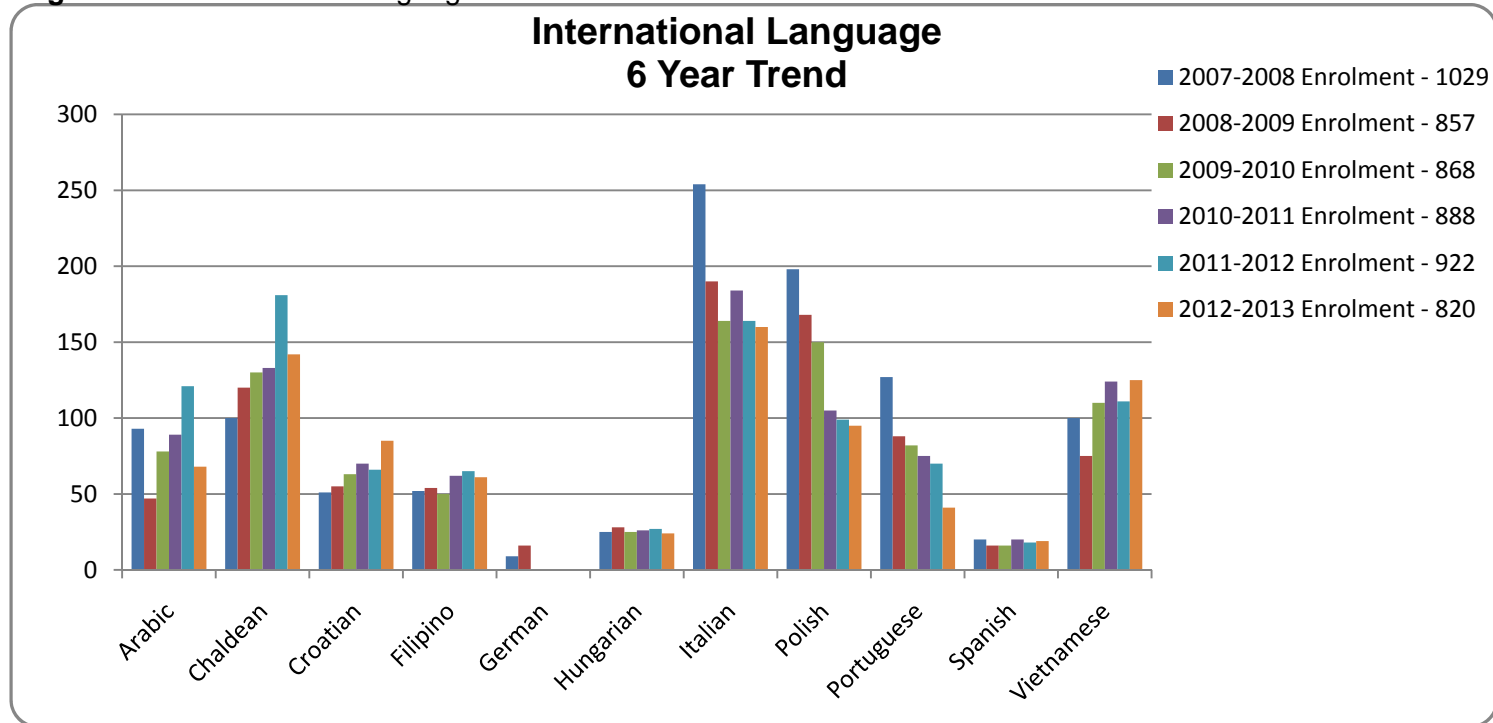
Trends:

- The enrolment in the International Languages Program has been consistent since its inception.

Key Facts:

- The International Languages Program has offered up to 11 languages in its course offerings based on the needs identified in the community. Chaldean, Italian, Polish and Vietnamese language classes are the most requested courses.

Figure 6.8: International Language 6 Year Trend



Our Specialty Programs

Arts

WECDSB students are engaged in a variety of art initiatives where the integration of the components of faith, technology, environmental stewardship and community is the focus.

Arts and Technology

Introducing new technology in the arts with a pilot project using the iPad

- Exploring the War of 1812 in grade 7 and 8 classes at Stella Maris School.
- Students created a series of Claymations using the iPad.
- Culminating activity was a presentation at a provincial conference as a best practice. (90 students)

Applying the iPad in the Secondary Arts classroom

- Teachers have been experimenting with the application of the iPad as a teaching tool in music as part of a pilot project.
- Visual art students are exploring and implementing drawing and film making apps. (80 students)

Participating Schools:

St. Anne Secondary School, F. J. Brennan Secondary School and St. Joseph Secondary School.

Elementary Music Program

- Expansion of programming from grade 7 and 8 to grade 6, 7 and 8.
- *Qualified music instruction;*
Instrumental and Vocal Music, Music Theory, Music History, Music Appreciation, Music Therapy - Hand Drumming, Recorders, Orff Instruments.

Secondary Music Program

- Guest conductors from The Windsor Symphony Orchestra worked with senior students at Holy Names High School and Assumption College High School.
- *Music and Technology;*
Using the iPad application; Garage Band. Students from St. Anne High School and F.J. Brennan High School created music using Garage band. They also blended traditional instruments with the iPad in performance. Visual art students at St. Joseph's Secondary School created a video of the process.

Our Specialty Programs

First Nation, Metis and Inuit Education Initiative

On June 8, 2010, the Windsor-Essex Catholic District School Board approved a Voluntary First Nation, Inuit and Metis Self-Identification policy. The intent of the policy is to help all First Nation, Metis and Inuit students who self-identify to receive supportive programming in order to achieve the fullness of their God-given gifts and talents. Since that policy implementation, there have been a very small number of students who have self-identified. The progress of those students is being monitored on an ongoing basis and all students are currently achieving at the provincial standard or higher. Monitoring will continue and supports that are available will be provided. Career pathway information and scholarship and bursary information will be available to assist in planning post-secondary opportunities.

The first phase of the board's aboriginal plan at the elementary level focused on building cultural awareness with Grade 6 students and teachers. At the secondary level, the focus was with Guidance, Student Success, History, Civics and English teachers. The determination was made at the secondary level to introduce Native Studies courses and/or curriculum units into various secondary disciplines.

In February 2012, the first Native Studies course, Issues of Indigenous Peoples in a Global Context, was introduced at one secondary school and 34 students registered in the course. Course retention was 100% and 81% of the students in the course achieved provincial standard or higher. The course will be offered again in Semester II 2013 and in the 2012-13 school year another secondary school will be offering this course as the first Native Studies course in 2013-14. The Grade 11 pre-requisite to this course will also be offered in 2013-14 at both schools.

The next phase of the board's aboriginal plan was to foster community partnerships with various aboriginal groups in Essex County. In the summer of 2012, a program was made available to elementary and secondary aboriginal students to explore community bonding through the study of art. The board partnered with Turtle Island (University of Windsor) and the Can Am Friendship Centre. Through the Focus on Youth program, secondary school students had the opportunity to serve as mentors and tutors to the aboriginal students in the program in collaboration with the teaching staff.

The board will continue to support the self-identified aboriginal students and will continue to build cultural awareness in the mainstream student and teacher population.

Our Specialty Programs

Jumpstart Student Nutrition Program

Many school communities in the Windsor-Essex Catholic District School Board have established student nutrition programs in order to increase student access to healthy, nutritious foods. Research indicates that proper nutrition impacts a students' ability to focus therefore increasing student achievement success. Universal access to nutritious foods can also impact students' attitudes toward some foods in particular fruits and vegetables. Increasing the daily consumption of fruits and vegetables has the potential to decrease childhood obesity. These programs are established and maintained by volunteers in school communities under the leadership of a volunteer coordinator who is most often the principal but might also include an alternative employee or a volunteer from the school community. Sustaining a vibrant Student Nutrition Program requires a strong commitment from a school community both financially and in the volunteer hours spent purchasing, preparing and distributing foods as well as maintaining the appropriate practices to support the grant process. Grants are provided to individual school communities through a number of funding streams – Ontario Student Nutrition Program Grants from the Ministry of Child and Youth, Breakfast Clubs of Canada, Breakfast for Learning, Pathway to Potential as well as many private and corporate donations to Jumpstart. To qualify for many of the grants available it is necessary for school communities to have in place a revenue generation strategy to increase the sustainability. The Windsor-Essex Health Unit provides support to Jumpstart to offer mandatory safe food handling training to ensure appropriate practices are in place at each school offering a program.

- The number of schools with student nutrition programs has increased. At this time 23 elementary schools and 6 secondary schools of the Windsor-Essex Catholic District School Board have student nutrition programs operating this year.

Muskoka Woods Leadership Experience

2012 celebrated the 19th year the WECDSB has partnered with Muskoka Woods Resort to provide a life-changing experience for our elementary students and secondary leaders. This year over 1500 Grade 8 students under the leadership of 400 secondary students participated in a 4 day/3 night outdoor recreation experience designed to nourish the body and spirit. This opportunity provides our students with an opportunity to grow spiritually, physically, mentally and socially, inspire our students to change their world and challenge our students to be everything God created them to be. For 19 years support staff, teachers, administrators and trustees have supported and encouraged the Muskoka Woods Experience for the children we all serve.

Our Specialty Programs

Focus on Youth and Summer School

The Windsor-Essex Catholic District School Board in partnership with the Ministry of Education and local community agencies offered a variety of summer program opportunities for children and youth through a Ministry of Education **Focus on Youth** Grant. Programming was offered in the areas of: Arts, Leadership Development, Recreation, Social and Tutoring/Academic.

Goals of Focus on Youth Program:

- Assisted not-for-profit insured groups to deliver summer activities that kept young people safe and active
- School space offered free of charge to community groups who successfully completed the application process
- High school students hired to assist the community service camps at one of the Board's sites

Highlights of the 2012 Windsor-Essex Catholic District School Board Focus on Youth Program

The following table provides an overall summary of the Focus on Youth programs.

Table 6.2: Focus on Youth Summary

Windsor-Essex District School Board Focus on Youth Summary	2009	2010	2011	2012
Partner Community Agencies	13	14	13	15
Program Sites	18	15	16	15
High School Students Employed	123	115	95	100
Children & Youth who took part in summer activities	9,857	16,529	17,092	24,574

Summer School Program

In addition, the Board also offered a range of programming to students through its regular Summer School Program. Students were able to enroll in the following:

- Improvement Credits
- Full Credit
- Cooperative Education – Summer Jobs for Youth
- Online Courses
- Literacy/Numeracy and ESL

This past summer a total of 1082 students took part in Summer School programming offered by the Windsor-Essex Catholic District School Board.

Our Specialty Programs

The following table provides a summary of the enrolment in the various Summer Programs offered by the Board over the past five years.

Table 6.3: Five Year Summer School Programming Enrolment:

Students registered	2008	2009	2010	2011	2012
Literacy/Numeracy	67	81	25	44	55
English as a Second Language	19	17	16	21	13
Full Credit	128	226	215	150	218
Improvement Credit	503	639	424	594	552
e-Learning Full Credit	76	74	94	107	191
Special Programs	39	40	48	52	53
Total Students	832	1077	812	968	1082

Table 6.4: Summer School Program Success Rate

Improvement Credits	95%
Co-operative Education	83%
Online Courses	94%
Full Credit	95%

Staff

Summer School operates as a St. Michael's program, guided by 1 Principal, 3 Site Administrators, and 35 Teaching Staff.

Our Continuing Education

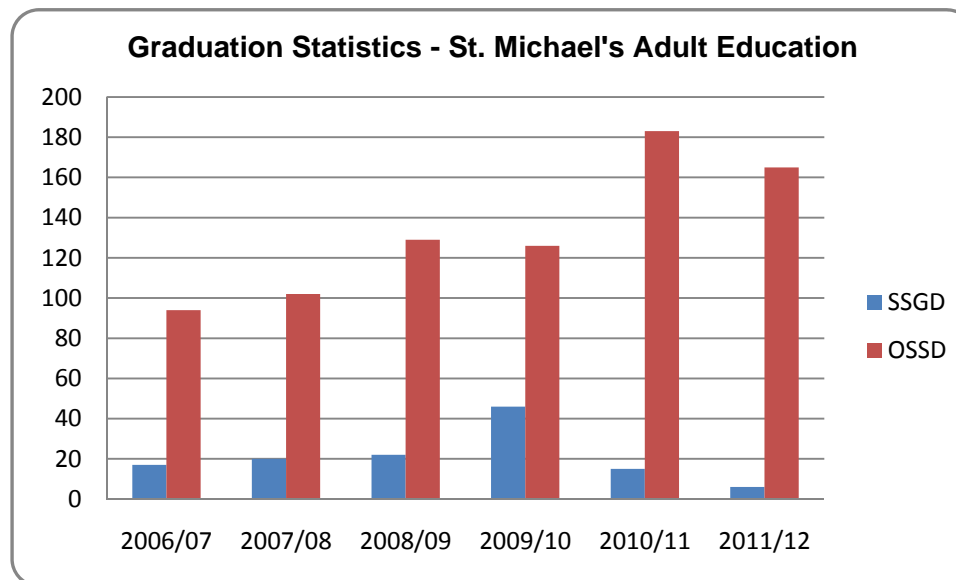
Trends:

- Since 2006 there has been an increase in Ontario Secondary School Diploma's (OSSD) granted.
- There are significantly fewer Secondary School Graduation Diploma's (SSGD) with a peak in 2009-10 and then a drop off.
- An Ontario Secondary School Diploma (OSSD) requires 30 credits, an Secondary School Graduation Diploma (SSGD) requires 27 credits

Key Facts:

- As the number of (significantly) older students returning to school decline, so do the number of SSGD's granted.
- More students fall under the OSSD requirements resulting in significantly more students earning this diploma.
- More students are finding the need to obtain their OSSD to gain employment.
- Classes commence in August two weeks prior to mainstream.
- There are 4 nine week blocks and the maximum absences allowed are 7 in a block.

Figure 7.1: Graduation Statistics – St. Michael's Adult Education



Our Staff

The Windsor-Essex Catholic District School Board is committed to providing a vibrant and dynamic staff to support those entrusted to our care; the students we serve. The Windsor-Essex Catholic District School Board workforce includes approximately 2,170 Full Time Equivalent (FTE) staff. Our teachers, our administration and our support staff are united and guided by our common goals of Faith Formation and Student Achievement. Together we remain steadfast in our resolve to provide a solid, faith-filled learning environment for our children.

Staffing Levels 2012-2013

Table 8.1: WECDSB Staff

STAFF	
Permanent	2170.2
*School Based Staff - %	95%
Central Office Based Staff - %	5%
<i>*Includes Principal/Vice Principal</i>	

Table 8.3: Principals and Vice Principals

PRINCIPALS AND VICE PRINCIPALS		
Vice Principals	Elementary	27
	Secondary	26
Principals	Elementary	38
	Secondary	10

Table 8.2: Employees – School Based

EMPLOYEES – School Based	
Elementary Classroom Teachers	741
Secondary Classroom Teachers	463.5
Educational Assistants	261
Early Childhood Educators	41
Child & Youth Workers	23
Attendance Counselor	1
Campus Ministers	9
Library Staff	3
School Office Clerical	80
Computer and Technical Support	6.5
Custodial & Maintenance	193
Speech Services	12.1
Psychological Services	5

Our Staff

Table 8.4: School Based Non-Classroom Teachers

Employees – School Based Non-Classroom Teachers	
Special Education Teachers	89.6
Deaf / Hard of Hearing	1
Tchr. for the Visually Impaired	2
Special Program	1
Guidance Teachers	21.66
Coordinators/Consultants	14.34

Table 8.5: Catholic Education Centre – Central Office

Employees – Catholic Education Centre – Central Office	
Director and Superintendents	10
Managers & Supervisors	12
Clerical/Secretarial/Technical	29
Transportation	4
School Operations – Maintenance	25
School Operations – Clerical	4
Curriculum – Clerical	4
Computer & Tech. Support	13.5

Table 8.6: Teachers' Years of Experience

TEACHERS' YEARS OF EXPERIENCE 2012-2013		
# of Years	Elementary	Secondary
0 - 4 years	8%	6%
5 – 9 Years	30%	17%
10+ Years	62%	77%

Table 8.7: New Hires Teaching Staff/Percentage Hired from Occasional Staff

NEW HIRES TEACHING STAFF			% Hired from Occasional Staff
Year	Elementary	Secondary	
2011-2012	2	8	80%
2012-2013	2	2	100%

Table 8.8: Teacher QECO Ratings (FTE)

TEACHER QECO RATING STATISTICS (FTE)			
QECO* RATING	2010/11	2011/12	2012/13
A1	15.5	17	13
A2	59.66	49.6	45.23
A3	326.82	291.9	264.8
A4	1032.62	1035	1003.02
Total	1434.5	1393.5	1326.05

Table 8.9: Teacher QECO Percentage Statistics

TEACHER QECO PERCENTAGE STATISTICS			
QECO RATING	2010/11	2011/12	2012/13
A1*	1%	1%	1%
A2*	4%	4%	3%
A3*	23%	21%	20%
A4*	72%	74%	76%

*QECO = Qualifications Evaluation Council of Ontario

*A1 = Category A1 requires a valid certification from the Ontario College of Teachers with an acceptable university degree.

*A2 = Category A2 requires a valid certification from the Ontario College of Teachers with an acceptable four year undergraduate degree.

*A3 = Category A3 requires a valid certification from the Ontario College of Teachers with an acceptable undergraduate university degree plus an Honour Specialist qualification.

*A4 = Category A4 requires a valid certification from the Ontario College of Teachers with an acceptable four year undergraduate university degree which has first or second class standing, plus an Honour Specialist qualification.

For more information QECO Ratings refer to the website at www.qeco.on.ca.

Our Staff

Leadership

Trends:

- There has been significant leadership renewal in the past five years for both principals and support staff.
- New leadership opportunities continue to be available for the teaching staff of the Windsor-Essex Catholic District School Board.

Key Facts

- New hires among principals has been necessitated by retirements.
- New hires among Vice Principals has been necessitated by an increase in the number of “teaching Vice Principals” at both the elementary and secondary levels.
- The new “teaching Vice Principal” model was expanded substantially in 2010.

Table 8.10: Principal/Vice Principal New Hires by Year

PRINCIPAL / VICE PRINCIPAL NEW HIRES BY YEAR - September						
PANEL	POSITION	2008	2009	2010	2011	2012
Elementary	Principal	0	6	2	4	5
	Vice Principal	1	7	12	4	7
Secondary	Principal	0	4	1	0	0
	Vice Principal	0	6	11	5	0

Retirement and Resignation Rates

Trends

- The Windsor-Essex Catholic District School Board continues to be an “employer of choice” as there have been a very small number of teacher resignations relative to other boards.
- When compared to the previous 5 year time period (2002-2007), an increase in teacher retirements has taken place in the last 5 years (2008-2012)

Key Facts

- Elementary and Secondary Teacher retirement rates remained consistent year to year during the past 5 years.
- High retirement rates were exhibited in the 2007-2008 school year for Secondary Teachers and in the 2008-2009 school year for Elementary Teachers.

Our Staff

Table 8.11: Teacher Retirements by Year

TEACHER RETIREMENTS BY YEAR					
	2008	2009	2010	2011	2012
Elementary	34	44	26	19	37
Secondary	26	12	20	24	18

Table 8.12: Teacher Resignations by Year

TEACHER RESIGNATIONS BY YEAR					
	2008	2009	2010	2011	2012
Elementary	5	3	3	10	1
Secondary	2	1	2	1	3

Staffing Overview

The Windsor-Essex Catholic District School Board is a medium to large sized board serving a very diverse population in urban Windsor and rural Essex County. The 2012-2013 school year required the Windsor-Essex Catholic District School Board to employ over 1,334 elementary and secondary teachers, 101 principals and vice principals. In total, there were approximately 2,170 permanent employees including vital support staff such as: Educational Assistants, Early Childhood Educators, Behaviour Specialists, Child & Youth Workers, caretaking and maintenance staff, school office clerical, IT Specialists and many other school and non-school based support staff. All share the common goals of Faith Formation and Student Achievement.

Specialty Teaching Positions

Trends

- Provincially there has been an increase in preparation time in the Elementary panel. Therefore the demand for Specialty Teaching positions continues to reflect the hiring needs of the Elementary Teaching panel.

Key Facts

- Elementary preparation time is provided by PALS (Pupil Assisted Learning Strategies) in Junior Kindergarten to Grade 3. French as a Second Language provides preparation time in grades 4-8.
- Aggregate Preparation time is provided by Specialty Teachers.
- All Elementary and Secondary Vice Principals are assigned some teaching duties.
- The demand for Teachers who have French qualifications continues, especially as the Windsor-Essex Catholic District School Board expands its delivery of French Immersion.

Our Staff

Vice Principal Teaching Model

The WECDSB has a belief that Principals and Vice Principals are the key architects of guiding student achievement at the school level. In order to maximize student achievement and capitalize on the tremendous influence that administrative teams have on the delivery of program at the individual school level, the WECDSB has chosen to implement a “forward thinking” teaching Vice Principal model at both the elementary and secondary level.

Key Facts:

- 26 Teaching Vice Principals at the Elementary level
- 27 Teaching Vice Principals at the Secondary level
- Elementary Vice Principals teach 60% of the day
- Secondary Vice Principals teach 50% of the day
- Elementary Vice Principals provide PALS for consistency of program
- Secondary Vice Principals teach a variety of credit and non-credit subjects

Benefits of Vice Principal Teaching Model

- Consistency of program
- Increased visibility in the school and in particular the classroom setting
- Increased knowledge of the entire student body, their learning styles of individuals and how to best serve them
- The fostering of effective rapport with more students
- More administrative presence in the school, more supervision and thus safer schools, greater administrative access for parents
- Assist administrative team in staying current with practice and program

*Note: See Principal/Vice Principal funding allocation in Finance Section.

Our Staff

Hiring and Promotions

The Windsor-Essex Catholic District School Board recognizes that its staff is its most important resource. The Board believes that the quality of the staff is a major component of an effective, productive system and makes every effort to attract and retain the best, qualified personnel.

The Board strives to provide the highest quality Catholic educational services to the Catholic community.

Criteria and qualifications for positions are established in a fair and objective manner. Recruitment for positions is done as widely as is appropriate to ensure that all qualified applicants have the opportunity to apply.

Promotions are based on demonstrated ability, skill, knowledge and the expertise required to perform the duties of the position.

Following are some of the procedures established to achieve the goal in hiring and promoting staff:

Administrative Procedures: Hiring of Teachers

- The process is conducted after consideration for any relevant provisions of the Board's collective agreement with its occasional teachers.
- The Executive Superintendent of Human Resources/designate(s) reviews prospective candidates' files for the purpose of selecting candidates for interviews and determines and oversees an interview process that ensures compliance with Board Policy H: 03 Hiring and Promotion Policy.
- Staff does not partake in the interview or any part of the hiring process where a candidate is a relative. Individuals who find themselves in this situation declare a conflict of interest and they remove themselves from the hiring process.

Administrative Procedures: Hiring of Administrative and Support Staff

- All available positions are posted in accordance with the respective collective agreement(s) where applicable.
- Recruitment for positions is done as widely as is appropriate to ensure that all qualified applicants have the opportunity to apply.
- Staff does not partake in the interview or any part of the hiring process where a candidate is a relative. Individuals who find themselves in this situation declare a conflict of interest and they remove themselves from the hiring process.
- The Executive Superintendent of Human Resources authorizes all new hiring to the Board through the Director of Education.

Our Schools

The Windsor-Essex Catholic District School Board has 49 facilities within its system.

It is essential that our schools are welcoming to the community and that our facilities provide a positive and supportive learning environment for our students. Curriculum delivery has changed significantly in many student programs including broad-based technology, drama/dance/music, physical education and information technology. Our infrastructure must meet these changes in order that our students can achieve success.

As part of the province's plan for the renewal of public infrastructure, the Ministry of Education has made a commitment to provide resources for repairs and renovation of schools including funding for Full Day Kindergarten construction.

Facility Facts & Figures

Table 9.1: Number of Facilities

FACILITIES	
Elementary	38
Secondary	10
Other	1

Table 9.2: Building Age

BUILDING AGE	
< 20 years	7
20 – 50 years	18
50+ years	24

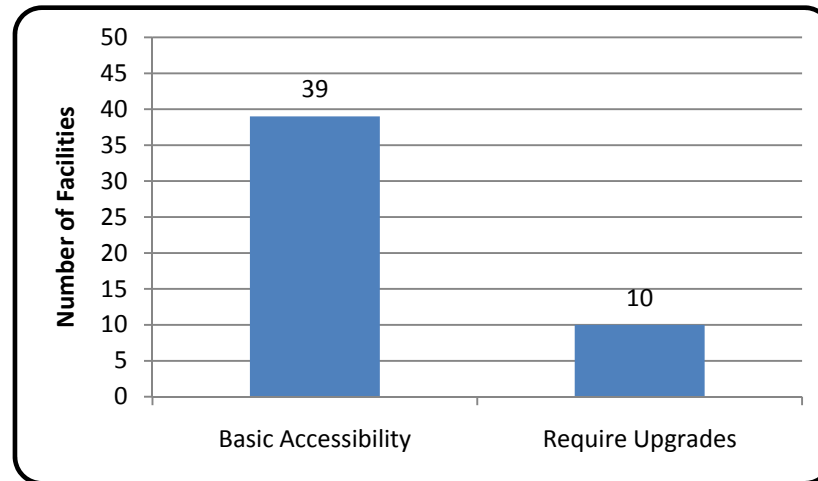
Our Schools

Requirements of Legislation

Trends

- New legislation, such as the *Accessibility for Ontarians with Disabilities Act*, will require all public buildings to become barrier-free.
- Legislative and regulatory changes mandate compliance with higher standards that may have not existed when facilities were constructed. The Board must expend funds to meet its obligations.

Figure 9.1: Number of Facilities Requiring Upgrades



Key Facts

- The Board is committed to providing a physical environment that is free of barriers for the students, parents and staff.
- Of the 49 facilities in the WECDSB, 39 have barrier-free access. Most facilities are not multi-level. Ensuring barrier free access to all schools is costly.
- The Board has established an Accessibility Committee which reviews the status of the Board's needs for accessibility and the status of designated projects. The Committee also prepares an annual and multi-year Accessibility Plan.

Our Schools

Facility Renewal and Maintenance

Trends

- There is an increasing demand for facility maintenance and repairs due to the age of the buildings.

Table 9.3: Projected Value of Required Maintenance

Projected Value of Required Maintenance <i>Source: Total Capital Planning Solutions (TCPS)</i>			
2013	2014	2015	2016
\$48.6 M	\$56.7 M	\$67.7 M	\$82.4 M

Key Facts

- *School Renewal* funded by the Ministry annually is spent to address any significant repairs required.
- In 2011-12, the Ministry allocated *School Condition Improvement* funding for three years. Funding was based primarily on the number of schools excluding schools built since 2007 and schools which Boards have received Ministry funding to substantially renovate and or replace. In 2011-12, the Board was allocated \$1,620,615 and for 2012-13 \$1,627,947

Table 9.4: Annual School Renewal Funding

Annual School Renewal Funding	
2007-08	\$3,161,459
2008-09	\$2,498,448
2009-10	\$3,104,071
2010-11	\$3,064,673
2011-12	\$3,010,187

Our Schools

Energy Management

Trends

- Overall energy expenditures have risen throughout Ontario.

Key Facts

- WECDSD has been involved in a consortium with other large employers for the purchase of gas and electricity.
- The Ministry of Education allocated Energy Efficiency funding over a two year period (2009-10, 2010-11) to be used to create environmentally friendly learning spaces to reduce energy use and to reduce greenhouse gas emissions.
- The Board was allocated \$4,059,244.
- These funds were used for the following projects:
 - Energy Audits at two secondary schools;
 - Replacement of boilers at one elementary school;
 - Heating/Cooling System at one secondary school;
 - Installation of occupancy sensors at several facilities;
 - Installation of LED exit lighting at several facilities;
 - Installation of portable controls and unit ventilators at several schools;
 - Replacement of hot water tanks with energy efficient tanks at several schools.
- The Board continues to utilize energy efficient products and systems when conducting routine maintenance and in construction projects.

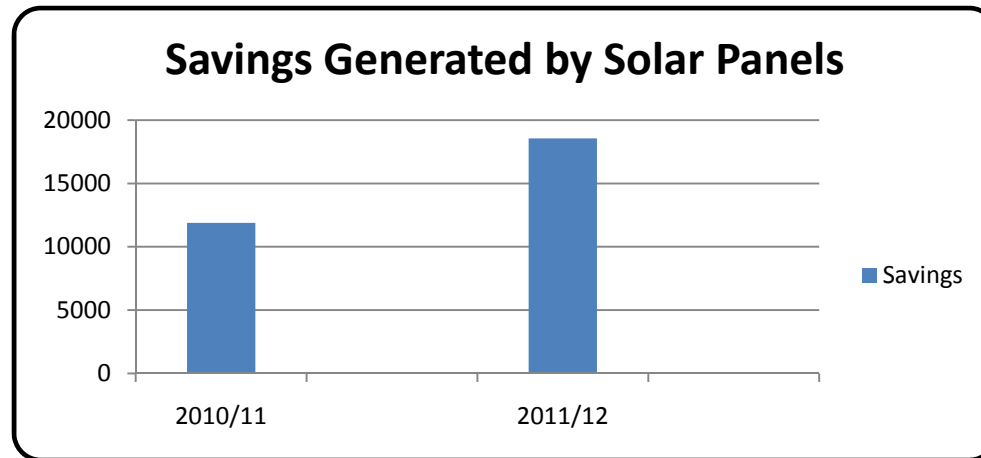
Our Schools

Renewable Energy

Trends

- Renewable energy is energy that comes from natural, sustainable sources such as the sun, wind and water.
- Generating energy from these sources is a cleaner alternative to generating energy from more traditional sources.

Figure 9.2: Savings Generated by Solar Panels



Key Facts

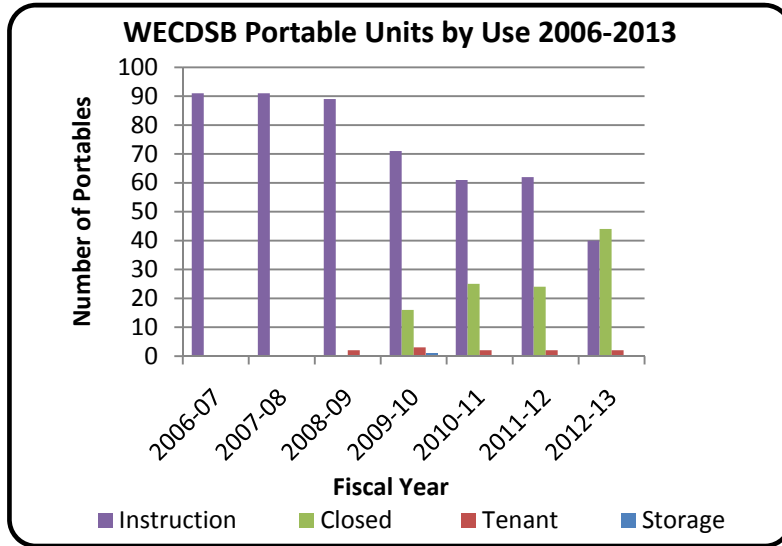
- The Ministry of Education funded the Green School Pilot Initiative in 2010-11 allowing Ontario schools to purchase, demonstrate, and test cutting edge green products/technologies to reduce their environmental footprint.
- The WECDSD installed solar panels at 2 elementary schools as well as a solar domestic hot water system at a secondary school.

Our Schools

Portables

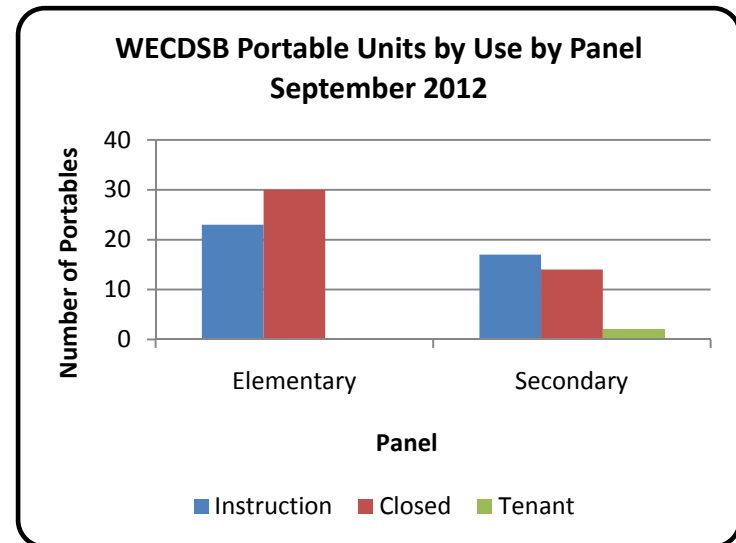
Trends

Figure 9.3: Portable Units by Use



- Portable usage for instruction has been steadily decreasing since 2009.

Figure 9.4: Portable Units by Use by Panel



Key Facts

- There are currently 86 portables in the WECD SB inventory. 47% of them are used for instruction.
- Currently 62% of the portables are located at elementary schools. 56% of these portables are closed.

Our Schools

Community Use of Schools and Permits

Trends

- Total permits issued and total permitted hours have increased over the past 3 years.

Key Facts

- WECDSD implemented an on-line permitting system in September 2010. The cost of the software implementation was funded by a one-time Ministry grant received.
- Use of schools and school grounds by the community impacts the wear-and-tear of the facilities and the maintenance costs.
- Costs associated with offering school spaces to not-for-profit community groups are offset by a subsidy received from the Ministry, annually, since 2004.
- The Board approved a restructuring of the rental rates in August 2011, to help align various community groups with the Ministry guidelines and to assist in financially sustaining such activities.

Figure 9.5: Community Use Permits Issued

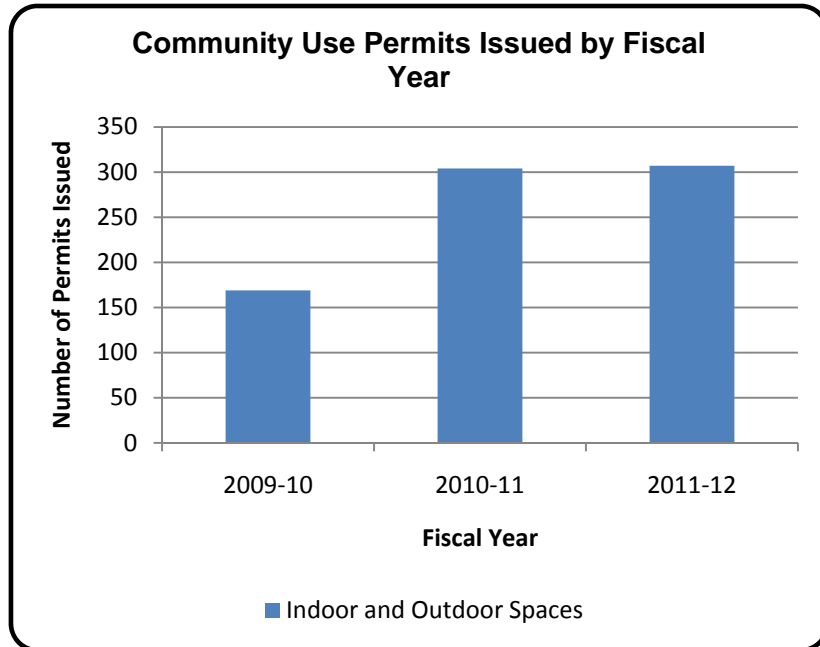
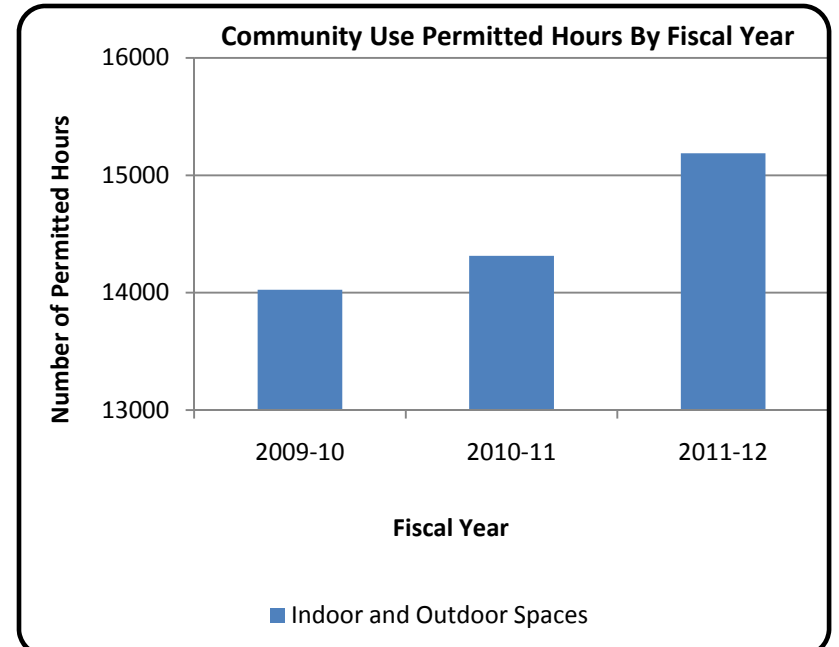


Figure 9.6: Community Use Permitted by Hours



Our Schools

Classrooms

Trends

- As enrollment declines, it is necessary to close classrooms in order to reduce deterioration as well as the costs of cleaning the rooms.

Figure 9.7: Elementary School Classroom Summary

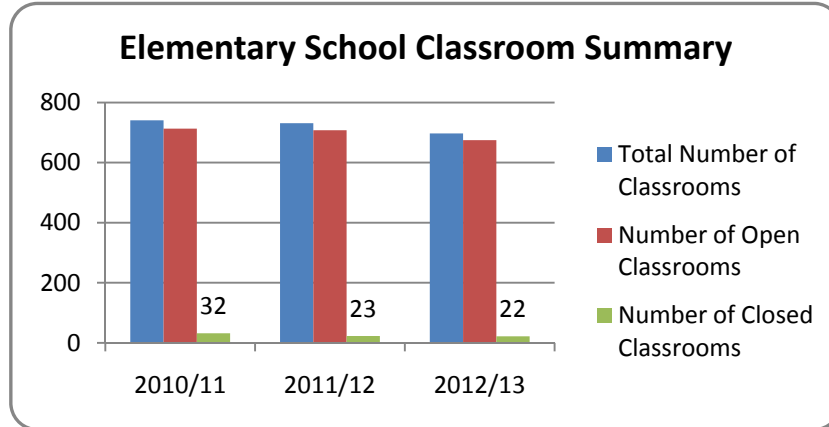
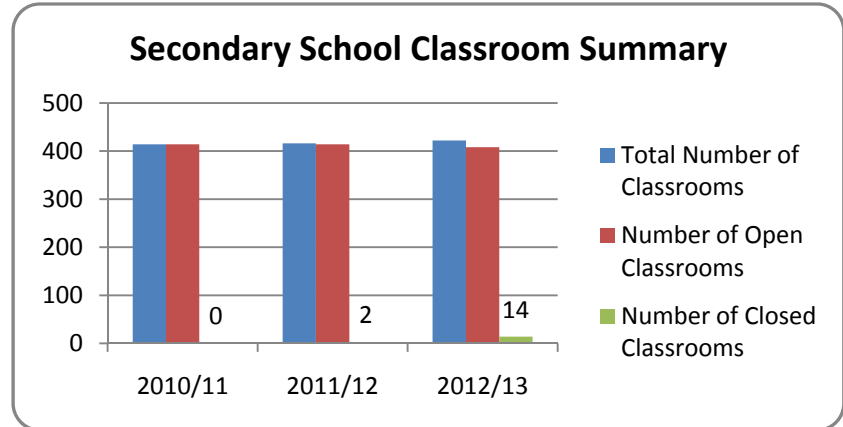


Figure 9.8: Secondary School Classroom Summary



Key Facts

- There are currently 697 classrooms in our Elementary system and 422 classrooms in our Secondary system.
- 3% of Elementary and 3% of Secondary classrooms are currently closed.
- There has been a reduction in total classroom usage due to school closures.
- Despite a reduction in enrolment, there is not a proportional reduction in classroom usages.

Figure 9.9: Elementary School Classroom Square Footage Summary

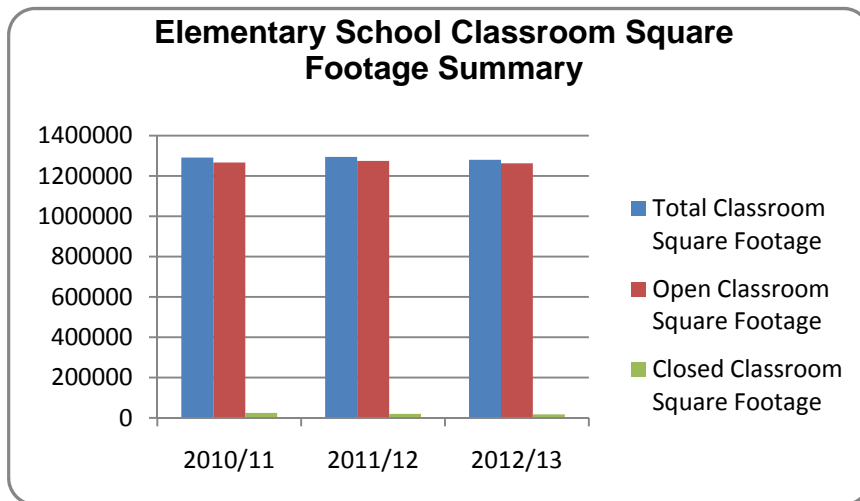
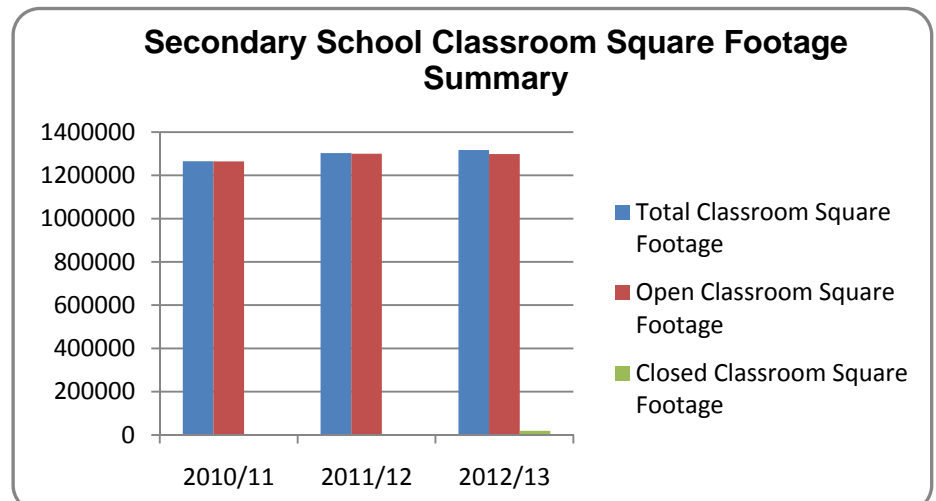


Figure 9.10: Secondary School Classroom Square Footage Summary



Our Schools

Surplus School Capacity

Key Facts

- The number of elementary schools utilizing at least 85% of their capacity has decreased significantly from 26 to 20 over the past 4 years.
- Even with recent school closures, 47% of elementary schools have less than the 85% minimum capacity to attract maximum grant funding from the Ministry of Education.

Figure 9.11: WECDSD Elementary Schools Utilization Rate, 2009-2012

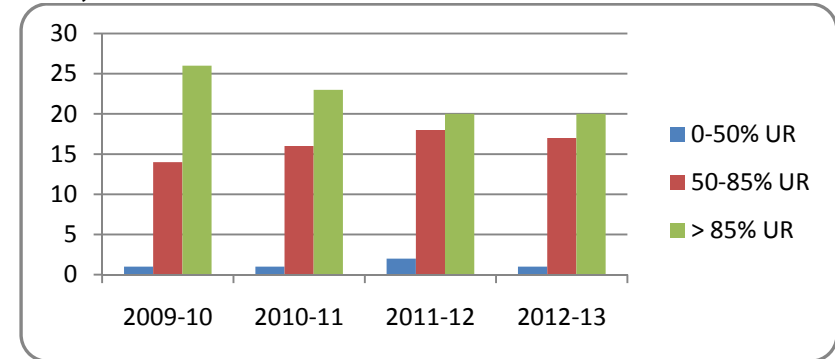
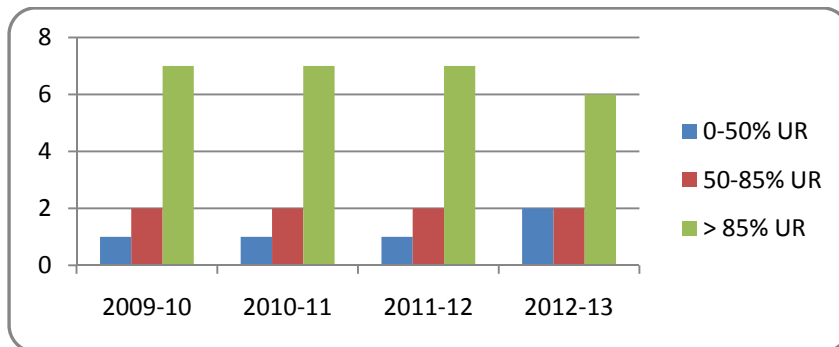


Figure 9.12: WECDSD Secondary Schools Utilization Rate, 2009-2012



Key Facts

- 4 out of 10 buildings used for secondary schools are below the 85% threshold required to attract maximum grant funding from the Ministry of Education.

[Note: Utilization rate (UR) represents the proportion of actual enrolment versus the pupil space capacity of the school.]

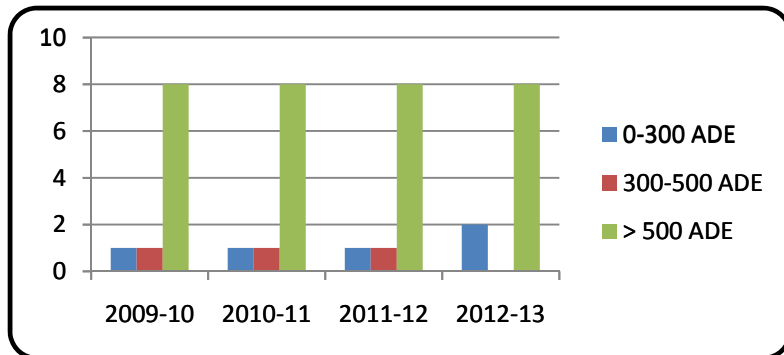
Our Schools

Lower Enrolment Schools

Key Facts

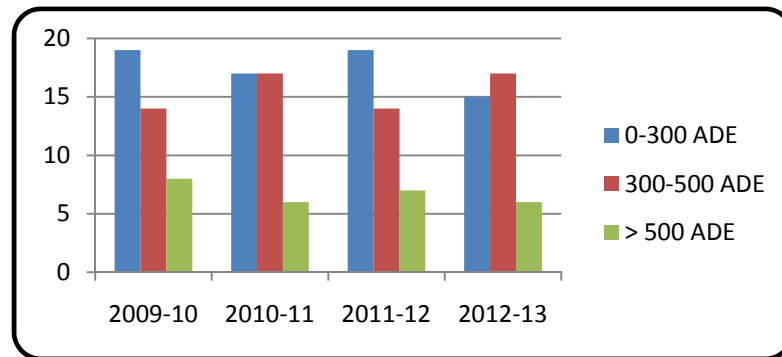
- Ongoing declining enrolment continues to result in elementary school buildings with lower numbers of pupils.
- Smaller elementary schools are not as efficient from an educational, operational and financial perspective.
- Recent elementary school consolidations have only partially addressed this situation.

Figure 9.14: Number of WECDSB Elementary Schools by Total Enrolment



*ADE = Average Daily Enrolment

Figure 9.13: Number of WECDSB Secondary Schools by Total Enrolment



Key Facts

- Secondary school enrolments continue to be greater than 500 pupils, however decreases in 2 schools is resulting in enrolments declining to this number.
- The two buildings with less than 300 pupils house the alternative education program and the adult education programs.
- Consolidations would increase educational opportunities since a broader array of programs can be provided more efficiently as scale increases

Our Information Technology

Building from the Past, Learning in the Present, Leading in the Future

Technological advancements have altered the corporate and educational landscape within the Windsor-Essex Catholic District School Board. The global emergence of the internet changed the world! Technologies have become tools of learning by opening up opportunities for networking and knowledge sharing, providing alternative means to increase job efficiency and allowing staff and students to enhance their creativity and problem-solving ability. Such radical shifts have created new ways of doing business on the corporate and educational fronts for the WECDSB. Learning, the way individuals learn and how individuals are taught has evolved and will continue to be altered as technology advances.

The information technology philosophy regarding administrative and academic systems focuses on a continuous cycle of standardization, consolidation, centralization and virtualization in order to reduce costs, simplify operations and standardize practice to improve overall efficiency and meet targeted objectives.

In order to create engaging learning environments the WECDSB is in the process of updating infrastructure, utilizing new technology, creating professional digital learning communities and building staff capacity at all levels to mobilize, share and link knowledge in support of faith development and student achievement.

Wide Area Network (WAN)

The WECDSB is a member of WEDnet (Windsor-Essex Development Network), a consortium of health, education, municipal and industry stakeholders. The WEDnet WAN backbone spans across Windsor and Essex County. The connectivity to each Board site is a dedicated 100 Mb fiber feed. The Board office has a 1000 Mb fiber feed.

Network Infrastructure

Figure 10.1: Board Office Network Infrastructure

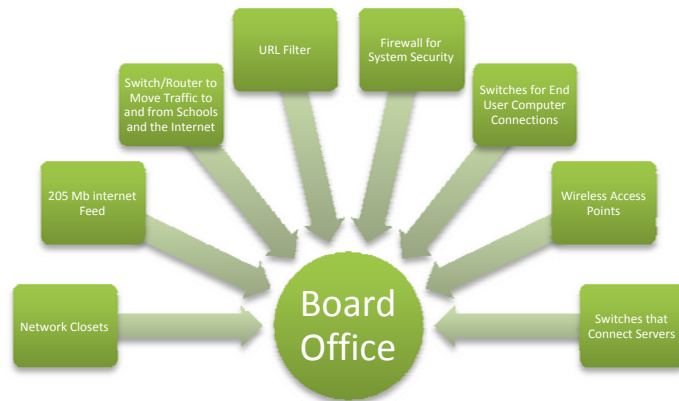
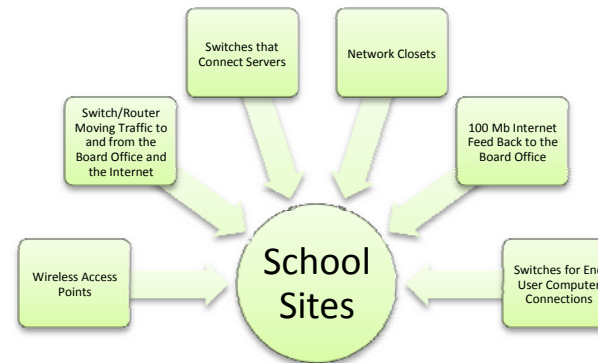


Figure 10.2: School Sites Network Infrastructure



Our Information Technology

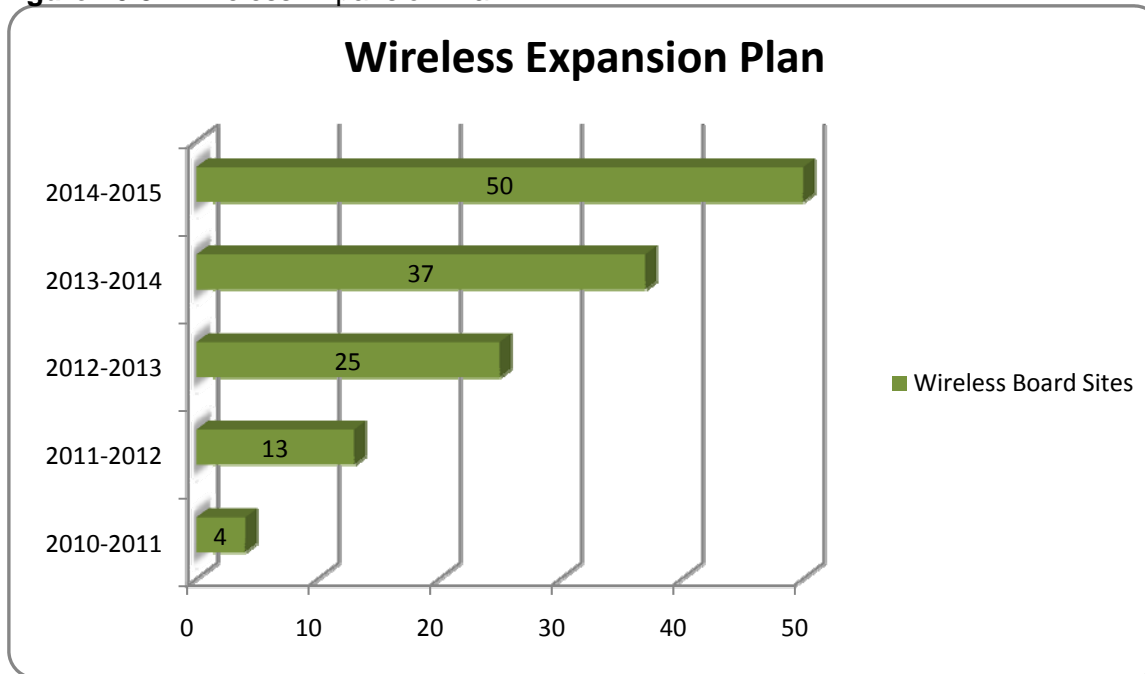
Network Capacity

The current network is able to meet current bandwidth demands at all sites. The network is near capacity and dated. New hardware infrastructure will be required across the Board to facilitate future bandwidth demand and the introduction of newer technology as the current infrastructure will not support a connection greater than 100 Mb.

Wireless Network

The Board envisions the wireless network to grow as schools integrate technology to support curriculum expectations and as “Bring Your Own Device” (BYOD) grows in popularity.

Figure 10.3: Wireless Expansion Plan



* All secondary schools are fully wireless. Two elementary schools are fully wireless and all other elementary schools have wireless access in their library. Future expansion is dependent upon appropriate funding.

Our Information Technology

Academic Hardware Anticipated Growth

Trend:

- Strong growth in mobile devices and an increase in BYOD for staff and students is the anticipated future direction.

Figure 10.4: Academic Hardware Anticipated Growth

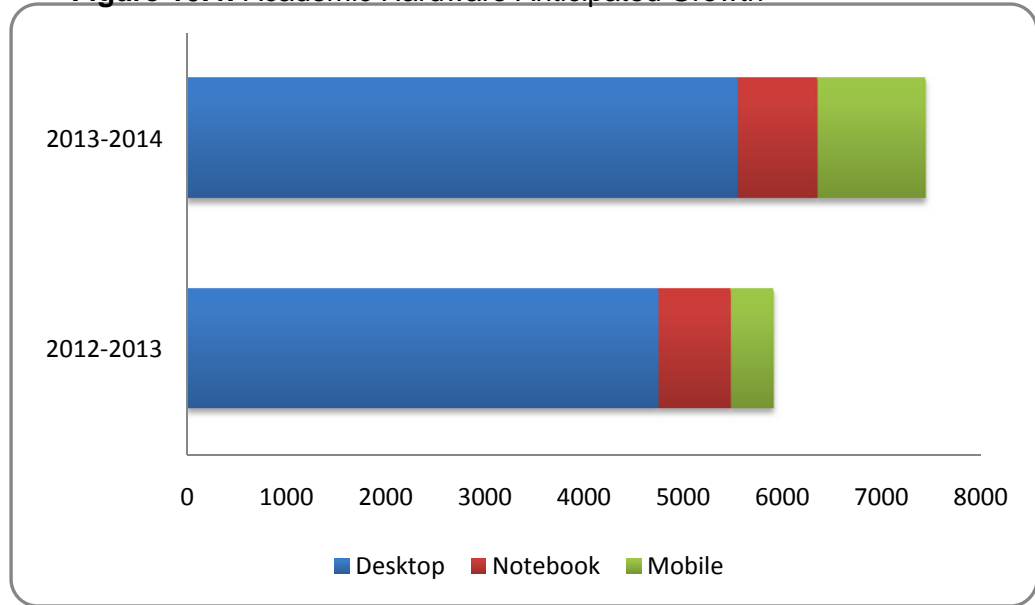
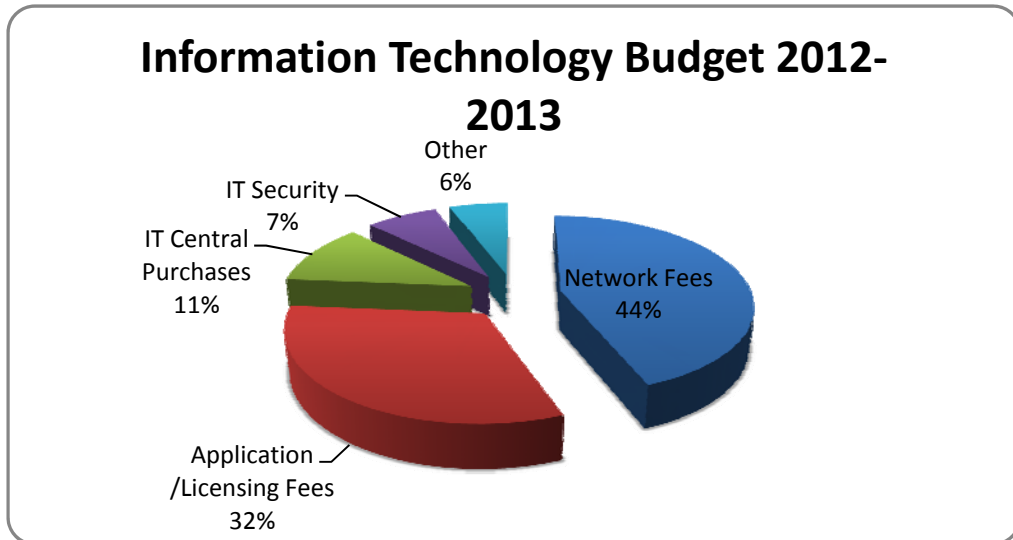


Figure 10.5: Information Technology Budget 2012-13



Our Information Technology

Learning Technologies in the Classroom 2012-2013 and Beyond

The WECDSB is committed to implementing technology in support of student learning to meet and exceed the expectations set out in the Ontario curriculum. The strategic integration of technology into the curriculum allows WECDSB students to be prepared for the digital world. Each day, students access the Board's technological infrastructure working on projects like the following:

Figure 10.6: Learning Technologies in the Classroom



In addition, focused pilot projects are occurring in elementary that are designed to enhance literacy, numeracy and critical thinking skills. The following are examples:

- **Collaborative Learning in Mathematics** has students using various mathematical Apps on iPads to record their thinking as they work through mathematical problems. Teachers are documenting student learning and thinking through the use of videos and photos.
- **Student Work Study** has students using iPads and iPods as research tools to support inquiry into various disciplines of the curriculum. The Student Work Study teacher is documenting student learning and thinking through the use of videos and photos.
- **Early Primary Collaborative Inquiry** has teachers using cameras and videos to support the documentation of student work and making students' thinking visible. This allows for a deeper analysis and conversation around student assessment (i.e. assessment for/as/of learning).

Our Information Technology

Information Technology and School Libraries

School libraries have become communal areas that allow staff and students the ability to focus on higher order critical thinking skills emphasized in classroom instruction.

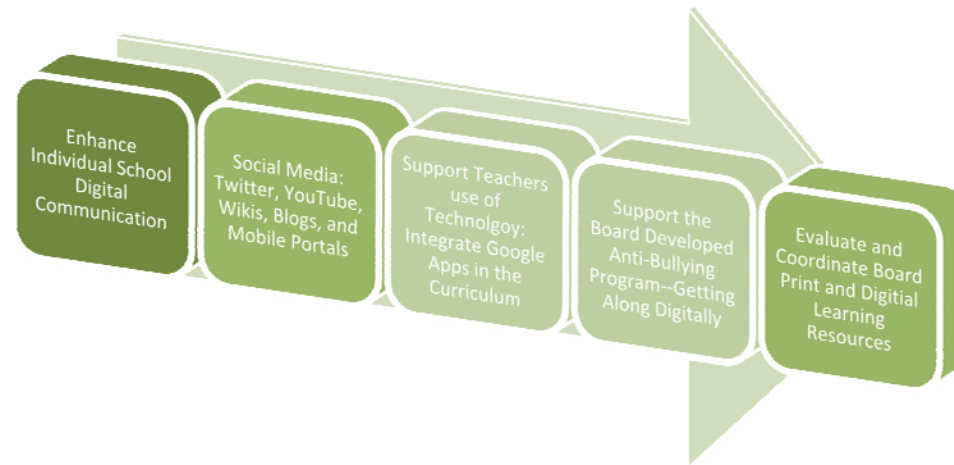
Figure 10.7: Information Technology and School Libraries



New Information Technology Staff 2012-2013

The Board added two Education Technology/Library Resource Support personnel and a Library Media Coordinator to help move the following priorities forward:

Figure 10.8: New Information Technology Staff 2012-13



Our Information Technology

Key Challenges for Information Technology

- A new communications network infrastructure will be required to support future technological advancements
- There is a need to further train and support staff in the implementation of new technology since effective implementation involves a pedagogical shift in practice.
- Traditional information technology assets at many sites (i.e. phones, public address systems) are old and outdated and need to be refreshed.
- There is a growing need to ensure that data is protected and secure in accordance with privacy legislation.
- A formal refresh cycle needs to be implemented for all information technology systems and equipment.
- As technology evolves resources need to be allocated for technological advancements and to ensure that technology is infused into all classrooms and accessible to all.
- A long-term, cost effective plan aligning information technology with the Board vision and strategic plan needs to be articulated.

Our Financial Overview

This section provides detailed information on net expenditures, other revenue, and the Ministry Grants for Student Needs (GSN).

Overall Revenues and Expenditures

The Provincial funding formula establishes the total revenues available to school boards to provide programs and services to their students. The calculation and grants that fund school boards are based on a very broad range of factors – the most important being enrolment (see Section Our Schools, Elementary and Secondary Enrolment for detailed enrolment patterns and definitions).

Table 11.1 details WECDSD's overall financial information.

Table 11.1¹: Financial and Other Details for WECDSD

BUDGET	Million
Operating Expenses (includes amortization expense)	\$256.2
Capital Expenses	\$7.5
Total Grants for Student Needs (including Debt Servicing Grants)	\$248.9
Total Funding for Specific Ministry Initiatives	\$4.6
STAFF AND STUDENTS	FTE
Total Enrolment – Pupils less than 21 years (ADE)	22,161
Total Enrolment – Pupils 21 years and over (ADE)	284
Total Teachers including Teaching VP	1,398.5
Total Special Education Educational Assistants	277.0
Total Principals and Vice-Principals (administrative portion only)	73.1
Total Custodians	177.0
Total School Office Clerical	83.0

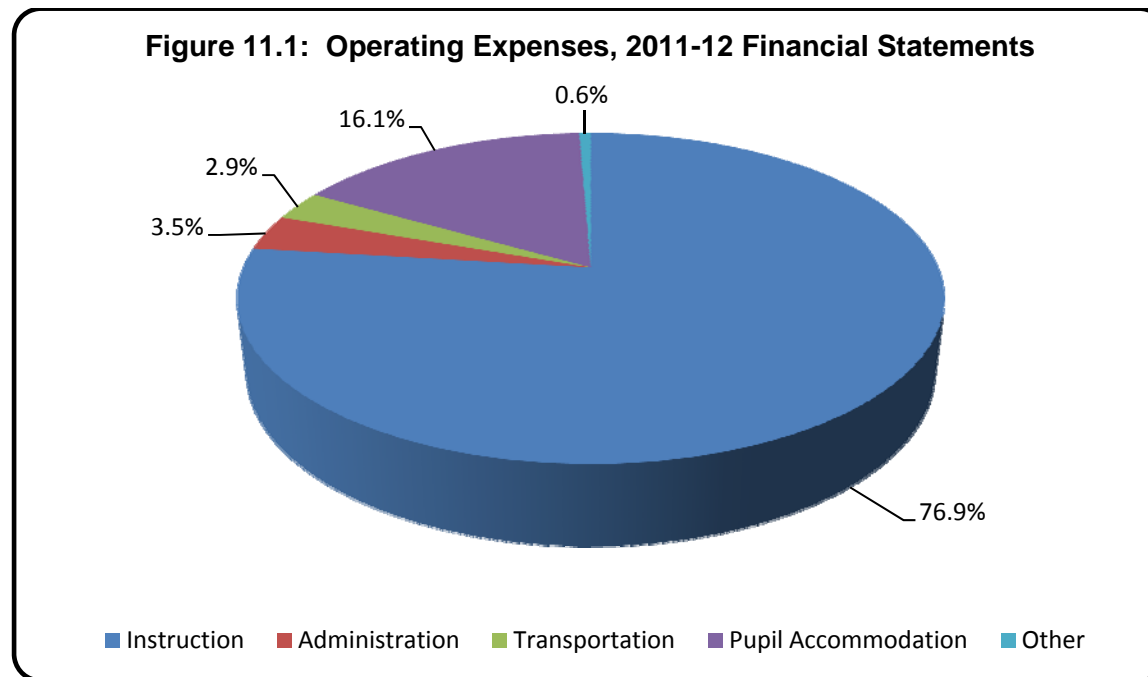
¹Actual figures taken from 2011-12 WECDSD financial statements.

Our Financial Overview

Total Expenses

The total operating expenses for 2011-12 are \$256.2 million.

- School Board spending is largely (77%) comprised of instructional expenses, which typically represents classroom and non-classroom expenses. The instructional costs can be further categorized into teacher costs, principals, vice-principals, professional/paraprofessionals, coordinators and consultants, library and guidance, school office, department heads, textbooks, computers and supplies expenses.

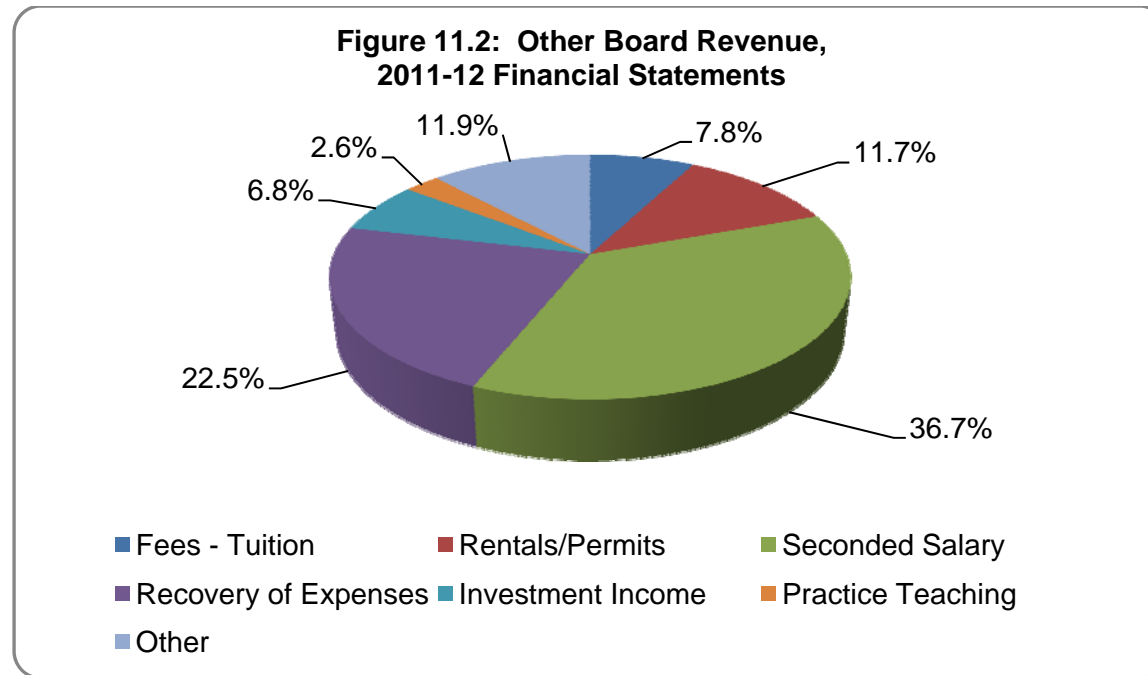


Our Financial Overview

Other Revenue

The majority of WECDSB's additional revenue is generated by the following:

- Tuition fees from International Students
- Rental and permit income from facilities
- Salary recoveries for seconded employees
- Investment income including interest on sinking fund assets
- Rebates and revenues received to offset and recover expenses



Our Financial Overview

Ministry Grants for Student Needs

The Windsor-Essex Catholic District School Board also receives Grants for Student Needs (GSN) generated by student enrolment. Figure 11.3 shows the provincial GSN model which includes the following:

Pupil Foundation Grant: Funding for core educational programs and services (textbooks, learning materials, educational assistants and professionals)

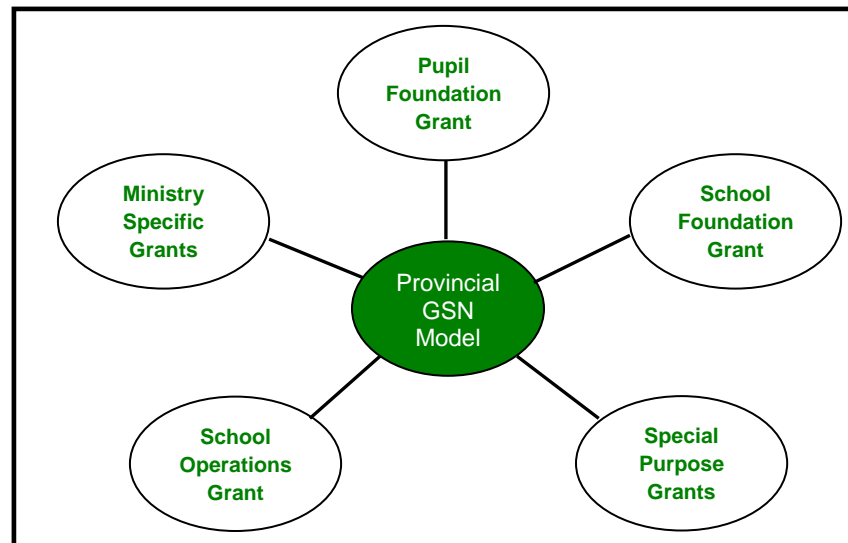
School Foundation Grant: Funding for school office administration

Special Purpose Grants: Supplementary funding for special programs and students with Special Needs (Special Education grants, English as a Second Language, French and Native Language Grants)

School Operations Grant: Caretaking, utilities, and general maintenance

Ministry Specific Grants: Ministry targeted initiatives (commonly one-time only grants)

Figure 11.3: Provincial Grants for Student Needs



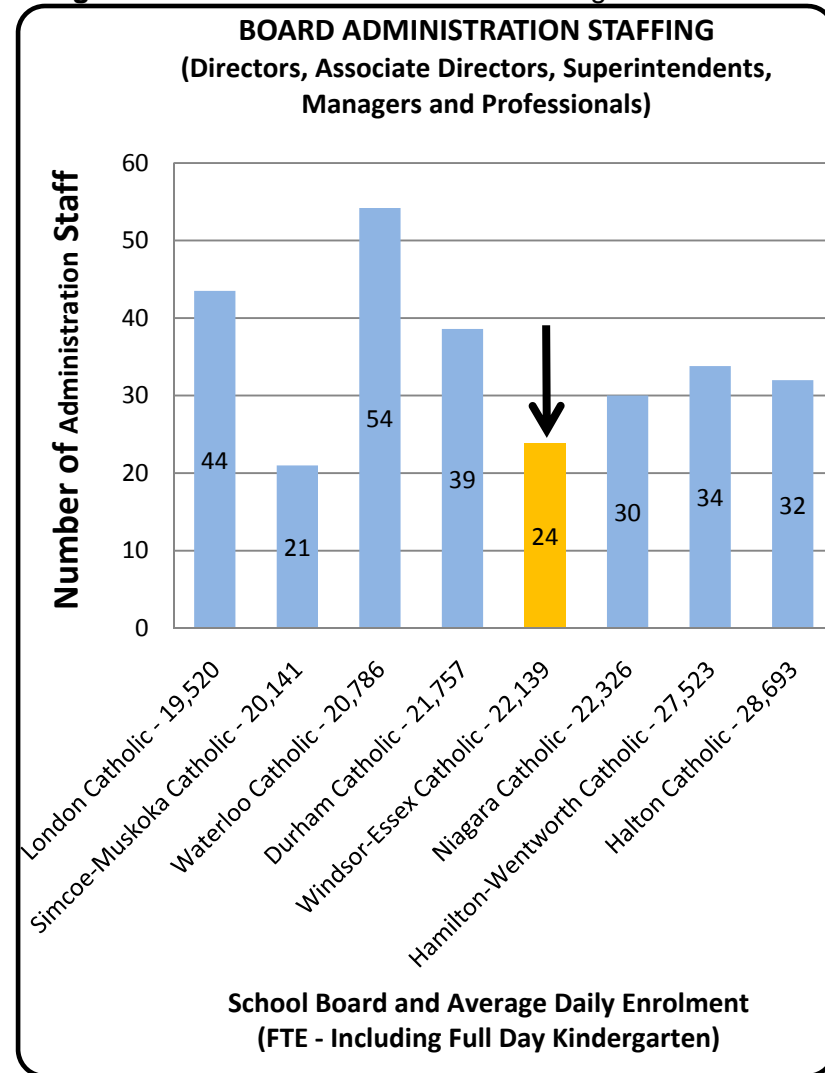
Our Financial Overview

Management

Key Facts

- WECDSB's management staffing (excluding school-based staff) consists of senior administration which includes the Director, Associate Director, Superintendents plus the managers and professionals involved in general administration of the Board and in school operations and maintenance.
- WECDSB's total management complement of 24 staff is lower than all Catholic school boards with comparable enrolments except one whose enrolment is lower by more than 2,000.

Figure 11.4: Board Administration Staffing



Source Data: Ontario Catholic School Trustees Association School Board Financial Data - 2011-12 Revised Estimates (excluding Transportation staffing)

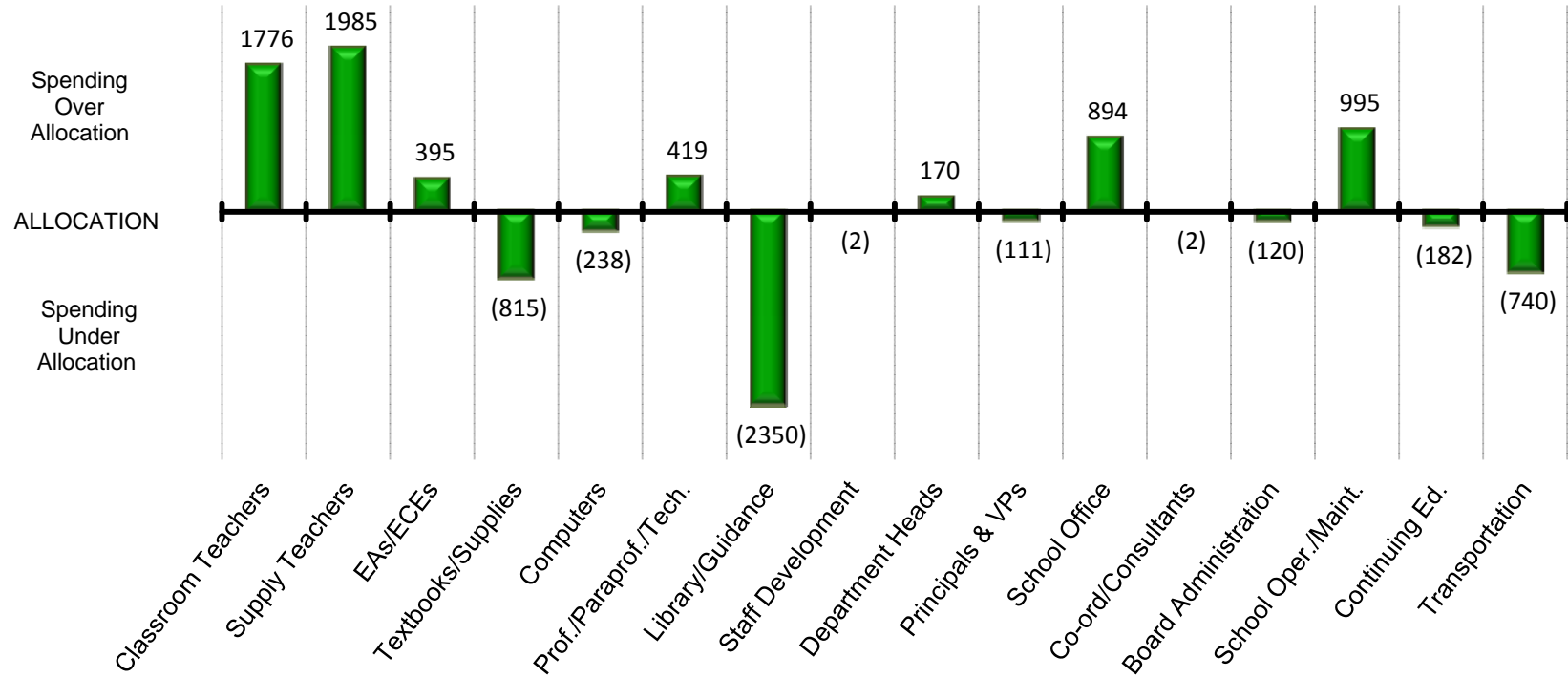
Source Data: Ontario Catholic School Trustees Association School Board Financial Data - 2011-12 Revised Estimates (excluding Transportation staffing) (Note: Data reporting protocols may differ between school boards.)

Our Financial Overview

Spending and Allocation Comparison

The Ministry of Education provides funding allocations each year for school board operating and capital expenditures. A comparison of WECD's current 2012-13 operating budget (also known as Revised Estimates) versus the Ministry's funding allocation for designated operating categories is provided in the table below.

Figure 11.5: Operating Spending and Ministry Allocation Comparison
 2012-13 Revised Estimates
 Estimated Spending (Under) / Over Allocation (\$ thousands)



Our Financial Overview

Spending and Allocation Comparison

Key Facts

- School boards have flexibility to expend Ministry allocated funds as they see fit based on local circumstances and needs, provided that the requirements of the Education Act and associated regulations are met.
- There are some areas that are protected through legislation or regulation, so that all of the allocated funding must be spent in those areas (e.g. special education, school renewal).
- For those areas that are not protected, boards can under spend in certain categories so that funds are available to address needs in other categories.
- In WECDSB's 2012-13 budget, specific categories have been budgeted for spending above the allocation, with the largest spending over allocation being in Classroom Teachers, Supply Teachers, School Office and School Operations/Maintenance.
- Similarly, specific categories have been budgeted for spending under the allocation, including Principals/Vice-Principals and Board Administration, among others.
- Under spending in these categories, offsets over spending in the other categories.

Our Financial Overview

Financial Status

The financial management of a major organization such as WECDSB, with annual operating expenditures in the order of \$256 Million, is highly complex. Planning to ensure the ongoing financial health of the organization year after year is impacted by many factors, many of which are beyond the control of WECDSB. The current financial status is summarized in the following points.

Key Facts

- As is the case with school boards across the province, WECDSB continues to transition to a more constrained fiscal environment, while continuing to respond to the needs of our students.
- Ministry of Education grants have generally been held stable in 2012-13, notwithstanding that many costs (e.g. utilities, supplies) continue to increase.
- Enrolment is the most important factor in the provincial funding formula that establishes the total revenues available to school boards.
- WECDSB's enrolment is expected to continue to decline at a rate of approximately 3.7% per year, which is far in excess of the provincial projected rate of only 0.4% per year.
- In broad terms, the WECSB is currently graduating in the order of 2,000 students from Grade 12, but only about 1,000 new students are currently entering junior kindergarten each year. This trend is expected to continue into the foreseeable future.
- This reality continues to result in reductions in Ministry allocations, which WECDSB must meet with corresponding reductions in expenditures.
- WECDSB has proceeded with school consolidations to, in part, address the financial situation resultant from excess school capacity.
- Ongoing planning and action is critical to maintaining WECDSB's financial health.

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