

# School Profile 2004-2005



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD

## Lisgar Collegiate Institute

Grades 9 to 12 (semestered)



29 Lisgar St.  
Ottawa, Ontario  
K2P 0B9

Phone: 239-2696  
Fax: 235-7497

School hours:  
8:00 a.m. - 4:00 p.m.

[www.ocdsb.edu.on.ca/](http://www.ocdsb.edu.on.ca/)  
[www.lisgar.ca](http://www.lisgar.ca)

*Principal*  
Patricia Irving

*Vice Principals*  
Mark Goebel  
Susan Smith

*Office Administrator*  
Neil Petrie

*Chief Custodian*  
George Banton

*School Council Chairs*  
Steven Nadler  
Robert Irvine

*Superintendent of  
Instruction*  
Nancy MacLeod

*School Trustee*  
Joan Spice

*Chair of the Board*  
Lynn Graham

*Director of Education/  
Secretary of the Board*  
Lorne M. Rachlis

*General Board  
Information*  
(613) 721-1820

[www.ocdsb.edu.on.ca](http://www.ocdsb.edu.on.ca)

### Our School

In 1874 the Ottawa Collegiate Institute, successor to the Dalhousie District Grammar School founded in 1843, moved to Lisgar Street. In 1928 the name Lisgar Collegiate Institute was adopted in honour of Sir John Young, Lord Lisgar. As articulated in our vision statement, we are uniquely situated in the downtown community and welcome students from across the region. We thrive on the cultural diversity of our students and our international outlook. Because of our central location, we are ideally positioned to integrate our students' learning with the resources available in the nation's capital. Lisgar Collegiate Institute offers a variety of courses across a full range of programs at the university, college, academic and applied levels. Consistent with Lisgar's long tradition of excellence in academics, the arts and athletics, students pursue their full potential as responsible individuals.

- **Academics:** We offer a variety of courses in all disciplines, including Classical Studies and international languages, the international Advanced Placement Program and the gifted program established at LCI as the first program of its kind in Ontario in 1957. We continue to develop innovative learning approaches to challenge students in a changing world. New opportunities include interdisciplinary studies and project based learning
- **Arts:** In our music program we offer both band and string music with opportunities for students to participate in numerous musical groups including orchestra, string, band and jazz ensembles. In addition we have a vibrant drama and visual arts program. We offer a wide range of enriching opportunities for learning and enjoyment beyond the traditional classroom milieu with our participation in such things the Improv games and the Sears drama festival.
- **Athletics:** Our physical education curriculum, intra-mural and inter-scholastic programs, and outdoor education studies foster a balanced healthy life style in our students.

### Our Students

- Every person at Lisgar contributes to our community and benefits from the synergy of the learning experience. Our student body of 1000 reflects a wide mix of ethnic, cultural, and religious backgrounds and represents many of the countries around the globe.

### Our Staff

- Our teachers bring diverse backgrounds, scholarship, excellent knowledge of their subject areas, and enthusiasm to their classes. Our mandate is to help each student achieve his/her potential. Many of our staff, recognized for their teaching expertise, are called upon to serve as members of provincial and board curriculum writing teams and to present at national and international conferences.

*The Ottawa-Carleton District School Board challenges all students to achieve personal excellence in learning and responsible citizenship within a safe, equitable, diverse and caring environment.*

# Our Community

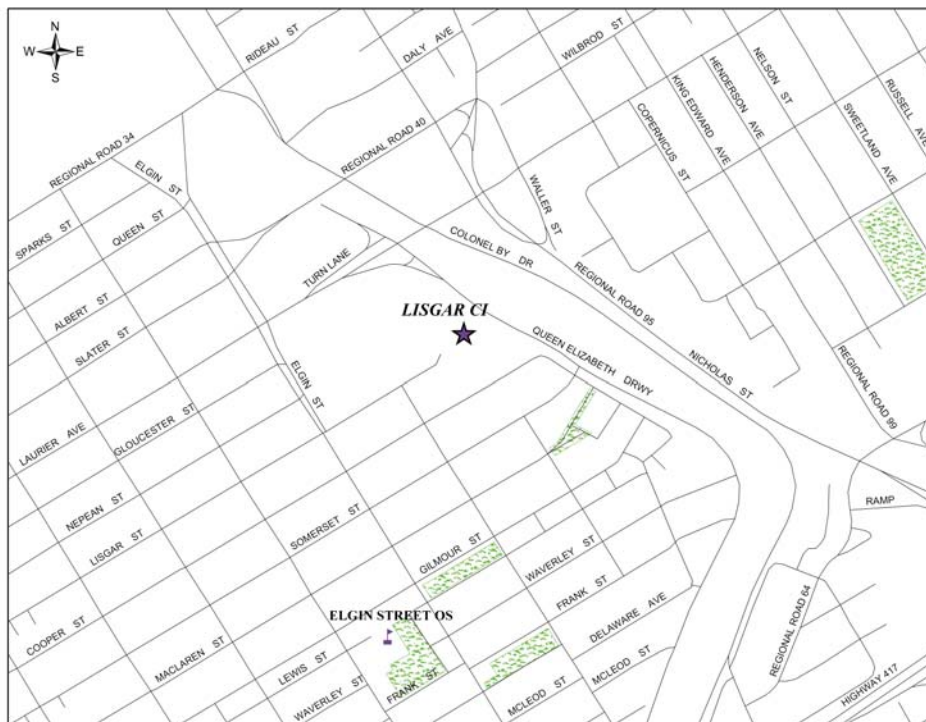
## Parents and Community

- Our parents and alumni regularly volunteer their help in all areas of our school life. This year, one of our parents is working with science classes as part of the Engineers in Residence program.
- Our School Council meets on the third Tuesday of most months at 7:00 p.m. All parents are welcome to attend and participate in the evening's discussions.



### *Comments from some of our students:*

Lots of Clubs and Activities.  
Fun night events!  
Interesting variety of classes.  
The staff is very friendly & supportive



# Programs and Services

## Academic Programs

- Congregated gifted classes in grades 9 -12
- Extended French program package in grades 9-12
- AP program in English Language, English Writing, French Literature, World History, and Music allow students to earn university equivalency credits.
- Third languages: Spanish, Latin
- Music (strings, band, vocal), visual arts, drama,
- Co-operative education and Ontario Youth Apprenticeship Program
- Outdoor education
- Interdisciplinary studies course combining 3D graphic arts and an analysis of past and future civilizations to create a virtual civilization

## Classroom Organization

Lisgar Collegiate is a semestered high school serving students in the Rockcliffe Park, New Edinburgh, Sandy Hill, Centretown and Hintonburg areas. As well our gifted program draws students from a larger area designated by the Ottawa Carleton District School Board. The Gifted and extended French programs are delivered as program packages.

## Special Education and ESL Programs

Our Special Education Resource Teachers offer:

- remedial help in our resource centre as well as monitoring, and educational support for students with individual education plans
- assessments for students with learning exceptionalities
- Gifted students are congregated for classes in English, mathematics, social sciences, sciences



Heritage Windows

## Facilities and Resources

- Four computer labs and six science labs
- Two music department rooms with individual practice spaces, vocal and ensemble rehearsal space, digital recording facilities; drama and visual arts studios
- Double gymnasium with weight room
- Library with seating capacity for 75 students and computer research facility
- Alumni Auditorium with 670 seats

## Safe Schools Initiatives

- Peer Support Group (VOICES)
- Safe School Information assemblies at the beginning of each school year
- Annual Grade 9 Spirit Day early in the year to promote teamwork and cooperation
- Local chapter of the Ontario Students Against Impaired Driving (OSAID)
- Self defense training in junior physical education classes
- Provincial and school Codes of Behaviour clearly outlined in the student agenda
- Anti-Harassment Awareness program
- Fire and lock-down drills throughout the year
- Close contact with our School Resource Officer and frequent access to OCDSB Multicultural Liaison Officer
- Lisgar Environmental Action Force in conjunction with Earthcare

## Clubs and Activities

- Strong intramural sports program with five intramural houses: Lions, Ospreys, Ravens, Dragons and Shamrocks
- Numerous music ensembles from Classical music to Jazz perform frequently both in the school and the community
- Space Simulation Club running annual space simulation missions to the far reaches of the galaxy and providing elementary schools with an introduction to space science
- A Student Council which provides leadership camps, supports the community with fundraisers such as the annual United Way Pancake Breakfast
- Yearly international trips during the March Break
- A wide range of clubs and activities to meet all interests and to complement our curriculum, eg. Anime club, cultural cooking, the Lisgarwrite school newspaper
- Vox Lycei, the school yearbook, dating back to 1886
- Annual events such as the Lisgar Loppett and Winter Activity Day



# Achievement and School Improvement Planning

## Measures of Student Achievement and Success

Our school follows the guidelines set out in the OCDSB Policy and Procedures for Student Evaluation, available on the Board's web site ([www.ocdsb.edu.on.ca](http://www.ocdsb.edu.on.ca)).

- Of the 181 graduates of 2003-2004, 101 were Ontario Scholars, 80 received the Lisgar Academic Achievement Award (80% and over), and 35 received the OCDSB Silver medal (90% and over).
- Lisgar's results in the provincial Ontario Secondary School Literacy Test are consistently amongst the best in the city.
- In the University of Toronto National Biology Exam, 4 students were in the top 5 percentile. In the Aventis Biotechnology Challenge, 2 students won 5th prize. In the U. of T. Leonardo da Vinci Competition, 3 Students placed in the top 5 percentile. In the University of Waterloo's Chem 13 News Contest, 1 student placed 8th and another 3 were in the 97th percentile. In the Avogadro grade 11 Chemistry contest, 2 students were in the 99th percentile. In the Sir Isaac Newton Physics contest, 3 students were in the top percentile and Lisgar's team placed 1st. In the OAPT grade 11 Physics contest, 1 student placed 3rd in Canada and 3 students were in the 99th percentile. A Lisgar student received honourable mention after representing Canada at the International Physics Olympiad in Korea. The same person placed 3rd in the Canadian Association of Physicists Exam.
- Last year, we placed 1st in our Zone (Ottawa-Carleton) in the Pascal, Fermat, and Euclid Contests, and 4th in the Cayley. Our Fermat School Champion was also a Provincial Champion in the Ontario East Division and was invited to attend the Math Contests Seminar at the University of Waterloo in the summer. Another of our students received a Book Prize for her outstanding work in the Euclid Contest. She also received the NCTM Book Prize for her high standing in the AMC 12 (American Mathematics Competition), was a Provincial Champion in the Ontario East Division in the Canadian Open Math Challenge (COMC), and was invited three Mathematical Olympiads: the Canadian, Asia-Pacific, and USA MOs. In June, she spent two weeks at the China Mathcamp in Beijing. Only 40 students from around the world are invited to this very elite camp in any given year, so this represents a very great honour, indeed. Two other students at Lisgar were awarded Gold Medals in the Ontario East Division in the COMC, and almost half the students who wrote the AMC 12 qualified for the next level of competition, the AIME (American Invitational Mathematics Examination). Three students received AMC 12 Distinction Pins. In the Fryer Contest, 3 students were awarded Gold Certificates, 1 received a Silver, and another, a Bronze. In the Galois Contest 1 student received a Silver Certificate, and in the Hypatia Contest, there were 2 Golds, 1 Silver, and 1 Bronze Certificate.

- Lisgar is the only school in Ontario to offer the International Advanced Placement Program in Music. Thirteen music ensembles participated very successfully at the Ottawa Kiwanis Music Festival. The String Ensemble placed 2nd at the national level. All groups are featured on our latest CD. The Improv Team reached nationals. The Visual Art Show was a great success during the 160th Anniversary celebrations.
- Lisgar students consistently have been provincial finalist in the Great Canadian Geography Challenge and our Reach for the Top team are the current Regional Champions.
- A Lisgar Student took 1st place in the grade 9 & 10 Core French category at the Concours d'art oratoire de L'Ontario.
- Two senior students were recipients of the Duke of Edinburgh Award.
- Our interscholastic teams continue to bring home the medals. Lisgar won NCSSAA championships in cross country running and nordic skiing. Lisgar had a total of 31 athletes represented at OFSAA championships.

## School Improvement Plans and Initiatives

- Staff is pleased with the results on the 4U English exam. Our English department continues work on the English skills continuum from grade 9-12. This includes such areas as various forms of writing, reading, grammatical and presentation skills. This has been shared with students, parents and the school staff in order to focus on the appropriate skill development necessary for each grade.
- Lisgar began a cross-curricular approach to the preparation of our students in grades 9 and 10 for the kind of content and skills required for the EQAO Test of Reading and Writing.
- Students exceeded the board average on the 3U/3M mathematics exams. Staff will continue to address a number of factors in an effort to maintain those results. The areas to be addressed include pacing of the course, exam technique preparation, student expectation of and approach to the exam and evaluation procedures.
- The members of the Mathematics department have established remedial procedures necessary to improve student achievement in the areas identified in the September 2004 diagnostic test of grade 9 Mathematics students. This included a detailed breakdown by topic, which was shared with the feeder schools.
- While we are very pleased with our excellent pass rate, we will not be happy until every student is successful. Staff are working with students who were unsuccessful in their Literacy Test, as well as determining strategies to identify and work with students in grade 9 who are experiencing difficulties prior to taking the test.

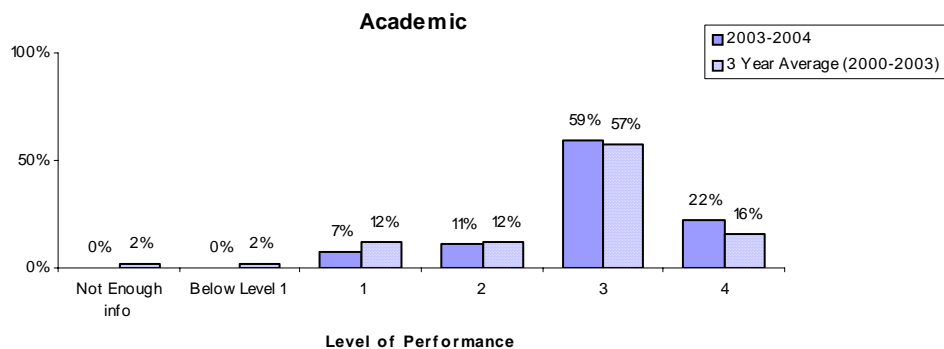
# Results of EQAO Grade 9 Assessment

Each year, students participate in the province-wide assessment of mathematics. This assessment by the Education Quality and Accountability Office (EQAO) is given at the end of the academic and applied courses in January and/or June, depending on whether or not a school is semestered. The assessment is only one of the many ways that teachers measure student performance. Results on this assessment may not reflect a student's achievement during the entire school year. The same is true for the school-level results reported below; they should be interpreted in the context of other information, some of which is available in the school profile.

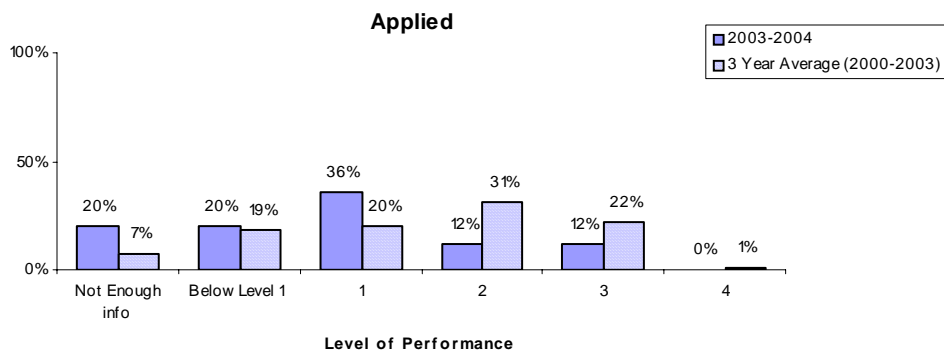
The following table describes grade 9 students in this school for 2003-2004 testing:

	Number of Students	Exempt	No data	Receiving Special Education support (excluding gifted)	ESL	Only/mostly speak language other than English at home	Speaks as often in English as another language at home
Academic	274	0%	1%	2%	0%	15%	19%
Applied	27	0%	7%	67%	0%	19%	15%

Please note that year-to-year comparisons of results should be treated with caution, since for example, the students participating are different. In small schools, the achievement of a few students can have a large effect on the percentages reported for each level of performance. Results for participating students are shown below:



The percentages of grade 9 students achieving at Levels 3 and 4 were; *Board* 73% *Province* 68%



The percentages of grade 9 students achieving at Levels 3 and 4 were; *Board* 30% *Province* 26%

# Results of the Ontario Secondary School Literacy Test

## About the Test

The Ontario Ministry of Education has mandated a test to be given province-wide to determine if students can successfully demonstrate reading and writing skills that apply in all subject areas in the provincial curriculum up to the end of Grade 9. The test was developed by the Education Quality and Accountability Office (EQAO). In the reading section, students read a number of short passages and respond to short-answer, short-answer with explanation, and multiple-choice questions. In the writing section, students wrote a summary, a paragraph, a short report, and a series of paragraphs supporting an opinion. The texts, questions, and tasks on the test were at various levels of difficulty. The Ontario Secondary School Literacy Test takes place over two days, two and one-half hours per day, every October. Students who are currently in Grade 10 are required to write this test. Exemptions and deferrals are given only under certain circumstances. Students who are not working toward a secondary school diploma do not take the test.

Receiving a secondary school diploma depends on passing this test – i.e., this is a “credentialling test.” Students who are not successful on the test will be able to attempt it again, in a future administration. In March 2003, the Minister of Education announced a plan to offer a Grade 12 Literacy credentialling course as an alternative for students who have been unsuccessful on the test.

## The Results

EQAO reports results only in terms of whether or not the student passed/was successful on the test, rather than levels of student performance. Students are considered to have completed the test successfully only if they have passed both the reading and writing sections. The results for this school, compared to the board (OCDSB) and the province, are shown below for the 2003-2004 academic year.

**Method 1:** All first-time eligible students (i.e., not exempt) are included in the results.

System Classes located in this school for Special Education and English as a Second Language:		Number of eligible students	% Deferred	% Absent	% Successful (Passed Reading & Writing)	% Pass Reading Only	% Pass Writing Only	% Fail Both
	OCDSB	6230	9%	4%	74%	4%	5%	5%
	Province	157464	5%	4%	70%	5%	8%	8%

**Method 2:** Only those first-time eligible students who *fully participated* in the testing (i.e., not deferred or absent) are included.

	Number of fully participating students	% Speak only or mostly English at home	% Successful (Passed Reading & Writing)	% Pass Reading Only	% Pass Writing Only	% Fail Both	Total % Pass Reading	Total % Pass Writing
Lisgar CI	200	60%	90%	4%	2%	4%	94%	92%
OCDSB	5462	71%	85%	5%	5%	5%	90%	90%
Province	143025	75%	77%	5%	9%	9%	82%	86%

## Next Steps

Students who do not complete the test successfully will be provided with appropriate remedial help. Such remediation will be guided by individual student diagnostic feedback provided by EQAO.

Each school will continue with its own school improvement plans concerning literacy.

The Board and schools will be providing a variety of strategies to assist in supporting students, including:

- Reaching Higher – Supports for Student Achievement in Literacy (workshops and resources for grade 6,7,8 and 9 teachers to help students with low literacy skills)
- Academy of Reading – Computer-Based Skills Course
- English Literacy Skills – Grade 11 Open Course
- Workshops for teachers to promote best practices, balanced literacy, and literacy across the curriculum
- Sage Youth (volunteers to assist students with reading)

# Results of District-wide Assessments

In 2003-2004, all schools fully participated in testing for the ENG4U, ENG4C, MCR3U and MCF3M District-wide evaluation projects.

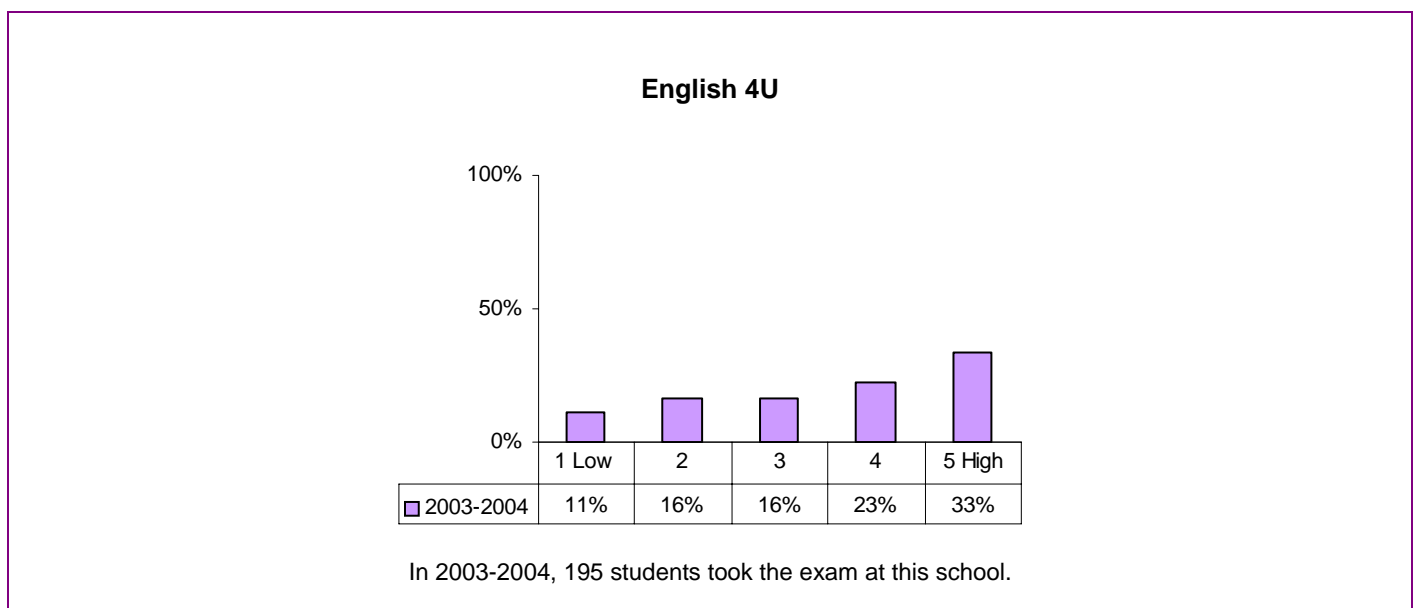
These projects aim to create consistent evaluation of student performance by providing:

- a common examination;
- a detailed marking scheme for the examination;
- conference marking;
- exemplar booklets to show students and teachers the criteria for, and examples of, successful performance;
- workshops for teachers; and
- reports of school and Board results.

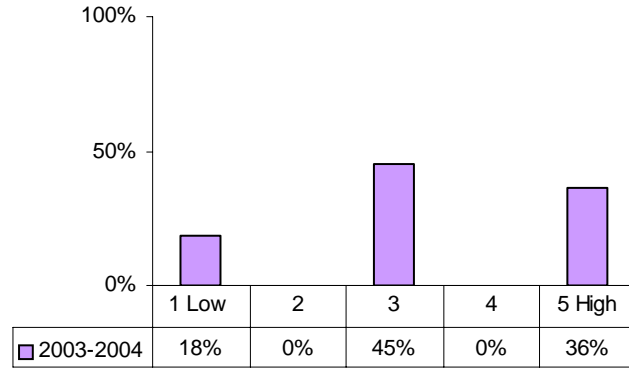
Quintiles divide the marks of all students who took an examination into five equal groups. This means that one-fifth (20%) of all students who took an examination scored in each quintile. For semestered schools, results in the January and June exams have been combined for reporting purposes.

The following charts show the percentages of our participating students whose marks fall within each of the five quintiles. The closer to 20% of students a school has in each quintile, the closer the school's results are to the results for all students in the Board. Please note that in small schools, the achievement of a few students can have a large effect on the percentages reported in each quintile.

Heads of English and Mathematics would be pleased to discuss examination preparation, procedures, and marking with those who are interested. Please contact the school for further information.

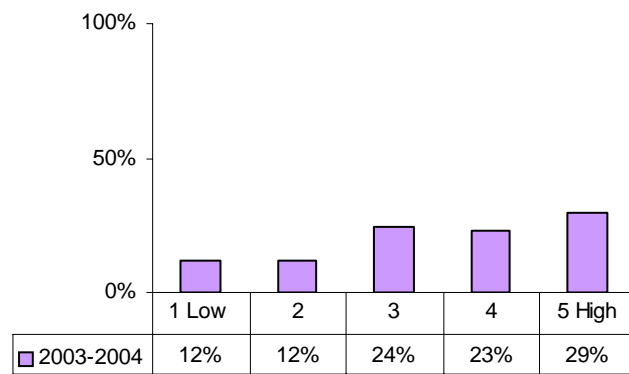


### English 4C



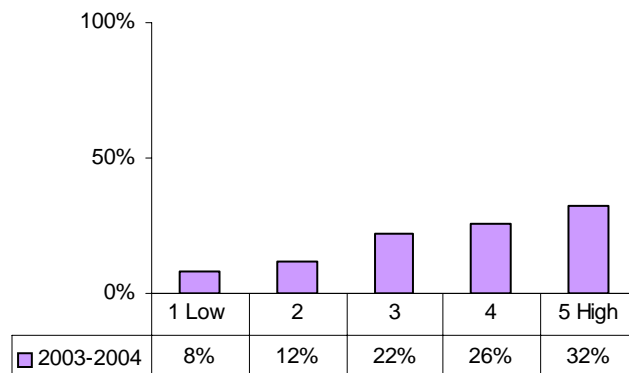
In 2003-2004, 11 students took the exam at this school.

### Mathematics MCR3U



In 2003-2004, 136 students took the exam at this school.

### Mathematics MCF3M



In 2003-2004, 50 students took the exam at this school.