

School Profile 2011-2012



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

West Carleton Secondary School

Grades 9 to 12 (semestered)



RR2, 3088 Dunrobin
Rd.
Dunrobin, Ontario
K0A 1T0

Phone: 613-832-2773
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School hours:
8:00 a.m. - 2:15 p.m.

www.westcarletonss.ca/

Principal
Colin Anderson

Vice Principals
Denise Croteau
Ken MacQueen

Office Administrator
Ann Hill

Chief Custodian
Gord Nesbitt

School Council Chair
Tania Torrance

*Superintendent of
Instruction*
Jill Bennett

School Trustee
Lynn Scott

Chair of the Board
Jennifer McKenzie

*Director of Education/
Secretary of the Board*
Jennifer Adams

*General Board
Information*
613-721-1820

www.ocdsb.ca

Accessibility Information
http://www.ocdsb.ca/ab-ocdsb/mak_our_scho_access/Pages/default.aspx

Our School

West Carleton Secondary School serves a large geographical area stretching from Arnprior to the western part of Kanata and is an important resource for the surrounding community for use by local groups for athletic and other community programs. It is situated on 107 acres of field, wetland, and forest. This space is shared with the Bill Mason Centre, an outdoor education and environmental studies centre. Our school is a modern facility, and currently has an enrolment of 1041. As a community school, we pride ourselves on knowing each other well and providing a supportive and family atmosphere that promotes academic excellence balanced with a wide range of interdisciplinary and technological opportunities. Our results in EQAO measures (Grade 9 Mathematics and the Ontario Literacy Test) are outstanding, as are our results in the OCDSB Board-Wide Exams.

Our Students

Our school has a community atmosphere that allows students to feel comfortable within their environment and fosters a sense of closeness within the school.

- Of our graduating students, over 75 percent chose to pursue further studies at university or college, and the balance choose the world of work or other options such as returning to WCSS, apprenticeships and travel. In our 2010/2011 graduating class of 171, nearly one-third of our graduating students were Ontario Scholars. Students attending West Carleton come from a variety of community schools including Jack Donohue P.S., Huntley Centennial P.S., Stephen Leacock P.S., St. Michael's E.S., Stonecrest P.S., W.E. Johnston P.S., and other secondary schools in the area.

Our Staff

- The West Carleton staff is composed of over 80 members including teachers, technicians, administrative and support staff and custodial staff who bring a wide range of experience and talent to enrich the learning environment of our students. The majority of our teaching staff members are specialists in their subject area. We have a dynamic blend of experienced teachers and beginning teachers, which creates a perfect mix of youthful enthusiasm and rich teaching experience. Our staff is very involved in providing an extensive program of clubs, teams, and other opportunities which forge positive connections between students and the school. We welcome additional staff from community agencies who work within our school to support students in a wide variety of programs. Many of our staff live in the community we serve.

Educating for success – Inspiring learning and building citizenship

Our Community

Parents and Community

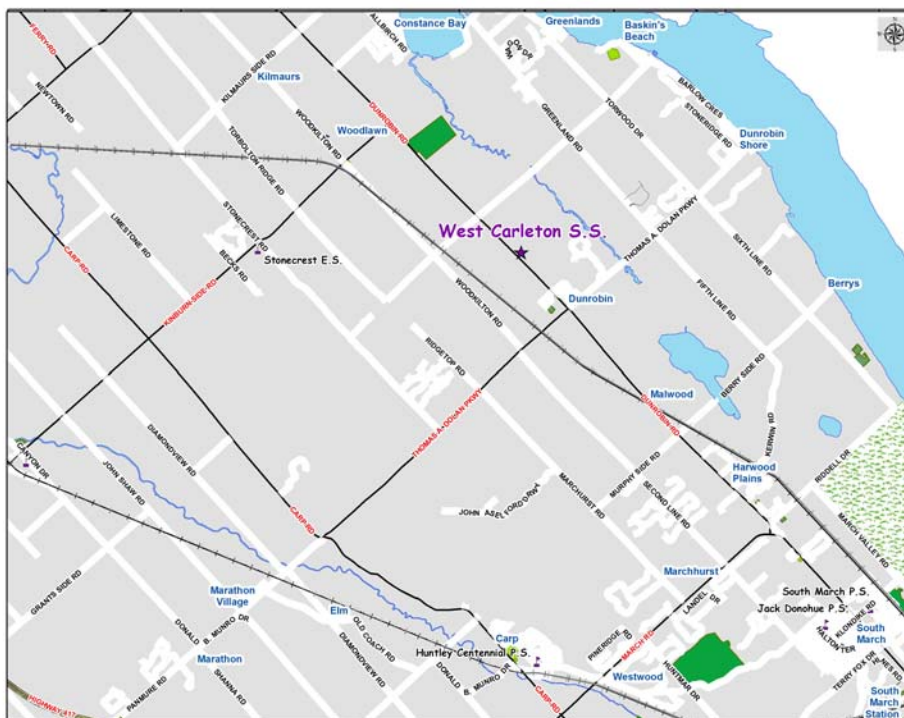
- Our school has fostered a close working relationship with support agencies in the community. We are currently working with the Western Ottawa Community Resource Centre, Rideauwood, the Early Intervention Program, Youth Services Bureau, Youth Net, the Youth Employment Resource Centre, Youth Connexions, and the Regional Municipality Health Unit.
- The School Council meets in our school library monthly. If you would like more information about the School Council at West Carleton please see our website for contact information.
- Many of our senior students participate in co-operative education programs partnered with a diverse sector of employers.



Mission Statement

Our school slogan is:
“We Are West! Learning, Responsibility, Respect”.

This slogan reflects our sense of community and our focus on key values that are essential to all students regardless of academic goals or destinations.



Programs and Services

Academic Programs

As a composite community school we prepare our students for post secondary education or employment. We offer a complete academic program including French Immersion and Extended French certificates; an Arts program including Music, Dance, Drama, Visual Arts, Photography, and Computer Art; Transportation, Construction and Communication Technologies; a Technical Skills Internship Program featuring a house-building partnership with local builders that includes an opportunity to obtain a Specialist High Skills Major certification; an excellent Physical and Health Education Department with expertise in Outdoor Education; and interdisciplinary programs such as Police Services and Fire Protection and Yearbook. Our Student Success program provides students with specialized literacy, numeracy and academic assistance and also involves credit recovery to ensure student success. A Peer Assisted Learning (PAL) program is available for interested students.

Classroom Organization

- The school is organized to provide a complete academic program leading to a full range of opportunities for post secondary education, apprenticeships and the world of work.
- The semestered structure offers many opportunities for special course work in areas such as House Building and other specialized Technology courses, Cooperative Education, Fine Arts, and Outdoor Education programs.
- All areas of the school have wireless internet access. Computers are widely available for class and individual use and students are encouraged to bring their own technology to support learning in all subject areas. All math and science classrooms benefit from dedicated SmartBoard technology, and SmartBoards are also installed in our library, business, languages, and social science classrooms.
- The school day is comprised of 4 class periods of 75 minutes each. We operate on a day one/day two schedule with odd dates on the day one schedule and even dates on the day two schedule.

Special Education and ESL Programs

- Our Learning Support teachers work with students who require assistance because of physical or learning problems, organizational difficulties or poor study skills. They offer educational support within the classroom and in a secure setting. A Learning Strategies course is also offered. We provide specialized support for students through our Student Success Teacher and Program. Enrichment opportunities are available for students who wish to take advantage of them. Our Student Success Resource Centre provides students with additional opportunities through e-learning, correspondence and independent study where appropriate.



Facilities and Resources

- Our school is a very modern and well equipped facility housing:
- a tech wing with transportation, construction, communications labs and an exploring technologies facility;
 - an arts wing containing a drama studio, a music studio, visual and computer arts classrooms;
 - a double and single gym, a new fitness centre, a large dance studio, and a climbing wall including high rope elements;
 - a library with an attached computer lab; four computer labs, a kitchen classroom for food and nutrition instruction, modern science labs, and other specialized learning classrooms;
 - a projector in every classroom (including portables) and 17 classrooms equipped with SmartBoard technology.

Safe Schools Initiatives

Our Code of Conduct, dress code and school rules are reviewed annually with our students. Character education is a large part of the Safe and Caring Schools Program. Our "Building Character" campaign focuses on the promotion of five essential traits: respect, responsibility, integrity, empathy and perseverance. Students are given multiple opportunities to demonstrate, model and develop good character through our athletics program, clubs, Link Crew, and curriculum. Our "CoExist Crew" is one club dedicated to promoting equity, diversity, and good character. Good character is publicly recognized in our "Sundae Parties" which are held once per semester. Our students are very involved in fundraising evidenced by last year's Relay for Life raising over \$50,000 for cancer research. Other safe schools initiatives include our Green Ribbon mental health awareness campaign, a Community Health Fair, school wide assemblies and parent evening to address issues relevant to teens, and a close and supportive relationship with our School Resource Officer.

Clubs and Activities

- Students are encouraged to participate fully in school life. We offer a wide range of co-curricular activities including:
- an active Intramural program providing students with a lunch hour activity-based program;
 - a full range interscholastic athletic program that includes over 20 teams for both boys and girls;
 - Student Council initiatives such as dances, coffee houses and spirit days;
 - fund raisers for charitable organizations;
 - student activities and clubs to support a wide range of interests such as an anime club, improv team, school newspaper; art club, creative writing club, leadership camps, social justice club, debate team, the CoExist Crew, ski and snowboard club, environmental club, book club, D&D club, Ultimate team, and concert and jazz bands;
 - musical and dance performances and a variety of other opportunities that enrich student experience.
 - knowing the connection between eating breakfast and success at school, a breakfast club runs daily before class.

Achievement and School Improvement Planning

Measures of Student Achievement and Success

- Our results on provincial testing are outstanding. For the past five years, West Carleton students have ranked at or near the top in the region on EQAO provincial math testing. Our students also perform very well on the provincial literacy test (OSSLT), scoring near the top in our region.
- All students participate in the District-wide evaluation projects in English 4C and 4U, and Math 2D and 2P. Our school performs very well in these district-wide measures.
- We maintain an Honour Roll in the main foyer recognizing those students who have achieved an average of 80% or more in their studies and host an Honour Roll Breakfast for students who maintain high grades over the year.
- In the school year 2010-2011, 51 of our graduating students (thirty percent of the graduates) were Ontario Scholars.
- Senior students are recognized for their individual accomplishments at the yearly graduation ceremonies while junior students are similarly rewarded for their success in a Junior Awards ceremony each fall
- Special certificates of achievement are awarded in Technology, French Immersion, Fine Arts and Business Education.
- Through our House-building focus program we offer a Specialist High Skills Major Diploma certification in Construction Technology.
- West Carleton students are frequent recipients of Certificates of Distinction awarded for the yearly Canadian Mathematics contests which are sponsored by the University of Waterloo.
- Each semester we hold a “sundae party” where students, nominated by teachers, are recognized for their contributions to West Carleton. The focus is on good character, hard work, cooperation, citizenship, and other attributes that may not otherwise be included in academic recognition ceremonies. These students exemplify our motto “We are West! Learning, Responsibility, Respect”.
- Last year, as part of an OCDSB pilot project, four of our grade 12 French immersion students were given an opportunity to write (free of charge) the DELF exam and achieved a B2 certificate. The DELF (*Diplôme d'études en Langue Française*) is a European language proficiency exam similar to the Canadian Government French exams. The B2 certificate will allow students to study in a university in France and is recognized throughout Europe as a high level of proficiency. This year all grade 12 French students will be given a chance to write the DELF exam.
- Eight students in French and six students in Biology wrote AP (Advanced Placement) exams and achieved a score of 3 or higher, allowing them to be granted post-secondary credit in that area of study.

School Improvement Plans and Initiatives

Our results in the board wide exams in English and Math are excellent and reflect a continuous improvement in our performance. Overall our results are consistent with the ability of our students to maintain standards of academic excellence in both English and Math.

As a result of discussion with staff, students, and parents we have undertaken a number of school improvement initiatives.

- Under the leadership of Student Services, we are continuing to offer a range of strategies to improve the course selection process. We provide timely and detailed information to parents and students to assist them in both short and long term educational planning through class visits, parent nights, speakers, and individual counselling.
- A key piece of our strategy to provide a smooth transition for our incoming grade nine students is the Link Crew Program. This program pairs each grade 9 student with two senior student mentors. Academic and social activities are ongoing throughout the year. This program helps grade 9 students make a positive transition to high school and form valuable connections to West Carleton.
- Through Community Service Programs student and staff volunteers have focused on good citizenship and community service through a number of fundraising ventures such as the Relay for Life, Brick by Brick, Pennies for Peace and others.
- We celebrate academic excellent in a variety of ways, including holding an Honour Roll Breakfast to celebrate the academic achievement of our over 80% students as well as other award ceremonies.
- Core literacy initiatives are our “West Reads” and “West Writes” programs. “West Reads” is a bi-weekly reading period in which all students and staff read for pleasure, while “West Writes” provides a bi-weekly opportunity to focus on critical thinking and writing to support position.
- We will continue to provide additional support to students prior to the EQAO literacy test.
- We have a strong Student Success Program that involves intensive, personal and customized support for students experiencing academic difficulties.
- Our staff development plans are collegially developed and focus on student improvement and student achievement, improved literacy and numeracy and are designed to support our excellent teachers in continuous improvement in teaching practice.
- A focus on critical thinking strategies has been an emphasis throughout our staff professional development and staff are connecting to improve their instruction, assessment, and evaluation with respect to an increase in critical thinking tasks for students.

Leadership Recognition

“Leadership in the OCDSB is the demonstration of personal initiative to achieve a positive outcome.”

Students:

Students have multiple opportunities to demonstrate and refine excellent leadership skills. Our Link Crew program offers a chance for senior students to link with and mentor Grade 9 students and to run activities helping grade 9 students positively connect to the school during the first week of school and throughout the year. We also have a very active Student Council who plan and organize events for the school (Grade 9 Welcome BBQ, dances, spirit events, assemblies, and other activities), an Athletic Association who plan and implement whole school events (Pep Rallies, Outdoor Challenge, the Tournament of Champions, Athletic Banquet) and a Leadership group who organize and run our outstanding annual leadership camp. Students demonstrate leadership in extra curricular groups (e.g. Social Justice, our school newspaper, Environmental club, the CoExist Crew, etc.) and are recognized in the “Stars of West” board, Commencement and Junior Awards ceremonies, Honour Roll Breakfast, “Sundae Party”, articles in the Echo, announcements, assemblies, yearbook, Principal’s Awards, School Council minutes and student generated awards.

Staff:

Our staff participates in School, Board and Provincial initiatives, PD opportunities, additional qualifying and University courses, updating skills, developing curriculum, etc. Our Student Success and Character Development teams provide outstanding support and leadership in the school. Leadership is recognized with opportunities for professional growth, teaching initiatives, mentoring, through our Heads’ Council, our “Stars of West” display, staff meetings, personal interactions, letters of thanks and our Principals’ report to School Council. Our staff collegially develops our school improvement plans and achievement goals and work together to further strengthen and improve our teaching practice in order to support student achievement.

Parents/Guardians/Volunteers:

In the past year our School Council raised over \$3000 to support classrooms, activities and school groups. Council is active in the District advocating for rural and secondary schools and assists in major drama and musical productions, replacement of equipment, beautification of the school, fundraising, community service and student recognition activities. As invaluable partners in the education of their own children and promotion of WCSS, we thank our parents and volunteers through newsletters, our website, announcements, personal interactions, School Council reports and formal letters of thanks.

Community:

Minto, Inc. and WCSS partnered in 2004 to develop and implement the area’s first Technical Skills Internship Program, where students earn credits and working skills by building a house. Our success with this model has resulted in its replication throughout the District and the program has now been incorporated into the Ontario Ministry of Education Specialist High Skills Major Diploma program. Our program has allowed us to support the academic and career-path plans for over 100 students from 5 area schools and establish a housebuilding award for a graduating student.

The Western Ottawa Community Resource Center helps us to provide guidance and services to students in our community through a partnership that encourages referrals, counselor and community access. We provide pastoral services through a partnership with community leaders; we provide access to health services through a partnership with the City of Ottawa Health Department and we support struggling students and families through a partnership with Rideauwood Addiction Services.

Results of EQAO Grade 9 Assessment

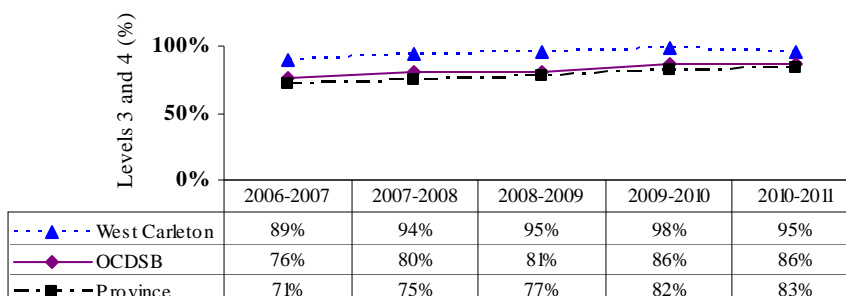
Each year, students participate in the province-wide assessment of mathematics. This assessment by the Education Quality and Accountability Office (EQAO) is based on the Ontario Curriculum and is one way in which student achievement is measured. It is given at the end of the academic and applied courses in January and/or June, depending on whether or not a school is semestered. Results from these assessments should be viewed with caution since the achievement of a few students, particularly in small schools, can have a large impact on overall results. Further, it is important to view student achievement in the context of other available information, some of which is contained in this profile.

The following table describes grade 9 students in this school for the 2010-2011 assessment:

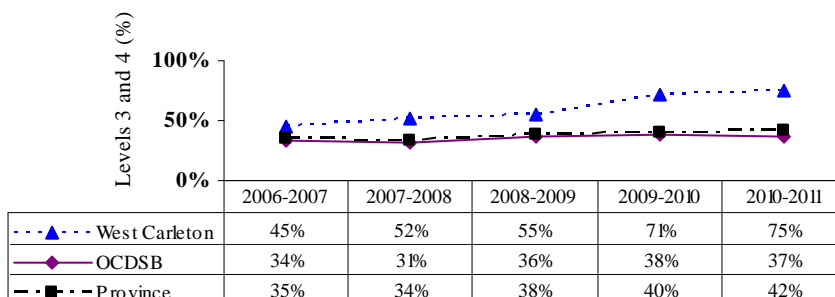
	Number of Students	Exempt/ No data*	Receiving Special Education support (excluding gifted)	ELL	Only/mostly speak language other than English at home	Speaks as often in English as another language at home
Academic	169	1%	11%	12%	6%	15%
Applied	64	0%	48%	2%	2%	13%

Results for *all grade 9* students in this school, compared to those for the district and province, are presented below. More detailed information about student performance on these assessments can be found at www.eqao.com.

**Grade 9 Academic Mathematics:
Percentage of Students at Levels 3 and 4 (Method 1)**



**Grade 9 Applied Mathematics:
Percentage of Students at Levels 3 and 4 (Method 1)**



* EQAO has combined "exempt" and "no data" categories for grade 9 assessment.

Results of the Ontario Secondary School Literacy Test

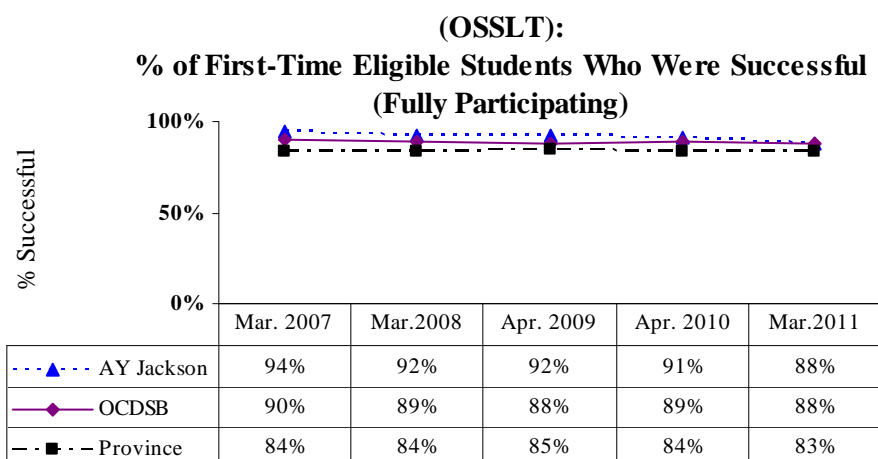
Each year, students participate in the Ministry mandated Ontario Secondary School Literacy Test (OSSLT). This assessment by the Education Quality and Accountability Office (EQAO) is given to Grade 10 students to determine if they can successfully demonstrate the reading and writing skills that apply to all subject areas in the provincial curriculum up to the end of Grade 9. Receiving a secondary school diploma depends on passing the OSSLT – i.e., this is a “credentialling test”. Exemptions and deferrals are given only under certain circumstances and in accordance with policies and procedures established by EQAO. Students who are not successful on the test are able to attempt it again in a future administration, or enroll in the Ontario Secondary School Literacy Course (OSSLC).

EQAO reports results only in terms of whether or not a student passed/was successful on the test, rather than levels of student performance.

The following table describes the students in this school who were eligible to write this test for the first time (FTE) in 2010-2011:

	Number of FTE students	Deferred	Absent	Receiving Special Education support (excluding gifted)	ELL	Only/mostly speak language other than English at home	Speaks as often in English as another language at home
A Y Jackson SS	192	0%	1%	23%	1%	3%	10%

Results for *first-time eligible students who fully participated* in the testing (i.e., not deferred or absent) compared to those for the district and province, are presented below. More detailed information about student performance on this assessment can be found at www.eqao.com.



Next Steps

During the 2011-2012 school year, the following strategies will be employed to further advance student learning:

- continued implementation of an integrated 100-minute literacy block (language and history/geography, or language and science) for all students in grades 7 and 8;
- the expansion of the definition of literacy to connect across all subject areas, as well as the broadening of its scope to include the use of diverse textual forms in order to support creative and innovative higher order thinking;
- the provision of differentiated levels of instructional coach support to identified schools, based on a comprehensive needs analysis and aligned to SMART goals outlined in the School Improvement Plan. The remaining schools will receive support through professional learning networks that will be established based on priorities outlined in the 2011-2012 BIP (K-12) and the corresponding school improvement plans;
- a heightened focus on achievement of English language learners and students with special needs (e.g., student survey, expansion of ELD sites); and,
- the enhanced role of parents and community members in improving student achievement in schools and at the district level.

Results of the Ontario Secondary School Literacy Test

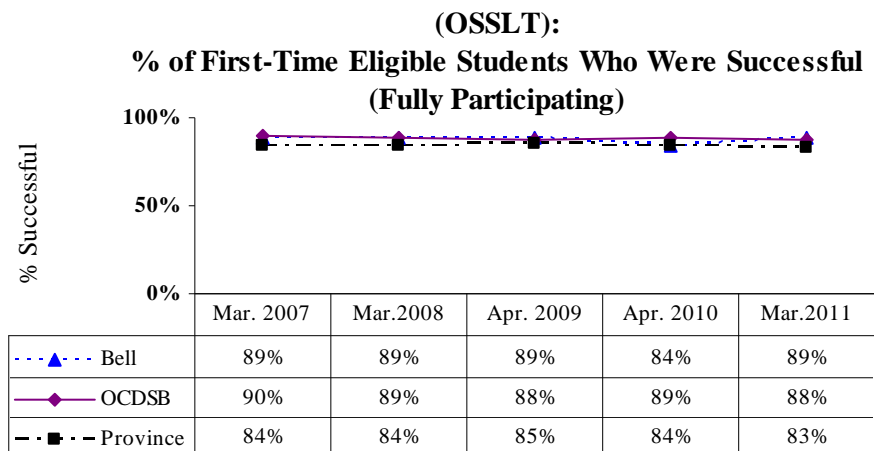
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The following table describes the students in this school who were eligible to write this test for the first time (FTE) in 2010-2011:

	Number of FTE students	Deferred	Absent	Receiving Special Education support (excluding gifted)	ELL	Only/mostly speak language other than English at home	Speaks as often in English as another language at home
Bell HS	292	4%	4%	13%	26%	17%	29%

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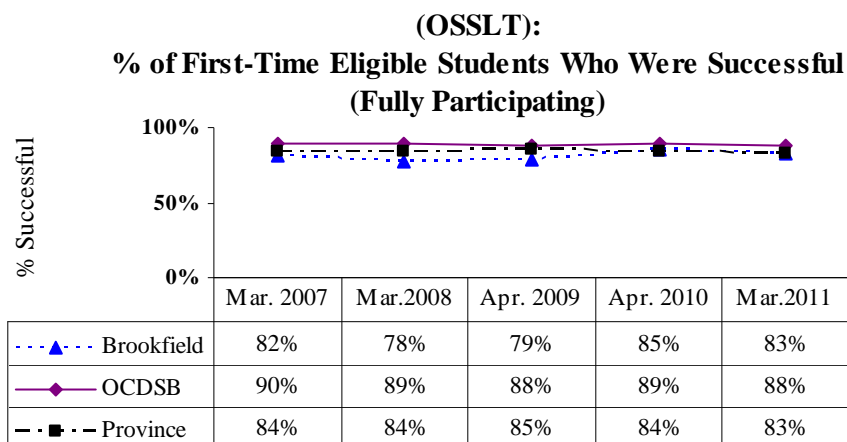
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The following table describes the students in this school who were eligible to write this test for the first time (FTE) in 2010-2011:

	Number of FTE students	Deferred	Absent	Receiving Special Education support (excluding gifted)	ELL	Only/mostly speak language other than English at home	Speaks as often in English as another language at home
Brookfield HS	177	8%	3%	15%	28%	14%	33%

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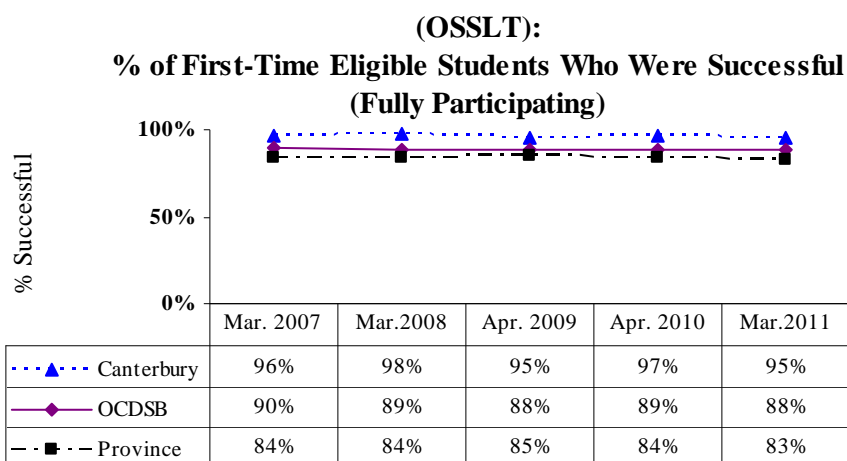
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	Number of FTE students	Deferred	Absent	Receiving Special Education support (excluding gifted)	ELL	Only/mostly speak language other than English at home	Speaks as often in English as another language at home
Canterbury HS	312	0%	4%	17%	3%	8%	16%

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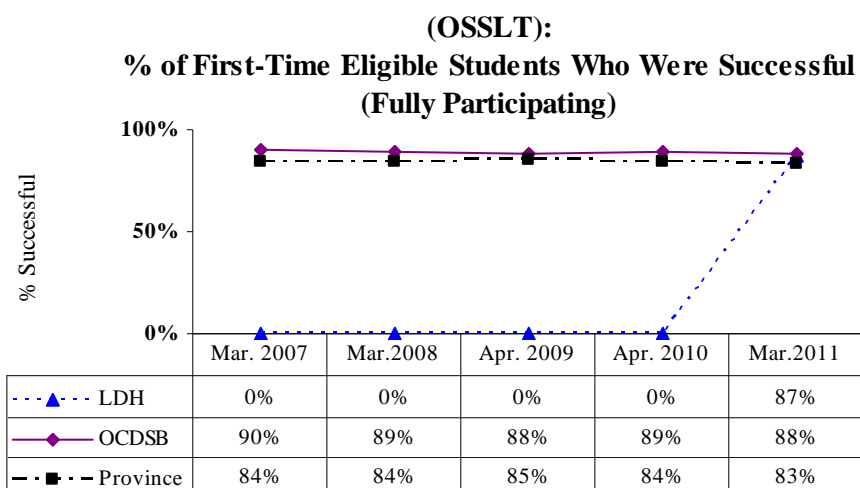
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Longfields Davidson Heights SS	253	2%	0%	26%	5%	7%	30%

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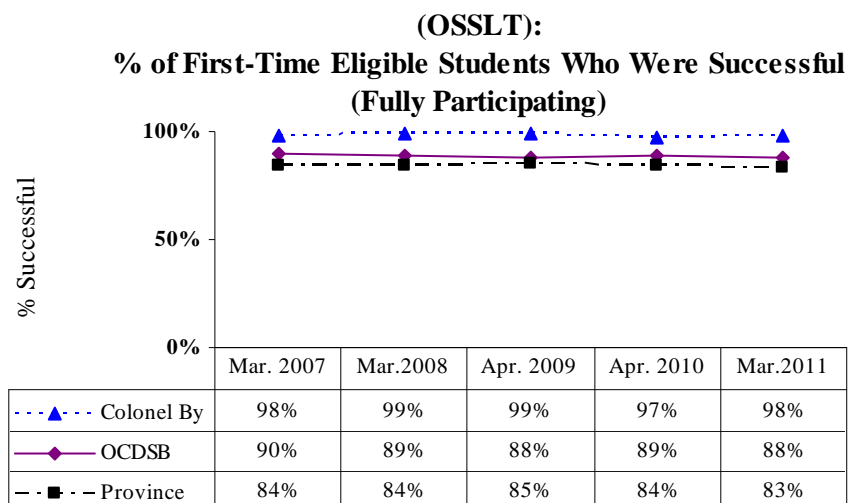
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	Number of FTE students	Deferred	Absent	Receiving Special Education support (excluding gifted)	ELL	Only/mostly speak language other than English at home	Speaks as often in English as another language at home
Colonel By SS	288	0%	1%	7%	7%	16%	28%

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During the 2011-2012 school year, the following strategies will be employed to further advance student learning:

- continued implementation of an integrated 100-minute literacy block (language and history/geography, or language and science) for all students in grades 7 and 8;
- the expansion of the definition of literacy to connect across all subject areas, as well as the broadening of its scope to include the use of diverse textual forms in order to support creative and innovative higher order thinking;
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- a heightened focus on achievement of English language learners and students with special needs (e.g., student survey, expansion of ELD sites); and,
- the enhanced role of parents and community members in improving student achievement in schools and at the district level.

Results of the Ontario Secondary School Literacy Test

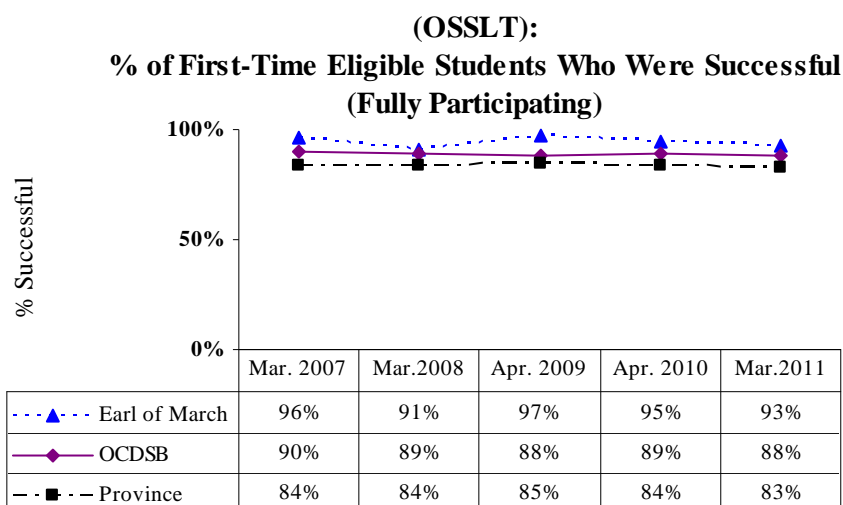
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The following table describes the students in this school who were eligible to write this test for the first time (FTE) in 2010-2011:

	Number of FTE students	Deferred	Absent	Receiving Special Education support (excluding gifted)	ELL	Only/mostly speak language other than English at home	Speaks as often in English as another language at home
Earl of March SS	260	1%	1%	15%	5%	13%	19%

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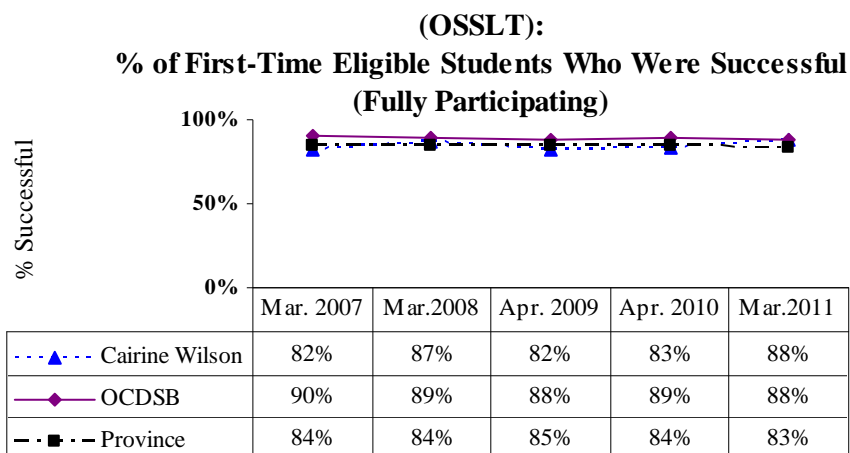
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The following table describes the students in this school who were eligible to write this test for the first time (FTE) in 2010-2011:

	Number of FTE students	Deferred	Absent	Receiving Special Education support (excluding gifted)	ELL	Only/mostly speak language other than English at home	Speaks as often in English as another language at home
Cairine Wilson SS	203	7%	0%	22%	4%	3%	15%

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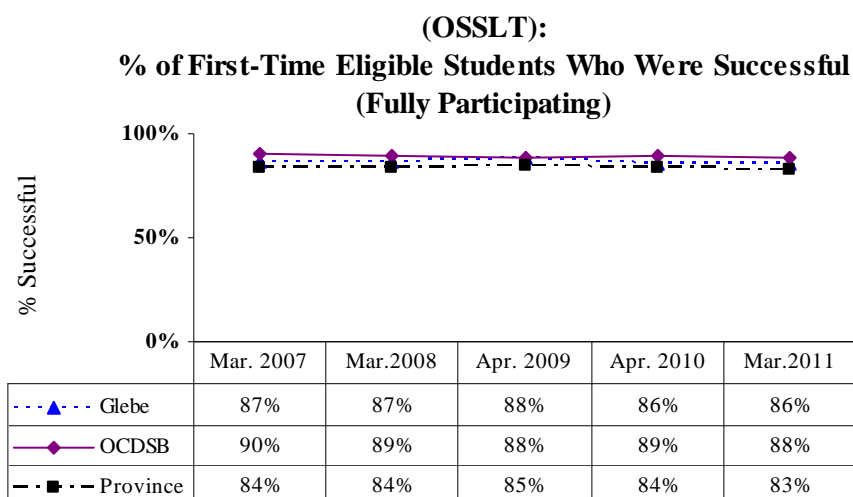
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The following table describes the students in this school who were eligible to write this test for the first time (FTE) in 2010-2011:

	Number of FTE students	Deferred	Absent	Receiving Special Education support (excluding gifted)	ELL	Only/mostly speak language other than English at home	Speaks as often in English as another language at home
Glebe CI	349	10%	0%	16%	21%	12%	21%

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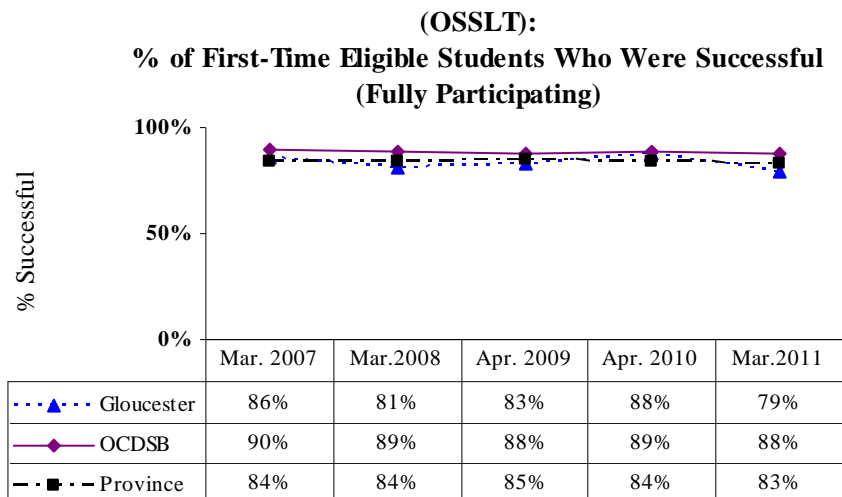
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The following table describes the students in this school who were eligible to write this test for the first time (FTE) in 2010-2011:

	Number of FTE students	Deferred	Absent	Receiving Special Education support (excluding gifted)	ELL	Only/mostly speak language other than English at home	Speaks as often in English as another language at home
Gloucester HS	199	8%	2%	17%	31%	15%	36%

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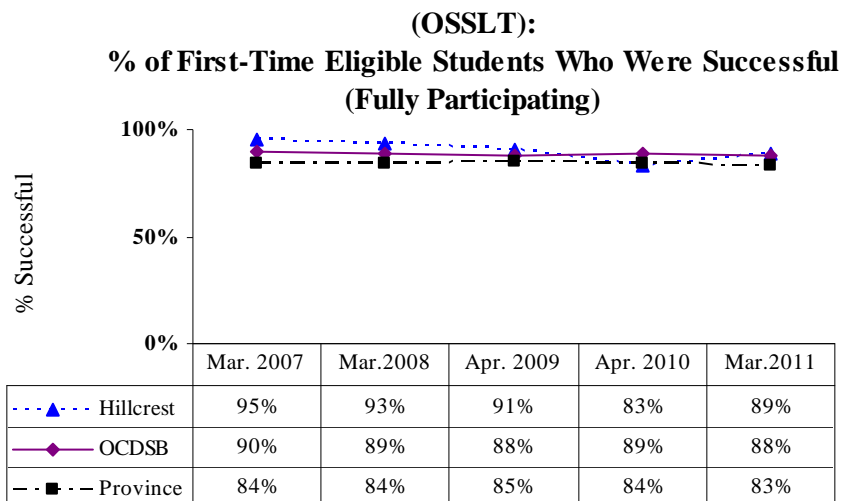
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The following table describes the students in this school who were eligible to write this test for the first time (FTE) in 2010-2011:

	Number of FTE students	Deferred	Absent	Receiving Special Education support (excluding gifted)	ELL	Only/mostly speak language other than English at home	Speaks as often in English as another language at home
Hillcrest HS	256	0%	4%	14%	8%	10%	24%

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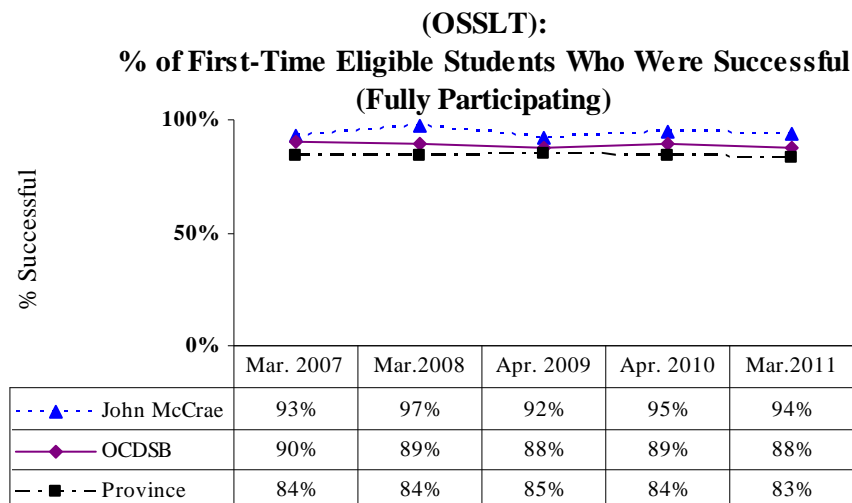
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The following table describes the students in this school who were eligible to write this test for the first time (FTE) in 2010-2011:

	Number of FTE students	Deferred	Absent	Receiving Special Education support (excluding gifted)	ELL	Only/mostly speak language other than English at home	Speaks as often in English as another language at home
John McCrae SS	201	0%	4%	19%	2%	1%	15%

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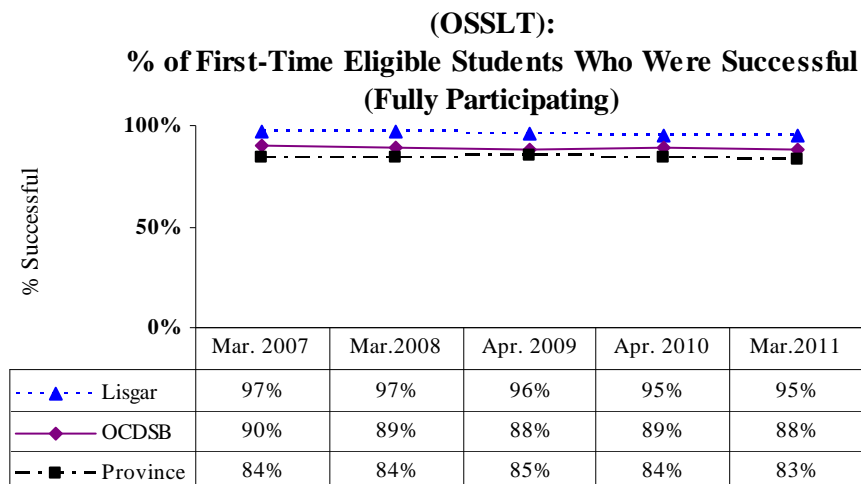
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	Number of FTE students	Deferred	Absent	Receiving Special Education support (excluding gifted)	ELL	Only/mostly speak language other than English at home	Speaks as often in English as another language at home
Lisgar CI	260	0%	3%	11%	7%	17%	36%

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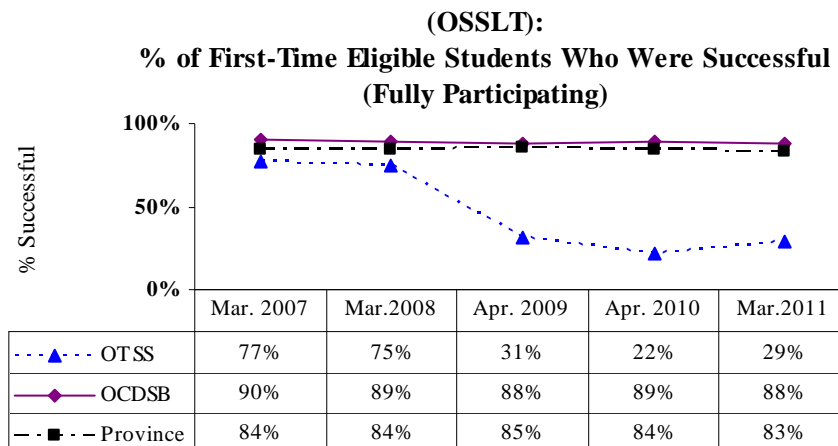
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	Number of FTE students	Deferred	Absent	Receiving Special Education support (excluding gifted)	ELL	Only/mostly speak language other than English at home	Speaks as often in English as another language at home
Ottawa Technical Secondary School	58	60%	3%	100%	9%	5%	10%

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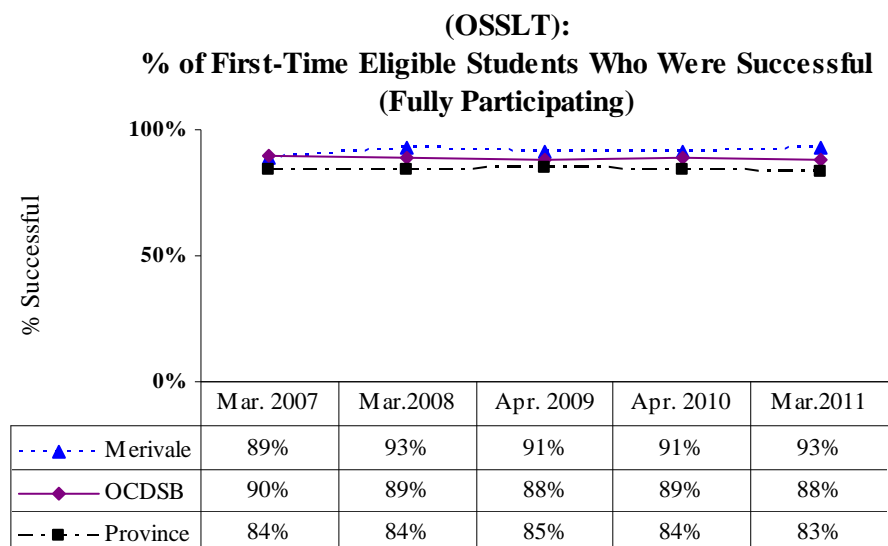
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	Number of FTE students	Deferred	Absent	Receiving Special Education support (excluding gifted)	ELL	Only/mostly speak language other than English at home	Speaks as often in English as another language at home
Merivale HS	170	3%	1%	26%	5%	10%	18%

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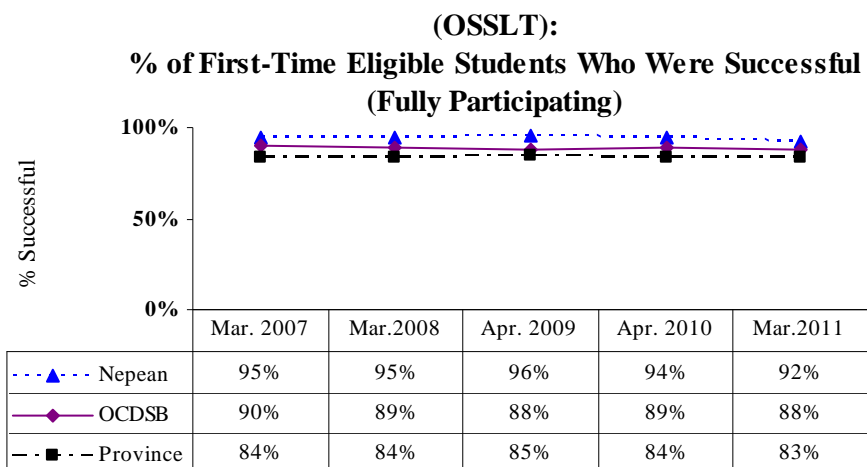
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	Number of FTE students	Deferred	Absent	Receiving Special Education support (excluding gifted)	ELL	Only/mostly speak language other than English at home	Speaks as often in English as another language at home
Nepean HS	264	1%	1%	20%	2%	5%	10%

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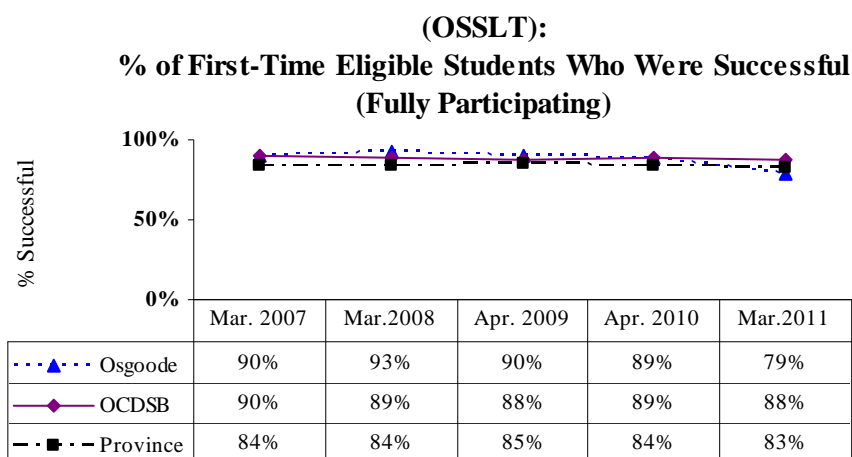
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Osgoode Township HS	149	0%	1%	25%	1%	1%	4%

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Results of the Ontario Secondary School Literacy Test

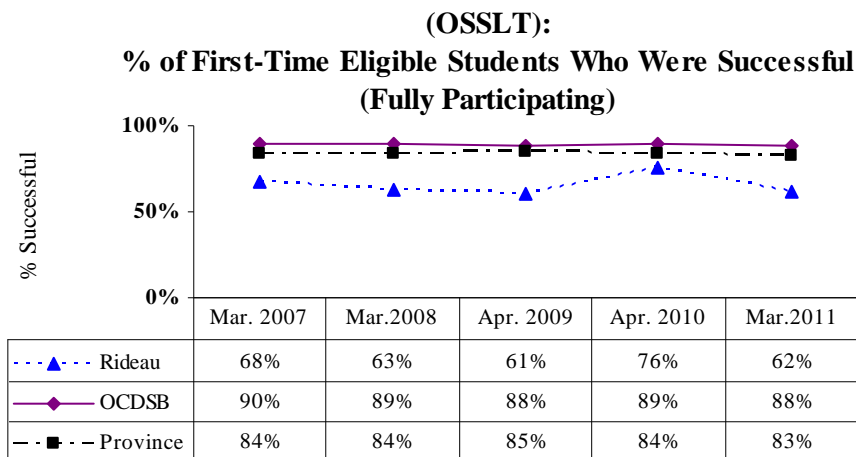
Each year, students participate in the Ministry mandated Ontario Secondary School Literacy Test (OSSLT). This assessment by the Education Quality and Accountability Office (EQAO) is given to Grade 10 students to determine if they can successfully demonstrate the reading and writing skills that apply to all subject areas in the provincial curriculum up to the end of Grade 9. Receiving a secondary school diploma depends on passing the OSSLT – i.e., this is a “credentialling test”. Exemptions and deferrals are given only under certain circumstances and in accordance with policies and procedures established by EQAO. Students who are not successful on the test are able to attempt it again in a future administration, or enroll in the Ontario Secondary School Literacy Course (OSSLC).

EQAO reports results only in terms of whether or not a student passed/was successful on the test, rather than levels of student performance.

The following table describes the students in this school who were eligible to write this test for the first time (FTE) in 2010-2011:

	Number of FTE students	Deferred	Absent	Receiving Special Education support (excluding gifted)	ELL	Only/mostly speak language other than English at home	Speaks as often in English as another language at home
Rideau HS	129	31%	4%	29%	39%	17%	31%

Results for *first-time eligible students who fully participated* in the testing (i.e., not deferred or absent) compared to those for the district and province, are presented below. More detailed information about student performance on this assessment can be found at www.eqao.com.



Next Steps

During the 2011-2012 school year, the following strategies will be employed to further advance student learning:

- continued implementation of an integrated 100-minute literacy block (language and history/geography, or language and science) for all students in grades 7 and 8;
- the expansion of the definition of literacy to connect across all subject areas, as well as the broadening of its scope to include the use of diverse textual forms in order to support creative and innovative higher order thinking;
- the provision of differentiated levels of instructional coach support to identified schools, based on a comprehensive needs analysis and aligned to SMART goals outlined in the School Improvement Plan. The remaining schools will receive support through professional learning networks that will be established based on priorities outlined in the 2011-2012 BIP (K-12) and the corresponding school improvement plans;
- a heightened focus on achievement of English language learners and students with special needs (e.g., student survey, expansion of ELD sites); and,
- the enhanced role of parents and community members in improving student achievement in schools and at the district level.

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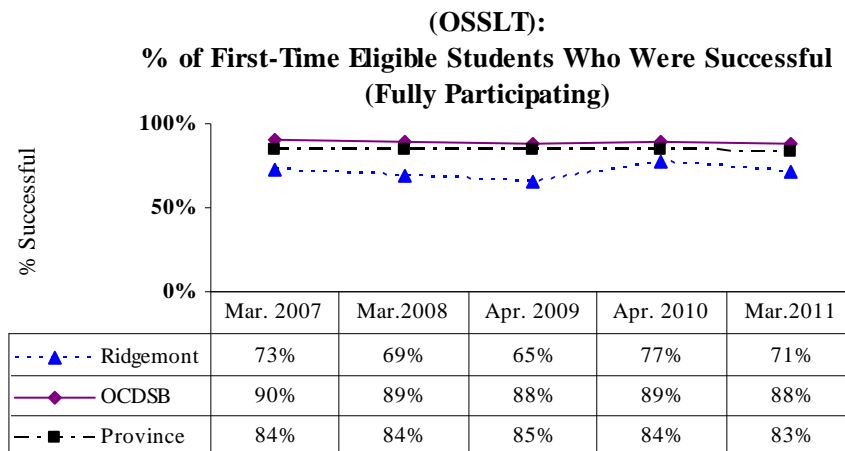
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	Number of FTE students	Deferred	Absent	Receiving Special Education support (excluding gifted)	ELL	Only/mostly speak language other than English at home	Speaks as often in English as another language at home
Ridgemont HS	147	12%	1%	14%	29%	11%	47%

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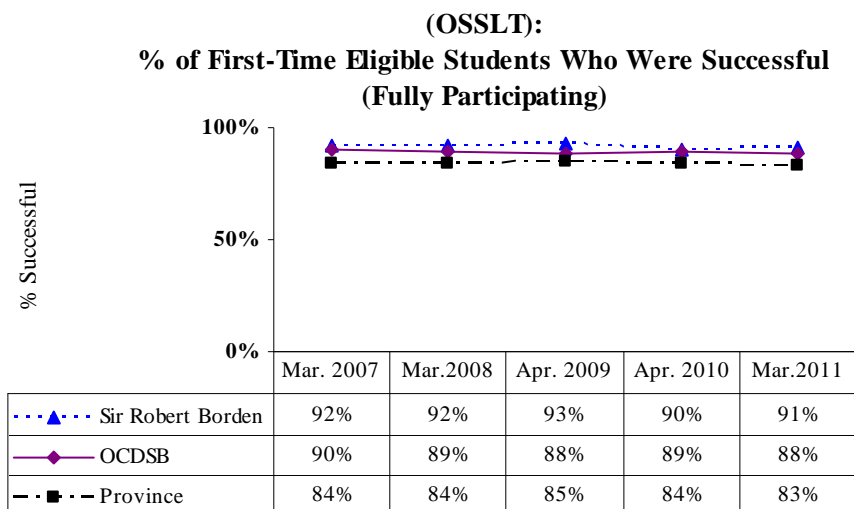
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EQAO reports results only in terms of whether or not a student passed/was successful on the test, rather than levels of student performance.

The following table describes the students in this school who were eligible to write this test for the first time (FTE) in 2010-2011:

	Number of FTE students	Deferred	Absent	Receiving Special Education support (excluding gifted)	ELL	Only/mostly speak language other than English at home	Speaks as often in English as another language at home
Sir Robert Borden HS	236	0%	2%	14%	18%	8%	21%

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Next Steps

During the 2011-2012 school year, the following strategies will be employed to further advance student learning:

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Results of the Ontario Secondary School Literacy Test

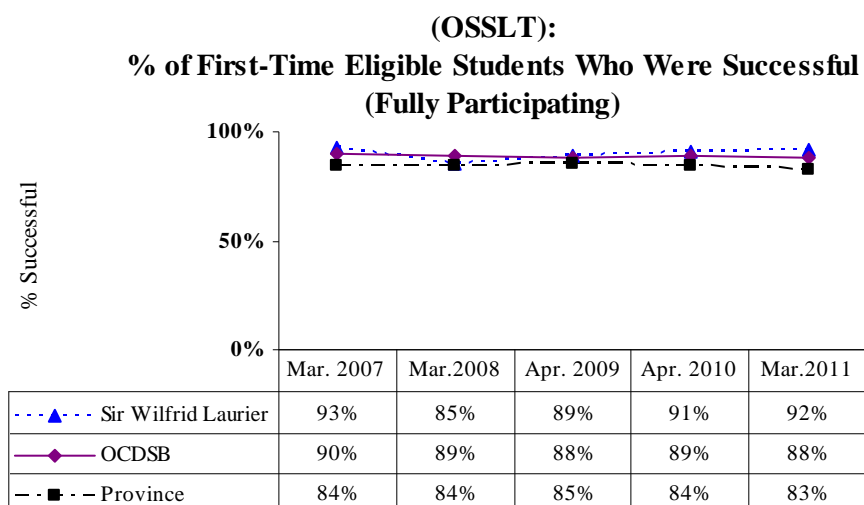
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The following table describes the students in this school who were eligible to write this test for the first time (FTE) in 2010-2011:

	Number of FTE students	Deferred	Absent	Receiving Special Education support (excluding gifted)	ELL	Only/mostly speak language other than English at home	Speaks as often in English as another language at home
Sir Wilfrid Laurier SS	274	0%	2%	22%	1%	7%	19%

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During the 2011-2012 school year, the following strategies will be employed to further advance student learning:

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Results of the Ontario Secondary School Literacy Test

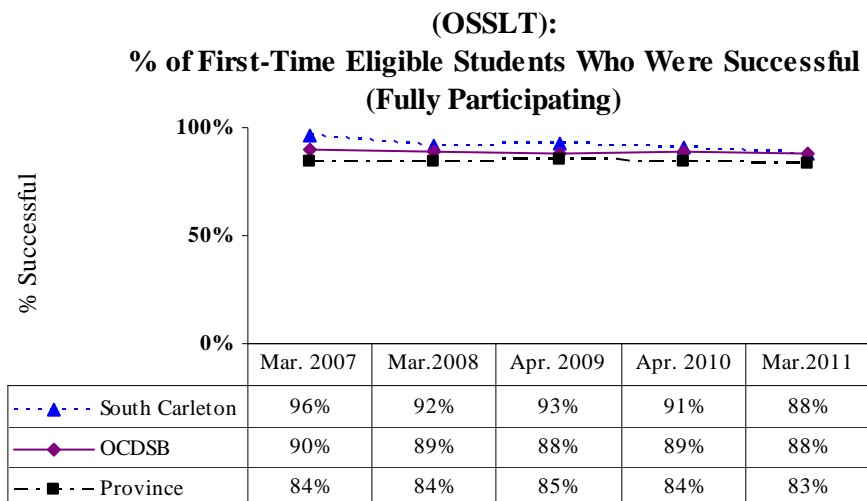
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The following table describes the students in this school who were eligible to write this test for the first time (FTE) in 2010-2011:

	Number of FTE students	Deferred	Absent	Receiving Special Education support (excluding gifted)	ELL	Only/mostly speak language other than English at home	Speaks as often in English as another language at home
South Carleton HS	317	0%	2%	24%	0%	1%	5%

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During the 2011-2012 school year, the following strategies will be employed to further advance student learning:

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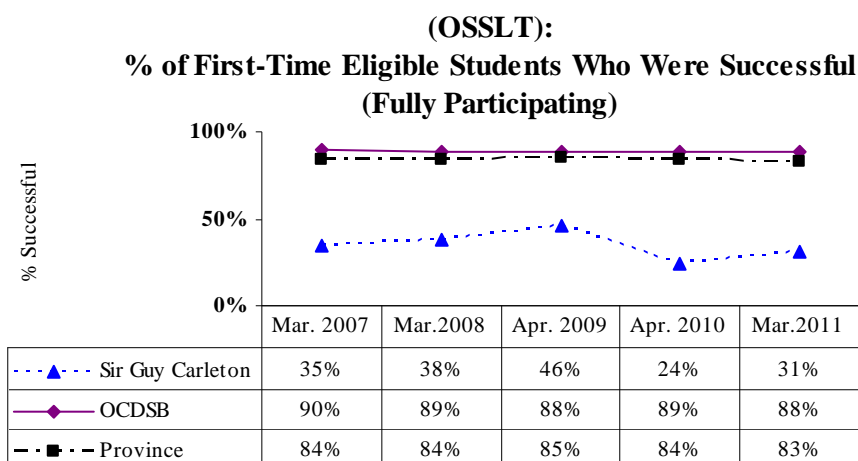
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The following table describes the students in this school who were eligible to write this test for the first time (FTE) in 2010-2011:

	Number of FTE students	Deferred	Absent	Receiving Special Education support (excluding gifted)	ELL	Only/mostly speak language other than English at home	Speaks as often in English as another language at home
Sir Guy Carleton SS	58	40%	5%	98%	0%	3%	3%

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Next Steps

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The following table describes the students in this school who were eligible to write this test for the first time (FTE) in 2010-2011:

	Number of FTE students	Deferred	Absent	Receiving Special Education support (excluding gifted)	ELL	Only/mostly speak language other than English at home	Speaks as often in English as another language at home
The Adult HS	0	0%	0%	0%	0%	0%	0%

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The Adult HS

Results of the Ontario Secondary School Literacy Test

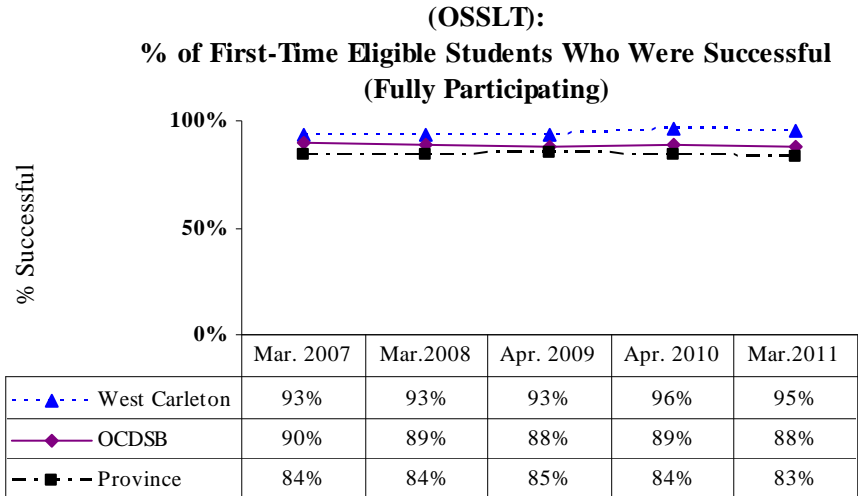
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The following table describes the students in this school who were eligible to write this test for the first time (FTE) in 2010-2011:

	Number of FTE students	Deferred	Absent	Receiving Special Education support (excluding gifted)	ELL	Only/mostly speak language other than English at home	Speaks as often in English as another language at home
West Carleton SS	246	0%	2%	14%	0%	7%	13%

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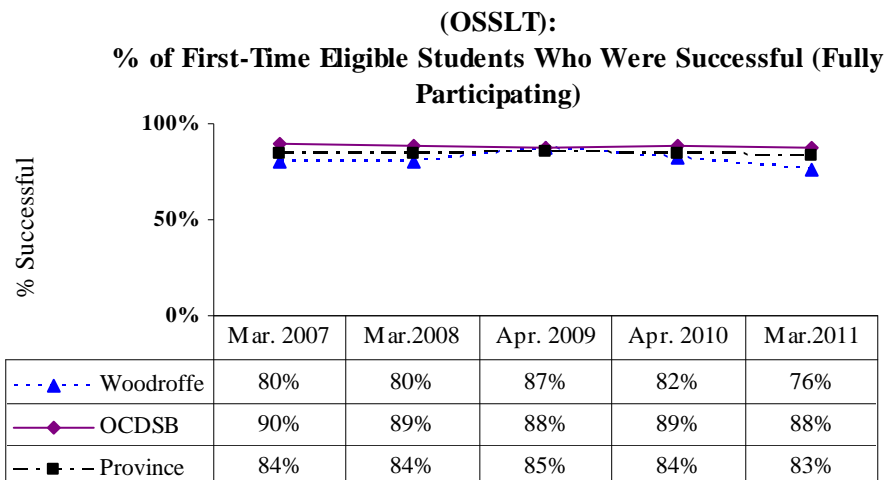
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	Number of FTE students	Deferred	Absent	Receiving Special Education support (excluding gifted)	ELL	Only/mostly speak language other than English at home	Speaks as often in English as another language at home
Woodroffe HS	196	16%	6%	23%	22%	11%	25%

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Results of District-wide Assessments

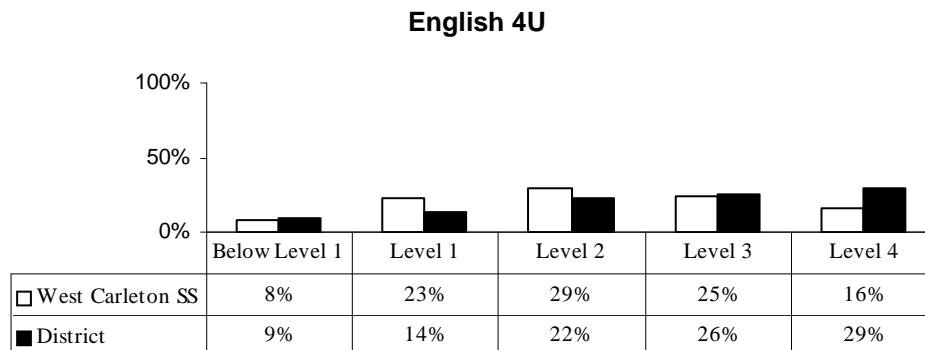
In 2010-2011, all schools participated in the ENG4U, ENG4C, MPM2D, and MFM2P District-wide evaluation projects.

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.

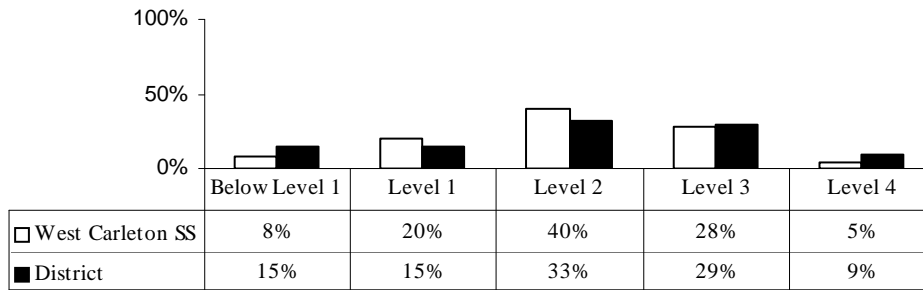
Heads of English and Mathematics would be pleased to discuss examination preparation, procedures, and marking with those who are interested. Please contact the school for further information.

Students in semestered schools write the exams at the end of each semester in which they take the course. For reporting purposes, results for the January and June exams have been combined in the charts below.



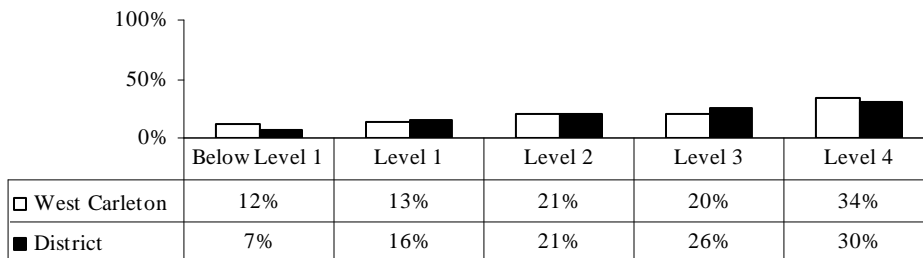
In 2010-2011, a total of 3560 students across the district wrote this exam; 110 of whom were from this school.

English 4C



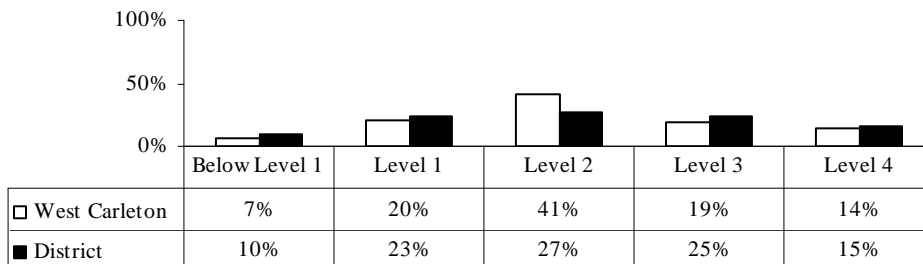
In 2010-2011, a total of 1341 students across the district wrote this exam; 65 of whom were from this school.

Mathematics MPM2D



In 2010-2011, a total of 3833 students across the district wrote this exam; 164 of whom were from this school.

Mathematics MFM2P



In 2010-2011, a total of 1393 students across the district wrote this exam; 74 of whom were from this school.