

Riverwood Academy  
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School Report  
2006 - 2007

Principal  
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**The mission of Riverwood Academy is to provide and foster an environment whereby all students develop to their fullest potential, recognizing their individual needs and the resources available. River Academy also promotes a safe and caring environment in which all learners can achieve their full personal, moral and academic potential in an atmosphere of mutual respect and community pride.**

## *Overview of School*

### Our School Community

Riverwood Academy is a part of the new Nova Central School District, which has seventy-five (75) schools with a total of approximately fifteen thousand (15,000) students, living in approximately 170 communities. Our school currently has an enrolment of 317 students and offers grades Kindergarten to Level III. The average class size is 24 students and 60 of our student population is receiving special services support. Our school serves the communities of Harris Point, George's Point, Clarkes Head, Wing's Point, Victoria Cove, Roger's Cove, Horwood, Stoneville and Port Albert.

Riverwood Academy has a total of 24 teachers. Of these 24 teachers we have a ½ time music teacher, ½ time intermediate/senior high non-categorical teacher, ½ time Criteria "G" teacher, Criteria "C" teacher, ¾ time elementary non-categorical teacher, full time primary non-categorical teacher, a ½ time intermediate science teacher and a ½ time literacy/numeracy teacher. We have a full time guidance counsellor as well as two teachers on staff who deliver the K-12 physical education program. As well we have a specialist in the area of learning resources and technology. We also have 3 Student Assistants. In addition to the staff based at Riverwood we also have itinerant services for speech-language pathology, educational psychology and numeracy. Secretarial, maintenance, and custodial support services are also provided at our school.

### Programs Provided

Riverwood Academy offers the provincially prescribed curriculum from Kindergarten to Grade 9. We offer the Intensive Core French Program to our Grade 6 students, this is our sixth year and by all accounts things are running smoothly. At the senior high level we are offering 35 courses, we are offering two classes in Canadian Geography 1202, Healthy Living 1200 and Career Development 2201 plus Math 3207, Chemistry 2202 & 3202 and Physics 2204 through CDLI.

ISSP teams are in place for all students at Riverwood Academy. There is good partnering with outside agencies such as Health and Community Services, Public Health, clinical psychologist as well as other agencies. Pathway team meetings are held on a regular basis and whenever a special need arises. Pathway students are carefully monitored and supports are in place wherever needed.

## *Key Highlights/Special Projects*

- \* We hosted the 2006 3A Provincial Volleyball tournament, which was a tremendous success despite the weather. Our boys were successful in bringing home the provincial banner. The team went undefeated during the tournament.
- \* A website to display all aspects of the school and community was completed. The website's focus is to provide an educational tool while bridging the gap between the school and its communities.
- \* Congratulations to Jeremy Fretwell and Mason Vivian, Riverwood Academy, who received the Provincial Championship title for 3D Animation in Skills Canada Competition. They will be attending the Nationals in Saskatoon in June.
- \* We have continued to improve in the area of technology and are hoping in the next few years to have a computer, television and DVD player in all classrooms.
- \* Once again this year we participated in The Provincial Leadership Conference.
- \* A team was selected to travel to Gander for this year's annual cardboard boat race. Students used many problem solving and engineering concepts to develop and construct cardboard boats. Students worked in small teams to create these projects. They later got into the boats and rowed the length of the pool. This was followed by placing several students in them for a weight test. Students learned many things about many naval architect and physics concepts. The trip not only proved to be enjoyable but very educational.
- \* Students participated in the Heritage Fair held at our school this year. Thanks to Mr. Andre Richard for organizing this event. It was a great success.
- \* Junior high students of Riverwood Academy displayed their scientific knowledge in this year's science fair. From the junior high students three groups were selected to represent our school at the district science fair.
- \* Another activity this past school season was a ski trip to White Hills Clarendville. A bus load of students traveled to the ski slope for a fun filled day of skiing. The weather cooperated and there were no injuries which added to the success of the trip.
- \* We had two Christmas concerts this year (Kindergarten to Grade 3 and Grade 4 to Grade 6) the community continued to show their support of events taking place at the school and we managed to "pack the house" twice.
- \* We held a spring concert, as well; this was also a tremendous success.
- \* The Special Needs Students collected recycling items throughout the year. Bins were placed in various sites throughout the school and were collected on a weekly basis. The funds raised

were used for various outings and to cover a variety of class expenses including groceries for Friday cook-ups, supplies, and computer equipment. It was often an extremely dirty job but it provided essential work skills and raised needed money for the class.

- \* We held two Scholastic Book Fairs during the school year; these fairs enabled us to begin purchasing new books and resources for our library.

These are just a few samplings of the many activities that took place at Riverwood Academy during the 2006-2007 school year. We are extremely proud of our accomplishments.

### *Partnerships*

There are two key partnerships that our school is involved with. They are: 1) Family Resource Center and 2) Breakfast Program. The Family Resource Center has a room in our school where programs are offered such as Pre-School, the Baby Club Program just to name a couple. The Breakfast Program which provides nutritious breakfast to our students takes place on Mondays, Wednesdays and Fridays. This program is a tremendous success; we see approximately 75% of our students taking advantage of this program.

## *Report on School Development Plan for Previous Year*

### **3. 3-5 School Development Plan**

This is the first year of a 5 year School Development Plan for Riverwood Academy. The Provincial School Development Model requires an Internal Review to be completed of our plan. Below are the goals of our 5 year plan, we met during the 2006 – 2007 school year to decide on objectives that will enable us to complete our goals within the required time frame.

#### **3-5 Year School Development Plan**

**Goal 1:** To improve student learning and achievement from Kindergarten to Grade 12

**Goal 2:** To improve communication among stakeholders

**Goal 3:** To maintain a yearly school-wide inventory of current resources to aid in planning in the purchase of additional & mandatory resources

**Goal 4:** Optimize spending of budget; a multi year budget planning to include all subject areas and/or divisions.

**Goal 5:** To continue to promote active living through the development of an activity and/or playground of various outside activity areas.

## Operational Issues

**Issue 1:** Optimize funding – a multi year budget planning that includes all subject areas.

**Issue 2:** To provide essential equipment to optimally perform each working day, for example computers in each classroom, TV/DVD etc.

### *Analysis of Key Statistics for Current Year*

#### *Student Enrolment*

Student Enrolment				
2004 - 2005	2005 – 2006	2006-2007	2007-2008	2008-2009
328	332	333	316	316

#### *Grade 3 CRT Results – 2006 - 2007 School Year*

How well students have achieved the curriculum outcomes of various provincial programs is measured using Criterion Reference Tests. Each test is composed of subtests that focus on different aspects of the curriculum.

#### *LANGUAGE ARTS*

##### **Demand Writing**

76% of our students performed at Level 3 or above, this is approximately a 10% increase from 2005-2006 school year. In 2005-2006 we only had 8.3% of students performing above grade level but for the 2006 -2007 school year we had 16% score above grade level; a tremendous improvement. We are also very close to being on par with both the district and we scored slightly better than the province. The district scored 78.8% and the province was 74.5 %

##### **Reading: Constructed Response Section**

**Informational** – 62% of students performed at level 3 or above. During the 2006-2007 school year we had a higher percentage of students score at level 4 and above. We had

28.6% score at a level 4 and 4.8% score at a level 5. Whereas during 2005-2006 school year we only had 6.3% score at level 4 and 0% at level 5. We are approximately 12% below both the District and the province. This is an area we will need to concentrate on during this school year.

**Poetic** – 80 % of students scored at level 3 or higher, with 75 % scoring at level 3 and 5% scoring at level 4 during 2006-2007 school year, although this is not a marked improvement from last year again We had a 5% increase in students performing at grade level from one school year to the next. We scored higher than both the District and the Province by approximately 15%.

**Visual** – This is an area of weakness that we will need to continue to work on. More than 70% of our students scored below grade level with only 28.6 % scoring at grade level or above. District and province are lower as well with less than 50% of students scoring at Grade level or above.

**Listening** – 64.2 % of students received Level 3 or above. This is on par with both the District and the Province.

Multiple Choice	School Summary	District Summary	Provincial Summary
Item Analysis	90 %	89.1 %	91.8 %
Yes/No Items	68.3%	80.1 %	83.6 %

Although we are still struggling with certain areas of Language Arts in Grade 3 we have definitely seen a marked improvement overall. We will continue to work diligently to have our students be on par with both the district and the province academically. With the help of our **Literacy/Numeracy Support Teacher** and the development of a **Primary Team** there will be an improvement seen over the next three years. This is not an issue that can be fixed by one person but rather with a team approach. Consistency in staff members will be an asset as well as educating people on the importance of these tests this should help to continue to rectify the academic issues we are experiencing at RWA.

Over the past few years we have continued to work on the reading levels of our Primary students, we have seen an improvement of the number of students who are reading at grade level or above. Again this is something that we will continue to work towards. Over the past three years the reading results are as follows:

## *MATHEMATICS*

### **Open Constructed Responses**

**Shape and Space** – 44.9% of our students performed at Level 3 or above. The District was slightly higher with 49.2% at level 3 or above and we were on par with the Province.

**Number Concepts** – 46.4% of RWA students attained a Level 3 rating or above with Number Sense and Place Value; this is approximately 10% below District results and Provincial results.

**Number Operations** – 46.7% of students performed at Level 3 or above under Reasoning these results are on par with both the province and the district. 46.3% of our students are performing at level 3 or above under Communication; we are approximately 8% above both province and district level. For Connections and Representations 53.4 % of our students are working at level 3 or above whereas the District is at 37.4% and the province is at 35.3%. This is a good showing on the part of our students and teachers. As well, we were very successful with Problem solving with 73.3% of our students scoring at level 3 or above. We scored approximately 25% higher than both the District and the Province, again a job well done.

Student Subtest Scores (MC)	School Summary	District Summary	Provincial Summary
Reading	81.1	89.8	89.7
Number Operations(10)	8.2	7.7	7.7
Listening (3)	2.4	2.7	2.8
Shape & Space (6)	4.1	4.3	4.2
Number Concepts (8)	5.6	5.8	5.7
Addition (20)	18	17.8	18.4
Subtraction (20)	13.7	16.0	16.7

Like the Language Arts there has been an improvement in the CRT results for Math. Again with the assistance of our **Literacy/Numeracy Support Teacher** as well as the development of a **Primary Team I** feel that this improvement can and will continue. This will not happen over night but with a lot of work and dedication I am confident that we will continue to see an improvement over the next three years. Once we see an improvement at the primary level, we will then begin to see success at the elementary level as well as the junior high level.

## *Grade 6 CRT Results – 2006 - 2007 School Year*

### *LANGUAGE ARTS*

## **Demand Writing**

At Riverwood Academy 75% of students performed at Level 3 or above. This is on par with both District and province results.

## **Process Writing**

At Riverwood Academy 100% of our students selected for all aspects of the Process Writing component scored at grade level.

## **Reading: Constructed Response Section**

**Informational** – 25% of students scored at Level 3, there were no higher levels attained. We are scoring approximately 30% lower than both District and Province.

**Poetic** – 55% of students scored at Level 3, there were no higher levels attained. We are scoring approximately 15% below District and Provincial average.

**Visual** – 20 % of students scored at Level 3, there was no higher levels attained. We are scoring approximately 30% lower than both District and Province.

**Listening** – 25% of students scored at Level 3, there was no higher levels. We are scoring approximately 30% lower than both District and province.

There is still a tremendous amount of work to be done in the Language Arts area in our Elementary division but with continued growth in Language Arts in the Primary group we will see marked growth with our elementary students in this area. We will continue to work diligently to have our students be on par with both the district and the province academically. This is not an issue that can be fixed by one person but rather with a team approach. Consistency in staff members will be an asset as well as educating people on the importance of these tests this should help to rectify the academic problems we are experiencing at RWA.

## **Number Operations**

**Reasoning** – There were only 10% of our students who score at grade level. 90% of our students scored below grade level. The District scored 28.4% at or above grade level whereas the Province scored 33.1% at or above grade level.

**Communication** – We have no student who scored at grade level. The District scored 26.6% at or above grade level whereas the Province scored 30.6% at or above grade level.

**Connections & Representations** - There were only 10% of our students who score at grade level. 90% of our students scored below grade level. The District scored 38.7% at or above grade level whereas the Province scored 40.1% at or above grade level.

**Problem Solving** - There were only 20% of our students who score at grade level. 80% of our students scored below grade level. The District scored 47.3% at or above grade level whereas the Province scored 50.6% at or above grade level.

**Number Operations**

**Number Sense** – There were 42.1% of our students who scored at Grade level. The District scored 34.8% at or above and the province scored 29.8%. Obviously we are doing better in this area of math than we are in the area of number operations.

**Place Value** – We had only 5.3% of our student score at grade level in this area. Both the District and the Province scored 33%; again a great difference between our students and the remainder of the province.

Student Subtest Scores (MC)	School Summary	District Summary	Provincial Summary
Reading	54.9	77.3	78.0
Number Operations(11)	6.4	7.5	7.6
Listening (3)	2.3	2.8	2.8
Shape & Space (6)	4.0	4.3	4.3
Number Concepts (11)	5.6	6.8	6.9
Mental Math (6)	4.0	4.2	4.4
Geometry (2)	1.1	1.6	1.6
Measurement (4)	2.8	2.8	2.9

It is obvious that we are struggling in the area of math and we have put goals in place through our School Growth and Development Plan to help us see an improvement in this area over the next 3 to 5 years.

*Grade 9 CRT Results – 2006 - 2007 School Year*

*LANGUAGE ARTS*

## Demand Writing

At Riverwood Academy 70.9% of students performed at the level 3 or above. The District had 84.2% score level 3 or above and the Province had 83.5% score at grade level or higher.

**Poetic** – Only 32.2% of students performed at the adequate level or higher for constructed responses whereas 63.3% scored at grade level or higher in the District and 71.1% was overall for the Province. For item analysis our students scored 71.6% which is on par with District and Province,

**Informational** – Only 56.6% of students performed at the adequate level or higher for constructed responses this is still significantly lower than both the District and the Province. For item analysis our students scored 56.5% which is approximately 15% below the District and the Province,

**Total Test** score was 63.3% which again is lower than both the District and the province by approximately 11%.

## MATH

	School	District	School-District Difference	Province	School-Province Difference
Non-Calculator	36.8	68.1	(-31.3)	74.4	(-37.6)
Number Concepts	19.5	42.0	(-22.5)	47.1	(-27.6)
Number Operations	48.3	58.8	(-10.5)	59.6	(-11.3)
Patterns & Relations	44.0	52.1	(-8.1)	55.5	(-11.5)
Shapes and Space	54.3	62.9	(-8.6)	62.4	(-8.1)
Data management and Probability	38.8	45.0	(-6.2)	48.5	(-9.7)

It is quite obvious that we need to continue to work towards improving our language arts and math results in all of our grade levels. Again with a consistent approach to teaching and ensuring that all curriculum is covered we can with a lot of work and dedication very quickly begin to see improvements in our math results overall.

As well, with our new School Growth and Development Plan in place we have seen the need to make our first goal Academic Improvement. Over the next few years there will be continued growth in the area of Language Arts and Math. This is the focus of Riverwood Academy and we will continue to improve our overall academic standing with a consistent approach to academics.

## Public Exam Results June 2007

Although during the 2006 – 2007 school year there were strategies put into place for teachers to incorporate in their class to improve overall student achievement specifically in public exam courses there does appear that more work needs to be done in this area. As a collective whole (administration, teachers, students and parents) we will need to be more diligent in ensuring that all possible measures be taken for success to become eminent. This is a long term goal but with perseverance it will be achieved.

English 3201	School	District	School-District Difference	Province	School-Province Difference
Visual	61.3	67.8	(-6.5)	69.6	(-8.3)
Prose	46.3	48.8	(-2.5)	52.6	(-6.3)
Poetry	55.3	55.7	(-0.4)	57.8	(-2.5)
Connections	48.6	49.8	(-1.2)	52.4	(-3.8)
Comparison	50.1	57.5	(-7.4)	59.3	(-9.2)
Personal Response	52.9	56.7	(-3.8)	56.1	(-3.2)
Public Exam Mark	53.2	57.2	(-4.0)	59.2	(-6.0)
Final Mark	61.0	63.2	(-2.2)	64.2	(-3.2)

French 3200	School	District	School-District Difference	Province	School-Province Difference
Listening	45.8	60.6	(-14.8)	66.4	(-20.6)
Tache 3	43.8	57.4	(-13.6)	60.6	(-16.8)
Reading	45.5	69.3	(-23.8)	73.1	(-27.6)
Writing	33.9	65.0	(-31.1)	66.0	(-32.1)
Public Exam Mark	49.5	68.2	(-18.7)	70.3	(-20.8)
Final Mark	54.8	70.4	(-15.6)	72.4	(-17.6)

Biology 3201	School	District	School-District Difference	Province	School-Province Difference
Maintaining Dynamic Equilibrium	50.6	58.3	(-7.7)	58.4	(-7.8)
Reproduction/Development	55.0	66.1	(-11.1)	64.5	(-9.5)

Genetic Continuity	49.3	61.2	(-12.2)	59.7	(-10.4)
Evolution, Change & Diversity	58.5	62.3	(-3.8)	61.7	(-3.2)
Public Exam Mark	52.9	62.5	(-9.6)	61.4	(-8.5)
Final Mark	58.8	66.3	(-7.5)	64.6	(-5.8)

Math 3204	School	District	School-District Difference	Province	School-Province Difference
Quadratics	61.0	62.6	(-1.6)	64.5	(-3.5)
Rate of Change	80.1	72.5	(+7.6)	72.5	(+7.6)
Exponential Growth	62.4	67.7	(-5.3)	67.7	(-5.3)
Circle Geometry	48.7	54.4	(-5.7)	54.1	(-5.4)
Public Exam Mark	58.9	62.4	(-3.5)	63.0	(-4.1)
Final Mark	62.2	63.8	(-1.6)	63.9	(-1.7)

World Geography 3202	School	District	School-District Difference	Province	School-Province Difference
Land & Water Forms	52.5	61.7	(-9.2)	61.7	(-9.2)
World Climate Patterns	77.8	72.6	(+5.2)	72.2	(+5.6)
Ecosystems	61.4	69.6	(-8.2)	68.6	(-7.2)
Primary Resource Activities	61.8	66.6	(-4.8)	64.8	(-3)
Secondary & Tertiary Activities	60.0	72.5	(-12.5)	69.8	(-9.8)
Written Responses	46.2	57.4	(-11.2)	55.8	(-9.6)
Urban Geography	46.0	56.0	(-10)	47.3	(-1.3)

Public Exam Mark	52.2	63.5	(-11.3)	61.7	(-9.5)
Final Mark	59.6	68.3	(-8.7)	66.9	(-7.3)

Overall, our Public Exam results are on par with the results of 2005-2006 with the exception of French 3200. We will be working together to improve these results over the next couple of years by incorporating Academic Achievement into our School Growth and Development Plan. We have seen significant growth in our Math 3204 results which is a good indication that we are on the right track. We know we have a long way to go to be on par with both District and Province but feel as a staff that we are indeed headed in the right direction.

## *Attendance*

### *How well do our students attend school?*

Attendance at school has consistently been demonstrated to have a positive effect on academic achievement. At Riverwood Academy we have made an active attempt to maintain student attendance at high levels. We firmly believe that when students exhibit good attendance patterns they will achieve better in school. It is also a positive quality to have as one enters life after high school. Through cooperation between the home and school attendance has been good over recent years and it is a trait we wish to maintain. Remember *"If you are not in school you do not know what you are missing."*

The table below provides attendance statistics over the past three years and includes student absences for all reasons including valid reasons such as illness. Our attendance has remained consistent over the past three years.

	September	October	November	December	January	February	March	April	May	June
2006 - 2007	94.3%	93.5%	87.7%	89.5%	88.0%	77.0%	86.6%	89.6%	80.9%	90.1
2005-2006	94.6%	93.6%	89.4%	91.7%	84.3%	94.2%	91.4%	89.9%	90.1%	88.4%
2004 -	88%	90%	91%	88%	90%	93%	85%	88%	81%	87%

2005										
2003 - 2004	95%	93%	92%	85%	92%	90%	90%	60%	92%	90.2%
2002 - 2003	93%	90%	91%	88%	90%	93%	85%	88%	81%	83.3%

## *Conclusion*

Overall, it's been a good year with many learning experiences for all. With the integration of our School Growth and Development 5 Year Plan we are confident that our results will continue to improve and for those courses where we are not seeing any improvement we will continue to investigate why and be sure to incorporate the correct teaching strategies to see an improvement over time.