

School Profile 2005-2006



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Rideau High School

Grades 9 to 12 (semestered)



815 St. Laurent Blvd.
Ottawa, Ontario
K1K 3A7

Phone: 746-8196
Fax: 746-7834

School hours:
9:00 a.m. - 3:10 p.m.

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

Principal
Nancy Girozan

Vice Principals
Frank Papai
Sheila Creighton

Office Administrator
Mary Walker

Chief Custodian
John Blais

School Council Chair
N/A

*Superintendent of
Instruction*
Cathy Nevins

School Trustee
Bronwyn Funicello

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

Our School

Rideau High School is a semestered composite school offering a wide range of programs to approximately 630 students. Rideau has built a reputation as a caring, safe school with an enthusiastic staff and a very modern facility. We pride ourselves on a vibrant atmosphere where students meet and learn with students from around the world. As a composite school, Rideau offers programs for students destined for university, college and the workplace. Our wide range of programming includes Cooperative Education, English as a Second Language, English Literacy Development, a System Learning Disabilities Unit, and a broad base of technology programs.

Our Students

- Our enrolment makes for a friendly community and allows for personal attention.
- Our students go on to college or university in Ottawa, as well as across the country and abroad.
- Our main feeder schools are Queen Elizabeth P.S., York Street P.S. and Henry Munro.
- The school is enriched by its very diverse population. 19% of our students study English as a Second Language while over 65% speak a language other than English or French. In total our students speak over 42 different languages. We are one of the two OCDSB centres for the English Literacy Development program.
- There are 49 "mini-rams" in the Rideau Child Care Centre and 28 in the Language Instruction for New Canadians (LINC) Day Care Centre. As part of our extended family they use our library and music facility regularly.

Our Staff

Rideau's staff is cohesive, student-centered, and innovative. Our student-led conferencing program has been replicated by schools in our Board and beyond. Our teachers bring experience from Europe, Africa, Australia, Sri Lanka, and Trinidad and have been the recipients of many prestigious awards and fellowships.

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

- As a community school we are a hub for many partners including businesses, feeder schools, social agencies, and government ministries. Our multicultural liaison officer, social workers, and parent volunteers all play a vital role in this success.
- Students in our Co-operative Education program have easy access to many businesses, hi-tech industries, government agencies, hospitals, and area schools.
- New registrants and their parents frequently comment on their smooth transition and ready acceptance at Rideau.
- The School Council meets monthly to discuss the many issues surrounding education. The Council provides a forum for each parent to express his/her view on the operation, programs, and services of the school. Our parent representative to OCASC takes forward the opinions of the group pertaining to education, programming and vision-setting.



Mission Statement

Rideau High School is a learning centre committed to challenging all individuals to explore various areas of learning and to becoming contributing members of a diverse, ever-changing global society.



Programs and Services

Academic Programs

- In addition to a full range of applied, academic, and workplace level courses, students have a wide choice of traditional tech and high tech courses.
- Students benefit from participation in the Ontario Youth Apprenticeship Program.

Classroom Organization

- Rideau offers two semesters each year, beginning in September and the end of January. Students take 4 classes each semester, for a total of 8 credits a year.
- Our advanced facility allows for the full support of our programs, including meeting the demands of the Ministry's new OSS curriculum.
- Extra academic support is available through individualized resource withdrawal.

Special Education and ESL Programs

- Rideau is recognized for its welcoming atmosphere and programs for ESL and Special Needs students.
- The OCDSB LD Unit, Rideau site, currently serves students at all grades that have been selected centrally.
- Learning Support Teachers (LST) provide for individual needs through Individual Education Plans (IEPs) and remediation. A range of social service providers co-facilitate our student assistance group program (SAP).
- 19% of our students study English as a Second Language. A full range of programs is offered for students in need of ESL and English Literacy Development (ELD).



Facilities and Resources

Rideau opened its doors in 1958 to 1200 students. Extensive renovations transformed the school into a modern facility that can truly be considered "state of the art." Our recently renewed library is the hub of our school. Students have access to a modern research lab, a listening centre, and to computer-tutorial programs for math and reading.

- Our partnership with LearnCan has provided us with equipment for videoconferencing and unlimited internet access.
- We have a drama studio with exceptional sound, light, and music capabilities, and an auditorium that seats 700.
- We also have an exceptionally equipped food lab, manufacturing, and transportation shops.
- A dynamic Multicultural Liaison Officer provides assistance to students and parents who are new to Canada.

Safe Schools Initiatives

- Rideau has fully embraced safe schools initiatives.
- Rideau administration is actively participating in the OCDSB Safe Schools Committee.
- Staff regularly participates in training and practice measures related to safe schools.

Clubs and Activities

Our exceptional facilities are designed for an extensive extra-curricular program. They include:

- drama studio
- auditorium
- weight room
- running track
- tennis courts
- two soccer fields
- mirrored dance studio
- modern gymnasium with viewing area
- tiered music studio with practice rooms
- student-run store (the Ramshack)

Our formalized partnerships with Industry Canada Computers for Schools, SAGE, Carleton University, the University of Ottawa, Kiwanis Club, St. Laurent Centre, Rideauwood Addiction and Family Services, OCRI, and OCISO provide Rideau students with many benefits.

Achievement and School Improvement Planning

Measures of Student Achievement and Success

- This year Rideau's 89 graduates won scholarships totaling \$38,750.
- 8 Ontario Scholars
- Strong Tier 2 sports program, including championships in volleyball and basketball
- Our school's chess team is a perennial power in regional and provincial competitions.
- Our students designed and built the Movie House for Ronald MacDonald House.

School Improvement Plans and Initiatives

Rideau High School is proud of its successful efforts in recent years to raise the performance and profile of the school. To continue with this positive trend, the School Improvement Plan proposes to build on existing successful initiatives and to address needs in other areas that will benefit all students. This plan focuses on three major areas:

Literacy

At Rideau, greater literacy and numeracy are issues central to the high academic expectations of our significant ELD/ESL population, and to the needs of the overall student body facing the demands of a communications and knowledge-oriented society. To address this issue, Rideau has instituted a very active Literacy Committee and has committed itself to increasing in-service opportunities for staff on literacy issues. The school has made its library a centre of excellence that supports classroom literacy measures. Rideau recognizes the challenges of the Grade 10 Literacy Test and has developed an action plan with short and long-term goals. This includes on-going review of programming, which already boasts sheltered courses and measures to address the challenges of the increased language base in the new curriculum. There is a Remedial program for students writing the Literacy test in March 2006.

Rideau recognizes that links with the community are important and will continue to enhance its partnerships with its many stakeholders.

Numeracy

At Rideau, we have created homework clubs. As part of their on-going professional development, the members of the math department will participate in training based on the Ministry document entitled, Leading Math Success. Furthermore, we will be implementing suggested initiatives based on The Report of the Expert Panel on Student Success in Ontario.

Attendance

Research demonstrates a strong link between attendance and achievement. Rideau believes improved attendance is required among all levels of students to maximize potential, and that solutions to this issue require the attention of all stakeholders. The school is taking measures to increase awareness of the issue and involve students, parents and staff in devising strategies to increase attendance. We are investigating methods to contact home more frequently and more efficiently. The school is expanding its school-wide initiatives to remediate poor attendance and reward exemplary attendance. We will continue to standardize routines for assisting students in catching up after absences in order that they may achieve Ministry expectations in their courses.

Leadership Recognition

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

Students:

The students at Rideau High School are very aware of others and have gone out of their way to assist people who are less fortunate than themselves. For the past two years, our Leadership class has organized a food drive for the Overbrook Community Centre. Last year, the Community Centre said that it was the largest single donation that they had every received. The students have also organized a pancake breakfast for the Tsunami Relief fund. As well, they have participated in a basketball fundraiser to raise money for Hurricane Katrina and Hurricane Rita relief efforts.

We have had the best start in years for sports. All of our Fall sports teams have made the playoffs including an appearance in the City Championship by our senior boys' soccer team.

Staff:

Our staff members have a wealth of professional qualifications including Bachelors and Masters degrees as well as additional qualifications in Special Education, English as a Second Language, Music, Visual Arts, Guidance, and Computers in Education. They have actively participated in numerous Board-wide professional development activities in literacy and numeracy, and we recognize their initiative by providing and supporting opportunities for further professional growth. We also recognize staff leadership via personal interactions with one another, letters of thanks, school announcements, school newsletters, assemblies, performance appraisals, and our principal's report to School Council.

Parents/Guardians/Volunteers:

Our dedicated School Council meets monthly and has contributed money, food, and time to help us with our annual Multicultural Potluck Dinner. As invaluable partners, we thank our parents, guardians and volunteers on an on-going basis, and look for opportunities to acknowledge them such as school announcements, our Principal's report to School Council, and school newsletters.

Community:

The local businesses have assisted us in the past with providing volunteer opportunities for our students to complete their mandatory 40 hours of community involvement. We recognize our community partners through our school announcements, school newsletters, school web site, principal's report to school council, and thank you cards.

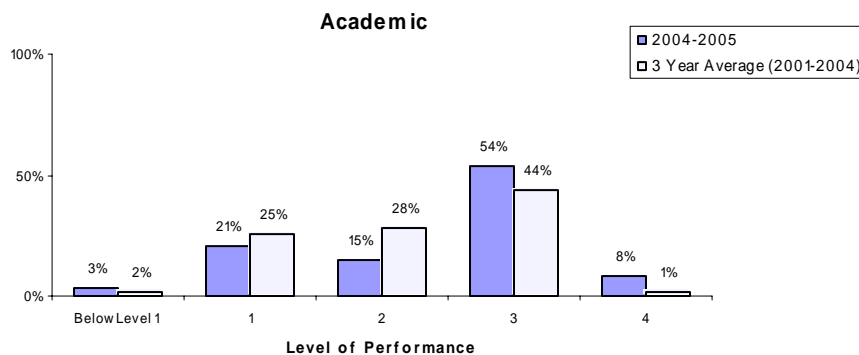
Results of EQAO Grade 9 Assessment

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.

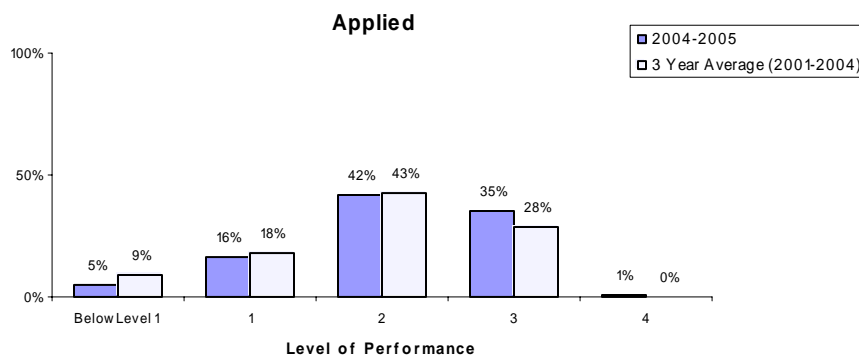
The following table describes grade 9 students in this school for 2004-2005 testing:

	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	42	0%	7%	14%	5%	21%	26%
Applied	90	1%	10%	32%	4%	12%	23%

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* 75% *Province* 69%



The percentages of grade 9 students achieving at Levels 3 and 4 were; *Board* 28% *Province* 29%

Results of the Ontario Secondary School Literacy Test

About the Test

The Ontario Ministry of Education has mandated that the Ontario Secondary School Literacy Test (OSSLT) be given to Grade 10 students province-wide 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.

The OSSLT is developed by the Education Quality and Accountability Office. It includes texts, questions, and tasks that vary in level of difficulty. In the reading section, students read a number of short passages and respond to questions involving multiple-choice, short-answer, and short-answer with explanation. In the writing section, students write a summary, a paragraph, a short report, and a series of paragraphs supporting an opinion. Up to and including the 2004 administration, the test has taken place over two days (2.5 hours per day) in October; effective next year, the OSSLT will be moved to the spring, and will be condensed to take place on a single day (2.5 hours in total).

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. 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).

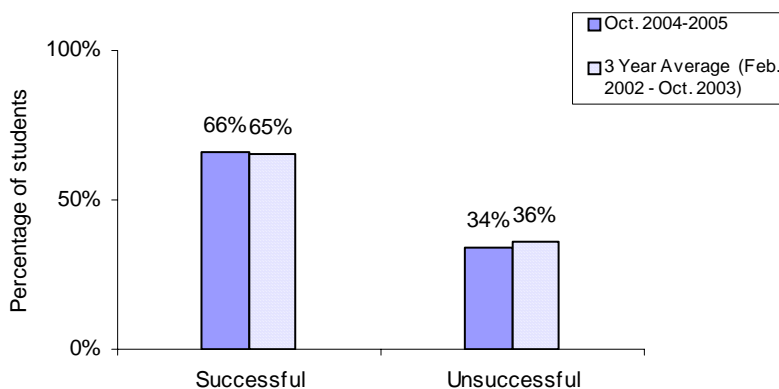
The Results

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 2004-2005 academic year.

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

	Number of first-time eligible students	% Deferred	% Absent	Receiving Special Education support (excluding gifted)	ESL/ELD	Only/mostly speak language other than English at home	Speaks as often in English as another language at home
Rideau HS	259	39%	1%	15%	29%	29%	23%

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



Percentages of grade 10 students who were *Successful*: Board % 87 Province % 82

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 in reading and writing instruction, balanced literacy, and literacy across the curriculum
- Sage Youth (volunteers to assist students with reading)
- Workshops for teachers of grades 7, 8, and 9 to introduce the requirements of the OSSLT

Results of District-wide Assessments

In 2004-2005, 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:

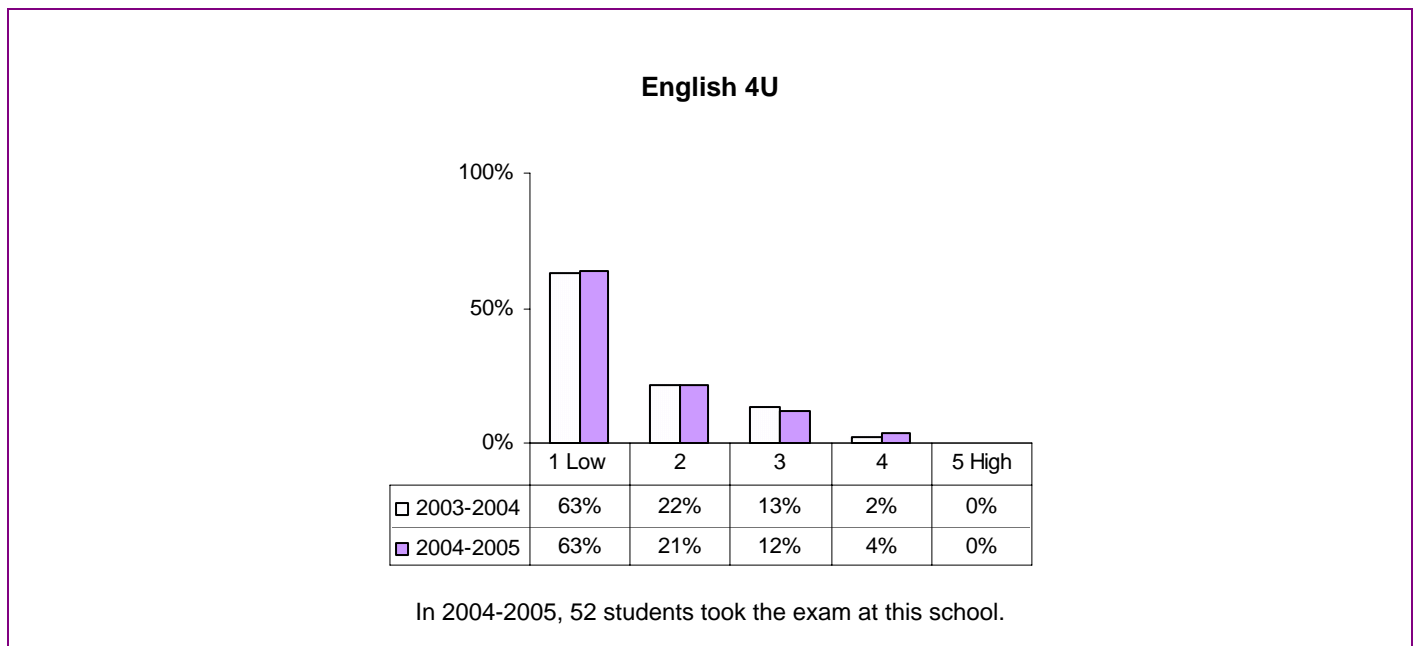
- a common examination;
- a detailed marking scheme for the examination;
- conference marking;
- exemplar booklets to show students and teachers the criteria for, and examples of, successful performance;
- workshops for teachers; and
- reports of school and Board results.

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.

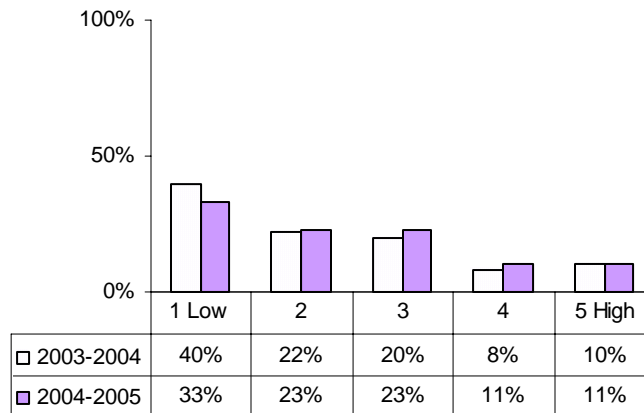
The following charts show the percentages of our participating students whose marks fall within each of the five quintiles. The closer to 20% of students a school has in each quintile, the closer the school's results are to the results for all students in the Board. Please note that in small schools,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

Results by quintiles for participating students are shown below:

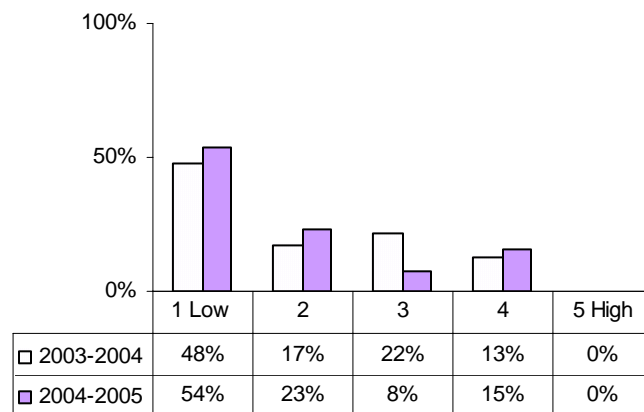


English 4C



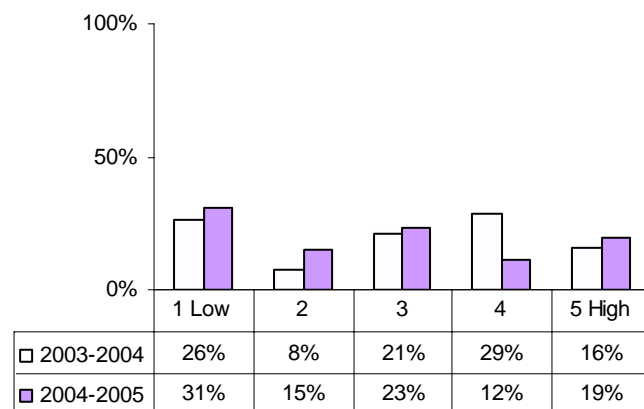
In 2004-2005, 57 students took the exam at this school.

Mathematics MCR3U



In 2004-2005, 13 students took the exam at this school.

Mathematics MCF3M



In 2004-2005, 26 students took the exam at this school.