



School Report

Previously Eligible Students



Ontario Secondary School Literacy Test, 2018–2019

School: Holy Names HS (715824)

Board: Windsor-Essex Catholic DSB (67024)

On behalf of EQAO, I am pleased to share the results of the 2018–2019 Ontario Secondary School Literacy Test (OSSLT). You will also find demographic and attitudinal information as context for interpreting the achievement results.

EQAO’s independent data are grounded in our assessment of every student in relation to *Ontario Curriculum* learning expectations and are provided at the school, board, provincial and individual student levels to inform educators’ professional practice. We believe that, through evidence-informed decisions based on achievement, attitudinal, contextual and behavioural data, it is possible to foster equitable and inclusive learning models benefiting each student.

Analyzing EQAO data over the years provides a larger context that acknowledges special circumstances affecting student achievement. For example, school boards have been investigating the impact student attendance and loss of instructional time has on student achievement; when looking at the most recent data, you may wish to identify any potential relationship between lost time and student achievement.

In 2018, EQAO made changes to its accommodation policies, including eliminating the requirement for an IEP to access accommodations students normally receive during regular classroom instruction. An important reason for this change was to reduce the workload related to EQAO assessments for teachers, administrators, and parents and guardians while maintaining the integrity and comparability of our data. After considering all of our assessment administration, we noted that 13 000 fewer IEPs were indicated in our Student Data Collection in 2018 than in 2017. The agency hopes to continue implementing meaningful changes in the years to come to address the concerns of the education community.

As always, we look forward to continuing our work with you in support of student learning, and we thank you for your dedication to the meaningful education of each child and youth of this province.

Kind regards,

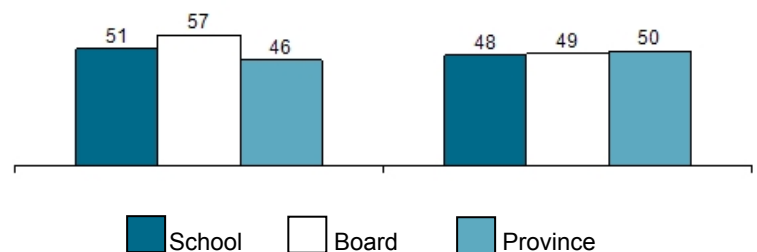
Norah Marsh
Chief Executive Officer
Education Quality and Accountability Office

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PREVIOUSLY ELIGIBLE STUDENTS, 2018–2019: PARTICIPATION RATE AND ACHIEVEMENT RESULTS

Percentage of Eligible Students Who Participated Fully

Percentage of Fully Participating Students Who Were Successful



Ontario Secondary School Literacy Test, 2018–2019

TIPS

Each school is unique. To appreciate the distinctive character of a school, look at the contextual information to understand the features and characteristics of the community it serves.



This test captures the performance of students at one point in time each year. Consider the results along with other information about students' performance.



Exercise caution when interpreting results for small schools as differences may look exaggerated. For example, in a group of 30 students, a difference of 10% represents only three students.



EQAO values students' privacy. Results are not reported publicly for schools where fewer than 10 students participated because it might be possible to identify individual students.

WHAT IS IN THIS REPORT?

This report shows how well students at this school have met the minimum standard for literacy to the end of Grade 9 as set out in *The Ontario Curriculum*.

This report includes

- results for this school compared to the board and province;
- information about the characteristics of the students who participated.

Specifically, you will find

- summary graphs showing participation and success rates;
- detailed tables and graphs showing results for various groups of students, e.g., by gender, English language learners;
- student questionnaire results; and
- an explanation of all terms used in this report.

HOW TO USE THIS REPORT

- Examine the contextual information to understand the similarities and differences among this school, the board and the province. Consider the challenges that any differences might present.
- Examine the school results.
 - Are these results consistent with what you would expect?
 - How do these results compare to board results or to the provincial results?
 - What influence might students' attitudes have on student performance (refer to the questionnaire results)?
- Speak to the school principal or the school council chair about the goals for improving student performance.

The Education Quality and Accountability Office is an independent agency that gathers information about student achievement through province-wide assessments.

Learn more about us at www.eqao.com.

Ontario Secondary School Literacy Test, 2018–2019

Contextual Information

This information provides a context for interpreting the school's results.

	School		Board		Province	
Enrolment						
Number of previously eligible students	78		614		58 128	
Number of schools with previously eligible students	n/a		8		792	
Number of students who were exempted	0		3		1 603	
	Number	Percent	Number	Percent	Number	Percent
Participation in the Test						
Of all previously eligible students, those who participated fully in the assessment	40	51%	348	57%	26 499	46%
Of all previously eligible students, those who were absent	6	8%	26	4%	4 574	8%
Of all previously eligible students, those who were deferred	0	0%	32	5%	6 110	11%
Of all previously eligible students, those who are completing the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC)	32	41%	208	34%	20 945	36%
Gender[†] Based on number of previously eligible students						
Female	29	37%	238	39%	22 295	38%
Male	49	63%	376	61%	35 833	62%
Gender not specified	0	0%	0	0%	0	0%
Student Status[†] Based on number of previously eligible students						
English language learners*	0	0%	74	12%	9 821	17%
English language learners receiving special provisions**§	0	0%	0	0%	2 259	9%
Students with special education needs (excluding gifted)*	36	46%	261	43%	23 286	40%
Students with special education needs receiving accommodations (excluding gifted)**	15	38%	83	24%	7 126	27%
Language^{††} Based on Student Questionnaire data						
	Number of Respondents:		39	321	24 422	
First language learned at home was other than English	16	41%	108	34%	7 974	33%
Speak only or mostly English at home	21	54%	203	63%	14 922	61%
Speak another language (or languages) as often as English at home	12	31%	70	22%	5 501	23%
Speak only or mostly another language (or other languages) at home	5	13%	45	14%	3 565	15%

[†] Contextual data are based on information provided by schools and/or boards through the Student Data Collection process.

* See Explanation of Terms.

** Counts and percentages are based on fully participating students.

§ Beginning in 2017–2018, the special provisions category includes extended periodic supervised breaks only.

†† Contextual data pertaining to “language” are gathered from the Student Questionnaire completed by students.

Ontario Secondary School Literacy Test, 2018–2019

Contextual Information (continued)

	School		Board		Province	
Year Student Entered Current School†						
Year of the assessment	17	22%	72	12%	13 527	23%
Year prior to the assessment	4	5%	67	11%	7 923	14%
2 years prior to the assessment	40	51%	354	58%	26 483	46%
3 or more years prior to the assessment	17	22%	121	20%	10 179	18%
Data not available	0	0%	0	0%	16	<1%
Year Student Entered Current Board†						
Year of the assessment	13	17%	51	8%	7 874	14%
Year prior to the assessment	3	4%	54	9%	5 699	10%
2 years prior to the assessment	11	14%	105	17%	6 638	11%
3 or more years prior to the assessment	51	65%	404	66%	37 718	65%
Data not available	0	0%	0	0%	199	<1%

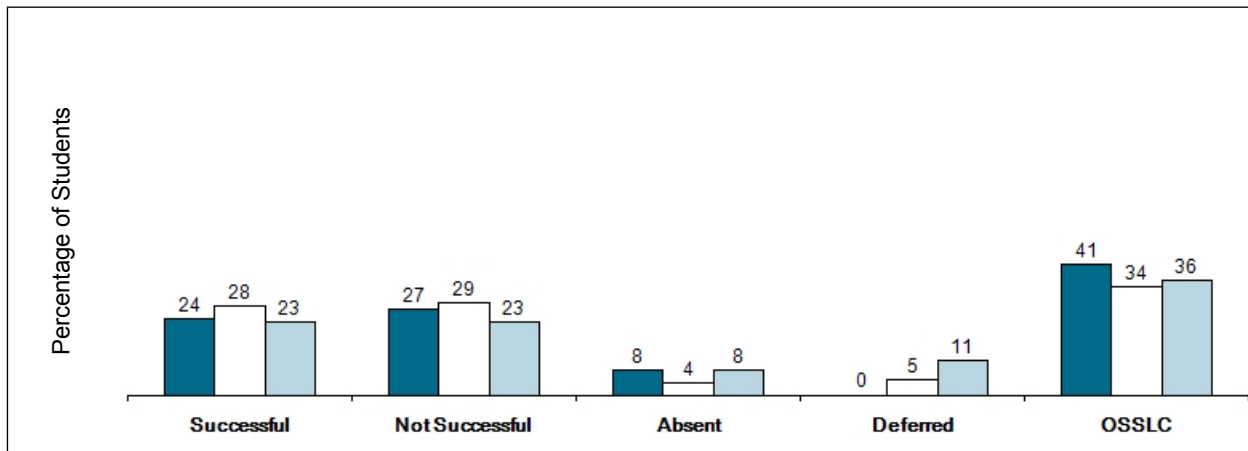
† Contextual data are based on information provided by schools and/or boards through the Student Data Collection process.

Ontario Secondary School Literacy Test, 2018–2019

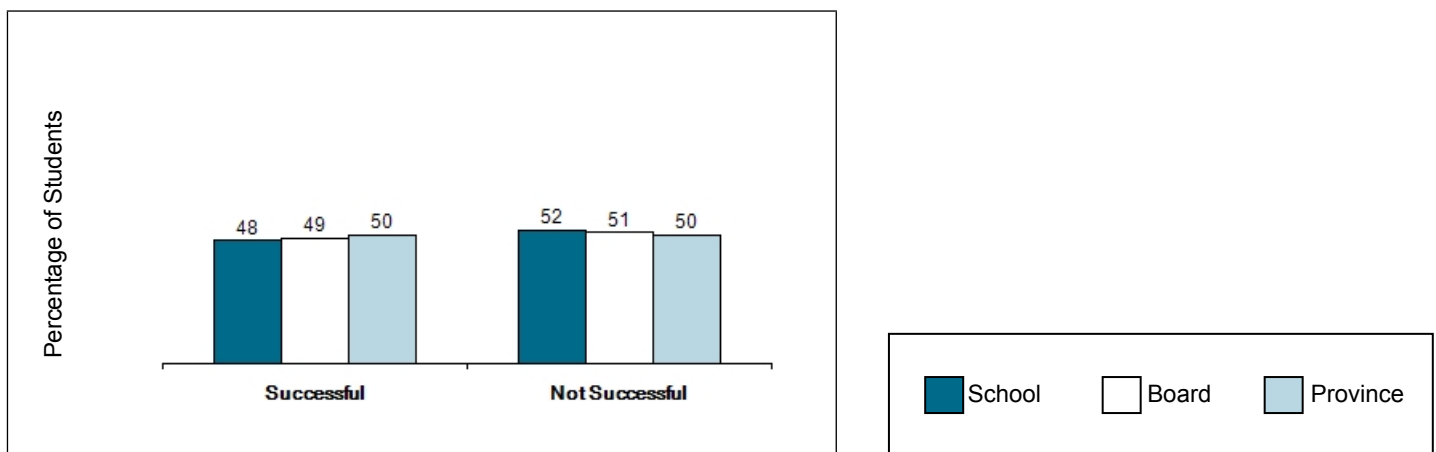
Results for All Students*

	Results for All Students Previously Eligible Students						
	All			Fully Participating			
	School # = 78	Board # = 614	Province # = 58 128	School # = 40	Board # = 348	Province # = 26 499	
Successful	19	24%	28%	23%	48%	49%	50%
Not Successful	21	27%	29%	23%	52%	51%	50%
Fully Participating	40	51%	57%	46%			
Absent	6	8%	4%	8%			
Deferred	0	0%	5%	11%			
OSSLC	32	41%	34%	36%			

Results for All Previously Eligible Students*



Results for Fully Participating Previously Eligible Students*



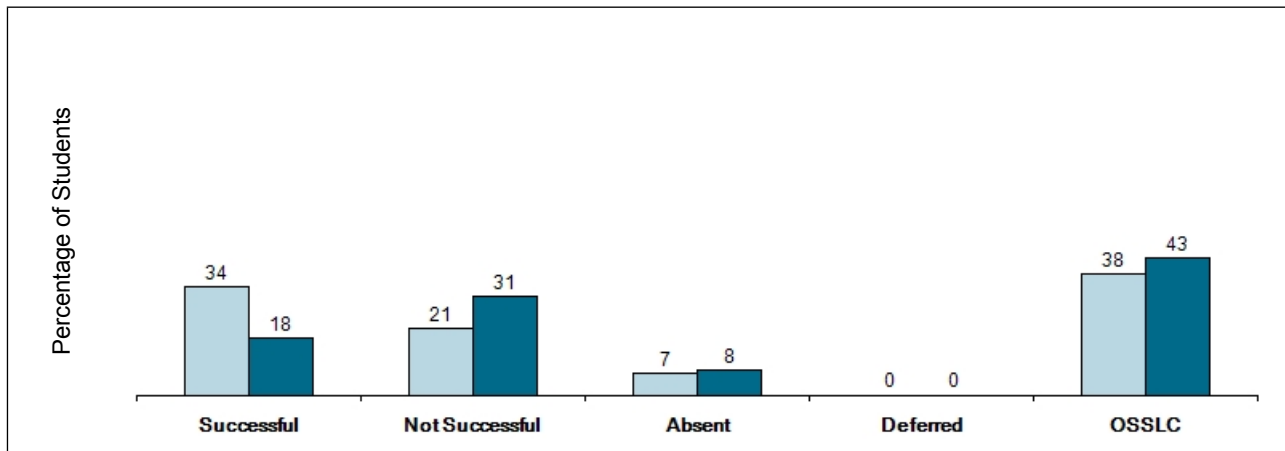
* Percentages in tables and bar graphs may not add up to 100, due to rounding.

Ontario Secondary School Literacy Test, 2018–2019

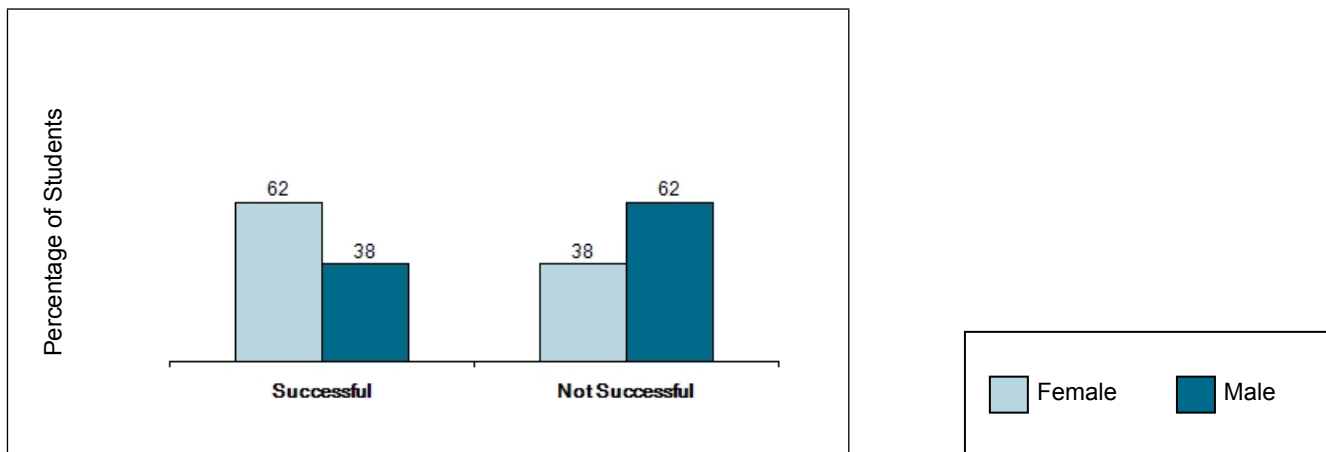
School Results by Gender*†

	School Results by Gender Previously Eligible Students					
	All				Fully Participating	
	Female # = 29		Male # = 49		Female # = 16	Male # = 24
Successful	10	34%	9	18%	62%	38%
Not Successful	6	21%	15	31%	38%	62%
Fully Participating	16	55%	24	49%		
Absent	2	7%	4	8%		
Deferred	0	0%	0	0%		
OSSLC	11	38%	21	43%		

School Results for All Previously Eligible Students by Gender*†



School Results for Fully Participating Previously Eligible Students by Gender*†



* Percentages in tables and bar graphs may not add up to 100, due to rounding.

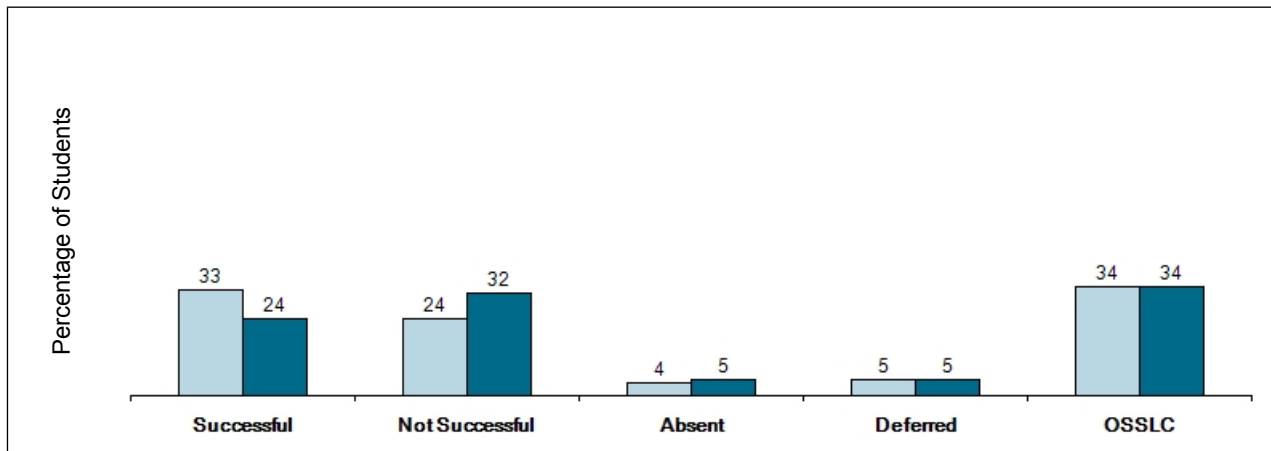
† Includes only students for whom gender data were available.

Ontario Secondary School Literacy Test, 2018–2019

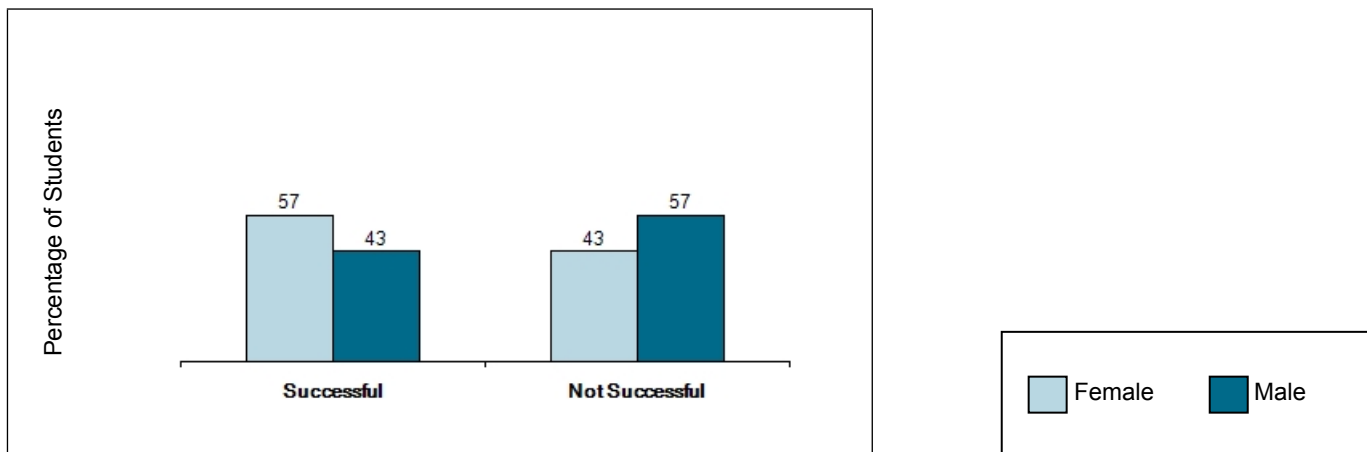
Board Results by Gender*†

Board Results by Gender Previously Eligible Students						
	All				Fully Participating	
	Female # = 238		Male # = 376		Female # = 136	Male # = 212
Successful	78	33%	92	24%	57%	43%
Not Successful	58	24%	120	32%	43%	57%
Fully Participating	136	57%	212	56%		
Absent	9	4%	17	5%		
Deferred	13	5%	19	5%		
OSSLC	80	34%	128	34%		

Board Results for All Previously Eligible Students by Gender*†



Board Results for Fully Participating Previously Eligible Students by Gender*†



* Percentages in tables and bar graphs may not add up to 100, due to rounding.

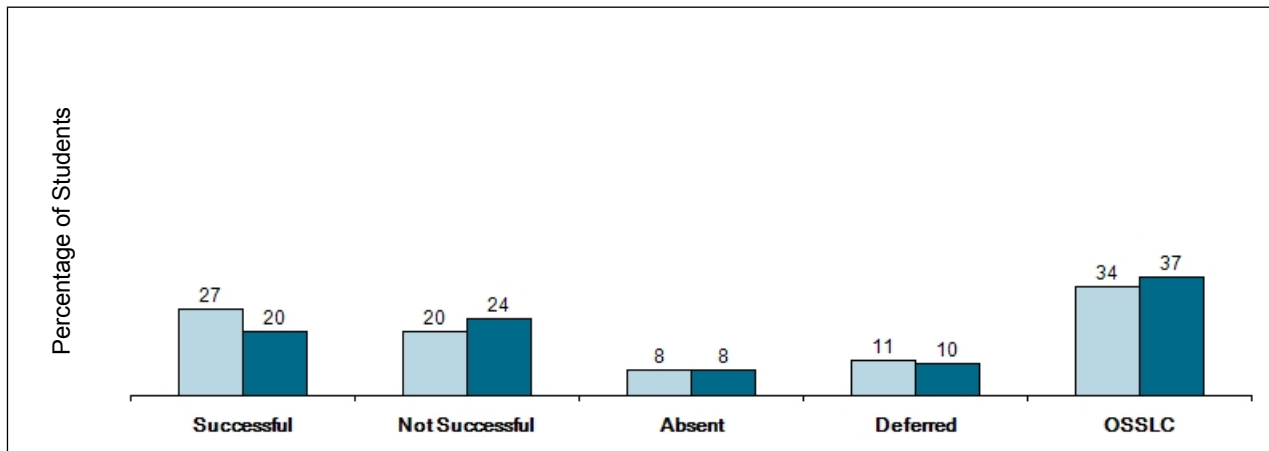
† Includes only students for whom gender data were available.

Ontario Secondary School Literacy Test, 2018–2019

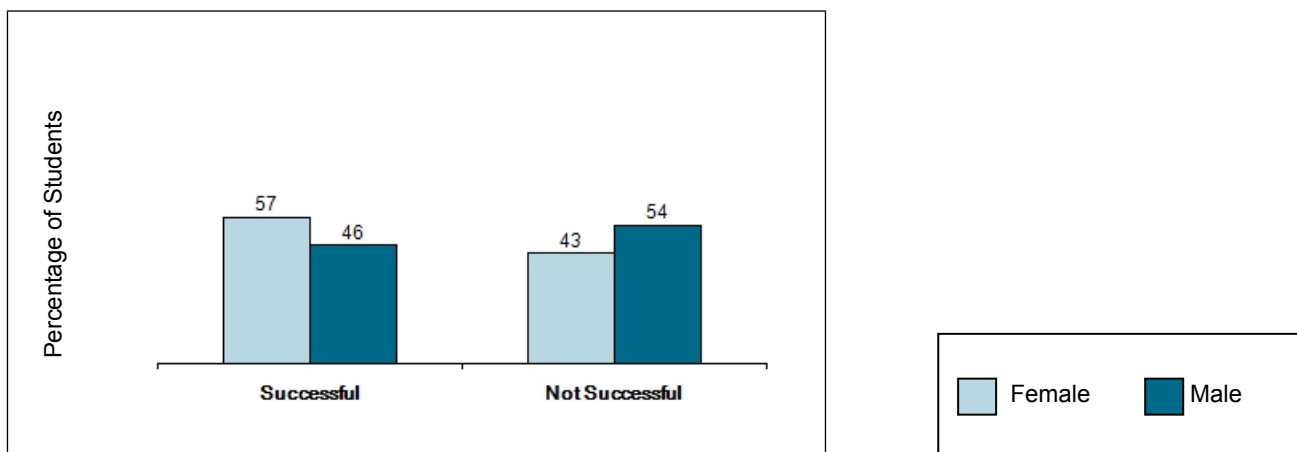
Provincial Results by Gender*†

Provincial Results by Gender Previously Eligible Students						
	All				Fully Participating	
	Female # = 22 295		Male # = 35 833		Female # = 10 474	Male # = 16 025
Successful	5 960	27%	7 294	20%	57%	46%
Not Successful	4 514	20%	8 731	24%	43%	54%
Fully Participating	10 474	47%	16 025	45%		
Absent	1 856	8%	2 718	8%		
Deferred	2 443	11%	3 667	10%		
OSSLC	7 522	34%	13 423	37%		

Provincial Results for All Previously Eligible Students by Gender*†



Provincial Results for Fully Participating Previously Eligible Students by Gender*†



* Percentages in tables and bar graphs may not add up to 100, due to rounding.

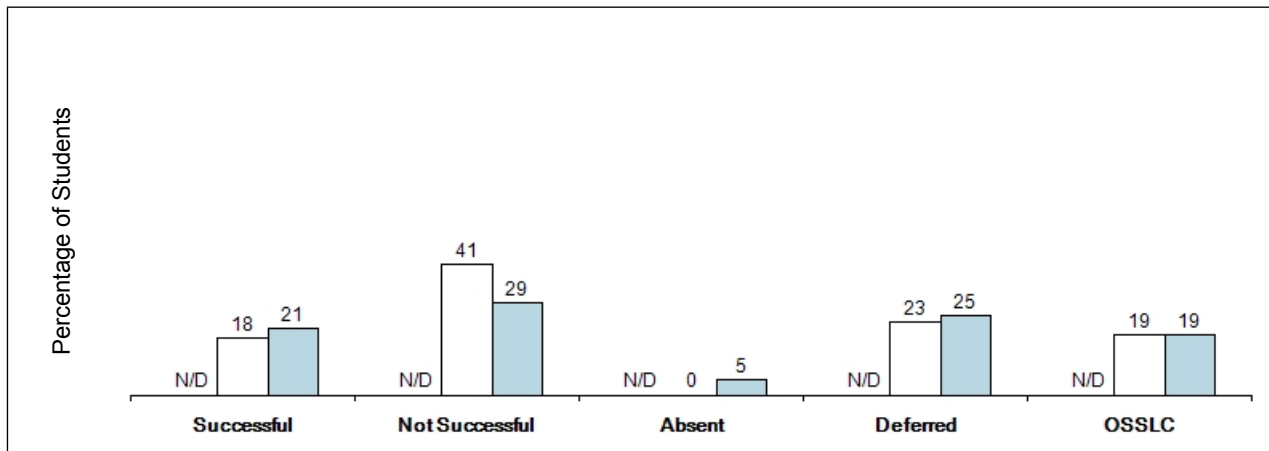
† Includes only students for whom gender data were available.

Ontario Secondary School Literacy Test, 2018–2019

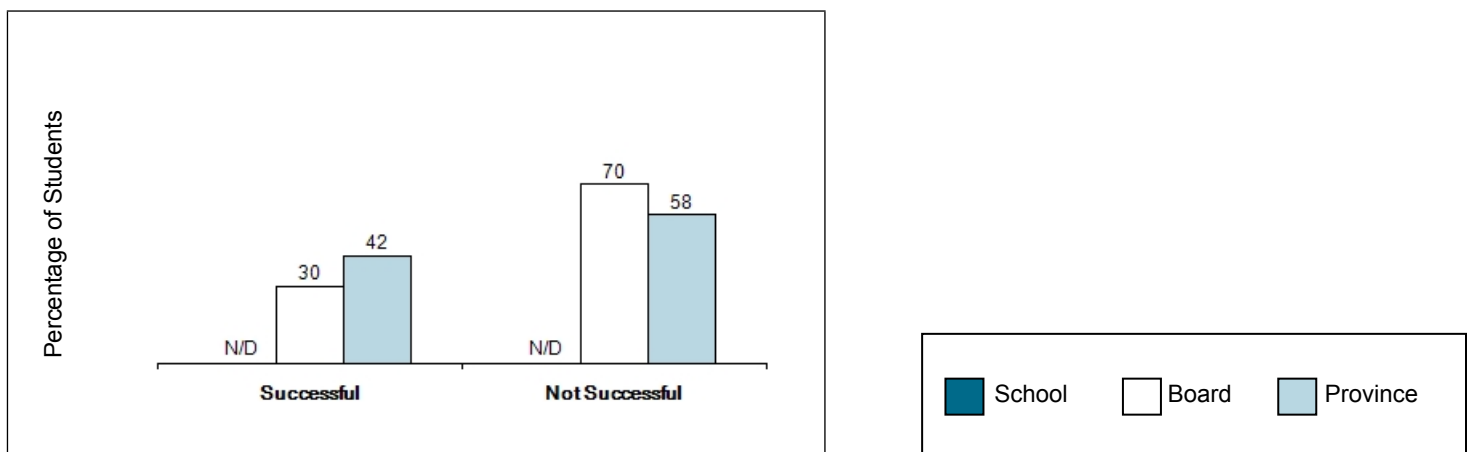
Results for English Language Learners*

Results for English Language Learners Previously Eligible Students						
	All			Fully Participating		
	School # = N/D	Board # = 74	Province # = 9 821	School # = N/D	Board # = 43	Province # = 4 926
Successful	N/D	N/D	18%	21%	N/D	42%
Not Successful	N/D	N/D	41%	29%	N/D	58%
Fully Participating	N/D	N/D	58%	50%		
Absent	N/D	N/D	0%	5%		
Deferred	N/D	N/D	23%	25%		
OSSLC	N/D	N/D	19%	19%		

Results for All Previously Eligible English Language Learners*



Results for Fully Participating Previously Eligible English Language Learners*



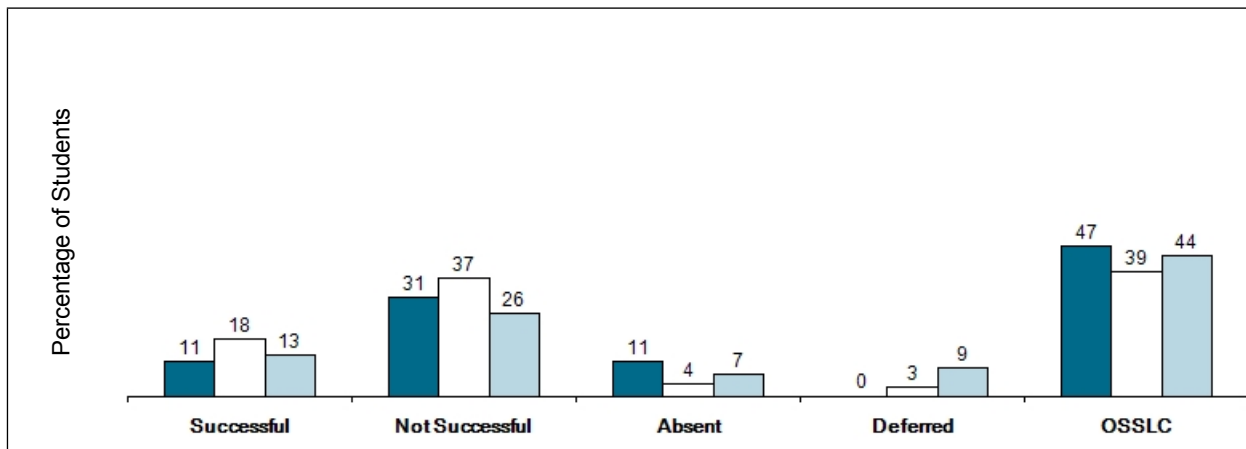
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Ontario Secondary School Literacy Test, 2018–2019

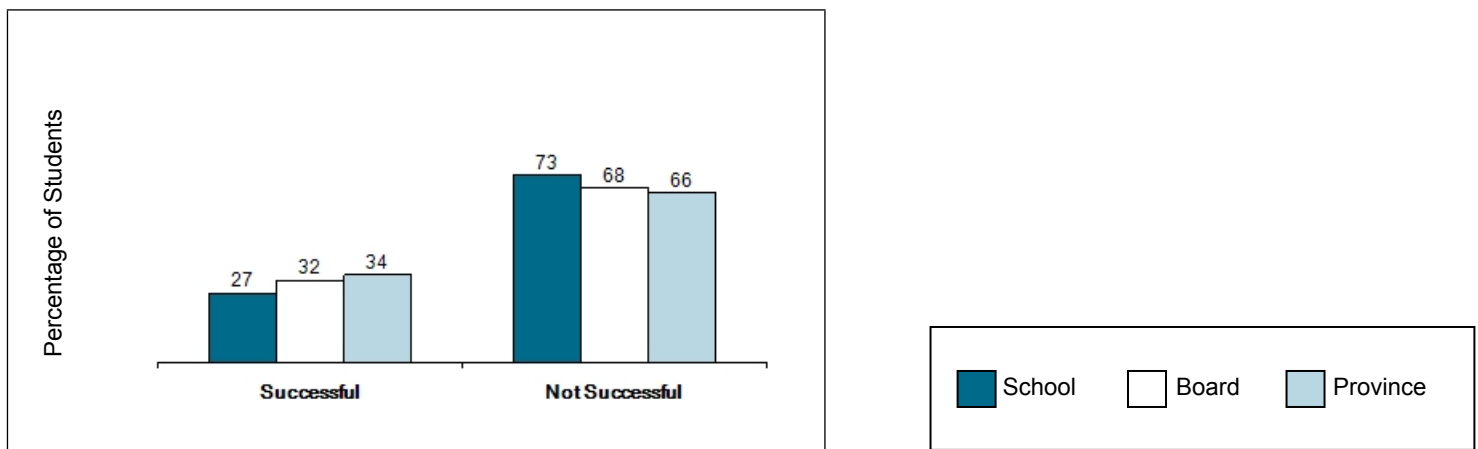
Results for Students with Special Education Needs (excluding gifted)*

Results for Students with Special Education Needs (excluding gifted) Previously Eligible Students							
	All			Fully Participating			
	School # = 36	Board # = 261	Province # = 23 286	School # = 15	Board # = 142	Province # = 9 163	
Successful	4	11%	18%	13%	27%	32%	34%
Not Successful	11	31%	37%	26%	73%	68%	66%
Fully Participating	15	42%	54%	39%			
Absent	4	11%	4%	7%			
Deferred	0	0%	3%	9%			
OSSLC	17	47%	39%	44%			

Results for All Previously Eligible Students with Special Education Needs (excluding gifted)*



Results for Fully Participating Previously Eligible Students with Special Education Needs (excluding gifted)*



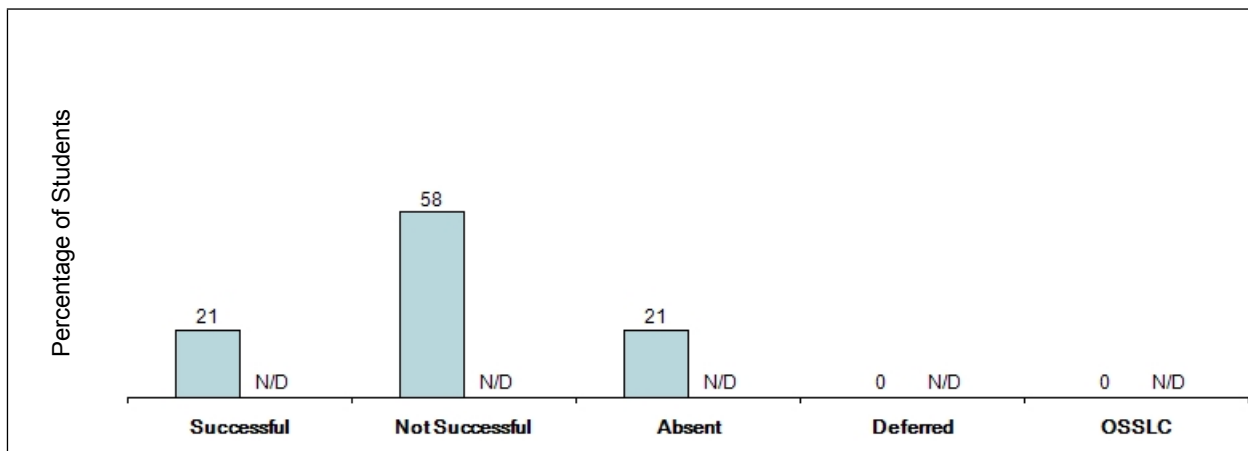
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Ontario Secondary School Literacy Test, 2018–2019

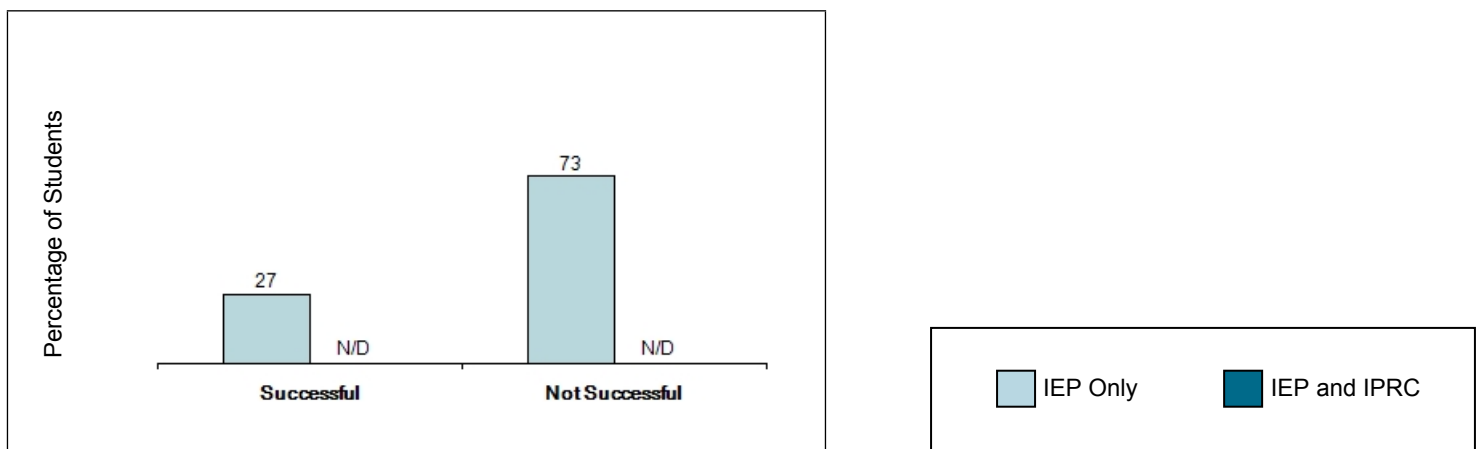
School Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)*

School Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) Previously Eligible Students						
	All				Fully Participating	
	IEP Only # = 19		IEP and IPRC # = N/D		IEP Only # = 15	IEP and IPRC # = N/D
Successful	4	21%	N/D	N/D	27%	N/D
Not Successful	11	58%	N/D	N/D	73%	N/D
Fully Participating	15	79%	N/D	N/D		
Absent	4	21%	N/D	N/D		
Deferred	0	0%	N/D	N/D		
OSSLC	0	0%	N/D	N/D		

School Results for All Previously Eligible Students with Special Education Needs Receiving Accommodations (excluding gifted)*



School Results for Fully Participating Previously Eligible Students with Special Education Needs Receiving Accommodations (excluding gifted)*



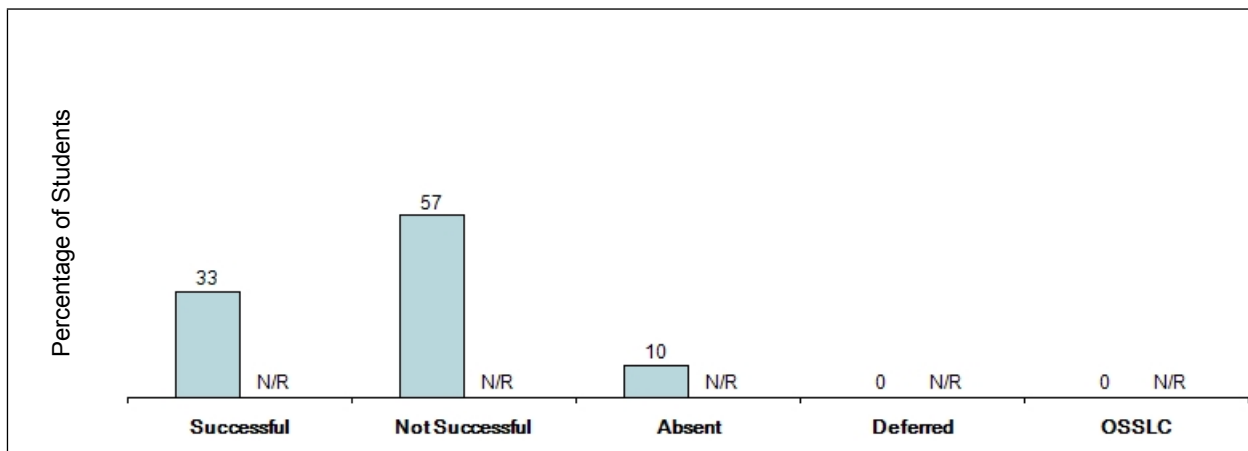
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Ontario Secondary School Literacy Test, 2018–2019

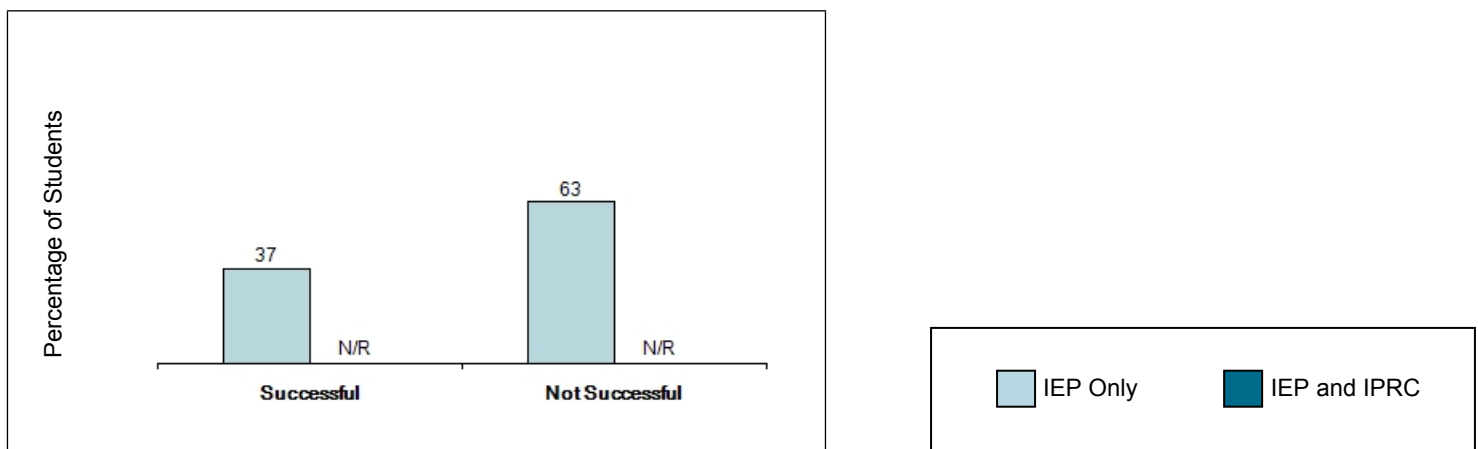
Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)*

Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) Previously Eligible Students						
	All				Fully Participating	
	IEP Only # = 84		IEP and IPRC # = N/R		IEP Only # = 76	IEP and IPRC # = N/R
Successful	28	33%	N/R	N/R	37%	N/R
Not Successful	48	57%	N/R	N/R	63%	N/R
Fully Participating	76	90%	N/R	N/R		
Absent	8	10%	N/R	N/R		
Deferred	0	0%	N/R	N/R		
OSSLC	0	0%	N/R	N/R		

Board Results for All Previously Eligible Students with Special Education Needs Receiving Accommodations (excluding gifted)*



Board Results for Fully Participating Previously Eligible Students with Special Education Needs Receiving Accommodations (excluding gifted)*



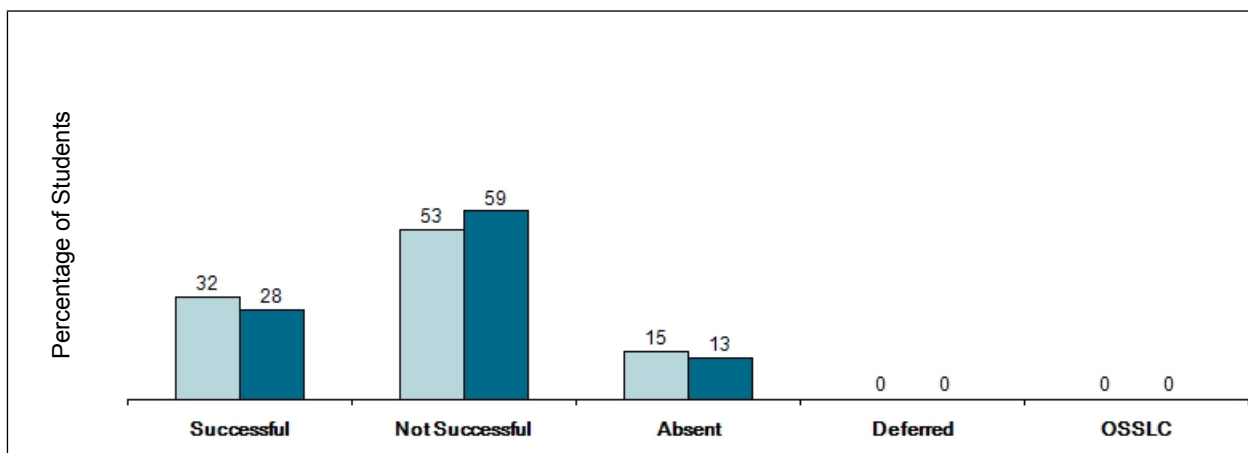
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Ontario Secondary School Literacy Test, 2018–2019

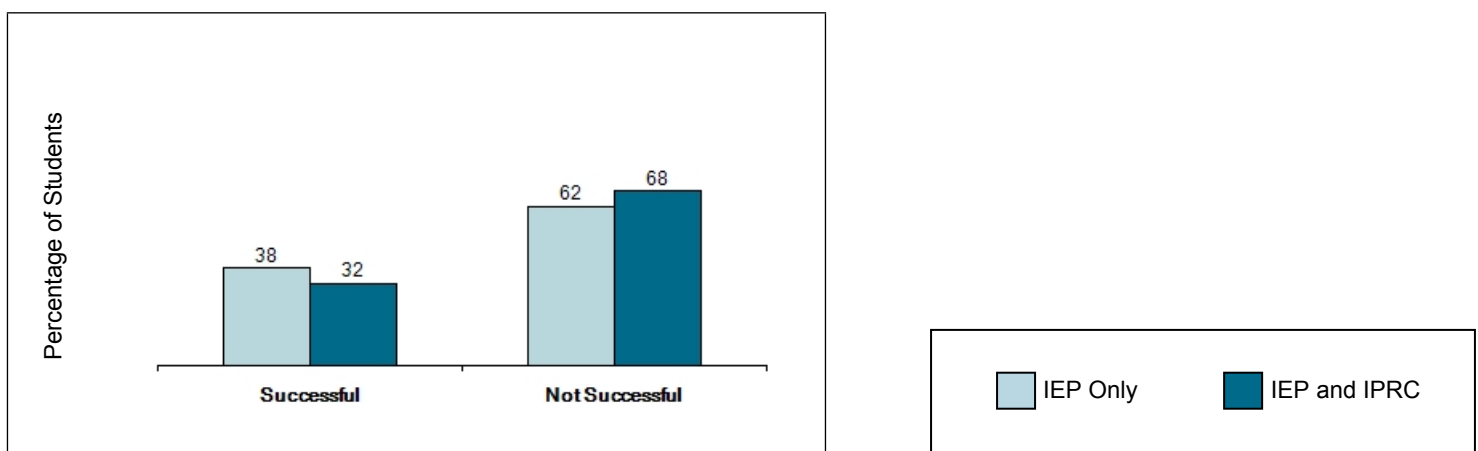
Provincial Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)*

Provincial Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) Previously Eligible Students						
	All				Fully Participating	
	IEP Only # = 3 765		IEP and IPRC # = 4 525		IEP Only # = 3 193	IEP and IPRC # = 3 933
Successful	1 205	32%	1 256	28%	38%	32%
Not Successful	1 988	53%	2 677	59%	62%	68%
Fully Participating	3 193	85%	3 933	87%		
Absent	572	15%	592	13%		
Deferred	0	0%	0	0%		
OSSLC	0	0%	0	0%		

Provincial Results for All Previously Eligible Students with Special Education Needs Receiving Accommodations (excluding gifted)*



Provincial Results for Fully Participating Previously Eligible Students with Special Education Needs Receiving Accommodations (excluding gifted)*



* Percentages in tables and bar graphs may not add up to 100, due to rounding.

Ontario Secondary School Literacy Test, 2018–2019

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 39)















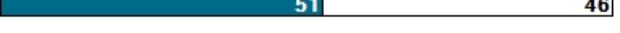

TYPES OF MATERIALS STUDENTS READ IN ENGLISH		Percentage of Students*				Number of students who answered "Three hours or more but less than five hours" or "Five hours or more"
1. Indicate how much time you spend reading in English outside school most weeks (print or electronic).		One hour or less	More than one hour but less than three hours	Three hours or more but less than five hours	Five hours or more	
non-fiction books, e.g., biographies		79	13	5		3
comics		85	13			0
Web sites, e-mail or chat messages, blogs		26	36	21	15	14
letters		90	5			1
magazines		85	10			1
manuals, instructions		85	13			0
newspapers		90	8			0
novels, fiction, short stories		67	21	8		3
song lyrics, poems		28	31	18	18	14
religious or spiritual writings		79	15			1

TYPES OF MATERIALS STUDENTS WRITE IN ENGLISH		Percentage of Students*				Number of students who answered "Three hours or more but less than five hours" or "Five hours or more"
2. Indicate how much time you spend outside school most weeks writing in English (print or electronic), not counting homework.		One hour or less	More than one hour but less than three hours	Three hours or more but less than five hours	Five hours or more	
on social media (Twitter, Facebook, blogs) or texting		13	26	26	36	24
letters, journals, diaries		79	13	5		2
notes, directions, instructions		79	13	5		2
song lyrics, poems		41	36	8	13	8
stories, fiction		82	13			1
work-related writing		38	49	10		4

* Percentages may not add up to 100, due to rounding or to missing responses. Where there is no number in a bar, the percentage of responses is smaller than four.

Ontario Secondary School Literacy Test, 2018–2019

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 39)

HOME COMPUTER USE		Percentage of Students*	Number of students
3. Indicate how often you use a computer at home for homework (choose one only).			
I don't have a computer at home.		10	4
I never or hardly ever use the computer for homework.		10	4
I use the computer once or twice a month for homework.		18	7
I use the computer once or twice a week for homework.		41	16
I use the computer almost every day for homework.		21	8
LANGUAGE BACKGROUND			
4. Is English the first language you learned at home?			
yes		59	23
no		41	16
5. What languages do you speak at home (choose one only)?			
only or mostly English		54	21
another language (or languages) as often as English		31	12
only or mostly another language (or other languages)		13	5
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No		
TYPES OF ENGLISH-LANGUAGE MATERIALS STUDENTS HAVE AT HOME		Percentage of Students*	Number of students who answered "Yes"
6. Indicate what English-language materials you have at home (print or electronic).			
dictionaries, encyclopedias		72	28
books		90	35
newspapers		51	20
magazines		59	23

* Percentages may not add up to 100, due to rounding or to missing responses. Where there is no number in a bar, the percentage of responses is smaller than four.

Ontario Secondary School Literacy Test, 2018–2019

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 39)	Female* (# = 15)	Male* (# = 24)	All (# = 321)	Female* (# = 125)	Male* (# = 196)	All (# = 24 422)	Female* (# = 9 839)	Male* (# = 14 583)
HOME COMPUTER USE									
Percentage of students indicating that they									
have a computer at home.	90%	87%	92%	90%	94%	87%	88%	90%	87%
use the computer almost every day for homework.	21%	27%	17%	23%	32%	17%	27%	31%	24%
TYPES OF MATERIALS STUDENTS READ IN ENGLISH									
Indicate how much time you spend reading in English outside school most weeks (print or electronic).									
Percentage of students who answered “Three hours or more but less than five hours” or “Five hours or more”†									
non-fiction books, e.g., biographies	8%	20%	0%	11%	14%	9%	13%	15%	11%
comics	0%	0%	0%	3%	2%	4%	7%	6%	7%
Web sites, e-mail or chat messages, blogs	36%	47%	29%	45%	52%	41%	48%	54%	44%
letters	3%	0%	4%	5%	4%	6%	3%	3%	3%
magazines	3%	7%	0%	2%	3%	2%	2%	2%	2%
manuals, instructions	0%	0%	0%	3%	0%	6%	4%	3%	5%
newspapers	0%	0%	0%	1%	1%	1%	2%	2%	2%
novels, fiction, short stories	8%	20%	0%	12%	12%	12%	18%	25%	13%
song lyrics, poems	36%	33%	38%	34%	35%	33%	30%	34%	28%
religious or spiritual writings	3%	0%	4%	5%	7%	4%	7%	7%	6%
TYPES OF ENGLISH LANGUAGE-MATERIALS STUDENTS HAVE AT HOME									
Indicate what English-language materials you have at home (print or electronic).									
Percentage of students									
dictionaries, encyclopedias	72%	67%	75%	65%	66%	64%	69%	71%	67%
books	90%	93%	88%	88%	95%	84%	90%	93%	89%
newspapers	51%	40%	58%	60%	67%	56%	61%	60%	61%
magazines	59%	60%	58%	59%	66%	55%	56%	56%	56%
TYPES OF MATERIALS STUDENTS WRITE IN ENGLISH									
Indicate how much time you spend outside school most weeks writing in English (print or electronic), not counting homework.									
Percentage of students who answered “Three hours or more but less than five hours” or “Five hours or more”†									
on social media (Twitter, Facebook, blogs) or texting	62%	73%	54%	50%	60%	43%	49%	54%	45%
letters, journals, diaries	5%	13%	0%	5%	9%	3%	5%	8%	3%
notes, directions, instructions	5%	0%	8%	7%	8%	6%	7%	8%	6%
song lyrics, poems	21%	13%	25%	22%	22%	21%	18%	19%	17%
stories, fiction	3%	7%	0%	6%	7%	5%	8%	12%	6%
work-related writing	10%	7%	12%	14%	17%	12%	18%	22%	15%

* Includes only students for whom gender data were available.

† Other response options were “one hour or less” and “more than one hour but less than three hours.”

Ontario Secondary School Literacy Test, 2018–2019

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 39)	Female* (# = 15)	Male* (# = 24)	All (# = 321)	Female* (# = 125)	Male* (# = 196)	All (# = 24 422)	Female* (# = 9 839)	Male* (# = 14 583)
LANGUAGE BACKGROUND									
Percentage of students indicating that the first language they learned at home was									
other than English.	41%	67%	25%	34%	40%	30%	33%	36%	30%
Percentage of students indicating that they speak the following language(s) at home:**									
only or mostly English	54%	33%	67%	63%	55%	68%	61%	57%	64%
another language (or languages) as often as English	31%	53%	17%	22%	27%	18%	23%	26%	20%
only or mostly another language (or other languages)	13%	13%	12%	14%	17%	12%	15%	16%	14%

* Includes only students for whom gender data were available.

** Percentages may not add up to 100, due to rounding or to missing responses.

Ontario Secondary School Literacy Test, 2018–2019

EXPLANATION OF TERMS	
First-Time Eligible Students	First-time eligible students are working toward an Ontario Secondary School Diploma (OSSD). These students are expected to write the Ontario Secondary School Literacy Test (OSSLT) for the first time in the spring of their second year of secondary school; this also applies to students who entered Grade 10 from out of province.
Previously Eligible Students	Previously eligible includes all students who were absent or deferred, or were unsuccessful during one or more previous administrations; were previously exempted but are now working toward an OSSD; entered Grade 11 or 12 from out of province or enrolled in an adult education program and began Grade 9 in or after the 2000–2001 school year.
All Eligible Students	This method of reporting provides percentages based on all students in the cohort who are working toward an OSSD. The only students excluded are those who are not working toward an OSSD (exempt students).
Fully Participating Students	This method of reporting provides percentages based on students for whom there is work for both sessions of the administration of the OSSLT and who were assigned an achievement result (successful, not successful). Students who are not working toward an OSSD, those who were absent and those who were deferred are excluded.
Successful	Students who fully participated in the OSSLT and received a score that met the expected standard.
Not Successful	Students who fully participated in the OSSLT and received a score that did not meet the expected standard.
Absent	Students who did not submit work for one or both sessions due to absence or for other reasons.
Deferred	Students' participation in the OSSLT can be deferred under several circumstances, as outlined in EQAO's <i>How to Administer the OSSLT</i> . A student is categorized as deferred only if the school indicates a deferral. If a student completed any portion of the OSSLT, he or she is not categorized as deferred.
OSSLC	Students are placed in this category of reporting if the school indicated that the students would be fulfilling the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC). For details about the OSSLC, see the Ministry of Education Web site (www.edu.gov.on.ca). All students identified as planning to fulfill the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC) are reported as previously eligible students. If a student completed any portion of the OSSLT, he or she is not categorized as OSSLC.
Exempted	Students can be exempted from the OSSLT only if they are not working toward an OSSD. A student is categorized as exempted only if the school indicates that the student is exempted. If a student completed any portion of the OSSLT, he or she is not categorized as exempted.
English Language Learners	Students who have been identified by the school in accordance with <i>English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12</i> (2007).
English Language Learners Receiving Special Provisions	These are English language learners identified by the school as receiving special provisions. Detailed information about special provisions is available in EQAO's <i>How to Administer the OSSLT</i> .
Students with Special Education Needs (excluding gifted)	Students who have been formally identified by an Identification, Placement and Review Committee (IPRC), as well as students who have an Individual Education Plan (IEP). Students identified solely as gifted are not included.
Students with Special Education Needs Receiving Accommodations (excluding gifted)	These are students with special education needs identified by the school as receiving accommodations. Students identified solely as gifted are not included. Detailed information about accommodations are available in the Ministry of Education's <i>Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements</i> (2016) and EQAO's <i>How to Administer the OSSLT</i> .
N/R	"Not reported" indicates that the number of students participating (fewer than 10 in a group) or responding to the Student Questionnaire (fewer than six in a group) is so small that identification of individual student results might be possible; therefore results are not reported.
N/D	"No data available" is used to indicate that there were no students in the group or year specified.
W	Results are being withheld by EQAO. For further information, please contact the school principal.