



School Report

Previously Eligible Students



Ontario Secondary School Literacy Test, 2016–2017

School: Almonte DHS (891630)

Board: Upper Canada DSB (66192)

On behalf of EQAO, I am pleased to provide you with the results of the 2016–2017 Ontario Secondary School Literacy Test (OSSLT). This report includes the 2016–2017 school and board results, as well as demographic and attitudinal information, which provides context for interpreting achievement results.

By developing assessments that gauge student achievement against the learning expectations outlined in *The Ontario Curriculum*, EQAO ensures that every student in Ontario’s school system is assessed using the same yardstick at key stages in his or her schooling. In doing so, EQAO is able to provide reliable and objective data at the individual student, school and board levels that support educators in their professional practice.

OSSLT results are a powerful tool that helps educators, parents and students identify achievements, challenges and strategies for improvement. In an increasingly knowledge-based economy, literacy is a critical foundation for success in school and life outside school. For this reason, the OSSLT is particularly valuable as an indicator of whether Ontario students have acquired the fundamental reading and writing skills across all subjects up to the end of Grade 9.

Of course, the information that EQAO provides is not limited to student achievement results and also includes contextual, attitudinal and behavioral data. This wide range of data enables school and board communities to gain richer insights into students’ learning. By using EQAO data in conjunction with classroom and school-board information, educators across the province have been able to make evidence-based decisions in their planning and to monitor the progress of their initiatives. Because of this, EQAO data have served as a catalyst for improving student achievement since the inception of the agency, in 1996.

We hope you will find this report useful. It has been designed to assist you in your conversations about improving student learning. We look forward to continuing our partnership with you as we all work toward helping students meet, at the minimum, the provincial standard.

Sincerely,

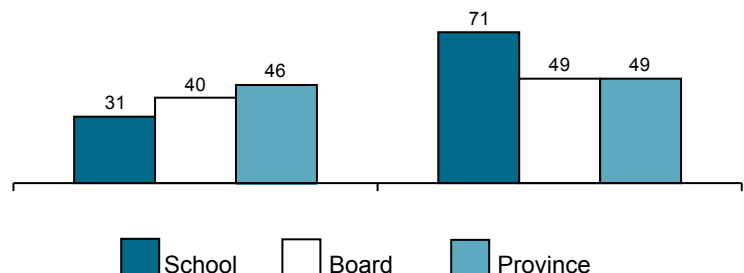
Norah Marsh
Chief Executive Officer
Education Quality and Accountability Office

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PREVIOUSLY ELIGIBLE STUDENTS, 2016–2017: 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, 2016–2017

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 board results or to the provincial results?
 - How do these results compare over time?
 - 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, 2016–2017

Contextual Information

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

	School		Board		Province	
Enrolment						
Number of previously eligible students	45		1 112		58 895	
Number of schools with previously eligible students	n/a		23		827	
Number of students who were exempted	3		37		1 562	
	Number	Percent	Number	Percent	Number	Percent
Participation in the Test						
Of all previously eligible students, those who participated fully in the assessment	14	31%	440	40%	27 360	46%
Of all previously eligible students, those who were absent	0	0%	63	6%	4 901	8%
Of all previously eligible students, those who were deferred	0	0%	94	8%	6 810	12%
Of all previously eligible students, those who are completing the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC) [§]	31	69%	515	46%	19 824	34%
Gender[†] Based on number of previously eligible students						
Female	12	27%	467	42%	23 582	40%
Male	33	73%	645	58%	35 313	60%
Gender not specified	0	0%	0	0%	0	0%
Student Status[†] Based on number of previously eligible students						
English language learners*	0	0%	10	1%	11 276	19%
English language learners receiving special provisions**	0	0%	9	2%	5 379	20%
Students with special education needs (excluding gifted)*	20	44%	546	49%	22 624	38%
Students with special education needs receiving accommodations (excluding gifted)**	8	57%	213	48%	8 113	30%
Language^{††} Based on Student Questionnaire data						
	Number of Respondents:		400		25 019	
First language learned at home was other than English	0	0%	36	9%	9 138	37%
Speak only or mostly English at home	10	91%	349	87%	14 484	58%
Speak another language (or other languages) as often as English at home	1	9%	37	9%	5 683	23%
Speak only or mostly another language (or other languages) at home	0	0%	10	2%	4 368	17%

† Contextual data are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by schools or boards.

* See Explanation of Terms.

** Counts and percentages are based on students who participated in the March administration, which offered all permitted special provisions and accommodations. These data were collected through EQAO's Student Data Collection system.

†† Contextual data pertaining to "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by students.

§ All students identified as planning to fulfill the literacy requirement through the OSSLC are reported as previously eligible students.

Ontario Secondary School Literacy Test, 2016–2017

Contextual Information (continued)

	School		Board		Province	
Year Student Entered Current School†						
Year of the assessment	5	11%	178	16%	14 163	24%
Year prior to the assessment	5	11%	80	7%	9 448	16%
2 years prior to the assessment	24	53%	484	44%	24 216	41%
3 or more years prior to the assessment	11	24%	209	19%	10 174	17%
Data not available	0	0%	161	14%	894	2%
Year Student Entered Current Board†						
Year of the assessment	4	9%	50	4%	8 477	14%
Year prior to the assessment	1	2%	35	3%	6 465	11%
2 years prior to the assessment	2	4%	60	5%	5 917	10%
3 or more years prior to the assessment	38	84%	717	64%	34 855	59%
Data not available	0	0%	250	22%	3 181	5%

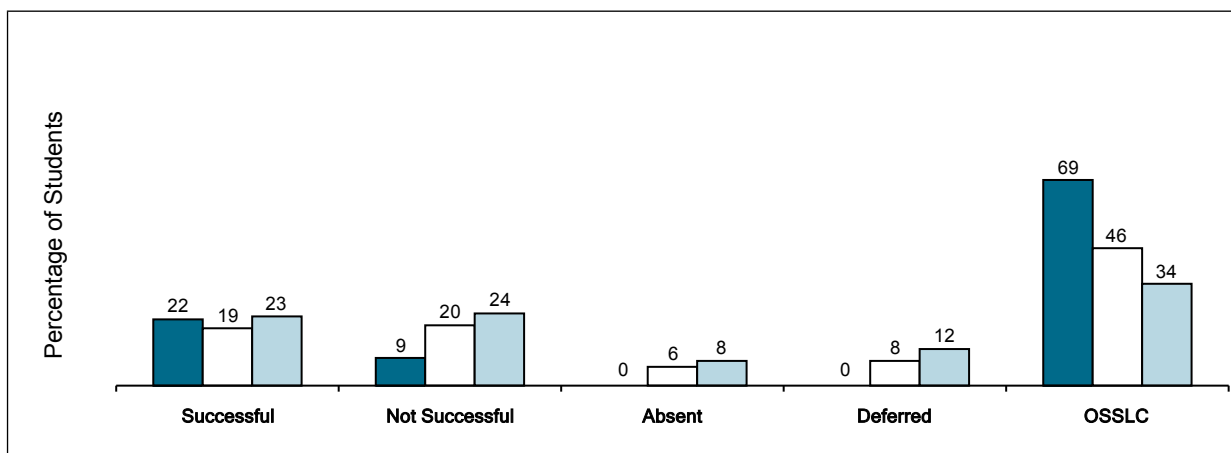
† Contextual data are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by schools or boards.

Ontario Secondary School Literacy Test, 2016–2017

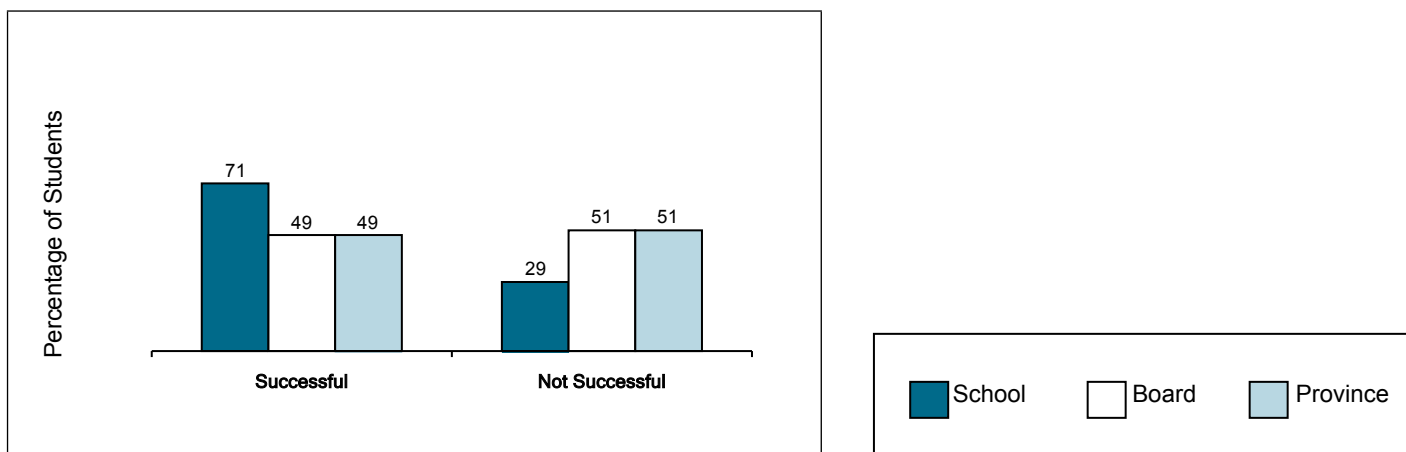
Results for All Students*

Results for All Students Previously Eligible Students						
	All			Fully Participating		
	School # = 45	Board # = 1 112	Province # = 58 895	School # = 14	Board # = 440	Province # = 27 360
Successful	10	22%	19%	23%	71%	49%
Not Successful	4	9%	20%	24%	29%	51%
Fully Participating	14	31%	40%	46%		
Absent	0	0%	6%	8%		
Deferred	0	0%	8%	12%		
OSSLC	31	69%	46%	34%		

Results for All Previously Eligible Students*



Results for Fully Participating Previously Eligible Students*



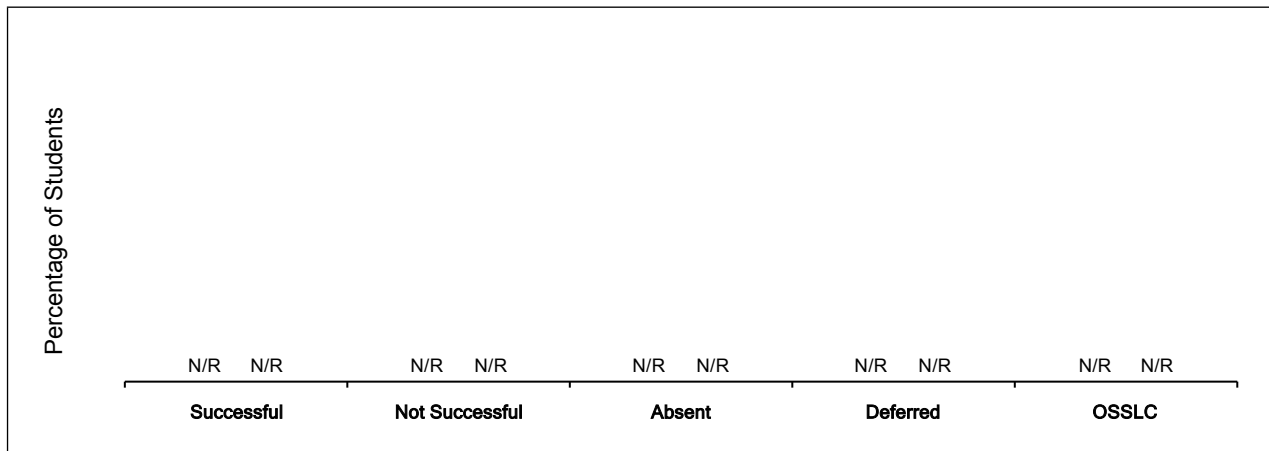
* Percentages in tables and bar graphs may not add up to 100, due to rounding.

Ontario Secondary School Literacy Test, 2016–2017

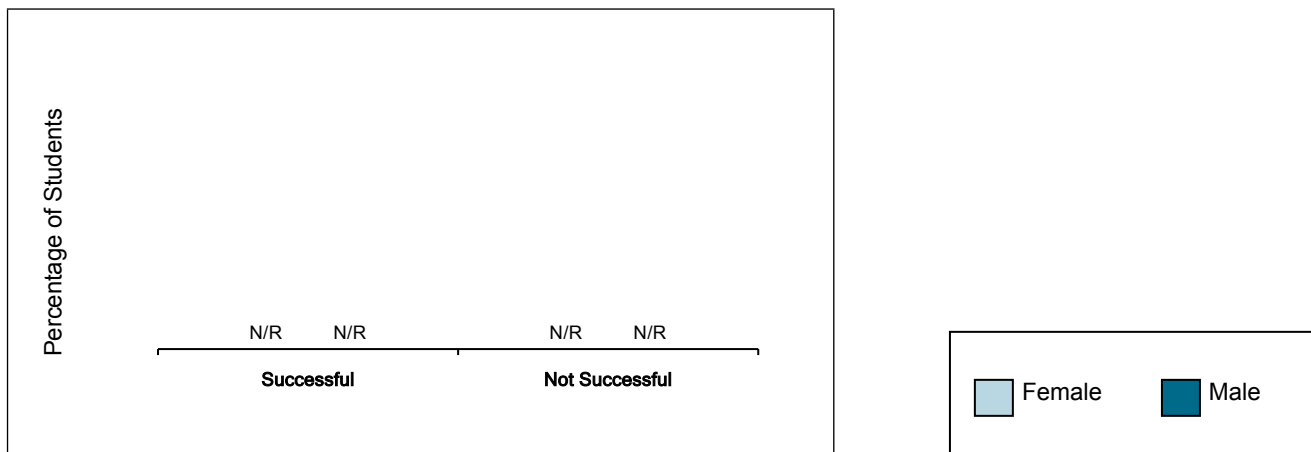
School Results by Gender*†

School Results by Gender Previously Eligible Students						
	All				Fully Participating	
	Female # = N/R		Male # = N/R		Female # = N/R	Male # = N/R
Successful	N/R	N/R	N/R	N/R	N/R	N/R
Not Successful	N/R	N/R	N/R	N/R	N/R	N/R
Fully Participating	N/R	N/R	N/R	N/R		
Absent	N/R	N/R	N/R	N/R		
Deferred	N/R	N/R	N/R	N/R		
OSSLC	N/R	N/R	N/R	N/R		

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.

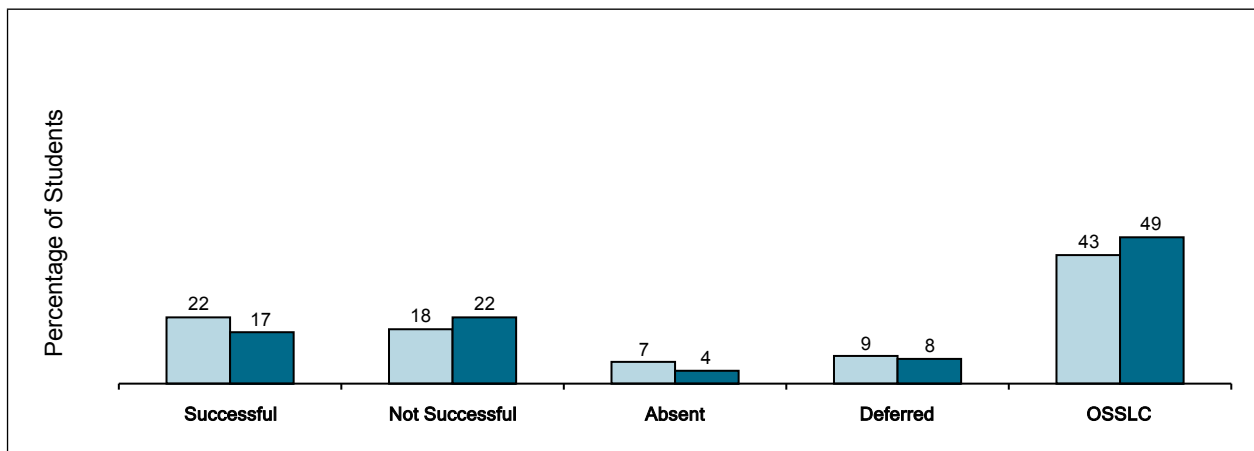
† Includes only students for whom gender data were available.

Ontario Secondary School Literacy Test, 2016–2017

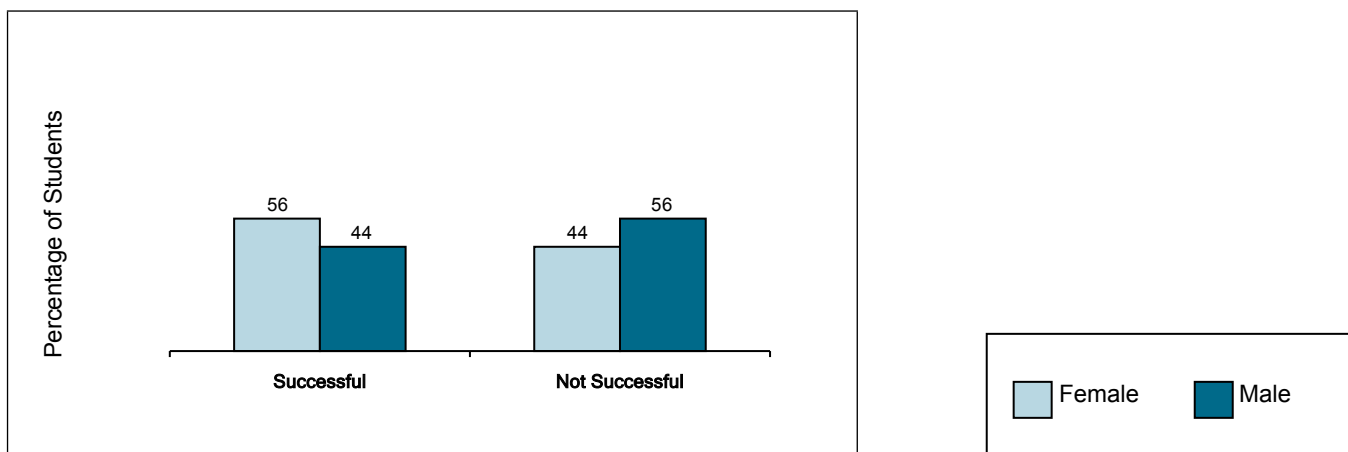
Board Results by Gender*†

Board Results by Gender Previously Eligible Students						
	All				Fully Participating	
	Female # = 467		Male # = 645		Female # = 188	Male # = 252
Successful	105	22%	111	17%	56%	44%
Not Successful	83	18%	141	22%	44%	56%
Fully Participating	188	40%	252	39%		
Absent	35	7%	28	4%		
Deferred	44	9%	50	8%		
OSSLC	200	43%	315	49%		

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.

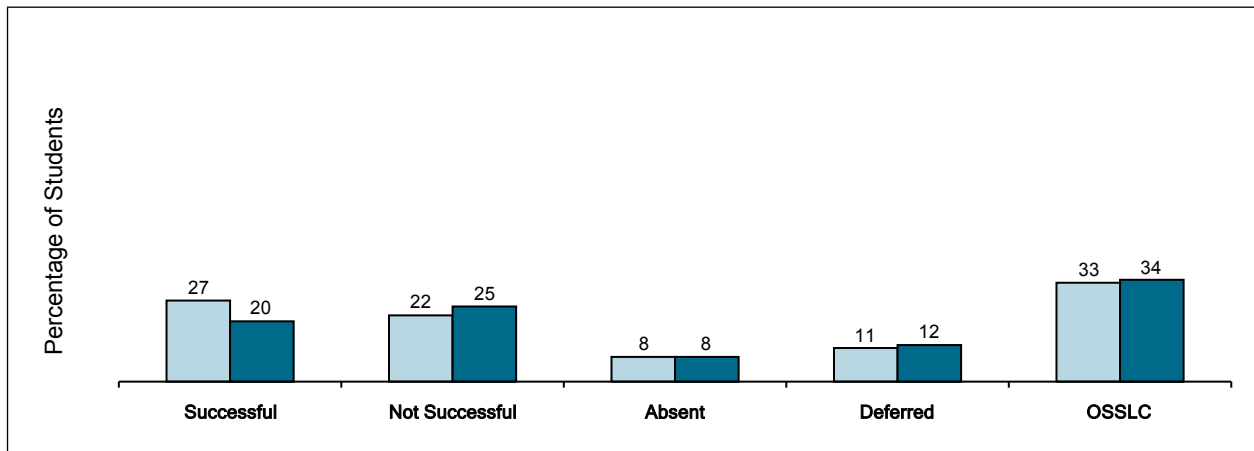
† Includes only students for whom gender data were available.

Ontario Secondary School Literacy Test, 2016–2017

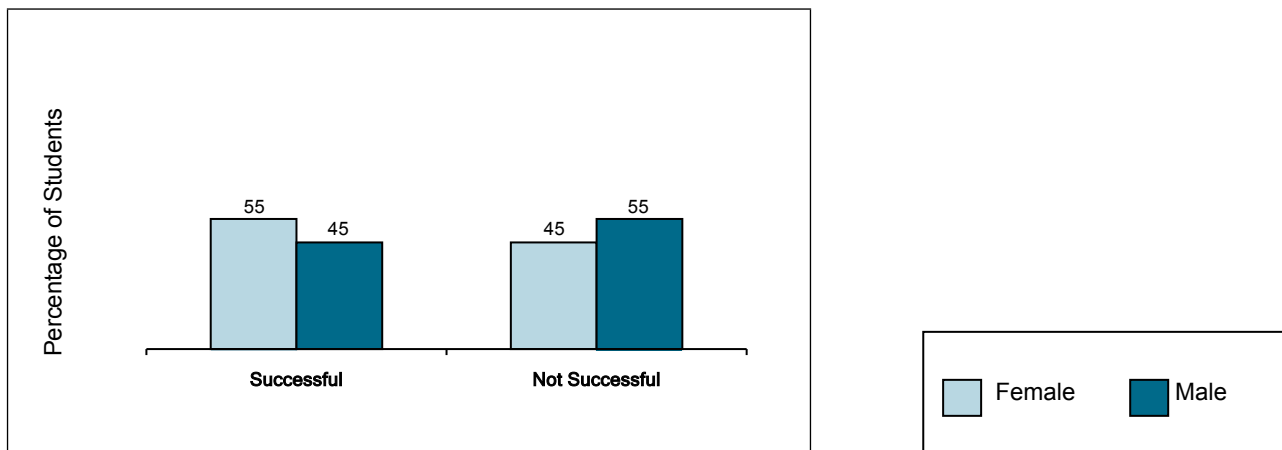
Provincial Results by Gender*†

Provincial Results by Gender Previously Eligible Students						
	All				Fully Participating	
	Female # = 23 582		Male # = 35 313		Female # = 11 349	Male # = 16 011
Successful	6 255	27%	7 178	20%	55%	45%
Not Successful	5 094	22%	8 833	25%	45%	55%
Fully Participating	11 349	48%	16 011	45%		
Absent	1 914	8%	2 987	8%		
Deferred	2 631	11%	4 179	12%		
OSSLC	7 688	33%	12 136	34%		

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.

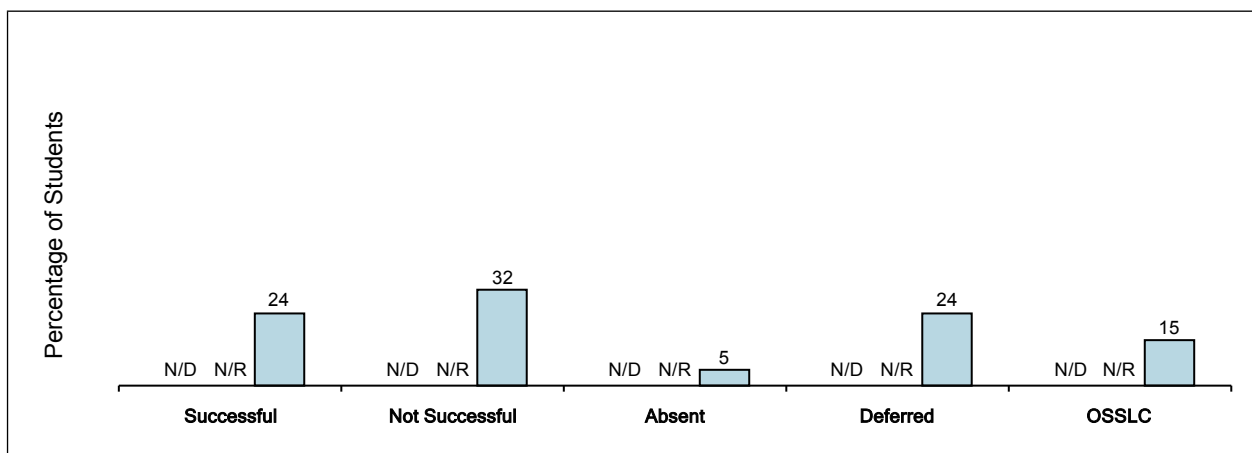
† Includes only students for whom gender data were available.

Ontario Secondary School Literacy Test, 2016–2017

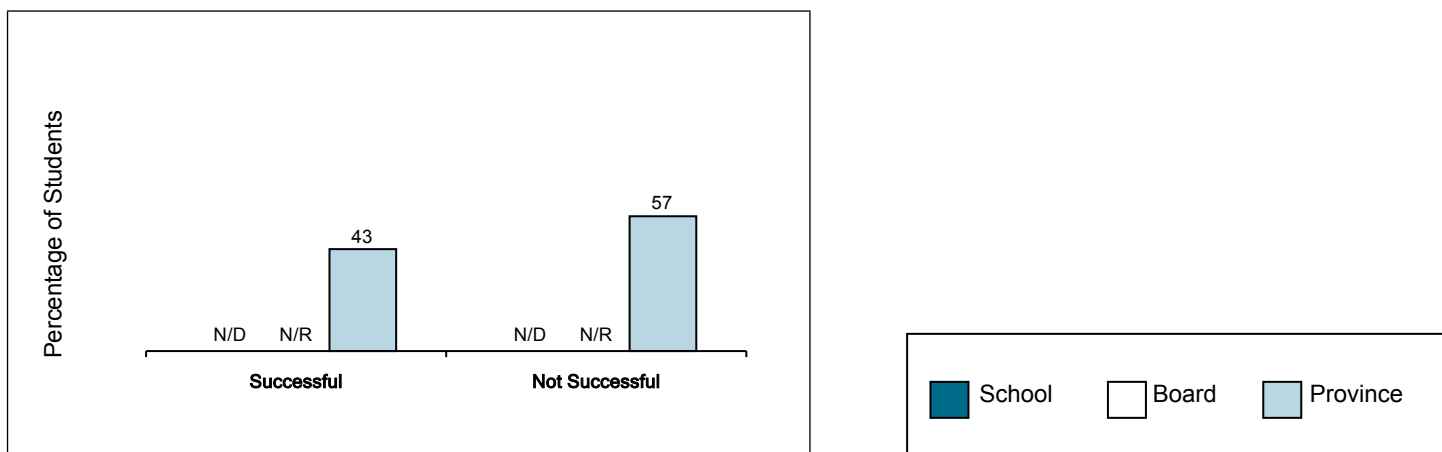
Results for English Language Learners*

Results for English Language Learners Previously Eligible Students							
	All			Fully Participating			
	School # = N/D	Board # = N/R	Province # = 11 276	School # = N/D	Board # = N/R	Province # = 6 308	
Successful	N/D	N/D	N/R	24%	N/D	N/R	43%
Not Successful	N/D	N/D	N/R	32%	N/D	N/R	57%
Fully Participating	N/D	N/D	N/R	56%			
Absent	N/D	N/D	N/R	5%			
Deferred	N/D	N/D	N/R	24%			
OSSLC	N/D	N/D	N/R	15%			

Results for All Previously Eligible English Language Learners*



Results for Fully Participating Previously Eligible English Language Learners*



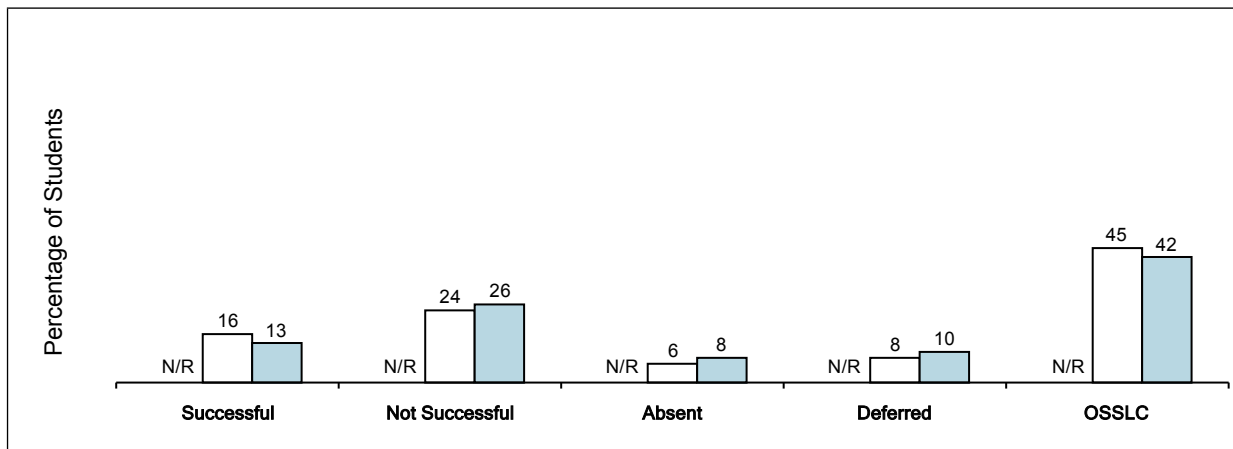
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Ontario Secondary School Literacy Test, 2016–2017

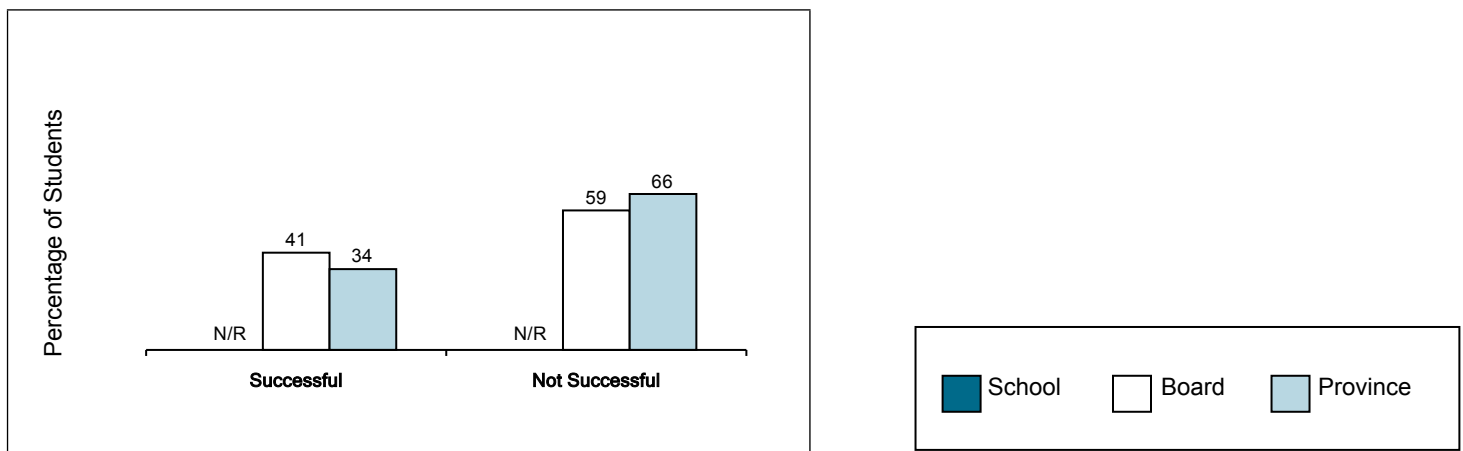
Results for Students with Special Education Needs (excluding gifted)*

Results for Students with Special Education Needs (excluding gifted) Previously Eligible Students						
	All				Fully Participating	
	School # = N/R	Board # = 546	Province # = 22 624	School # = N/R	Board # = 219	Province # = 8 846
Successful	N/R	N/R	16%	13%	N/R	34%
Not Successful	N/R	N/R	24%	26%	N/R	66%
Fully Participating	N/R	N/R	40%	39%		
Absent	N/R	N/R	6%	8%		
Deferred	N/R	N/R	8%	10%		
OSSLC	N/R	N/R	45%	42%		

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)*



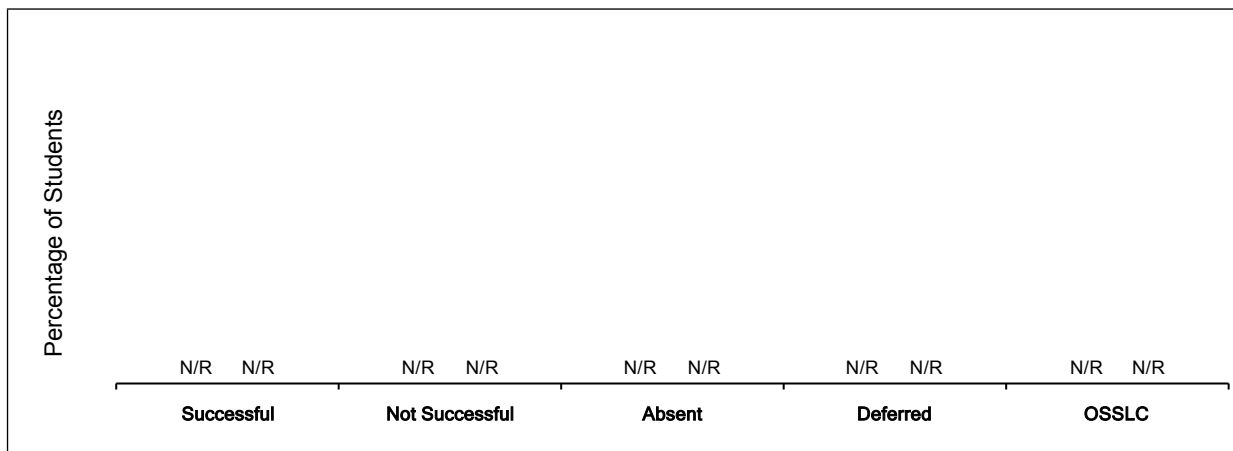
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Ontario Secondary School Literacy Test, 2016–2017

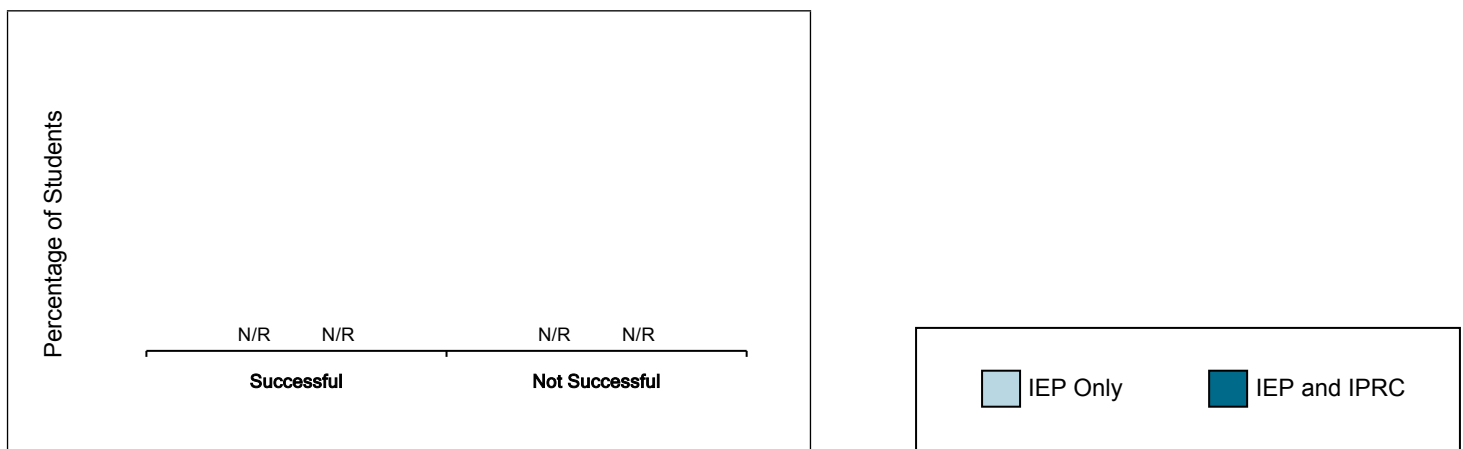
School Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)*†

School Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) Previously Eligible Students						
	All				Fully Participating	
	IEP Only # = N/R		IEP and IPRC # = N/R		IEP Only # = N/R	IEP and IPRC # = N/R
Successful	N/R	N/R	N/R	N/R	N/R	N/R
Not Successful	N/R	N/R	N/R	N/R	N/R	N/R
Fully Participating	N/R	N/R	N/R	N/R		
Absent	N/R	N/R	N/R	N/R		
Deferred	N/R	N/R	N/R	N/R		
OSSLC	N/R	N/R	N/R	N/R		

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)*



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

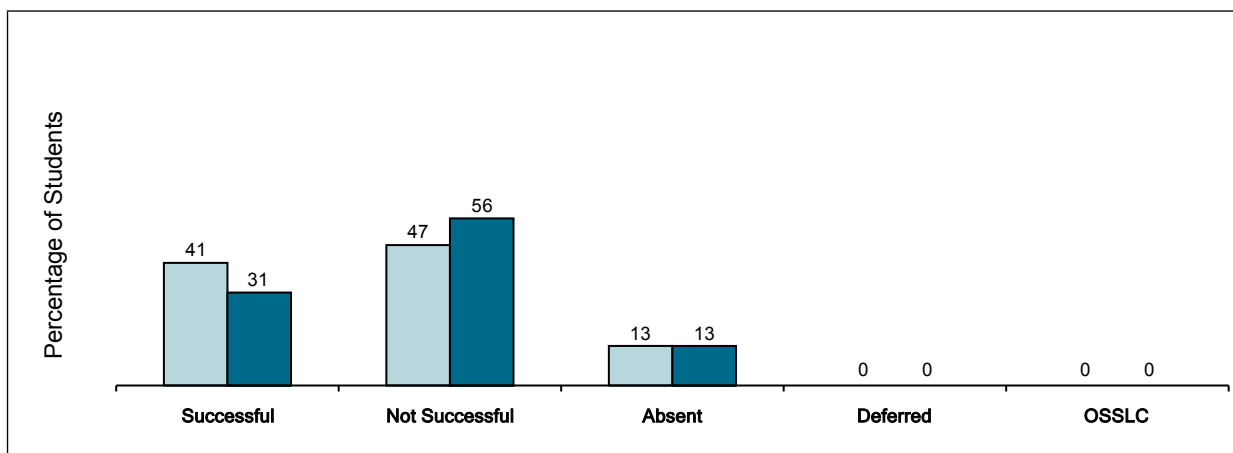
† Percentages are based on students who participated fully in the March administration.

Ontario Secondary School Literacy Test, 2016–2017

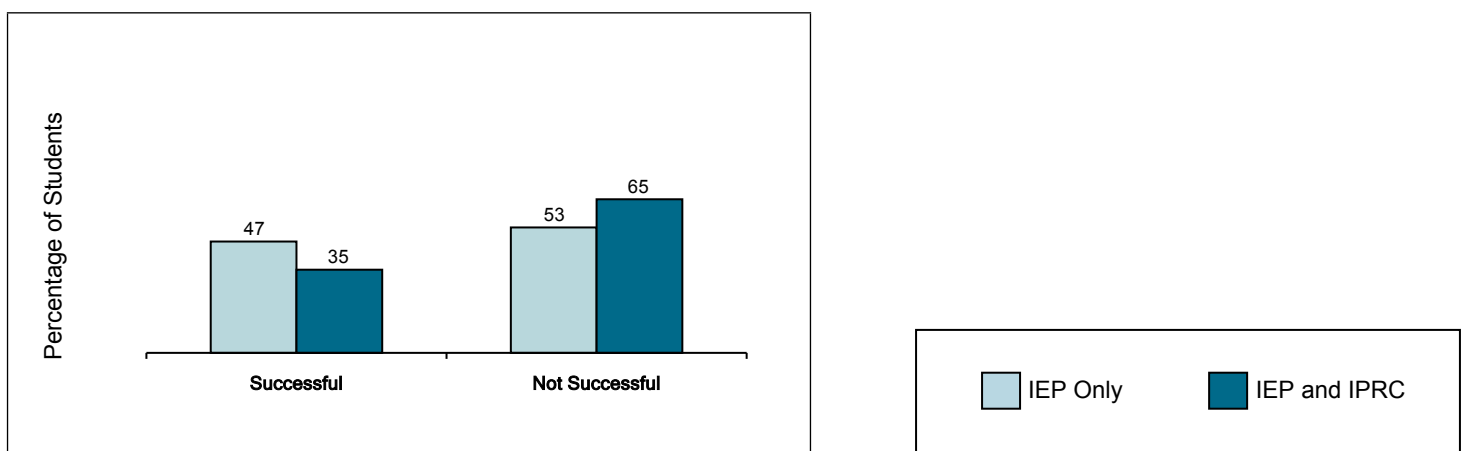
Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)*†

Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) Previously Eligible Students						
	All				Fully Participating	
	IEP Only # = 118		IEP and IPRC # = 126		IEP Only # = 103	IEP and IPRC # = 110
Successful	48	41%	39	31%	47%	35%
Not Successful	55	47%	71	56%	53%	65%
Fully Participating	103	87%	110	87%		
Absent	15	13%	16	13%		
Deferred	0	0%	0	0%		
OSSLC	0	0%	0	0%		

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)*



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

† Percentages are based on students who participated fully in the March administration.

Ontario Secondary School Literacy Test, 2016–2017

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 # = 4 420		IEP and IPRC # = 5 298		IEP Only # = 3 635	IEP and IPRC # = 4 478
Successful	1 268	29%	1 309	25%	35%	29%
Not Successful	2 367	54%	3 169	60%	65%	71%
Fully Participating	3 635	82%	4 478	85%		
Absent	785	18%	820	15%		
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.

† Percentages are based on students who participated fully in the March administration.

Ontario Secondary School Literacy Test, 2016–2017

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 11)

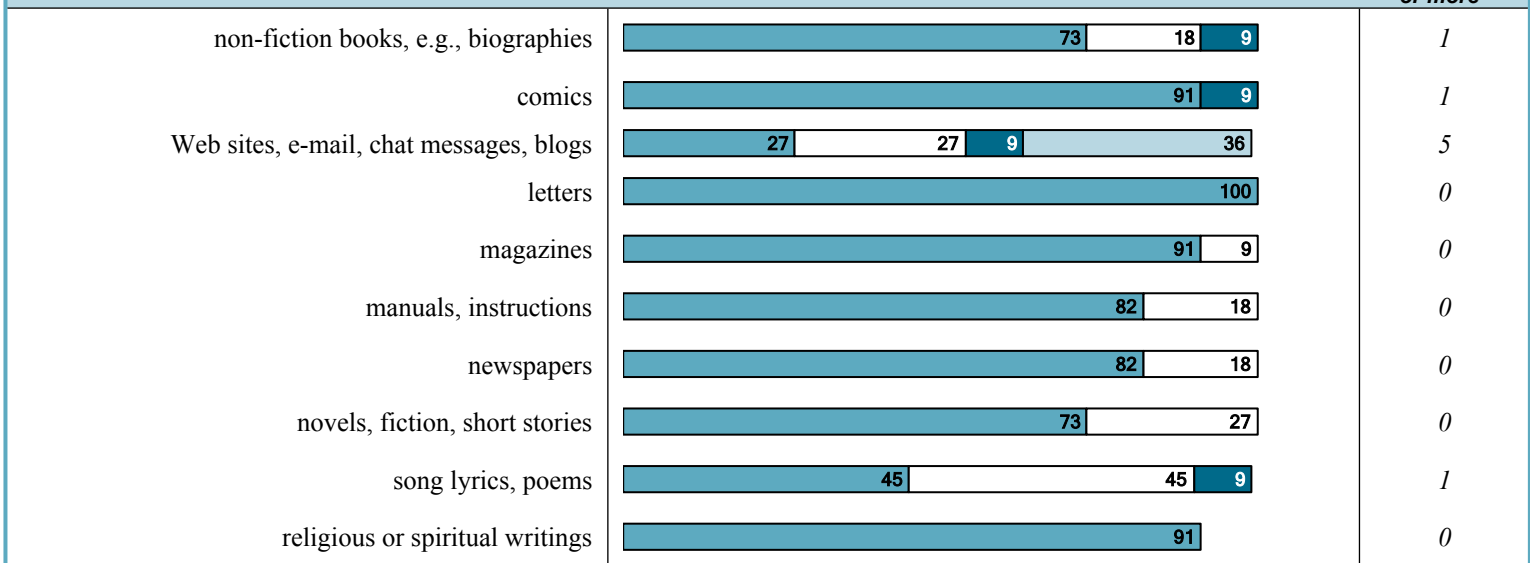


TYPES OF MATERIALS STUDENTS READ IN ENGLISH

1. Indicate how much time you spend reading in English outside school most weeks (print or electronic).

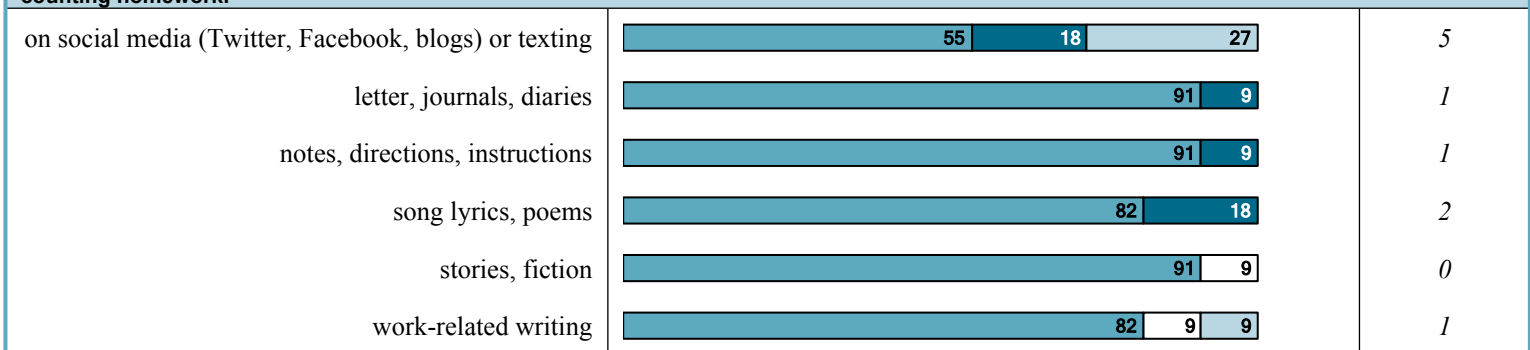
Percentage of Students*

Number of students who answered "Three hours or more but less than five hours" or "Five hours or more"



TYPES OF MATERIALS STUDENTS WRITE IN ENGLISH

2. Indicate how much time you spend outside school most weeks writing in English (print or electronic), not counting homework.



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

Ontario Secondary School Literacy Test, 2016–2017

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 11)

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		9	1
I never or hardly ever use the computer for homework		27	3
I use the computer once or twice a month for homework		18	2
I use the computer once or twice a week for homework		18	2
I use the computer almost every day for homework		27	3
LANGUAGE BACKGROUND			
4. Is English the first language you learned at home?			
yes		100	11
no			0
5. What languages do you speak at home (choose one only)?			
only or mostly English		91	10
another language (or other languages) as often as English		9	1
only or mostly another language (or other languages)			0
<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		82 / 18	9
books		100	11
newspapers		64 / 36	7
magazines		64 / 36	7

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

Ontario Secondary School Literacy Test, 2016–2017

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 11)	Female* (# = N/R)	Male* (# = N/R)	All (# = 400)	Female* (# = 170)	Male* (# = 230)	All (# = 25 019)	Female* (# = 10 508)	Male* (# = 14 511)
HOME COMPUTER USE									
Percentage of students indicating that they									
have a computer at home.	91%	N/R	N/R	85%	86%	84%	90%	91%	89%
use the computer almost every day for homework.	27%	N/R	N/R	14%	19%	11%	28%	31%	25%
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	9%	N/R	N/R	14%	18%	11%	14%	15%	12%
comics	9%	N/R	N/R	7%	7%	7%	6%	5%	7%
Web sites, e-mail, chat messages, blogs	45%	N/R	N/R	54%	62%	47%	50%	57%	46%
letters	0%	N/R	N/R	2%	1%	3%	3%	3%	3%
magazines	0%	N/R	N/R	2%	1%	2%	3%	3%	3%
manuals, instructions	0%	N/R	N/R	2%	0%	4%	4%	3%	5%
newspapers	0%	N/R	N/R	2%	1%	4%	3%	3%	4%
novels, fiction, short stories	0%	N/R	N/R	12%	18%	7%	20%	28%	14%
song lyrics, poems	9%	N/R	N/R	21%	24%	18%	28%	32%	25%
religious or spiritual writings	0%	N/R	N/R	5%	3%	7%	6%	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	82%	N/R	N/R	71%	75%	68%	73%	75%	71%
books	100%	N/R	N/R	93%	94%	92%	90%	92%	88%
newspapers	64%	N/R	N/R	78%	80%	76%	66%	66%	66%
magazines	64%	N/R	N/R	69%	67%	71%	61%	62%	60%
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	45%	N/R	N/R	46%	58%	38%	47%	54%	43%
letters, journals, diaries	9%	N/R	N/R	3%	6%	1%	5%	9%	3%
notes, directions, instructions	9%	N/R	N/R	6%	5%	8%	8%	9%	7%
song lyrics, poems	18%	N/R	N/R	12%	15%	11%	17%	18%	16%
stories, fiction	0%	N/R	N/R	5%	6%	4%	9%	12%	7%
work-related writing	9%	N/R	N/R	11%	11%	11%	18%	21%	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, 2016–2017

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 11)	Female* (# = N/R)	Male* (# = N/R)	All (# = 400)	Female* (# = 170)	Male* (# = 230)	All (# = 25 019)	Female* (# = 10 508)	Male* (# = 14 511)
LANGUAGE BACKGROUND									
Percentage of students indicating that the first language they learned at home was									
other than English.	0%	N/R	N/R	9%	6%	11%	37%	39%	35%
Percentage of students indicating that they speak the following language(s) at home:**									
only or mostly English	91%	N/R	N/R	87%	91%	85%	58%	55%	60%
another language (or other languages) as often as English	9%	N/R	N/R	9%	8%	10%	23%	24%	22%
only or mostly another language (or other languages)	0%	N/R	N/R	2%	1%	3%	17%	19%	16%

* Includes only students for whom gender data were available.

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

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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 reported in this category are those who participated in the March administration, which offered all permitted special provisions. This data was collected through EQAO's Student Data Collection system.
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> . Students reported in this category are those who participated in the March administration, which offered all permitted accommodations. This data was collected through EQAO's Student Data Collection system.
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.