



# School Report

## Previously Eligible Students



### Ontario Secondary School Literacy Test, 2018–2019

**School: South Carleton HS (942855)**

**Board: Ottawa-Carleton DSB (66184)**

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,

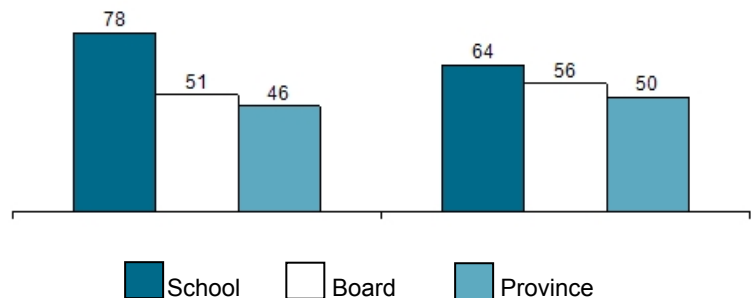
Norah Marsh  
Chief Executive Officer  
Education Quality and Accountability Office

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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](http://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	
<b>Enrolment</b>						
Number of previously eligible students	54		2 287		58 128	
Number of schools with previously eligible students	n/a		30		792	
Number of students who were exempted	0		55		1 603	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b>Participation in the Test</b>						
Of all previously eligible students, those who participated fully in the assessment	42	78%	1 165	51%	26 499	46%
Of all previously eligible students, those who were absent	0	0%	264	12%	4 574	8%
Of all previously eligible students, those who were deferred	2	4%	418	18%	6 110	11%
Of all previously eligible students, those who are completing the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC)	10	19%	440	19%	20 945	36%
<b>Gender<sup>†</sup> Based on number of previously eligible students</b>						
Female	19	35%	963	42%	22 295	38%
Male	35	65%	1 324	58%	35 833	62%
Gender not specified	0	0%	0	0%	0	0%
<b>Student Status<sup>†</sup> Based on number of previously eligible students</b>						
English language learners*	2	4%	886	39%	9 821	17%
English language learners receiving special provisions**§	1	2%	135	12%	2 259	9%
Students with special education needs (excluding gifted)*	21	39%	889	39%	23 286	40%
Students with special education needs receiving accommodations (excluding gifted)**	16	38%	322	28%	7 126	27%
<b>Language<sup>††</sup> Based on Student Questionnaire data</b>						
	Number of Respondents:		40		1 065	
					24 422	
First language learned at home was other than English	3	8%	497	47%	7 974	33%
Speak only or mostly English at home	35	88%	513	48%	14 922	61%
Speak another language (or languages) as often as English at home	3	8%	293	28%	5 501	23%
Speak only or mostly another language (or other languages) at home	2	5%	239	22%	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	
<b>Year Student Entered Current School†</b>						
Year of the assessment	7	13%	695	30%	13 527	23%
Year prior to the assessment	7	13%	481	21%	7 923	14%
2 years prior to the assessment	33	61%	818	36%	26 483	46%
3 or more years prior to the assessment	7	13%	293	13%	10 179	18%
Data not available	0	0%	0	0%	16	<1%
<b>Year Student Entered Current Board†</b>						
Year of the assessment	6	11%	463	20%	7 874	14%
Year prior to the assessment	6	11%	316	14%	5 699	10%
2 years prior to the assessment	4	7%	280	12%	6 638	11%
3 or more years prior to the assessment	38	70%	1 228	54%	37 718	65%
Data not available	0	0%	0	0%	199	<1%

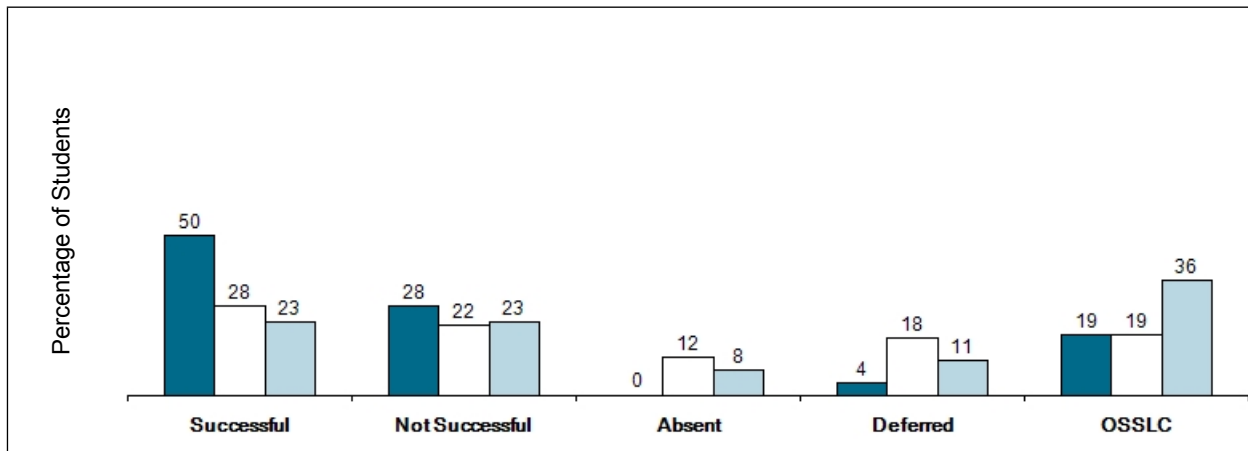
† Contextual data are based on information provided by schools and/or boards through the Student Data Collection process.

## Ontario Secondary School Literacy Test, 2018–2019

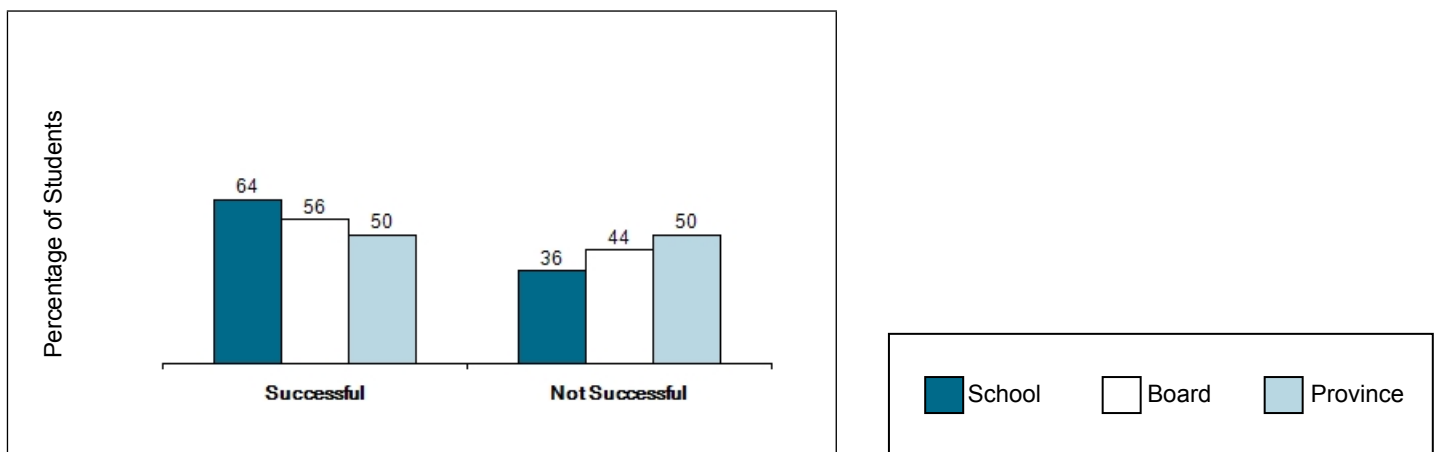
### Results for All Students\*

	Results for All Students Previously Eligible Students						
	All			Fully Participating			
	School # = 54	Board # = 2 287	Province # = 58 128	School # = 42	Board # = 1 165	Province # = 26 499	
Successful	27	50%	28%	23%	64%	56%	50%
Not Successful	15	28%	22%	23%	36%	44%	50%
<b>Fully Participating</b>	<b>42</b>	<b>78%</b>	<b>51%</b>	<b>46%</b>			
Absent	0	0%	12%	8%			
Deferred	2	4%	18%	11%			
OSSLC	10	19%	19%	36%			

### Results for All Previously Eligible Students\*



### Results for Fully Participating Previously Eligible Students\*



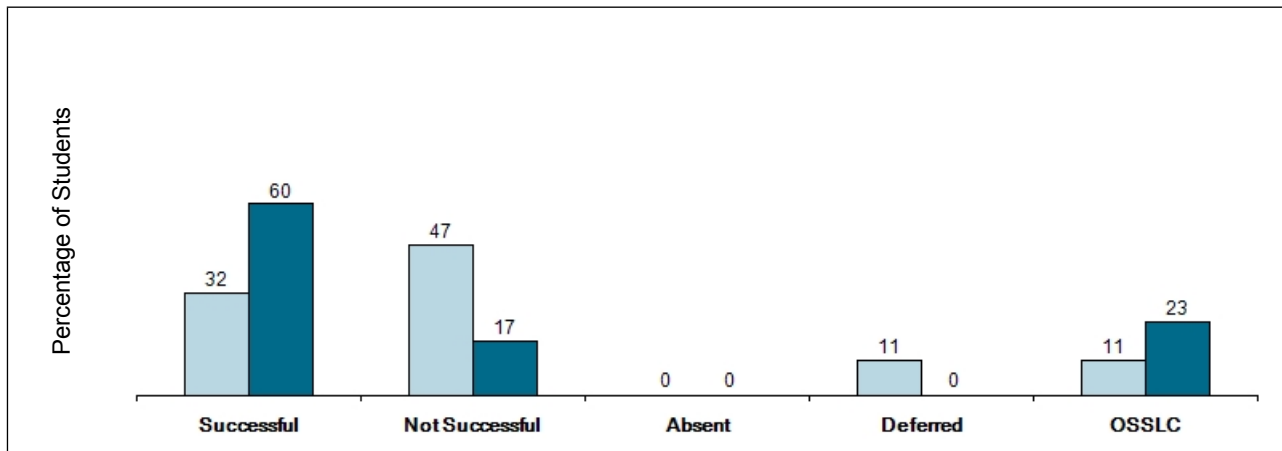
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## Ontario Secondary School Literacy Test, 2018–2019

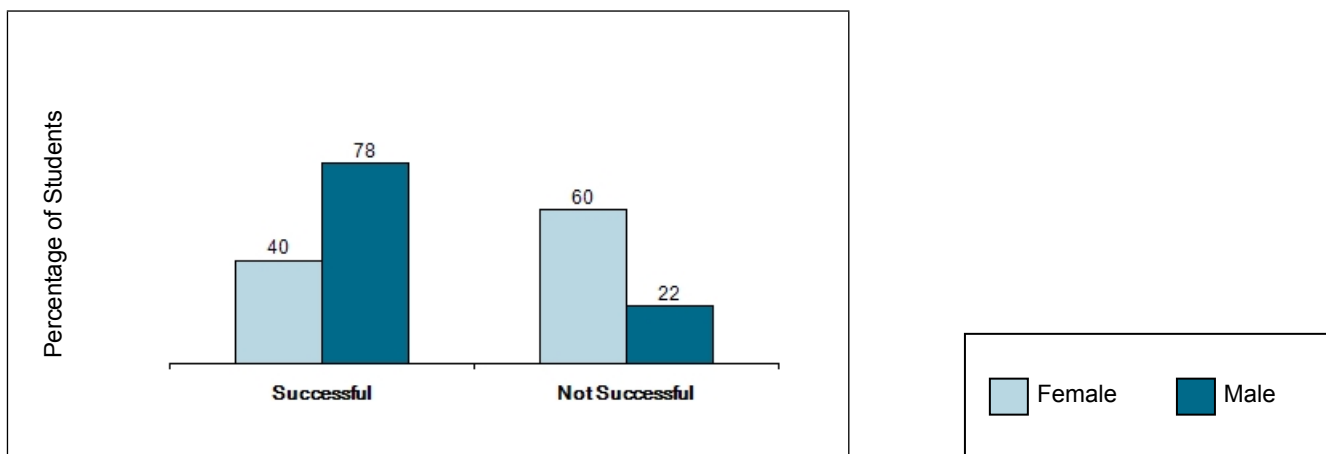
### School Results by Gender\*†

	School Results by Gender Previously Eligible Students					
	All				Fully Participating	
	Female # = 19		Male # = 35		Female # = 15	Male # = 27
Successful	6	32%	21	60%	40%	78%
Not Successful	9	47%	6	17%	60%	22%
<b>Fully Participating</b>	<b>15</b>	<b>79%</b>	<b>27</b>	<b>77%</b>		
Absent	0	0%	0	0%		
Deferred	2	11%	0	0%		
OSSLC	2	11%	8	23%		

### 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.

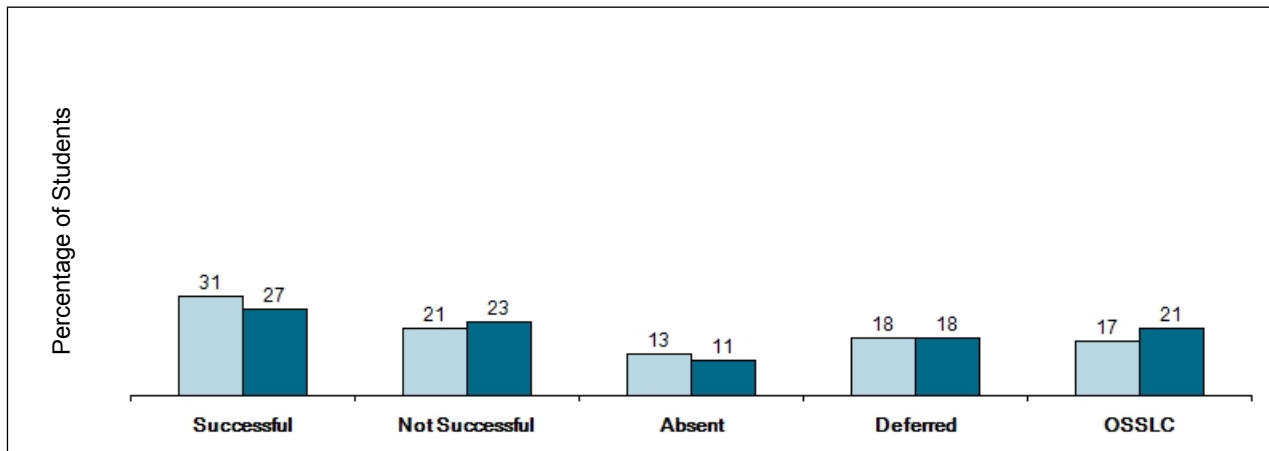
† Includes only students for whom gender data were available.

## Ontario Secondary School Literacy Test, 2018–2019

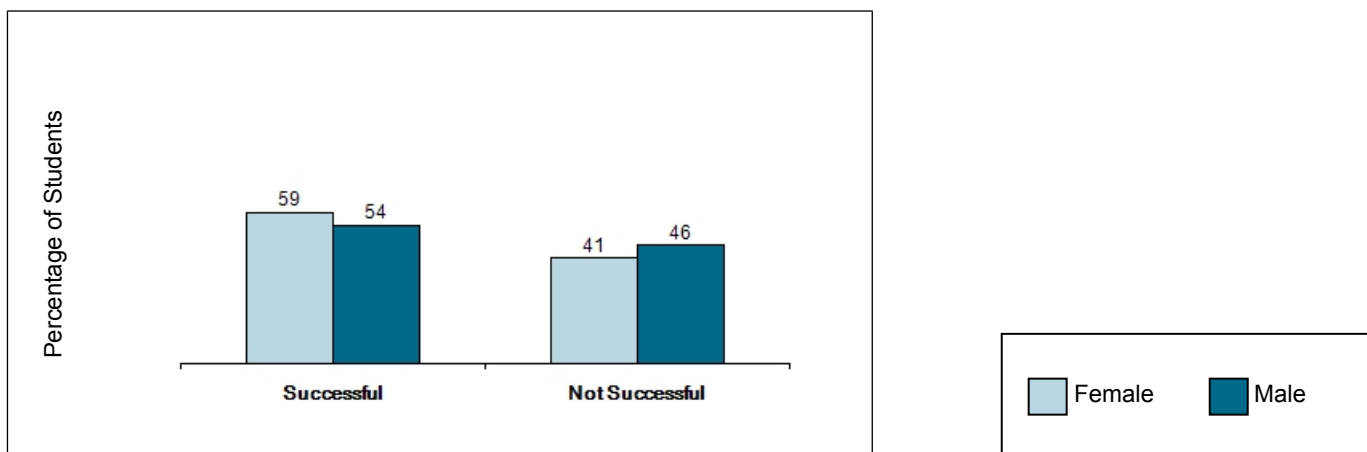
### Board Results by Gender\*†

Board Results by Gender Previously Eligible Students						
	All				Fully Participating	
	Female # = 963		Male # = 1 324		Female # = 502	Male # = 663
Successful	296	31%	355	27%	59%	54%
Not Successful	206	21%	308	23%	41%	46%
<b>Fully Participating</b>	<b>502</b>	<b>52%</b>	<b>663</b>	<b>50%</b>		
Absent	124	13%	140	11%		
Deferred	176	18%	242	18%		
OSSLC	161	17%	279	21%		

### 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.

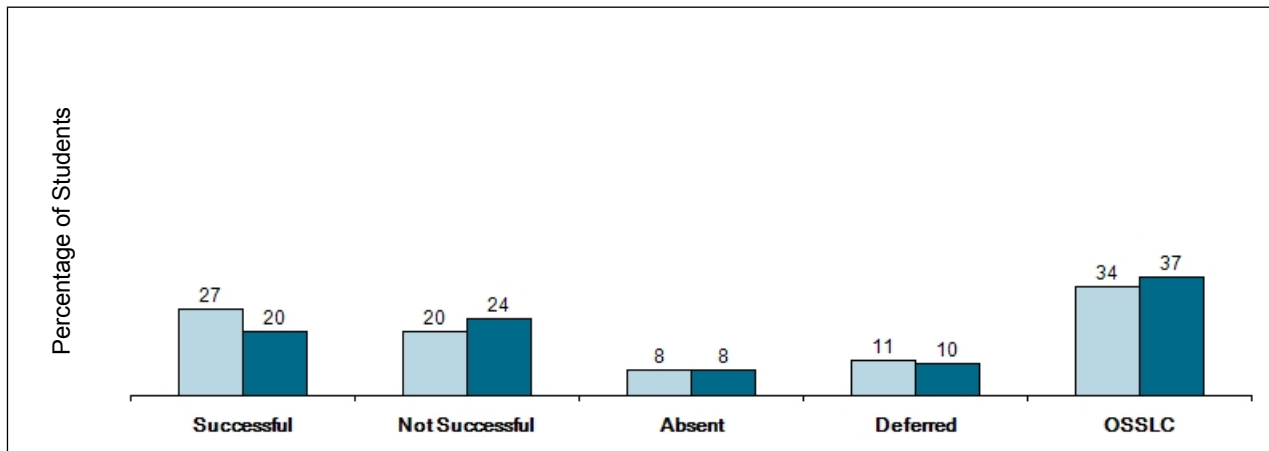
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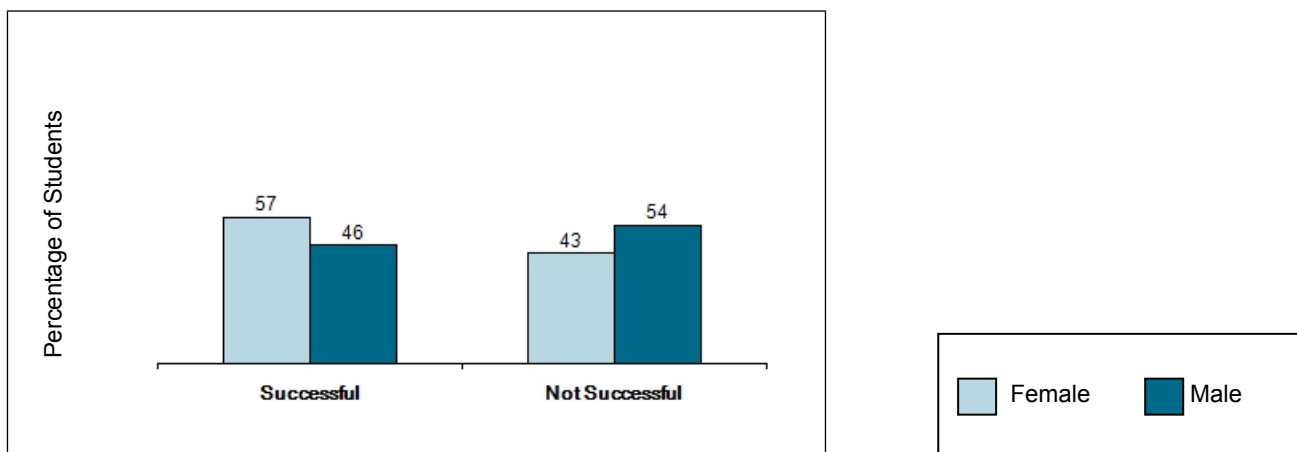
### Provincial Results by Gender\*†

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%
<b>Fully Participating</b>	<b>10 474</b>	<b>47%</b>	<b>16 025</b>	<b>45%</b>		
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.

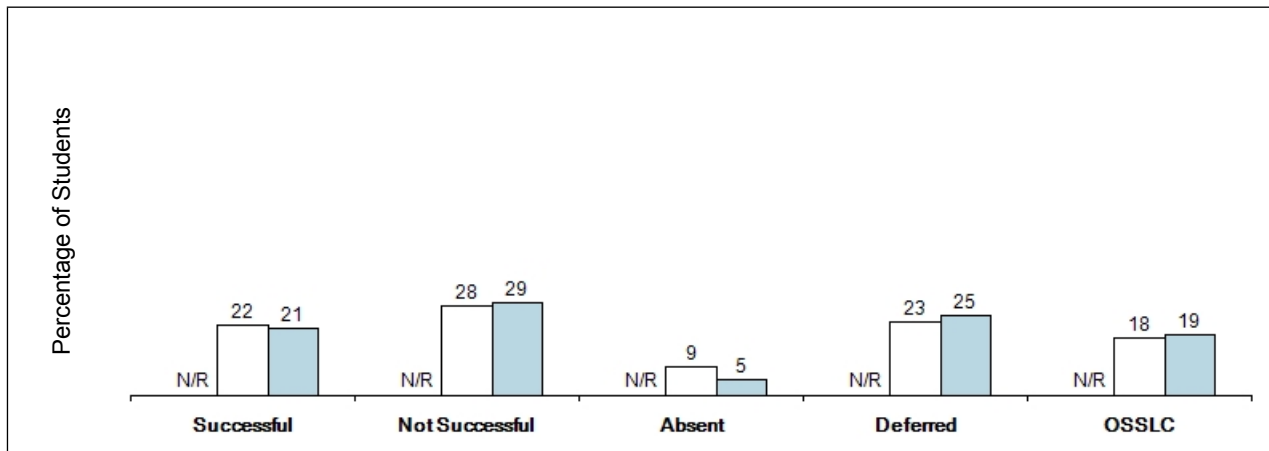


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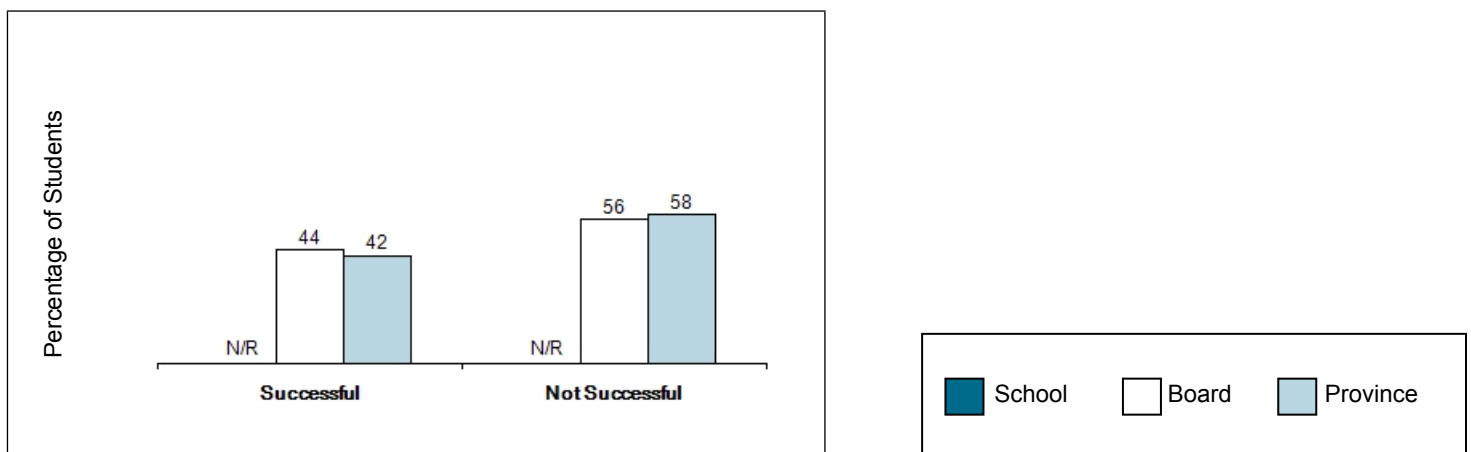
### Results for English Language Learners\*

Results for English Language Learners Previously Eligible Students						
	All				Fully Participating	
	School # = N/R	Board # = 886	Province # = 9 821	School # = N/R	Board # = 441	Province # = 4 926
Successful	N/R	N/R	22%	21%	N/R	42%
Not Successful	N/R	N/R	28%	29%	N/R	58%
<b>Fully Participating</b>	N/R	N/R	50%	50%		
Absent	N/R	N/R	9%	5%		
Deferred	N/R	N/R	23%	25%		
OSSLC	N/R	N/R	18%	19%		

### Results for All Previously Eligible English Language Learners\*



### Results for Fully Participating Previously Eligible English Language Learners\*



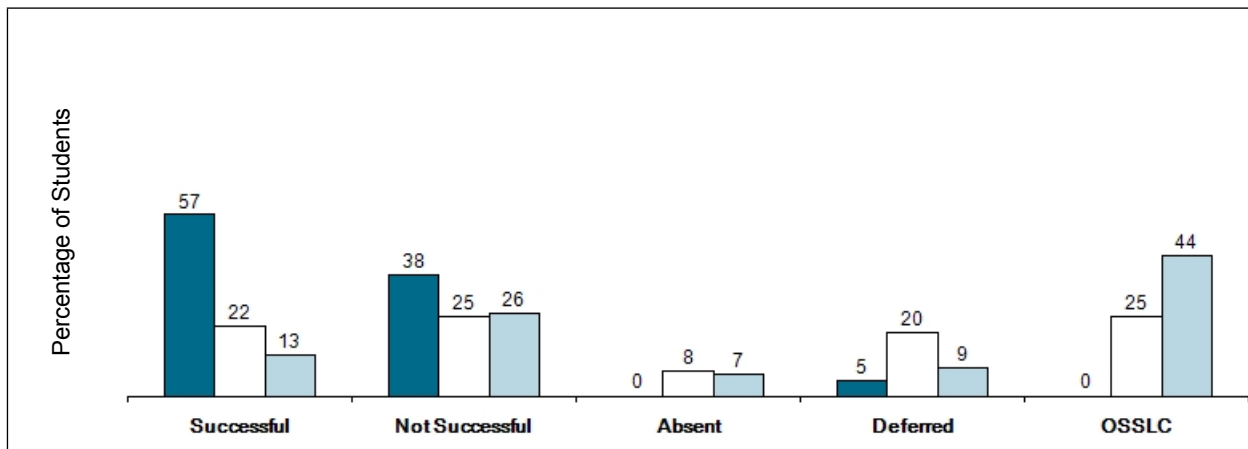
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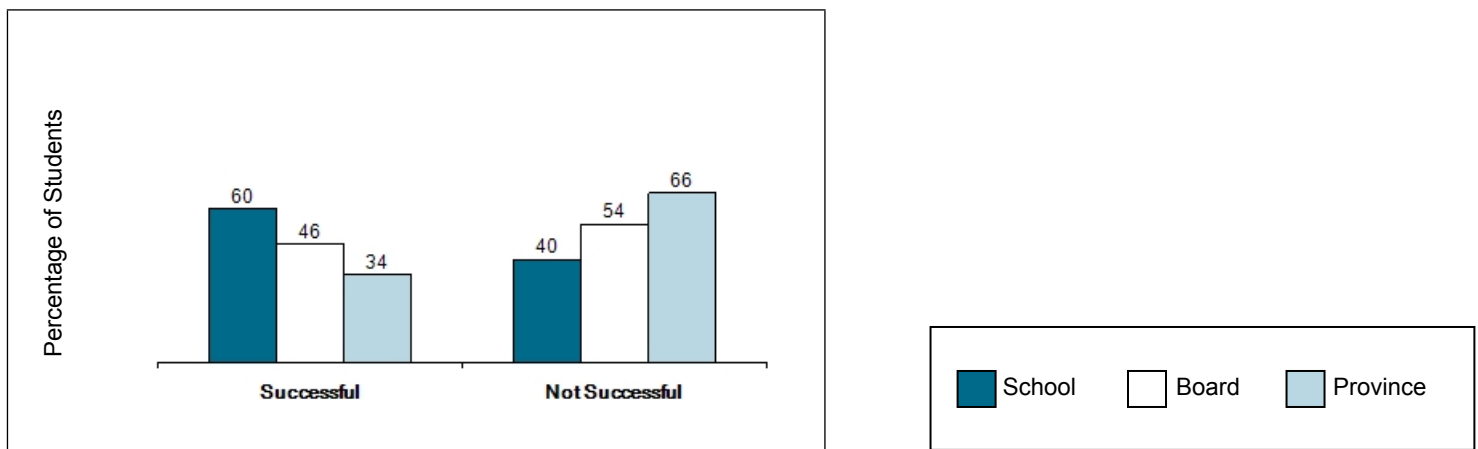
### Results for Students with Special Education Needs (excluding gifted)\*

Results for Students with Special Education Needs (excluding gifted) Previously Eligible Students							
	All			Fully Participating			
	School # = 21	Board # = 889	Province # = 23 286	School # = 20	Board # = 420	Province # = 9 163	
Successful	12	57%	22%	13%	60%	46%	34%
Not Successful	8	38%	25%	26%	40%	54%	66%
<b>Fully Participating</b>	<b>20</b>	<b>95%</b>	<b>47%</b>	<b>39%</b>			
Absent	0	0%	8%	7%			
Deferred	1	5%	20%	9%			
OSSLC	0	0%	25%	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)\*



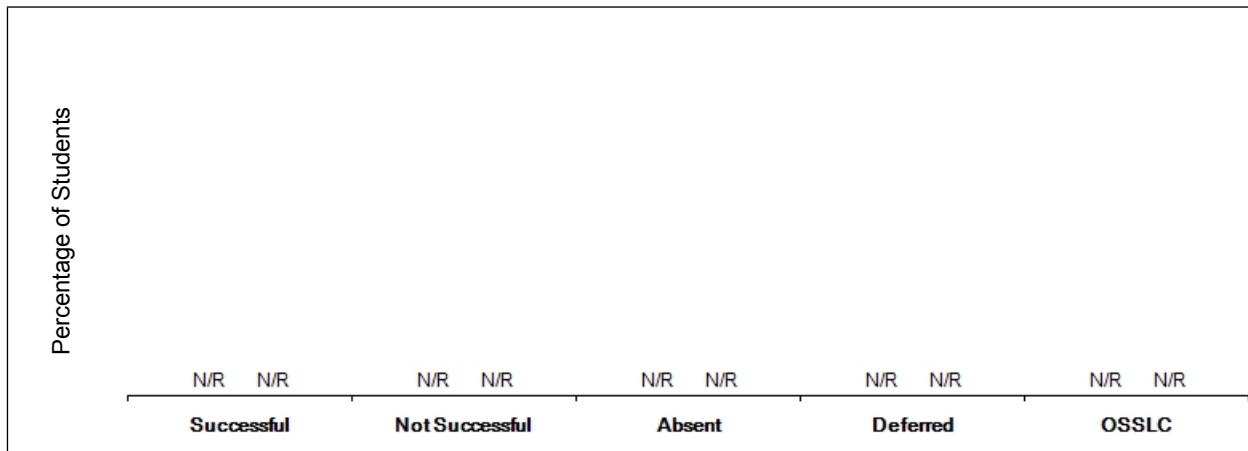
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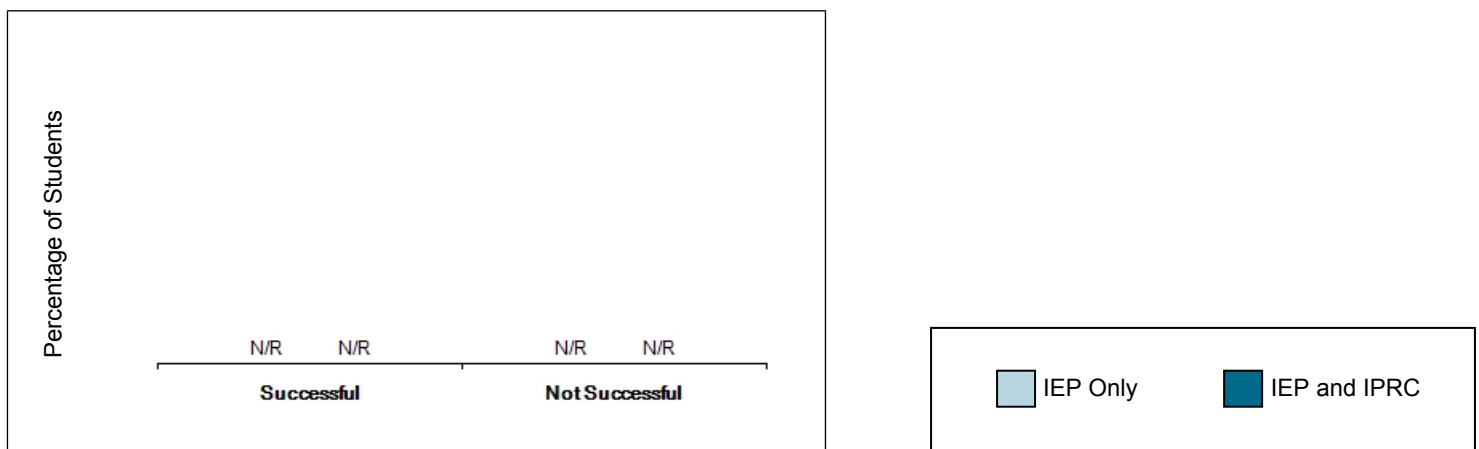
### School Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)\*

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
<b>Fully Participating</b>	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)\*



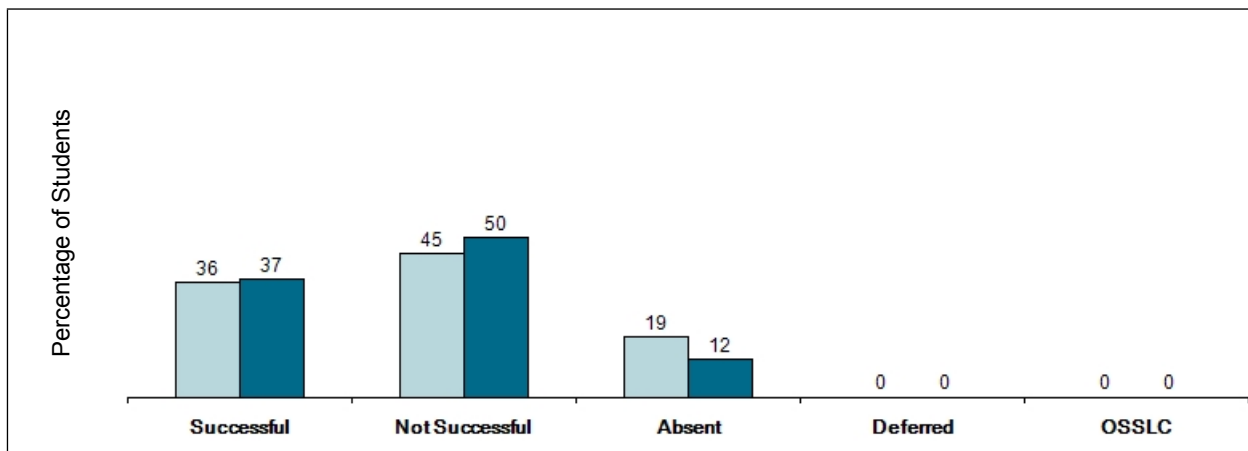
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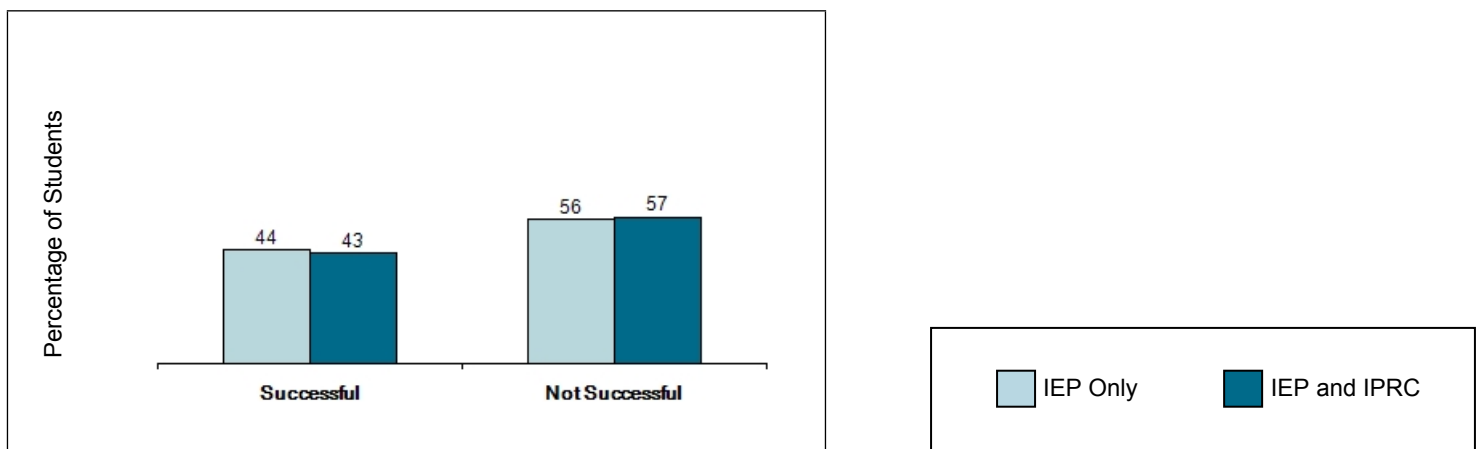
### Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)\*

Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) Previously Eligible Students						
	All				Fully Participating	
	IEP Only # = 263		IEP and IPRC # = 123		IEP Only # = 214	IEP and IPRC # = 108
Successful	95	36%	46	37%	44%	43%
Not Successful	119	45%	62	50%	56%	57%
<b>Fully Participating</b>	<b>214</b>	<b>81%</b>	<b>108</b>	<b>88%</b>		
Absent	49	19%	15	12%		
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)\*



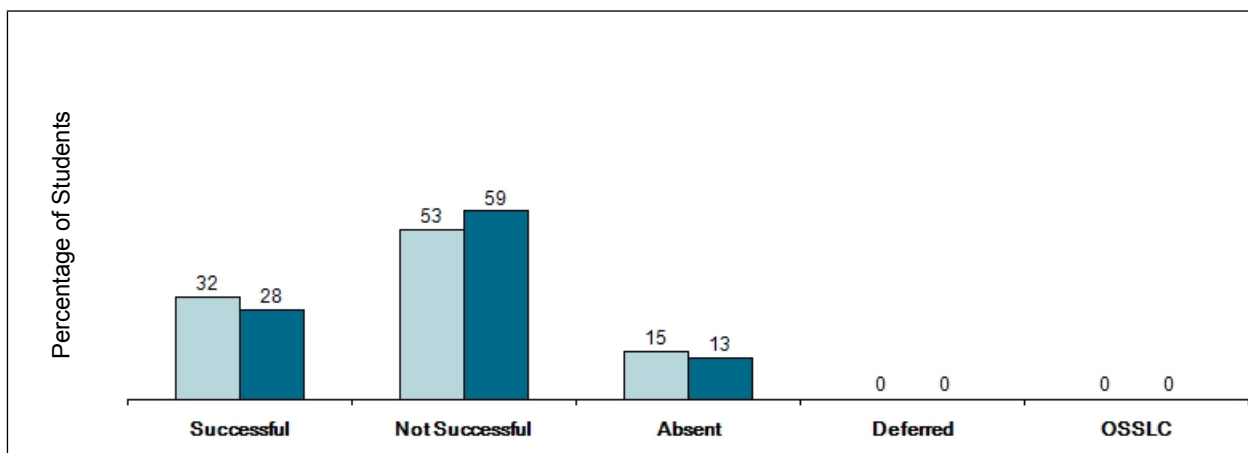
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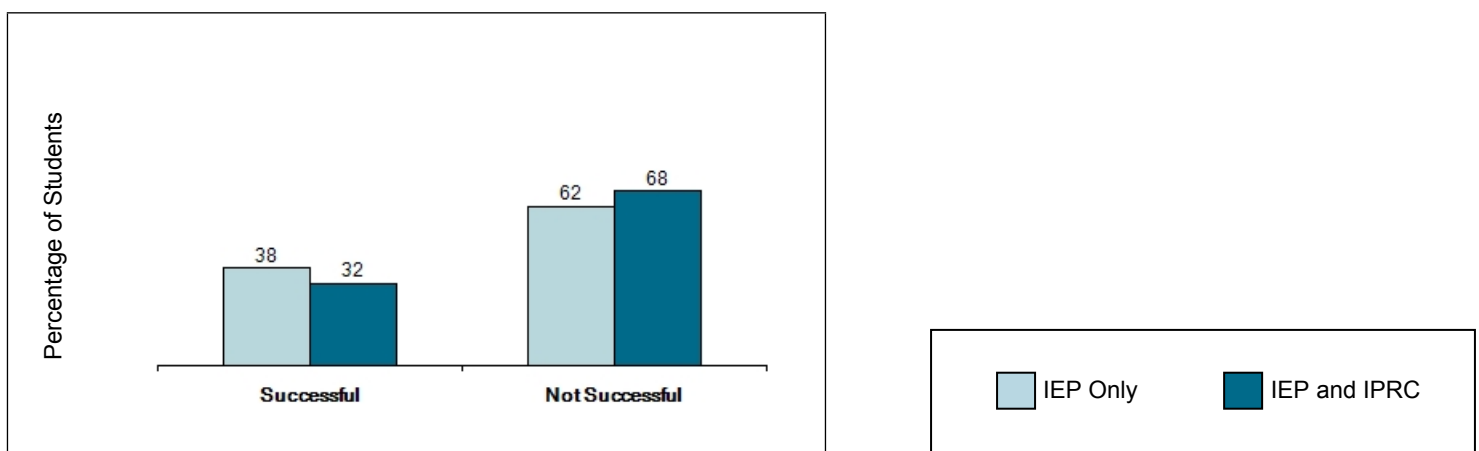
### Provincial Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)\*

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%
<b>Fully Participating</b>	<b>3 193</b>	<b>85%</b>	<b>3 933</b>	<b>87%</b>		
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)\*

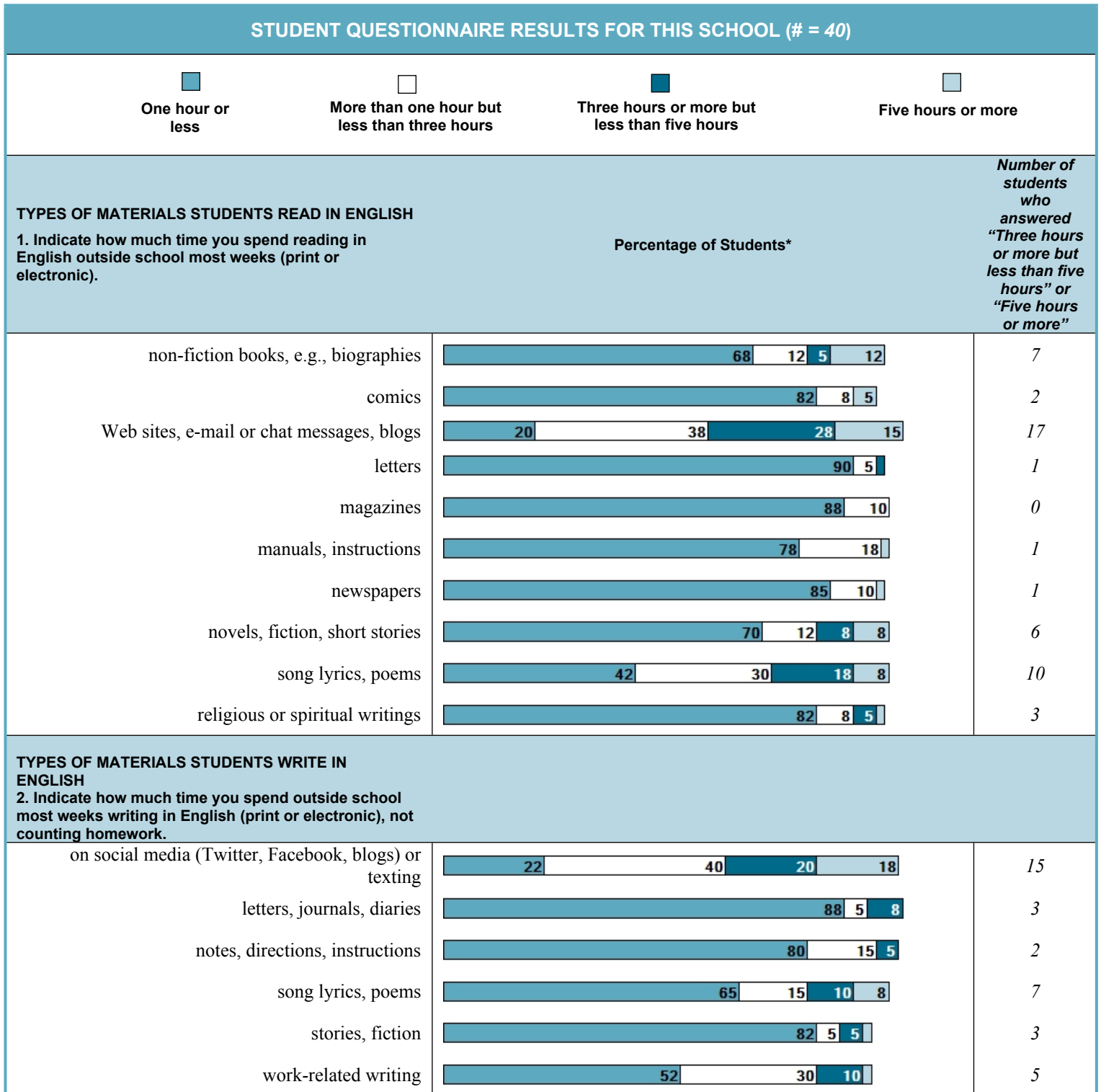


### Provincial Results for Fully Participating Previously Eligible Students with Special Education Needs Receiving Accommodations (excluding gifted)\*



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

# Ontario Secondary School Literacy Test, 2018–2019



\* 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 (# = 40)

HOME COMPUTER USE		Percentage of Students*	Number of students	
<b>3. Indicate how often you use a computer at home for homework (choose one only).</b>				
I don't have a computer at home.	<input checked="" type="checkbox"/>	5	2	
I never or hardly ever use the computer for homework.	<input type="checkbox"/>	30	12	
I use the computer once or twice a month for homework.	<input type="checkbox"/>	22	9	
I use the computer once or twice a week for homework.	<input type="checkbox"/>	30	12	
I use the computer almost every day for homework.	<input type="checkbox"/>	12	5	
<b>LANGUAGE BACKGROUND</b>				
<b>4. Is English the first language you learned at home?</b>				
yes	<input checked="" type="checkbox"/>	92	37	
no	<input type="checkbox"/>	8	3	
<b>5. What languages do you speak at home (choose one only)?</b>				
only or mostly English	<input checked="" type="checkbox"/>	88	35	
another language (or languages) as often as English	<input type="checkbox"/>	8	3	
only or mostly another language (or other languages)	<input type="checkbox"/>	5	2	
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No			
<b>TYPES OF ENGLISH-LANGUAGE MATERIALS STUDENTS HAVE AT HOME</b>		Percentage of Students*	Number of students who answered "Yes"	
<b>6. Indicate what English-language materials you have at home (print or electronic).</b>				
dictionaries, encyclopedias	<input checked="" type="checkbox"/>	62	32	25
books	<input checked="" type="checkbox"/>	80	12	32
newspapers	<input checked="" type="checkbox"/>	62	32	25
magazines	<input checked="" type="checkbox"/>	70	25	28

\* 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 (# = 40)	Female* (# = 15)	Male* (# = 25)	All (# = 1 065)	Female* (# = 468)	Male* (# = 597)	All (# = 24 422)	Female* (# = 9 839)	Male* (# = 14 583)
<b>HOME COMPUTER USE</b> Percentage of students indicating that they									
have a computer at home.	95%	93%	96%	89%	90%	87%	88%	90%	87%
use the computer almost every day for homework.	12%	13%	12%	31%	35%	28%	27%	31%	24%
<b>TYPES OF MATERIALS STUDENTS READ IN ENGLISH</b> 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	18%	20%	16%	15%	16%	14%	13%	15%	11%
comics	5%	7%	4%	8%	6%	9%	7%	6%	7%
Web sites, e-mail or chat messages, blogs	42%	47%	40%	46%	48%	45%	48%	54%	44%
letters	2%	0%	4%	3%	3%	3%	3%	3%	3%
magazines	0%	0%	0%	2%	3%	2%	2%	2%	2%
manuals, instructions	2%	7%	0%	4%	3%	4%	4%	3%	5%
newspapers	2%	7%	0%	4%	4%	3%	2%	2%	2%
novels, fiction, short stories	15%	33%	4%	23%	31%	16%	18%	25%	13%
song lyrics, poems	25%	33%	20%	31%	33%	30%	30%	34%	28%
religious or spiritual writings	8%	7%	8%	11%	11%	11%	7%	7%	6%
<b>TYPES OF ENGLISH LANGUAGE-MATERIALS STUDENTS HAVE AT HOME</b> Indicate what English-language materials you have at home (print or electronic).									
Percentage of students									
dictionaries, encyclopedias	62%	53%	68%	73%	74%	72%	69%	71%	67%
books	80%	73%	84%	91%	92%	90%	90%	93%	89%
newspapers	62%	40%	76%	53%	52%	55%	61%	60%	61%
magazines	70%	53%	80%	56%	58%	54%	56%	56%	56%
<b>TYPES OF MATERIALS STUDENTS WRITE IN ENGLISH</b> 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	38%	47%	32%	44%	48%	41%	49%	54%	45%
letters, journals, diaries	8%	13%	4%	7%	10%	4%	5%	8%	3%
notes, directions, instructions	5%	13%	0%	8%	9%	8%	7%	8%	6%
song lyrics, poems	18%	33%	8%	18%	18%	18%	18%	19%	17%
stories, fiction	8%	20%	0%	10%	13%	9%	8%	12%	6%
work-related writing	12%	27%	4%	22%	26%	18%	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 (# = 40)	Female* (# = 15)	Male* (# = 25)	All (# = 1 065)	Female* (# = 468)	Male* (# = 597)	All (# = 24 422)	Female* (# = 9 839)	Male* (# = 14 583)
<b>LANGUAGE BACKGROUND</b>									
<b>Percentage of students indicating that the first language they learned at home was</b>									
other than English.	8%	0%	12%	47%	49%	45%	33%	36%	30%
<b>Percentage of students indicating that they speak the following language(s) at home:**</b>									
only or mostly English	88%	93%	84%	48%	46%	50%	61%	57%	64%
another language (or languages) as often as English	8%	7%	8%	28%	30%	26%	23%	26%	20%
only or mostly another language (or other languages)	5%	0%	8%	22%	22%	23%	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	
<b>First-Time Eligible Students</b>	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.
<b>Previously Eligible Students</b>	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.
<b>All Eligible Students</b>	This method of reporting provides percentages based on <b>all</b> 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).
<b>Fully Participating Students</b>	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.
<b>Successful</b>	Students who fully participated in the OSSLT and received a score that met the expected standard.
<b>Not Successful</b>	Students who fully participated in the OSSLT and received a score that did not meet the expected standard.
<b>Absent</b>	Students who did not submit work for <b>one or both</b> sessions due to absence or for other reasons.
<b>Deferred</b>	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.
<b>OSSLC</b>	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 ( <a href="http://www.edu.gov.on.ca">www.edu.gov.on.ca</a> ). 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.
<b>Exempted</b>	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.
<b>English Language Learners</b>	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).
<b>English Language Learners Receiving Special Provisions</b>	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> .
<b>Students with Special Education Needs (excluding gifted)</b>	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.
<b>Students with Special Education Needs Receiving Accommodations (excluding gifted)</b>	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> .
<b>N/R</b>	"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.
<b>N/D</b>	"No data available" is used to indicate that there were no students in the group or year specified.
<b>W</b>	Results are being withheld by EQAO. For further information, please contact the school principal.