

REPORT OF THE MARCH 2011 ONTARIO SECONDARY SCHOOL LITERACY TEST

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD
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MISSION STATEMENT

The mission of the Dufferin-Peel Catholic District School Board, in partnership with the Family and Church, is to provide, in a responsible manner, a Catholic Education which develops spiritual, intellectual, aesthetic, emotional, social and physical capabilities of each individual to live fully today and to meet the challenges of the future, thus enriching the community.

ABOUT DUFFERIN-PEEL

Dufferin-Peel consists of 145 elementary and secondary schools and over 87,000 students from the communities of Mississauga, Brampton, Bolton, Caledon and Orangeville. With over 10,000 employees, the board is also one of the largest employers in the region.

The philosophy of Catholic education in Dufferin-Peel requires the presence of Gospel values in the curriculum and daily life of the schools, the practice of prayer and worship, and a commitment to the teaching of religion and family life. All dimensions of the learning process, including every aspect of the curriculum, reflect the fact that Christ is the foundation of the whole educational enterprise in each school and that everything ultimately relates to God.

ABOUT THE ONTARIO SECONDARY SCHOOL LITERACY TEST

The Ontario Secondary School Literacy Test (OSSLT) assesses the reading and writing skills included in the expectations of *The Ontario Curriculum* across all subjects up to the end of Grade 9. The Literacy Test is administered and assessed by the Education Quality and Accountability Office (EQAO) during the spring of each school year. Successful completion of the Literacy Test is one of the thirty-two requirements of the Ontario Secondary School Diploma (OSSD).

In the reading elements of the OSSLT, students use reading strategies to interact with a variety of narrative, informational and graphic reading selections to construct an understanding of the meaning of the texts. Students are asked to demonstrate their understanding of explicit (directly stated) and implicit (indirectly stated) meanings as well as to connect their understandings of the text to their personal experience and knowledge. The writing elements of the OSSLT include a combination of multiple choice questions and short and long writing tasks designed to assess student proficiency regarding: developing a main idea with sufficient supporting details; organizing information and ideas in a coherent manner; and using conventions (spelling, grammar, punctuation) in a manner that does not distract from clear communication. Through their responses to these questions and tasks, students demonstrate their ability to communicate ideas and information clearly and coherently.

EQAO reports results on the OSSLT only in terms of whether or not students were successful in meeting the standard established for the test, rather than providing levels of student performance. Students who do not successfully complete the test during a previous administration must successfully complete the Literacy Test or, alternatively, the Ontario Secondary School Literacy Course (OSSLC). EQAO also reports results on the OSSLT for two student groups: “first-time eligible students” and “previously eligible students”. For the March 2011 OSSLT, **first-time eligible (FTE)** students are those who entered Grade 9 in 2009-2010 and any others who were placed in this cohort. **Previously eligible (PE)** students are students on the 2010 Literacy Test are those who entered Grade 9 prior to 2009-2010 and who did not successfully complete the test in their Grade 10 year.

OVERALL ACHIEVEMENT SUMMARY FOR FIRST-TIME ELIGIBLE STUDENTS IN DUFFERIN-PEEL

Overall Performance

The Education Quality and Accountability Office (EQAO) reports OSSLT success rates according to two reporting methods: “all students” and “fully participating students”. Results for “all students” are based on all students who are working to obtain an Ontario Secondary School Diploma (OSSD), including students who were absent and those students who were deferred from writing the test. Results for “fully participating students” are based on all students who are working to obtain an Ontario Secondary School Diploma (OSSD) and **excludes** those students who were absent or deferred from writing the test. While both reporting methods are included in publicly available EQAO summaries of board and school OSSLT performance, the “fully participating students” is the preferred reporting method for assessing completion rates of the literacy requirement necessary for graduation.

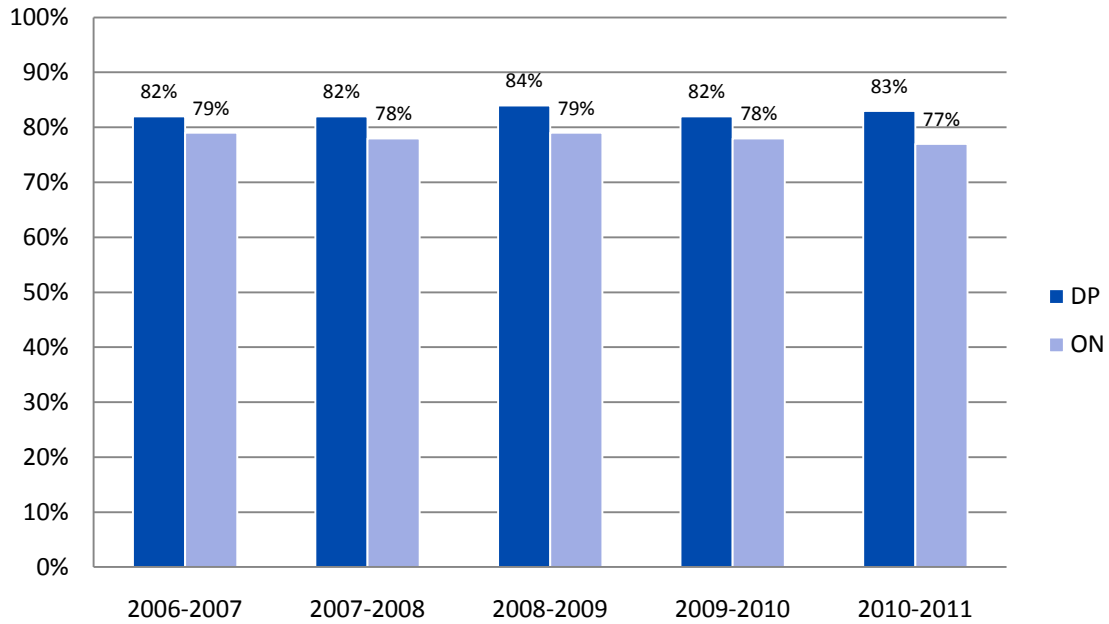
Overall, the March 2011 Literacy Test results demonstrated a similar proportion of first-time eligible students who were successful compared the last administration of the test. Eighty-five percent (85%) of fully participating first-time eligible students in Dufferin-Peel received a passing grade. This proportion represents no change for students in Dufferin-Peel compared to the previous assessment. The results for all and for fully participating first-time eligible students (i.e., students who entered Grade 9 during the 2009-2010 school year and any other students placed in this cohort) who wrote the test for the first time and were successful are presented below for the board and the province:

First-Time Eligible Students	Dufferin-Peel		Province	
	Percent Successful, All Students	Percent Successful, Fully Participating Students	Percent Successful, All Students	Percent Successful, Fully Participating Students
March 2011	83%	85%	77%	83%
April 2010	82%	85%	78%	84%
April 2009	84%	88%	79%	85%
March 2008	82%	86%	78%	84%
March 2007	82%	85%	79%	84%

Achievement results for all and for fully participating first-time eligible students in the board and the province are presented for the most recent five academic years of testing, including March 2011, in the charts below, on the following page.

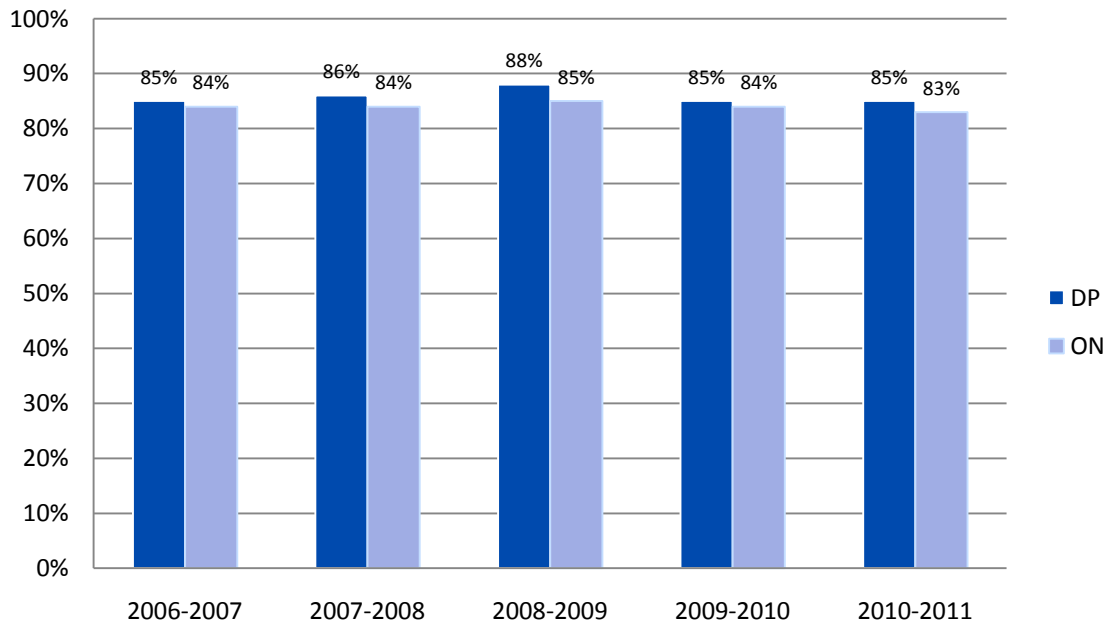
All First-Time Eligible Students:

Five-Year Comparison of Grade 10 OSSLT Results for Dufferin-Peel and the Province: All First-Time Eligible Students



Fully Participating First-Time Eligible Students:

Five-Year Comparison of Grade 10 OSSLT Results for Dufferin-Peel and the Province: Fully Participating First-Time Eligible Students



ACHIEVEMENT HIGHLIGHTS: FIRST-TIME ELIGIBLE STUDENTS IN DUFFERIN-PEEL

Student Participation for First-Time Eligible Students

Over eight thousand Dufferin-Peel students (8,376) were eligible to participate in the March 2011 administration of the Ontario Secondary School Literacy Test (OSSLT). However, not all of these students actually participated in the test. Data summarizing absences, deferrals, exemptions and participation rates for first-time eligible students for the five most recent administrations of the OSSLT are presented below:

First-Time Eligible Students	March 2007	March 2008	April 2009	April 2010	March 2011
Total Eligible students	7,745	7,541	7,902	7,905	8,376
Students who were absent	72 (1%)	121 (2%)	87 (1%)	86 (1%)	67 (1%)
Students who were deferred	226 (3%)	194 (3%)	218 (3%)	192 (2%)	142 (2%)
Fully participating students	7,447 (96%)	7226 (%)	7,597 (96%)	7,627 (96%)	8,167 (98%)
Students who were exempt	31	80	127	140	164

Language Spoken in the Home among First-Time Eligible Students

In general, the March 2011 findings regarding languages spoken at home among students in Dufferin-Peel writing the OSSLT for the first time were similar to those observed in the four previous administrations of the Literacy Test. Approximately two out of every three first-time eligible students (65%) surveyed during each of the five most recent administrations of the test reported that English is the language spoken most frequently in the home. Information regarding languages learned and spoken in the home by first-time eligible students in Dufferin-Peel is presented in the table below.

Percentage of first-time eligible students indicating that:	March 2007	March 2008	April 2009	April 2010	March 2011
• First language learned at home was other than English	32%	31%	31%	32%	30%
• Speak only or mostly English at home	65%	65%	65%	65%	65%
• Speak another language(s) as often as English at home	25%	25%	25%	26%	26%
• Speak only or mostly another language(s) at home	10%	9%	9%	9%	9%

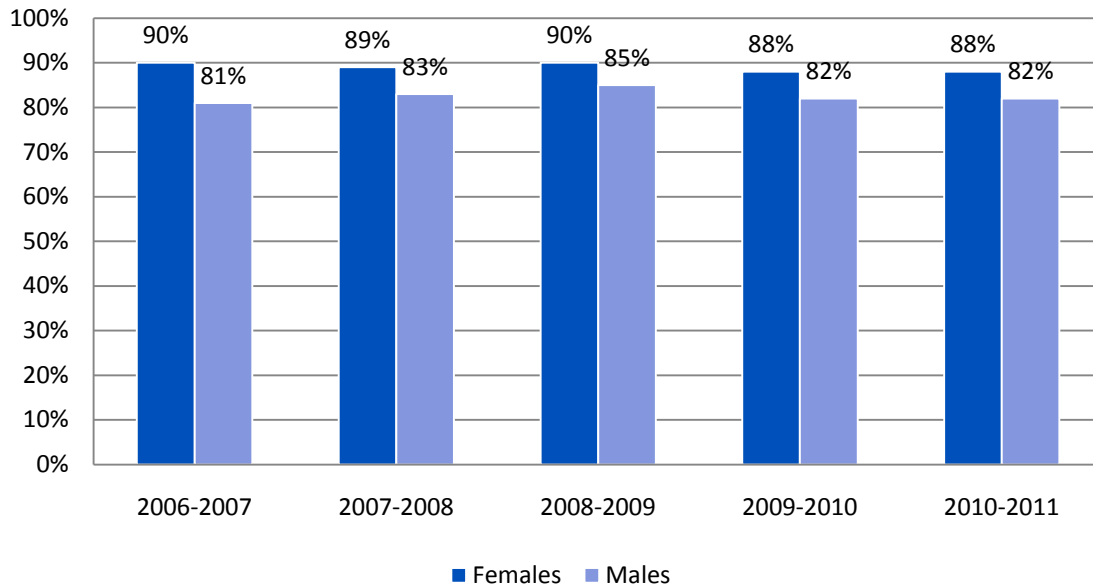
Results by Gender

The results for fully participating first-time eligible students in Dufferin-Peel indicated that 88% of female students and 82% of male students successfully completed the test. First-time eligible student results by gender are summarized for the five most recent administrations of the OSSLT in the table below.

Achievement Results for Fully Participating First-Time Eligible Students by Gender	Percent Successful Females	Percent Successful Males
March 2011	88%	82%
April 2010	88%	82%
April 2009	90%	85%
March 2008	89%	83%
March 2007	90%	81%

Over the last five years of OSSLT administrations, female students have demonstrated higher success rates than their male counterparts. Achievement results for fully participating, first-time eligible students in Dufferin-Peel by gender are presented below.

Five-Year Comparison of Grade 10 OSSLT Success Results for Dufferin-Peel: Fully Participating First-Time Eligible Female and Male Students



Results for First-Time Eligible English Language Learners

The Literacy Test results for first-time eligible students with English Language Learning needs are reported in terms of overall performance among students with these learning needs, as well as for those taking an English as a Second Language/English Literacy Development (ESL/ELD) course. A total of 618 English Language Learners were eligible to participate in the OSSLT for the first time in March 2011. Of these students, 171 were enrolled in an ESL/ELD course in 2010-2011. The March 2011 Literacy Test success rates for first-time eligible, fully participating students in Dufferin-Peel were as follow:

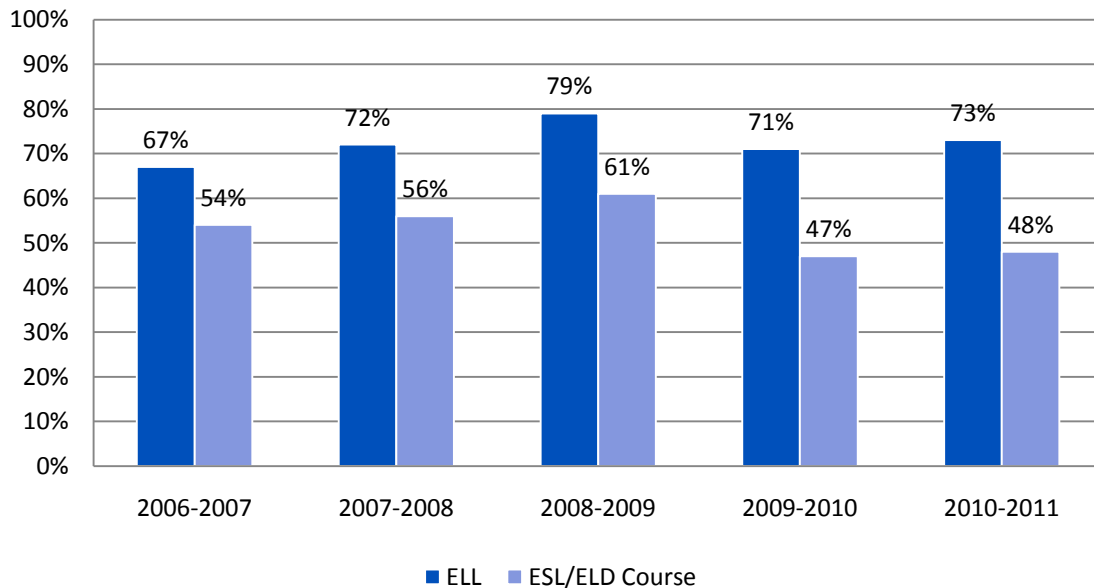
- English Language Learners: 73% successful;
- English Language Learners enrolled in an ESL/ELD course: 48% successful.

The table below summarizes success rates among this learner group over the last five administrations of the OSSLT.

Achievement Results for Fully Participating First-Time Eligible by Diverse Learner Group	Percent Successful, All Learners	Percent Successful, All ELL	Percent Successful, Enrolled in ESL/ELD Course
March 2011	85%	73%	48%
April 2010	85%	71%	47%
April 2009	88%	79%	61%
March 2008	86%	72%	56%
March 2007	85%	67%	54%

In four of the last five years of OSSLT administrations, English Language Learners have maintained relatively consistent success rates on the Literacy Test. Success rates among English Language Learners enrolled in ESL/ELD courses has been more variable over time, but has been fairly consistent over the two most recent OSSLT administrations. The figure below illustrates the five-year OSSLT success rates for English Language Learners in Dufferin-Peel.

Five-Year Comparison of Grade 10 OSSLT Success Results for Dufferin-Peel: Fully Participating First-Time Eligible Students: ELL Learners and Learners Enrolled in ESL/ELD Course



Results for First-Time Eligible Students with Special Needs (excluding gifted)

The Literacy Test results for first-time eligible students with special needs are reported in terms of OSSLT performance among: all students with special needs; students who received an accommodation with an Individual Education Plan (IEP) only; and students who received accommodations with an IEP and an exceptionality identified through the Identification Placement and Review Committee (IPRC) process. It is important to note that all three reporting conventions for students with special needs exclude those with a gifted identification. In March 2011, there were 1,094 students with special needs (excluding gifted) who were eligible to participate in the OSSLT. This figure included 278 students with special needs who received accommodations with an IEP only, and 715 students who received accommodations with an IEP and IPRC. The March 2011 Literacy Test success rates for Dufferin-Peel’s first-time eligible, fully participating students with special needs (excluding gifted) were as follow:

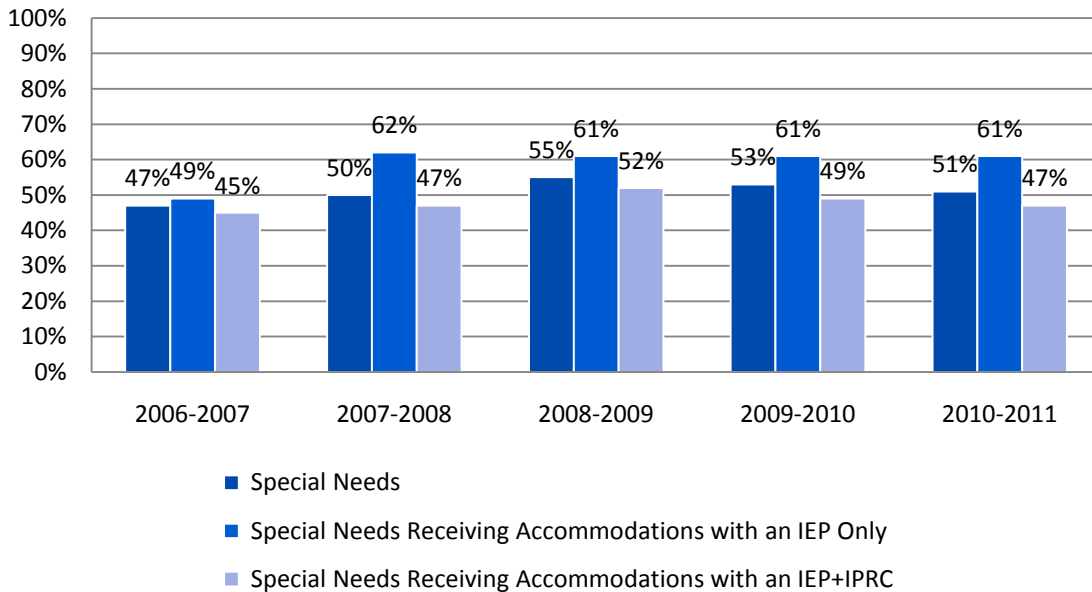
- Students with special needs: 51% successful;
- Students with special needs with an IEP and who received accommodations: 61% successful;
- Students with special needs with an IEP and IPRC and who received accommodations: 47% successful.

The table below (following page) summarizes the results over time for fully participating, first-time eligible students with special needs (excluding gifted).

Achievement Results for Fully Participating First-Time Eligible by Diverse Learner Group	Percent Successful, All Learners	Percent Successful, Students With Special Needs (Excluding Gifted)	Percent Successful, Students With Special Needs (Excluding Gifted), Receiving Accommodations with an IEP Only	Percent Successful, Students With Special Needs (Excluding Gifted), Receiving Accommodations with an IEP and an IPRC
March 2011	85%	51%	61%	47%
April 2010	85%	53%	61%	49%
April 2009	88%	55%	61%	52%
March 2008	86%	50%	62%	47%
March 2007	85%	47%	49%	45%

The most recent two OSSLT administrations have demonstrated a small decline in success rate among fully participating, first-time eligible students with special needs (excluding gifted), as well as among students receiving accommodations with an IEP and IPRC. On the other hand, the OSSLT success rate has been relatively stable among students receiving accommodations with an IEP only. The figure below illustrates the five-year comparison of OSSLT success rates among students with special needs in Dufferin-Peel.

Five-Year Comparison of Grade 10 OSSLT Success Results for Dufferin-Peel: Fully Participating First-Time Eligible Students with Special Needs



Results for First-Time Eligible Students by Program of Study

The Education Quality and Accountability Office (EQAO) provides information on OSSLT performance by three programs of study of English: academic, applied, and locally developed. Among first-time eligible students in March 2011, there were 6,161 students taking academic level English, 1,770 taking applied level English, and 202 taking a locally developed English course. The March 2011 Literacy Test success rates by program of study of English for fully participating first-time eligible students in Dufferin-Peel were as follow:

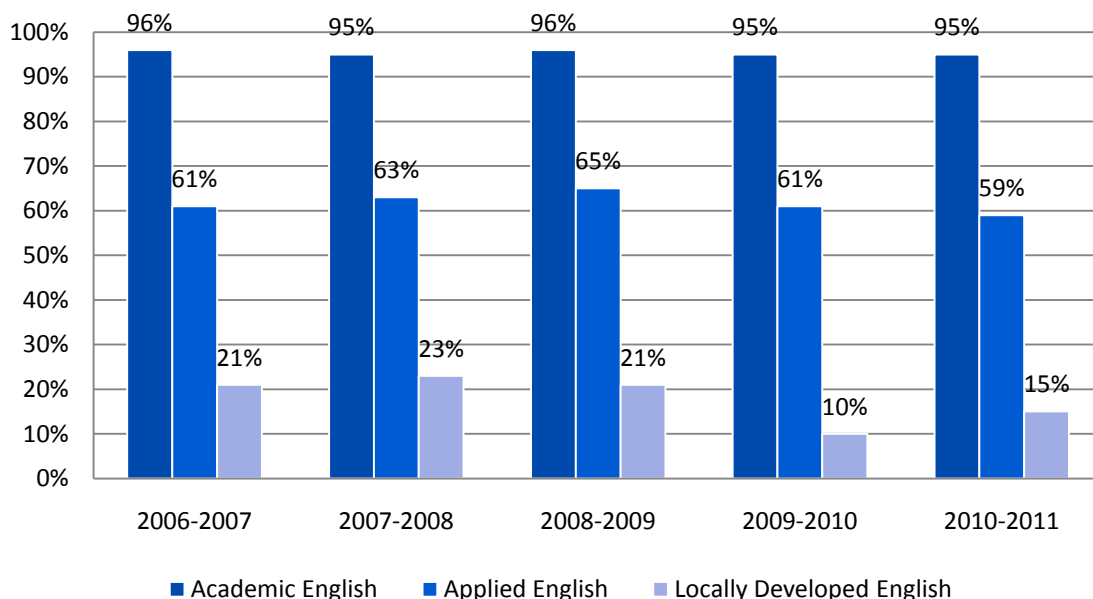
- Academic English: 95% successful;
- Applied English: 59% successful;
- Locally developed English: 15% successful.

The OSSLT results for fully participating first-time eligible students by program of study of English from the most recent five assessment years are summarized in the table below:

Achievement Results for Fully Participating First-Time Eligible Students: Program of Study of English	Percent Successful, All Programs of Study	Percent Successful, Academic English	Percent Successful, Applied English	Percent Successful, Locally Developed English
March 2011	85%	95%	59%	15%
April 2010	85%	95%	61%	10%
April 2009	88%	96%	65%	21%
March 2008	86%	95%	63%	23%
March 2007	85%	96%	61%	21%

Over the last five years of OSSLT administrations, success rates among fully participating, first-time eligible students taking academic English have remained relatively consistent. However, OSSLT success rates for students taking applied English have been dropped in the two most recent administrations. Growth was observed in the success rate for students taking locally developed English programs in March 2011. The figure below illustrates the five-year comparison of OSSLT success rates by program of study of English in Dufferin-Peel.

Five-Year Comparison of Grade 10 OSSLT Success Results for Dufferin-Peel: Fully Participating First-Time Eligible Students - All Learners by Program of Study



All Previously Eligible Students

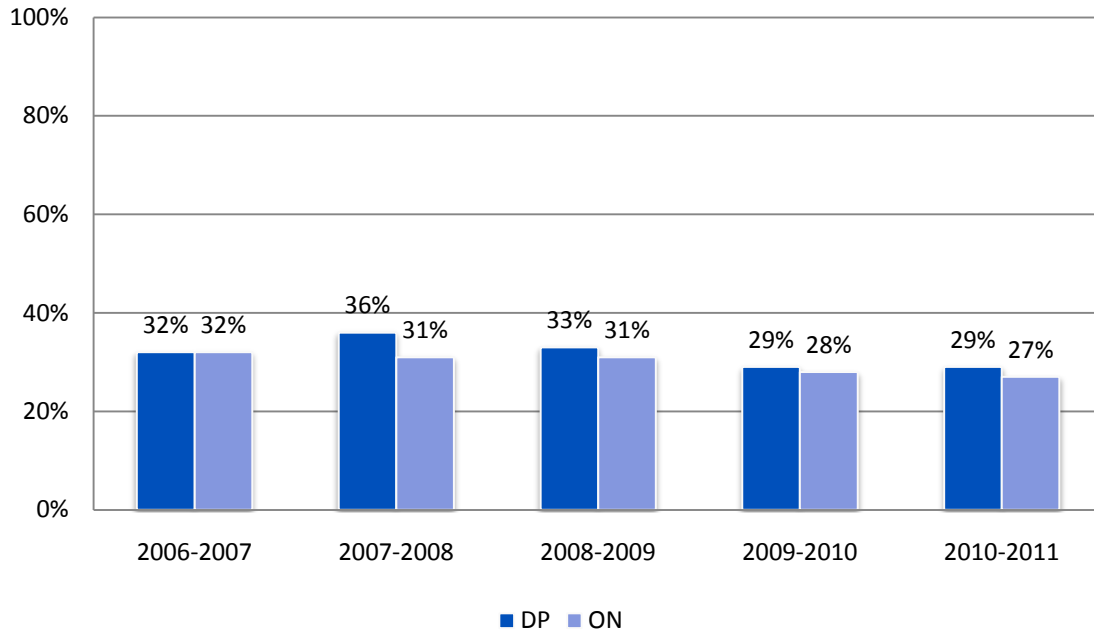
Overall, the March 2011 Ontario Secondary School Literacy Test (OSSLT) results for Dufferin-Peel students were slightly higher than the proportion of previously eligible students in the province who were successful on the last administration of the test in April 2010. Fifty-five percent (55%) of fully participating previously eligible students in Dufferin-Peel received a passing grade. This proportion represents an increase of 3% for students in Dufferin-Peel from the previous assessment. It is important to note that there was also a decrease in the number of previously eligible students who were exempted from writing the Literacy Test, as they were not working toward obtaining an Ontario Secondary School Diploma (OSSD) (75 in 2010 compared to 69 in 2011). Moreover, the same proportion of previously eligible students were absent during this year’s administration of the test than during the previous year (5%) and slightly less of these students were deferred (10% versus 8%) from writing the test. It is interesting to note that the proportion of students accessing the Ontario Secondary School Literacy Course (OSSLC) to satisfy their literacy requirement has increased by 5% over the previous administration. This proportion (34%) is the largest seen in Dufferin-Peel over the last five years, and is much higher than that seen provincially over the same time period. The results for all and fully participating previously eligible students (i.e., students who entered Grade 9 prior to the 2009-2010 school year and any other students placed in this cohort) are presented below for the board and the province (where available):

Results for Previously Eligible Students	March 2007		March 2008		April 2009		April 2010		March 2011	
	Dufferin-Peel	Province	Dufferin-Peel	Province	Dufferin-Peel	Province	Dufferin-Peel	Province	Dufferin-Peel	Province
All Students										
Fulfilling the Diploma Requirement thru OSSLC	27%	19%	17%	17%	29%	19%	29%	20%	34%	22%
Absent	7%	10%	9%	13%	5%	11%	5%	12%	5%	11%
Deferred	8%	8%	13%	10%	9%	11%	10%	13%	8%	13%
Successful Completion	32%	32%	36%	31%	33%	31%	29%	28%	29%	27%
Not Successful	26%	31%	26%	30%	24%	27%	27%	27%	24%	28%
Number of Students Exempted	97	1,789	46	1,653	84	2,053	75	2,336	69	2,230
Fully Participating Students										
Successful Completion	55%	50%	58%	51%	58%	54%	52%	51%	55%	49%
Not Successful	45%	50%	42%	49%	42%	46%	48%	49%	45%	51%

Achievement results for all and fully participating previously eligible students in Dufferin-Peel and the province are presented for the most recent five academic years of testing, including March 2011, in the charts on the following page.

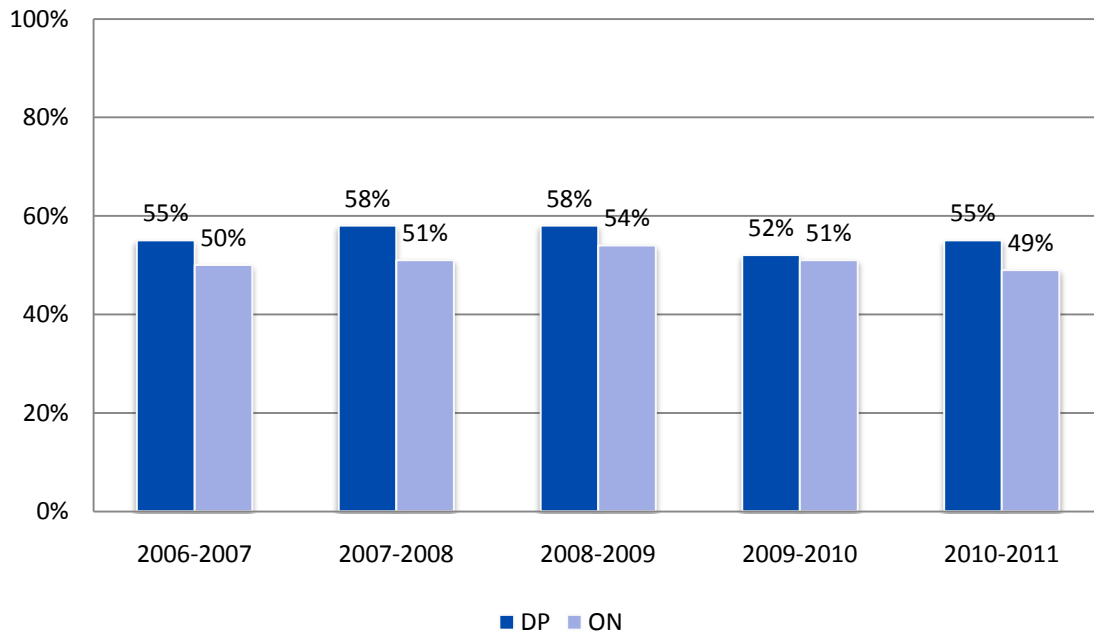
All Previously Eligible Students

Five-Year Comparison of Grade 10 OSSLT Results for Dufferin-Peel and the Province: All Previously Eligible Students



Fully Participating Previously Eligible Students

Five-Year Comparison of Grade 10 OSSLT Results for Dufferin-Peel and the Province: Fully Participating Previously Eligible Students



DEMOGRAPHIC AND ACHIEVEMENT HIGHLIGHTS: PREVIOUSLY ELIGIBLE STUDENTS IN DUFFERIN-PEEL

Student Participation for Previously Eligible Students

In March 2011, there were 2,051 Dufferin-Peel previously eligible students (i.e., students who entered Grade 9 prior to 2009-2010 and who were not previously successful on the test) who were eligible to participate in the OSSLT. However, not all of these students actually participated in the test. Data summarizing absences, deferrals, exemptions and participation rates for previously eligible students for the five most recent administrations of the OSSLT are presented below:

Student Participation: Previously Eligible Students	March 2007	March 2008	April 2009	April 2010	March 2011
Total Eligible students	1,984	2,011	2,243	1,962	2,051
Students who were absent	138 (7%)	172 (9%)	104 (5%)	92 (5%)	100 (5%)
Students who were deferred	165 (8%)	253 (13%)	198 (9%)	200 (10%)	165 (8%)
Fulfilling the Requirement via the OSSLC	533 (27%)	334 (17%)	650 (29%)	570 (29%)	691 (34%)
Fully participating students	1,148 (58%)	1,252 (62%)	1,291 (58%)	1,100 (56%)	1,095 (53%)
Students who were exempted	97	46	84	75	69

Language Spoken in the Home among Previously Eligible Students

In general, the March 2011 findings regarding languages spoken at home among previously eligible students in Dufferin-Peel were similar to those observed in past OSSLT administrations. On average, one half of all previously eligible students (50%) surveyed during the five most recent administrations of the test reported that English is the language spoken most frequently in the home. Information regarding languages learned and spoken in the home by previously eligible students in Dufferin-Peel is presented in the table below.

Percentage of Previously Eligible Students indicating that:	March 2007	March 2008	April 2009	April 2010	March 2011
• First language learned at home was other than English	46 %	42 %	39 %	43 %	41%
• Speak only or mostly English at home	48 %	51 %	53 %	51 %	49%
• Speak another language(s) as often as English at home	30 %	31 %	29 %	31 %	30%
• Speak only or mostly another language(s) at home	21 %	17 %	17 %	17 %	19%

Overall Results for Previously Eligible Students by Contextual Factors: March 2011

Overall results for previously eligible students by contextual factor for the March 2011 administration of the Ontario Secondary School Literacy Test are provided below. Only the most recent year of data has been included to avoid confusion and inappropriate comparisons that can result from small sample sizes and blended cohort effects.

Previously Eligible Students	All Previously Eligible					Fully Participating Previously Eligible	
	Absent	Deferred	OSSLC	Successful	Unsuccessful	Successful	Unsuccessful
All Students	5 %	8 %	34 %	29 %	24 %	55 %	45 %
Female Students	4 %	7 %	35 %	33 %	20 %	62 %	38 %
Male Students	5 %	8 %	33 %	27 %	27 %	50 %	50 %
English Language Learners	1 %	6 %	21 %	36 %	35 %	50 %	50 %
Special Needs ¹	5 %	10 %	40 %	16 %	29 %	35 %	65 %
IEP Only, Accommodated	10 %	0 %	0 %	42 %	48 %	46 %	54 %
IEP & IPRC, Accommodated	8 %	0 %	0 %	29 %	63 %	31 %	69 %

¹ All special needs data exclude students identified as gifted.

APPENDIX A: SCHOOL RESULTS: FIRST-TIME ELIGIBLE STUDENTS IN DUFFERIN-PEEL

March 2011 OSSLT Results: First Time Eligible Students	Number of Students Eligible for the First Time	Successful (All Students)	Not Successful (All Students)	Year to Year (%) Comparison (All Students)	Successful (Fully Participating Students)	Not Successful (Fully Participating Students)	Year to Year (%) Comparison (Fully Participating Students)	Absent	Deferred
Board	8376	83%	14%	1%	85%	15%	0%	1%	2%
Archbishop Romero	3	33%	33%	-	50%	50%	-	0%	33%
Ascension of Our Lord	147	76%	19%	2%	80%	20%	3%	0%	5%
Cardinal Ambrozic	325	85%	14%	-	86%	14%	-	0%	1%
Cardinal Leger	407	77%	20%	-3%	79%	21%	-3%	2%	1%
Father Michael Goetz	385	83%	15%	0%	85%	15%	0%	1%	1%
Holy Name of Mary	234	93%	4%	1%	96%	4%	2%	0%	3%
Iona	333	86%	12%	3%	88%	12%	2%	2%	<1%
John Cabot	250	88%	11%	7%	89%	11%	6%	0%	1%
Loyola	278	83%	14%	-4%	85%	15%	-5%	1%	1%
Notre Dame	399	82%	16%	5%	84%	16%	1%	1%	2%
Our Lady of Mount Carmel	440	88%	8%	4%	92%	8%	3%	1%	3%
Philip Pocock	301	83%	14%	0%	86%	14%	0%	1%	3%
Robert F. Hall	215	84%	15%	4%	85%	15%	1%	0%	1%
St. Aloysius Gonzaga	387	92%	6%	-2%	94%	6%	-1%	<1%	2%
St. Augustine	305	73%	19%	0%	80%	20%	2%	1%	7%
St. Edmund Campion	417	80%	19%	-3%	80%	20%	-4%	<1%	0%
St. Francis Xavier	572	88%	11%	1%	89%	11%	1%	1%	<1%
St. Joan of Arc	348	86%	11%	-1%	89%	11%	0%	1%	2%
St. Joseph	496	84%	13%	3%	86%	14%	0%	1%	1%
St. Marcellinus	381	88%	11%	0%	89%	11%	1%	1%	<1%
St. Marguerite d'Youville	396	81%	16%	6%	83%	17%	6%	1%	2%
St. Martin	235	74%	23%	-5%	77%	23%	-9%	1%	3%
St Michael	251	74%	25%	-	75%	25%	-	0%	1%
St. Paul	142	86%	12%	13%	88%	12%	13%	1%	1%
St Roch	226	78%	19%	-	80%	20%	-	2%	1%
St. Thomas Aquinas	502	79%	19%	-1%	81%	19%	-1%	1%	1%

APPENDIX B: SCHOOL RESULTS: PREVIOUSLY ELIGIBLE STUDENTS IN DUFFERIN-PEEL²

March 2011 OSSLT Results: Previously Eligible Students	Number of PE Students	Percent of PE Students, Fully participating in the OSSLT	Percent of PE Students, Absent	Percent of PE Students, Deferred	Percent of PE Students, OSSLC	Number of PE Students, Exempt	Percent of All PE Students, Successful	Percent of All PE Students, Not Successful	Percent of PE Fully participating PE Student, Successful	Percent of PE Fully participating PE Student, Not Successful
Board	2051	53%	5%	8%	34%	69	29%	24%	55%	45%
Archbishop Romero	44	14%	2%	11%	73%	1	11%	2%	83%	17%
Ascension of Our Lord	49	35%	0%	24%	41%	1	24%	10%	71%	29%
Cardinal Ambrozic	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D
Cardinal Leger	84	29%	6%	10%	56%	4	12%	17%	42%	58%
Father Michael Goetz	173	63%	9%	2%	26%	0	36%	27%	58%	42%
Holy Name of Mary	16	50%	0%	0%	50%	1	50%	0%	100%	0%
Iona	48	40%	10%	4%	46%	0	25%	15%	63%	37%
John Cabot	47	57%	0%	0%	43%	0	32%	26%	56%	44%
Loyola	74	69%	3%	1%	27%	0	36%	32%	53%	47%
Notre Dame	110	54%	7%	15%	25%	1	30%	24%	56%	44%
Our Lady of Mount Carmel	90	48%	8%	0%	44%	17	27%	21%	56%	44%
Philip Pocock	106	72%	3%	11%	14%	2	39%	33%	54%	46%
Robert F. Hall	141	48%	0%	23%	29%	0	30%	18%	63%	37%
St. Aloysius Gonzaga	47	49%	4%	0%	47%	10	28%	21%	57%	43%
St. Augustine	110	28%	10%	2%	60%	4	12%	16%	42%	58%
St. Edmund Campion	154	49%	1%	16%	35%	2	29%	20%	59%	41%
St. Francis Xavier	117	57%	4%	2%	37%	0	31%	26%	54%	46%
St. Joan of Arc	97	72%	2%	5%	21%	6	47%	25%	66%	34%
St. Joseph	87	54%	5%	6%	36%	1	34%	20%	64%	36%
St. Marcellinus	22	18%	0%	0%	82%	7	9%	9%	50%	50%
St. Marguerite d'Youville	157	68%	6%	12%	14%	7	30%	38%	44%	56%
St. Martin	55	91%	5%	2%	2%	2	33%	58%	36%	64%
St. Michael	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D
St. Paul	73	45%	3%	11%	41%	1	23%	22%	52%	48%
St. Roch	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D
St. Thomas Aquinas	149	55%	9%	5%	31%	1	28%	27%	51%	49%

² According to EQAO, N/D means that there are “no data available” for that school. In Dufferin-Peel, there were no previously eligible students at Cardinal Ambrozic, St. Michael and St. Roch,