

BRIEFING NOTE

Date 3 June 2011

To Trustees

From Donna Quan, Deputy Director - Academic, 416 397-3190
John Tancredi, Central Co-ordinating Principal
Teaching and Learning, 416 394-7230

Subject **FRENCH AS A SECOND LANGUAGE ANNUAL REPORT**

Purpose To provide Trustees with information on the French As a Second Language Annual Report.

Context On 28 November 2007, the Board approved that staff present an annual report on French Immersion and Extended French programs. Data has been collected with the cooperation of many departments including School Services, Employee Services, Facility Services and Business Services.

The accompanying appendices contain a snapshot of French Immersion and Extended French programs in the Board for the last three years. In some cases, information has been provided to date back to 2000 in order to provide a full picture of the enrolment data for elementary programs.

The following is the decision which directed staff to prepare this report:

“that staff present, beginning in the fall of 2008, an annual report providing details and insight, including comparatives with other school boards on the following:

- enrolment by grade and by program (French Immersion and Extended French);
- attrition rate by grade and by program;
- efforts to collect data on the reasons for attrition, including exit surveys;
- data on the number of Grade 8 transfers into secondary of potentially at-risk students;
- plans to ensure programs and supports in secondary schools are in place to improve the outcomes for those students at risk of failing and dropping the program;
- Instructional Leader staffing levels;
- data on the number of non-certified French-language teachers and the number of non-qualified French-language teachers employed who are serving on letters of recommendation;
- efforts to improve retention and recruitment of French teachers;
- professional development and French Immersion qualification efforts;

- ongoing challenges; and
- academic success comparisons, where possible.”

Context Summary

- The Board offers Core French, French Immersion and Extended French:
 - Early French immersion starts in senior kindergarten and offers 100% classroom instruction in French until Grade 3. English starts in Grade 4. By Grade 6, half the program is in French and half is in English;
 - Middle French immersion starts in Grade 4 and offers 100% classroom instruction in French in Grades 4 and 5. By Grade 7, half the program is French and half is in English. (Please note: specialist subjects may be offered in English);
 - Extended French (Grade 4 entry) has half of the classroom subjects in French and half in English;
 - Extended French (Grade 7 entry) has 40% of the day in French; and
 - Core French is mandatory for every Grade 4 - 9 student not in extended or immersion. Core French focuses on French language and culture for 40 minutes/day.
- These programs are supported by comprehensive professional learning for staff;
- Recruitment of FSL staff continues. In addition, the Teaching and Learning department continues to support building capacity of existing staff through a variety of professional learning opportunities;
- In comparison to many other Ontario English Language School Boards, the Toronto District School Board serves more students proportionately in Extended and Immersion French programs; and
- Retention rates in French programs vary from program to program. Detailed information is available in the body of the report.

APPENDICES

- Appendix A: Total Enrolment in French Immersion and Extended French Programs 2000-2011
- Appendix B: French enrolment as a percentage of total enrolment in comparison with other boards
- Appendix C: Student enrolment in French as a second language by grade and program
- Appendix D: Headcount Enrolment and Retention Rates
- Appendix E: Teachers of French as a Second Language (FSL) qualifications and staff support
- Appendix F: Recruitment Initiatives
- Appendix G: Transfers, Applications and Retention
- Appendix H: Professional Learning and French Immersion Qualifications
- Appendix I: Funding for French as a Second Language (FSL)
- Appendix J: Program Application and Registration System
- Appendix K: Successes and Challenges
- Appendix L: Academic Success Comparisons
- Appendix M: Enrolment by School/Ward

**TOTAL ENROLMENT IN FRENCH IMMERSION AND EXTENDED
FRENCH PROGRAMS 2000-2011**

- The following chart is based on Head Count data drawn from October 31 annual reports.

Year	Elementary French Immersion	Elementary Extended French	Secondary French Immersion	Secondary Extended French	Total
2000-1	11,242	1,667	1,645	856	15,410
2001-2	11,206	1,584	2,606	801	16,197
2002-3	10,921	1,412	*2,576	*760	15,669
2003-4	11,047	1,660	2,176	1,147	16,030
2004-5	11,171	1,746	2,335	1,245	16,497
2005-6	11,331	2,098	2,406	1,319	17,154
2006-7	11,483	2,670	2,427	1,314	17,894
2007-8	11,865	3,394	2,428	1,352	19,039
2008-9	12,307	3,706	2,430	1,293	19,736
2009-10	12,810	3,954	2,408	1,291	20,463
2010-11	13,415	4,180	2,482	1,371	21,448

* This was the double cohort year in which the last of the Grade 13(OAC) programs was taught in secondary schools. There were fewer students in secondary French Immersion programs in the following year.

FRENCH ENROLMENT AS A PERCENTAGE OF TOTAL ENROLMENT IN COMPARISON WITH OTHER BOARDS

Elementary French Immersion and Extended French in Ontario School Boards

- The following chart illustrates information provided by other school boards about their enrolment in French Immersion and Extended French programs.
 - In most cases*, total elementary enrolment in the boards dropped from 2007 through 2010.
 - From 2007-2010, participation in French Immersion and Extended French programs has increased as a percentage of total enrolment.
- In the TDSB, the total enrolment in French Immersion and Extended French programs is at 21,448 students for 2010/2011.
- The TDSB has a higher percentage of students participating in these programs than most southern Ontario school boards.
- The following charts include both French Immersion and Extended French programs. It is important to note that in some boards there are no Extended French programs and French is offered as Immersion only. In other circumstances, the boards were not able to provide the information in the format presented.

*The Peel DSB showed a small increase in total enrolment from 2009-10 to 2010-2011 (96,502 to 96,753) & the Ottawa-Carleton DSB showed a small increase in total enrolment from 2009-2010 to 2010-2011 (43,157-43,463)

Boards with Average Participation Rates in Elementary Schools

Board	FI 07/08	%	Ext Fr 07/08	%	FI 08/09	%	Ext Fr 08/09	%	FI 09/10	%	Ext Fr 09/10	%	FI 10/11	%	Ext Fr 10/11	%	% of tot. enrolment 07/08	% of tot. enrolment 08/09	% of tot. enrolment 09/10	% of tot. enrolment 10/11
TDSB	11870	7.2	3388	2.1	12311	7.6	3705	2.3	NA	NA	NA	NA	15309	9.95	1381	0.9	9.3	9.9	NA	9.9
TCDSB	1303	2.2	1919	3.3	1402	2.3	1959	3.2	NA	NA	NA	NA	3482	6.34	0	0.0	5.6	5.5	NA	5.5
Thames Valley DSB	3418	7.1			3464	7.4	185	0.4	NA	NA	NA	NA	4042	8.98	0	0.0	7.1	7.80	NA	7.8
Hamilton Wentworth DSB	1546	4.3	-		1796	5.1	-		NA	NA	NA	NA	2052	6.64	0	0.0	4.3	5.10	NA	5.1
Dufferin Peel CDSB	N/A		2168	3.9	46	0.08	2191	4.1	NA	NA	NA	NA	435	0.92	1491	3.1	3.9	4.20	NA	4.2
Peel DSB	6167	5.8	631	0.59	7824	7.4	717	0.68	NA	NA	NA	NA	8742	9.04	734	0.8	6.39	8.08	NA	8.1
Durham DSB	3746	8.0	-		3897	8.4	-		NA	NA	NA	NA	4419	10.57	0	0.0	8	8.40	NA	8.4
Durham CDSB	554	3.6	-		543	3.6	-		NA	NA	NA	NA	428	3.22	90	0.7	3.6	3.60	NA	3.6
Average of Above									NA	NA	NA	NA						6.6		6.6

Boards with High Participation Rates in Elementary Schools

Board	FI 07/08	%	Ext Fr 07/08	%	FI 08/09	%	Ext Fr 08/09	%	FI 09/10	%	Ext Fr 09/10	%	FI 10/11	%	Ext Fr 10/11	%	% of tot. enrolment 07/08	% of tot. enrolment 08/09	% of tot. enrolment 09/10	% of tot. enrolment 10/11
Ottawa Carleton DSB	17539	37.7			18768	39.4			NA				19930		0		37.7	39.4	NA	44.47
Ottawa Carleton CDSB					9804	39	10930	43.6	NA				10043		3650			43.6	NA	45.02

STUDENT ENROLMENT IN FRENCH AS A SECOND LANGUAGE BY GRADE AND PROGRAM

The following charts indicate the increase in enrolment in elementary French Immersion and Extended French over the past five years.

The data is based on submissions for annual Ministry Reports. The data is presented separately for elementary and secondary since elementary data is collected by grade and secondary data is collected by age of students.

Elementary Enrolment

Grade	French Immersion					Extended French				
	2006/07	2007/08	2008/09	2009/10	2010/11	2006/07	2007/08	2008/09	2009/10	2010/11
SK	1,984	2,097	2,181	2,235	2,399					
1	1,659	1,713	1,866	1,975	2,066					
2	1,488	1,476	1,539	1,681	1,785					
3	1,308	1,372	1,351	1,421	1,550					
4*	1,190	1,343	1,355	1,303	1,355	618	848	676	761	731
5	1,160	1,107	1,236	1,255	1,218	341	531	738	565	670
6	1,019	1,073	1,028	1,137	1,170	191	343	488	688	541
7*	837	885	921	916	975	819	935	957	1,073	1,257
8	838	799	830	887	897	701	737	847	867	981
Total	11,483	11,865	12,307	12,810	13,415	2,670	3,394	3,706	3,954	4,180

- There are two entry points for Extended French: Grade 4 and 7. The Grade 7 numbers reflect the total of both program entry points.

Secondary Enrolment

Age	French Immersion					Extended French				
	06/07	07/08	08/09	09/10	10/11	06/07	07/08	08/09	09/10	10/11
Under 15	621	619	619	641	675	321	344	314	385	407
15	594	604	614	581	619	361	302	330	289	369
16	587	565	568	599	555	351	344	281	315	284
17	532	559	544	528	572	242	334	319	258	288
18	90	78	79	56	58	37	26	46	41	23
Over 18	3	3	6	3	3	2	2	3	3	0
Total	2,427	2,428	2,430	2,408	2,482	1,314	1,352	1,293	1,291	1,371

Source:

2000 to 2009 - Final Month-end Enrolment Report for October 31

2010 - Preliminary Month-end Enrolment Report for October 31

HEADCOUNT ENROLMENT AND RETENTION RATES

- The following data is based on submissions for annual Ministry Reports.

Table 1 – French Immersion Senior Kindergarten (SK) -8 Pathway

French Immersion

SK Entry: SK-Grade 8 Schools

Year	SK	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2000	1,423	1,218	1,081	984	818	747	702	591	519
2001	1,430	1,201	1,015	959	839	729	679	622	552
2002	1,297	1,226	1,006	869	808	750	645	606	583
2003	1,393	1,124	1,041	872	740	730	648	573	566
2004	1,376	1,214	951	919	774	678	648	590	547
2005	1,382	1,242	1,067	837	827	714	639	583	572
2006	1,461	1,183	1,071	928	755	764	638	569	543
2007	1,529	1,248	1,027	967	837	696	692	595	534
2008	1,620	1,351	1,091	927	888	781	642	624	555
2009	1,660	1,468	1,203	979	831	814	703	595	589
2010	1,828	1,518	1,291	1,097	885	776	746	675	599
Average	1491	1272	1077	940	818	744	671	602	560

Year to Year Attrition Rate

SK	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2000								
2001	-15.6%	-16.7%	-11.3%	-14.7%	-10.9%	-9.1%	-11.4%	-6.6%
2002	-14.3%	-16.2%	-14.4%	-15.7%	-10.6%	-11.5%	-10.8%	-6.3%
2003	-13.3%	-15.1%	-13.3%	-14.8%	-9.7%	-13.6%	-11.2%	-6.6%
2004	-12.8%	-15.4%	-11.7%	-11.2%	-8.4%	-11.2%	-9.0%	-4.5%
2005	-9.7%	-12.1%	-12.0%	-10.0%	-7.8%	-5.8%	-10.0%	-3.1%
2006	-14.4%	-13.8%	-13.0%	-9.8%	-7.6%	-10.6%	-11.0%	-6.9%
2007	-14.6%	-13.2%	-9.7%	-9.8%	-7.8%	-9.4%	-6.7%	-6.2%
2008	-11.6%	-12.6%	-9.7%	-8.2%	-6.7%	-7.8%	-9.8%	-6.7%
2009	-9.4%	-11.0%	-10.3%	-10.4%	-8.3%	-10.0%	-7.3%	-5.6%
2010	-8.6%	-12.1%	-8.8%	-9.6%	-6.6%	-8.4%	-4.0%	0.7%
	-12.4%	-13.8%	-11.4%	-11.4%	-8.4%	-9.7%	-9.1%	-5.2%

- There is a retention rate of 46.2% in schools that offer French Immersion from Senior Kindergarten through to Grade 8 from entry at 2003. This represents an increase in the retention rate from the 39% that was last reported in the 2009 Annual Report.
- In 2003, TDSB began to offer additional Extended French programs. Since then, year on year attrition rates have declined. Parents may have chosen a later entry as an option.
- After 2004, enrolment at the entry level has increased despite significant decreases in board enrolment. The work of staff in conjunction with the FSLAC may have highlighted more effectively for parents the range of options available.
- Year to Year Attrition rates have shown a decrease since the year 2000. Information about program choice and support for students remaining in the program may have contributed to this trend towards greater retention within the programs.

Table 2 - French Immersion SK-6 Schools

SK Entry: SK-Grade 6 Schools

Year	SK	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2000	445	405	358	333	307	289	268		
2001	473	413	365	332	305	282	285		
2002	465	432	386	334	295	288	271		
2003	471	445	390	361	298	277	288		
2004	515	435	416	370	330	283	284		
2005	527	465	408	389	336	308	278		
2006	529	494	429	388	356	316	304		
2007	546	489	459	415	353	341	308		
2008	541	530	460	429	377	328	326		
2009	574	528	486	445	407	368	316		
2010	562	562	505	465	411	384	361		
Average	513	473	424	387	343	315	299		

Year to Year Attrition Rate

SK	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	-7.2%	-9.9%	-7.3%	-8.4%	-8.1%	-1.4%		
	-8.7%	-6.5%	-8.5%	-11.1%	-5.6%	-3.9%		
	-4.3%	-9.7%	-6.5%	-10.8%	-6.1%	0.0%		
	-7.6%	-6.5%	-5.1%	-8.6%	-5.0%	2.5%		
	-9.7%	-6.2%	-6.5%	-9.2%	-6.7%	-1.8%		
	-6.3%	-7.7%	-4.9%	-8.5%	-6.0%	-1.3%		
	-7.6%	-7.1%	-3.3%	-9.0%	-4.2%	-2.5%		
	-2.9%	-5.9%	-6.5%	-9.2%	-7.1%	-4.4%		
	-2.4%	-8.3%	-3.3%	-5.1%	-2.4%	-3.7%		
	-2.1%	-4.4%	-4.3%	-7.6%	-5.7%	-1.9%		
Average	-5.9%	-7.2%	-5.6%	-8.8%	-5.7%	-1.8%		

- The SK to 6 Pathway for FI shows a retention rate of 70%

Tracking the Oct 2009 FI Student Cohort

31-Oct-09			30-Jun-10			31-Oct-10		
Grade	Program	Count	Program	Count	Percent	Program	Count	Percent
SK	French Immersion	2129	French Immersion	2060	97%	French Immersion	1887	89%
			Left TDSB	47	2%	Left TDSB	142	7%
			Regular Elem	22	1%	Regular Elem	100	5%
1	French Immersion	1975	French Immersion	1886	95%	French Immersion	1749	89%
			Left TDSB	36	2%	Left TDSB	112	6%
			Regular Elem	53	3%	Regular Elem	113	6%
						SP (Beh)	1	0%
2	French Immersion	1684	French Immersion	1629	97%	French Immersion	1512	90%
			Left TDSB	21	1%	Left TDSB	92	5%
			Regular Elem	33	2%	Regular Elem	78	5%
			SP (HSP)	1	0%	SP (Autism)	1	0%
						SP (LD)	1	0%
3	French Immersion	1426	French Immersion	1382	97%	French Immersion	1270	89%
			Left TDSB	23	2%	Left TDSB	73	5%
			Regular Elem	21	1%	Regular Elem	55	4%
						SP (Gifted)	24	2%
						SP (HSP)	3	0%
						SP (MID)	1	0%
4	French Immersion	1301	French Immersion	1264	97%	French Immersion	1196	92%
			Left TDSB	14	1%	Left TDSB	54	4%
			Regular Elem	22	2%	Regular Elem	41	3%
			SP (HSP)	1	0%	SP (Gifted)	8	1%
						SP (HSP)	2	0%
5	French Immersion	1255	French Immersion	1232	98%	French Immersion	1150	92%
			Left TDSB	18	1%	Left TDSB	54	4%
			Regular Elem	4	0%	Regular Elem	35	3%
			SP (Gifted)	1	0%	SP (Gifted)	15	1%
						SP (HSP)	1	0%
6	French Immersion	1135	French Immersion	1117	98%	French Immersion	917	81%
			Left TDSB	12	1%	Left TDSB	93	8%
			Regular Elem	6	1%	Regular Elem	102	9%
						Alt Learning	1	0%
						Extend French	9	1%
						SP (Gifted)	12	1%
						SP (HSP)	1	0%
7	French Immersion	916	French Immersion	895	98%	French Immersion	869	95%
			Left TDSB	12	1%	Left TDSB	26	3%
			Regular Elem	7	1%	Regular Elem	16	2%
			Extend French	2	0%	Extend French	2	0%
						SP (Gifted)	3	0%
8	French Immersion	887	French Immersion	875	99%	French Immersion	606	68%
			Left TDSB	10	1%	Left TDSB	84	9%
			Regular Elem	2	0%	Regular Sec	136	15%
						Extend French	20	2%
						SP (Gifted)	3	0%
						Talented	38	4%

- This table looks at the October 2009 cohort of FI students.
- From Grades 1 to 8 students left the program for the following reasons:
 - Left the TDSB (ranging from 3% in Grade 7 to 9% in Grade 8)
 - Left to enter Regular Elementary (ranging from 2% in Grade 7 to 9% in Grade 6)
 - Left to enter a Gifted program (2% at the end of Grade 3)
- At the end of Grade 8, 15 % leave to attend a Regular Secondary program and 2% leave to attend an Extended French Secondary program.

Grade	31-Oct-09		30-Jun-10			31-Oct-10		
	Program	Count	Program	Count	Percent	Program	Count	Percent
9	French Immersion	639	French Immersion	633	99%	French Immersion	599	94%
			Left TDSB	1	0%	Left TDSB	14	2%
			Regular Sec	4	1%	Regular Sec	22	3%
			SP (LD)	1	0%	SP (LD)	1	0%
					Extend French	2	0%	
					Talented	1	0%	
10	French Immersion	587	French Immersion	582	99%	French Immersion	552	94%
			Left TDSB	2	0%	Left TDSB	13	2%
			Regular Sec	3	1%	Regular Sec	21	4%
						Extend French	1	0%
11	French Immersion	599	French Immersion	593	99%	French Immersion	564	94%
			Left TDSB	5	1%	Left TDSB	17	3%
			Regular Sec	1	0%	Regular Sec	17	3%
						Extend French	1	0%
12	French Immersion	588	French Immersion	554	94%	French Immersion	55	9%
			Left TDSB	24	4%	Left TDSB	486	83%
			Regular Sec	10	2%	Regular Sec	47	8%

- This table is the secondary continuation of the “Tracking 2009 FI Student Cohort” table.
- It shows a retention rate of 94% in the secondary school grades.

Table 3 – French Immersion Grade 4 Entry

Grade 4 Entry: Grade 4 to Grade 6 Pathway

Year	SK	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2000					118	86	80		
2001					98	94	75		
2002					137	85	78		
2003					136	120	69		
2004					107	121	102		
2005					94	85	100		
2006					82	87	78		
2007					158	69	80		
2008					96	128	62		
2009					68	75	92		
2010					59	61	67		
Average					105	92	80		

Year to Year Attrition Rate

SK	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
					-20.3%	-12.8%		
					-13.3%	-17.0%		
					-12.4%	-18.8%		
					-11.0%	-15.0%		
					-20.6%	-17.4%		
					-7.4%	-8.2%		
					-15.9%	-8.0%		
					-19.0%	-10.1%		
					-21.9%	-28.1%		
					-10.3%	-10.7%		
Average					-15.2%	-14.6%		

- Grade 4 Entry programs continue to have an average retention rate of 72% from Grades 4 to 6.

Table 4 – Extended French Grade 4 Entry

Extended French

Grade 4 Entry

Year	SK	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2000									
2001									
2002									
2003									
2004					185				
2005					391	157			
2006					607	327	128		
2007					845	516	265	121	
2008					662	723	403	234	117
2009					740	550	596	356	220
2010					721	649	457	533	338
Average					593	487	370	311	225

Year to Year Attrition Rate

SK	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
					-15.1%			
					-16.4%	-18.5%		
					-15.0%	-19.0%	-5.5%	
					-14.4%	-21.9%	-11.7%	-3.3%
					-16.9%	-17.6%	-11.7%	-6.0%
					-12.3%	-16.9%	-10.6%	-5.1%
Average					-15.0%	-18.8%	-9.8%	-4.8%

- Total retention rate from Grades 4 to 8 in the Extended French Grade 4 Entry program is 55.7%.

TEACHERS OF FRENCH AS A SECOND LANGUAGE (FSL) QUALIFICATIONS AND STAFF SUPPORT

Number of Teachers in French as a Second Language Program and Qualifications

As an English language school board, the TDSB is required to hire teachers who are certified to teach in English schools in Ontario and hold additional qualifications in FSL.

- Teachers are permitted to teach French as a Second Language on a Letter of Approval if they do not hold the FSL additional qualification.
- Teachers are permitted to teach FSL on a Letter of Permission if they do not hold basic teaching certification.
- In 2010/2011, we have over 200 FSL qualified teachers on the Eligible to Hire list.

Hiring Practices

- Elementary teachers are hired into the TDSB as pool hires or from the Eligible to Hire list. When vacancies occur, principals access this list and interview candidates for the school-based position. At the secondary level, an Eligible to Hire list is also maintained. Similarly to elementary, when vacancies occur, principals access this list and interview candidates.

<i>Elementary</i>	<i>2006-07</i>	<i>2007-08</i>	<i>2008-09</i>	<i>2009-10</i>	2010-11
New Hires	143	166	98	78	112
Pool Hires	30	39	22	15	0
Letter of Approval	101	123	73	24	27
Letter of Permission	5	6	5	0	0
Total Qualified	1738	1802	1847	1860	1853
Total in Classroom	1014	NA	1244	1464	1560

<i>Secondary</i>	<i>2006-07</i>	<i>2007-08</i>	<i>2008-09</i>	<i>2009-10</i>	2010-11
New Hires	27	32	30	14	23
Letter of Approval	0	0	0	0	0
Letter of Permission	0	0	0	0	0
Total Qualified	485	521	530	529	530
Total in Classroom	NA	NA	NA	NA	NA

- TDSB has more teachers qualified to teach French as a Second Language than there are classes to teach.
- Every year, as per the staffing process, teachers have the opportunity to indicate their teaching preference.
- TDSB continues to recruit new teachers to teach in our expanding FSL programs.
- Many teachers of Core French do not have a classroom but teach on a rotary basis from classroom to classroom, a practice known as “French a la carte” since teachers must move their materials from class to class. This creates an additional challenge for these teachers.

Staff Support for Instruction

	2006-07	2007-08	2008-09	2009-10	2010-11
Instructional Leaders	4	6	6	6	6
New French Teacher Coaches	n/a	4	6	0	0
Program Coordinator	1	1	1	1	1
System Superintendent	1	1	1	1	0
Central Coordinating Principal	0	0	0	0	1

- Instructional Leaders are centrally assigned teachers who assist with the implementation of the French as a Second Language programs. They assist new and experienced teachers, provide workshops on proper methodology, assist with the placement process for students and respond to community inquiries.
- The Program Coordinator oversees the support provided to teachers by the instructional leaders, liaises with other central staff, Ministry staff and the FSLAC.
- The Central Coordinating Principal works with the Program Coordinator and Instructional Leaders, liaises with other central staff, Ministry staff and the FSLAC
- Staff provides professional learning to support system needs, families of schools (FOS) and individual teacher.

RECRUITMENT INITIATIVES

- Some teachers are recruited to TDSB when staff visits universities throughout Canada. Additionally, recruitment information is available on the public website.

Career Fair Visits

- Each year, TDSB staff participates in Career Fairs in universities across Canada in order to attract potential teachers with French qualifications to teach in Toronto. The following are the universities which TDSB has visited in past years.

ELEMENTARY CAREER VENUE	SECONDARY CAREER VENUE
BISHOPS UNIVERSITY Lennoxville, Quebec (outside Montreal)	
BROCK UNIVERSITY , St. Catherines, Ont.	BROCK UNIVERSITY , St. Catherines, Ont.
GLENDON COLLEGE, YORK UNIVERSITY (Bilingual Job Fair)	
LAKEHEAD UNIVERSITY Thunder Bay, Ontario	LAKEHEAD UNIVERSITY Thunder Bay, Ontario
LAURENTIAN UNIVERSITY	
McGILL UNIVERSITY	McGILL UNIVERSITY Montreal, Quebec
NIAGARA UNIVERSITY, CANISIUS, DAEMEN D'YOUVILLE, MEDAILLE COLLEGES, Canadian Teacher Career Fair, Niagara Falls, New York	NIAGARA UNIVERSITY, CANISIUS, DAEMEN D'YOUVILLE, MEDAILLE COLLEGES
NIPISSING UNIVERSITY North Bay, Ontario	NIPISSING UNIVERSITY North Bay, Ontario
OISE-UNIVERSITY OF TORONTO	OISE-UNIVERSITY OF TORONTO
QUEEN'S UNIVERSITY Kingston, Ontario	QUEEN'S UNIVERSITY Kingston, Ontario
TRENT UNIVERSITY Peterborough, Ontario	TRENT UNIVERSITY Peterborough, Ontario
UNIVERSITY of LAVAL, Quebec City, Quebec	
UNIVERSITY OF MONTREAL Montreal, Quebec	
UNIVERSITY OF ONTARIO IT Oshawa, Ontario	UNIVERSITY OF ONTARIO IT Oshawa, Ontario
UNIVERSITY OF OTTAWA Ottawa, Ontario	UNIVERSITY OF OTTAWA Ottawa, Ontario

ELEMENTARY CAREER VENUE	SECONDARY CAREER VENUE
UNIVERSITY OF QUEBEC AT MONTREAL	
UNIVERSITY OF QUEBEC (Rimouski) Rimouski, Quebec	
UNIVERSITY OF QUEBEC: TROIS-RIVIERES , Trois Rivieres, Quebec	
UNIVERSITY OF WESTERN ONTARIO London, Ontario	UNIVERSITY OF WESTERN ONTARIO London, Ontario
UNIVERSITY OF WINDSOR Windsor, Ontario	UNIVERSITY OF WINDSOR Windsor, Ontario
YORK UNIVERSITY	YORK UNIVERSITY

Other Initiatives

- In the past, TDSB was able to hire university students as monitors. They were paid to work five hours per week in schools to support language proficiency in French. This funding provided 18 monitors to TDSB, but is no longer part of Ministry funding initiatives as of the 2009-2010 school year.
- TDSB and Glendon College have developed a pilot project to place university students in elementary schools for support. The university students then do their teaching practice in the school.
- TDSB has a partnership with York University to provide TDSB teachers with the mandatory Additional Qualification course of French as a Second Language Part 1. In the past three years 75 teachers have become qualified through this initiative.

TRANSFERS, APPLICATIONS AND RETENTION

- In consultation with research staff and the French as a Second Language Advisory Committee, a survey and process had been developed for the collection of exit data.
- This process relied on local schools to have parents and students who are demitting from Extended French or French Immersion complete a survey and remit to central FSL staff.
- Historically, the return rate on these surveys has been very low.
- In order to approve the process, in January, 2011, Trillium SIS (Student Information System) staff was able to provide a list of students who had demitted from the program within the last three years.
- The existing survey was mailed to all of the families of the students named on this list.
- Central staff has collected survey data.
- In 2011, central staff, along with the TDSB Research Unit with the input of French as a Second Language Committee will be revisiting this survey and developing a more streamlined process for collecting and analysing this data.
 - Note: the 2011 survey was sent by mail and included students demitting from all of our programs (not only the Grade 7 Extended entry.)

Reason	2011 Survey (Immersion and Extended)
Distance	0
Where program offered	0
Moved/Moving	0
Be with friends in another school	1
Enrol in another special program	6
Another school board	1
Program too difficult	30
No additional support at school	13
No extra support at home	8
Teacher recommended	8
Class size too large	1
Not happy with school	13
Not happy with program	1
Not happy with teacher	8
Not happy with students	0
Other	17
Number of surveys mailed	359
Total number of surveys returned	107

New Students from Outside the TDSB Applying to SK, Grade 4 and Grade 7 Programs

- Every year, students who have attended schools outside the TDSB, but reside in Toronto, apply to attend French Immersion or Extended French programs in the TDSB.
- The following is a summary of the number of students* who were admitted from other boards or private institutions. (*for the entry point year only.)
- The applicants to the regular program from outside the TDSB are identified for comparison.

Year	SK		Gr4			Gr7	
	French Immersion	Regular Program	French Immersion	Extended French	Regular Program	Extended French	Regular Program
2005	57	630	16	5	722	12	742
2006	53	507	15	8	644	10	662
2007	57	508	18	8	562	13	564
2008	70	524	18	6	543	14	543
2009	62	426	9	22	532	22	538
2010	55	386	22	17	562	12	522

**PROFESSIONAL LEARNING AND FRENCH AS A SECOND
LANGUAGE QUALIFICATIONS**

Professional Learning Opportunities 2010-11

French Immersion/Extended French	Timelines
<p>Kindergarten Network</p> <ul style="list-style-type: none"> Combination of full-day in-service and after school sessions for Senior Kindergarten FI teachers – topics discussed include inquiry-based programming, TLCP in the SKFI classroom, learning centres and play based learning, report card comments 	<p>November- May Six sessions for 48 schools</p>
<p>Training for Alpha Jeunes</p> <ul style="list-style-type: none"> Training for Grades 1-3 FI teachers in the diagnostic reading assessment tool Alpha Jeunes Training for new Special Education support teachers in FI schools 	<p>September</p>
<p>French Immersion PODS</p> <ul style="list-style-type: none"> Early French Immersion schools have been organized into “pods” or clusters to allow for the development of learning communities within the Immersion program Target Grades 4-9 FI teachers 	<p>October – June Three sessions for 75 schools</p>
<p>Extended French Teacher Network</p> <ul style="list-style-type: none"> Provide Professional Development for teachers of Grade 4 – 8 Extended French with a focus on effective program planning, timetabling 	<p>October – May 4 sessions for 36 schools</p>
<p>Teaching and Learning Critical Pathways/ FSL Hubs</p> <ul style="list-style-type: none"> Provide each FI program school with the opportunity to participate in a TLCP in French with a focus on performance tasks, program planning and assessment of student work through moderated marking sessions Facilitate French Immersion/Extended Hubs in the different FOS for sharing and enhanced program development 	<p>September – June As requested</p>
<p>Professional Learning Communities (PLC)</p> <ul style="list-style-type: none"> Facilitate the professional learning discussions at French Immersion and Extended French schools among French teachers related to a variety of program needs 	<p>September – June As requested</p>
<p>Transition Meetings Grades 7-9</p> <ul style="list-style-type: none"> Facilitate the networking and program planning discussion between the elementary panel and the secondary panel with respect to the Grade 8 -9 transition 	<p>September – March 32 schools</p>

<ul style="list-style-type: none"> Focus on a better understanding of the experiences of the 2 panels and work together to enhance programming for students 	
Demonstration Classrooms <ul style="list-style-type: none"> Organize, prepare visits of teachers to demonstration classrooms Facilitate the discussion before, during and after the visit Follow up with the visiting teachers 	October – April As scheduled
Secondary French Immersion/Extended CL/ACL Meetings <ul style="list-style-type: none"> Topics include teaching strategies and resources, revised curriculum, Common European Framework of Reference (CEFR / language proficiency benchmarks) etc 	3 sessions per year 14 schools

Core French	Timelines
Core French Elementary Teachers General Meetings <ul style="list-style-type: none"> School based workshops include a variety of teaching and management strategies. Topics are generated in collaboration with the expressed needs of the teachers 	Monthly in each quadrant All elementary schools
Core French Secondary CL/ACL Meetings <ul style="list-style-type: none"> Topics developed in collaboration with the teachers that are relevant to the program 	6 sessions All secondary schools
Beginning Teachers Network <ul style="list-style-type: none"> Getting Started in Core French – an examination of programs, resources, assessment and evaluation as well as establishing mentors for beginning teachers of Core French 	1 session 70 participants
Teaching and Learning Critical Pathways/ FSL Hubs <ul style="list-style-type: none"> Provide support to Core French teachers as schools investigate TLCPs Facilitate Hubs in the different FOS for sharing and enhanced program development	As requested
Demonstration Classrooms <ul style="list-style-type: none"> Organize, prepare visits of teachers to demonstration classrooms Facilitate the discussion before, during and after the visit Follow up with the visiting teachers 	As requested
Communicative Language Teaching Strategies <ul style="list-style-type: none"> Introduce the communicative approach to Core French teachers Share information about the principles of the CEFR Prepare activities based on the communicative approach 	April – June 8 sessions

<p>CEFR Workgroup</p> <ul style="list-style-type: none"> • Introduce the Common European Framework of Reference to a group of 12 secondary Core French teachers • Conduct an action research approach to developing a better understanding of the approach • Facilitate demonstration classrooms to observe the approach with students 	<p>4 sessions 12 participants</p>
--	---------------------------------------

Programs and Supports to Improve Student Outcomes and Retention

Over the past several years, TDSB staff has initiated and supported programs to improve student outcomes. They include the following:

- In-school support from School Resource teachers for students in French Immersion and Extended French programs. In some instances, these teachers are able to support children in French.
- Enhanced Vice-Principal allocation for schools with French Immersion and Extended French programs
- Enhanced staffing formula for Special Education support in schools
- Principal quadrant meetings and French Immersion/Extended French Principal program meetings each year
- Professional Development workshops on Differentiated Instruction
- Completion of Alpha Jeunes for use with students in elementary grades
- Development of Junior Diagnostic Assessment (French version of CASI)
- Support for students to engage in authentic French language activities.

PROVINCIAL FUNDING GENERATED BY ENROLMENT IN FRENCH AS A SECOND LANGUAGE (FSL) PROGRAMS (CORE, EXTENDED, IMMERSION)

In addition to the foundation grant, the province provides English Language Boards with a French as a Second Language grant. The FSL grant is based on the number of pupils enrolled in these programs and the average daily length of the French instructional time. In 2010/2011, the TDSB received \$29,364,537.

French as a Second Language – Elementary

The following table indicates the provincial FSL allocation per pupil.

Average Daily Length of French Instructional Time	Program/Grades	2006-07	2007-08	2008-09	2009-10	2010-11
20-59 minutes	Core Grades 4 to 8	\$258	\$264.71	\$272.90	\$279.31	\$285.92
60-149 minutes	Extended* Grades 4 to 8	\$294	\$301.59	\$310.92	\$318.23	\$325.76
150 minutes or more 75 minutes or more	Immersion Grades 1 to 8 Immersion JK and SK	\$329	\$337.39	\$347.82	\$356	\$364.42

*The TDSB exceeds the minimum time requirements of the Ministry of Education for its Extended French programs.

French as a Second Language – Secondary

The funding is provided for French as a Second Language in two ways. There is an allocation for French taught as a subject as well as for subjects which are taught in French. Examples of the latter could include: mathématiques, géographie or education physique.

The following table shows the allocation per-pupil credit for French as a subject.

Grades	2006-07	2007-08	2008-09	2009-10	2010-11
9 and 10	\$66	\$67.51	\$69.71	\$71.47	\$73.28
11 and 12	\$87	\$89.28	\$92.17	\$95.52	\$96.92

The following table shows the allocation per pupil credit for subjects other than French taught in French.

Grades	2006-07	2007-08	2008-09	2009-10	2010-11
9 and 10	\$108	\$111.06	\$114.68	\$117.58	\$120.56
11 and 12	\$169	\$173.13	\$178.78	\$183.30	\$187.95

Renewal of French as a Second Language Initiative, 2006 – 2010

The Toronto District School Board receives additional funding from the Ministry of Education under the Canada/Ontario Official Languages in Education Agreement and Action Plan.

Projects supported by this sweatered funding include:

- The development of Shared and Independent Reading Programs in Extended French classrooms. \$216,650
- The support for the provision of “authentic French language” experiences for TDSB students including performances, exchanges, and educational visits. \$136,235
- Professional learning as outlined in Appendix H.

PROGRAM APPLICATION AND REGISTRATION SYSTEM (PARS)

- PARS is an on-line application and registration system piloted in the 2007-2008 school year for the Grade 4 Extended French program only. For 2008-2009, Grade 4 applications were fully implemented and SK applications were piloted in five schools.
- In 2010-2011, seven additional SK schools were added to PARS. An additional group of schools will be added to PARS for the 2012.
- Parents/guardians can log on to www.tdsb.on.ca/pars at a predetermined date in the fall prior to the school year their child will be attending an SK FI program, an Extended French Grade 4 entry or a Middle Immersion program. Families who do not have easy access to a computer will be provided support by school and central staff.
- Parents/guardians can track the status of their application through PARS. When placements are made, families are notified electronically and are prompted to log on to PARS in order to accept the placement.

ONGOING SUCCESSES AND CHALLENGES

Successes

- Excellent staff supporting the program both at the school and central level;
- Wider implementation of PARS, an on-line registration system for SK French Immersion, Middle Immersion and Grade 4 Extended French;
- Placement of all on time applicants in a program;
- Expansion of program at Grade 4 in schools (i.e. additional site added);
- Expansion of program at SK in schools (i.e. additional sites added and additional classes in existing sites);
- Wider awareness of Policies and Procedures for French Immersion and Extended French among TDSB staff and families;
- Provision of a subsidized Additional Qualification in French as a Second language course for TDSB teachers;
- Full day FI kindergarten pilot in progress;
- Continued support for Principals/Vice-principals at meetings facilitated by FSL department staff and at New Administrator Summer Institute;
- Implementation of Alpha Jeunes in all primary divisions (French version of DRA) and exemplars for evaluation;
- Implementation of diagnostic assessment tools (French version of CASI) for Grades 4 to 8;
- Supportive and hardworking advisory committee (FSLAC)
- Adjustments to TDSB staffing allocation to recognize Special Education support for Extended and Immersion students;
- Work with TDSB psycho-educational consultant team to support development of psycho-educational testing instruments for FI students;
- Pilot projects in both elementary and secondary with the CEFR (Common European Framework of Reference).

Challenges

- Accommodation issues arise with the placement of French Immersion and Extended French programs.
- Building capacity among our cadre of occasional teachers;
- Additional in-school support for students with Special Education needs (e.g. bilingual resource teachers and MARTS);
- Primary class size cap has resulted in organizational challenges.
- Additional cost of French resources/materials;
- Availability of communication materials for FI and Extended French for allophone families;
- Parents prefer to stay within their communities. Our policy only guarantees a placement in a program not a school (SK FI and Grade 4 Extended).
- Because of increased pressure to meet staffing allocation timelines, application deadlines may move earlier into the school year. Time is needed to respond to the number of applications each year and to plan to open new programs if capacity is insufficient.
- Implementation of full day kindergarten at schools that are at over capacity.

ACADEMIC SUCCESS COMPARISONS

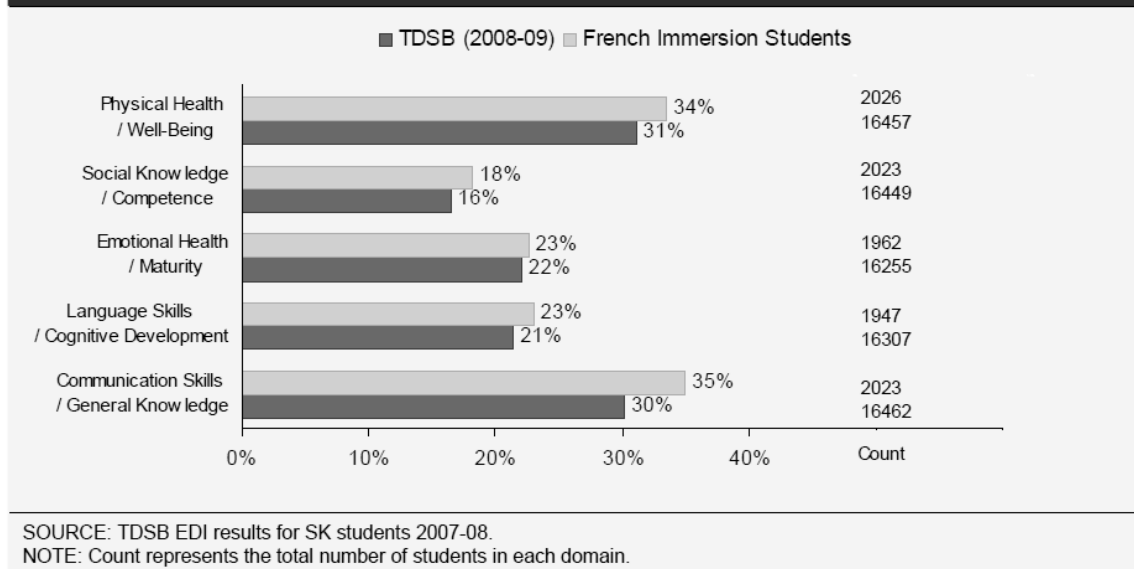
Source: E. Sinay, (2010, June) *Programs of Choice in the TDSB: Characteristics of students in French Immersion, Alternative Schools and other Specialized Schools*, Toronto, Ontario, Canada: Toronto District School Board.

- Overall, French Immersion appears to be an effective program for promoting French-English bilingualism among English speaking students in the TDSB. Students in French Immersion programs have strong French-language skills and show higher achievement in English Literacy and Mathematics compared to their monolingual peers, both in elementary and secondary schools.
- Findings in this study suggest that Grade 6 French Immersion students perform better on the Education Quality and Accountability Office (EQAO) assessments in Reading, Writing, and Mathematics than English students not in a French Immersion program, even when tested in English. Grade 3 French Immersion students perform better on the Mathematics test administered in French than those who are taught in English and write the test in English.
- Overall, this research suggests that students with special education needs (excluding students in Gifted programs) can succeed in French Immersion programs. Grade 6 French Immersion students with special education needs (excluding students in Gifted programs) achieve higher rates than their counterparts in the TDSB in all of the EQAO assessments.
- Higher levels of student engagement are recorded among the students attending the French Immersion programs. French Immersion students are less likely to be cited for discipline problems and absenteeism and have lower within-year mobility rates compared to students in the TDSB in general.
- Students in French Immersion are more likely to have parents who are involved in a range of school activities (e.g., attend parent-teacher interviews, speak with their child's teacher, attend meetings and events at the school, and volunteer at the school) than parents of TDSB students in general.

- **Senior Kindergarten**

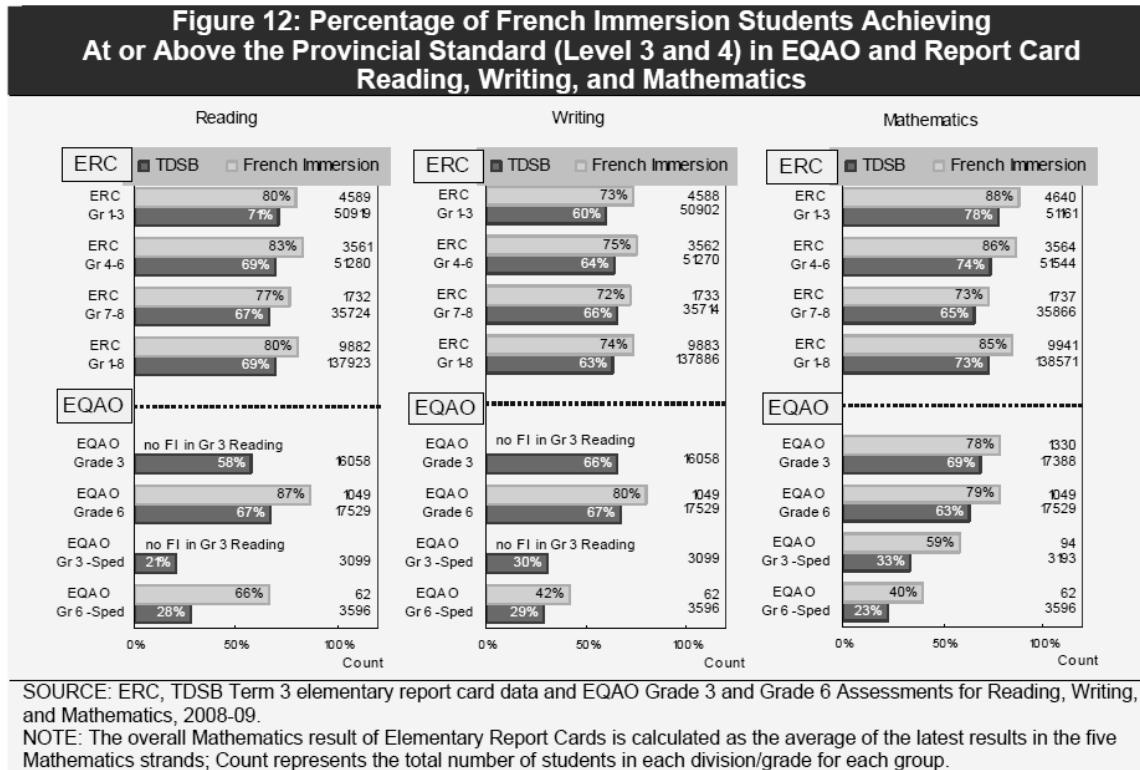
The Early Development Instrument (EDI) is a community measure of young children's school readiness, based on teachers' assessments of their Senior Kindergarten (SK) students. The EDI has five domains: Physical Health and Well-Being, Social Knowledge and Competence, Emotional Health and Maturity, Language Skills and Cognitive Development, and Communication and General Knowledge. The Spring 2008 EDI results for the SK French Immersion students indicate that these students had a higher readiness level than other students in the TDSB across all five domains. For example, 35% of the French Immersion SK students scored high in the Communication and General Knowledge domain compared to 30% of students in the TDSB in general. Figure 11 shows each of the five domains and the proportion of French Immersion SK students with high readiness scores⁵ in comparison to their peers in the TDSB in general.

Figure 11: Percentage of French Immersion Senior Kindergarten Students with High EDI scores (Top 25th Percentile) on Each of the Five Domains



- **Elementary**

In the TDSB, Grade 3 French Immersion students write only the French version of the EQAO Mathematics test. TDSB results in 2008-09 indicated that Grade 3 French Immersion students performed better on the Mathematics test (administered in French) than those who were taught in English and wrote the test in English (78% versus 69%) (Figure 12). In the TDSB, Grade 6 French Immersion students participate in the English-language assessments of EQAO. Although they write the English component of the test, French Immersion students are more likely to be performing at or above the provincial standard (Level 3) in the EQAO Reading (87% versus 67%), Writing (80% versus 67%), and Mathematics (79% versus 63%) than the non-French Immersion students (Figure 12). In addition, a recent report based on data from the Programme for International Student Assessment (PISA) also suggests that 15 year-old French Immersion students perform better on Reading assessment tests than non-immersion English students, even when tested in English (Allen, 2004).

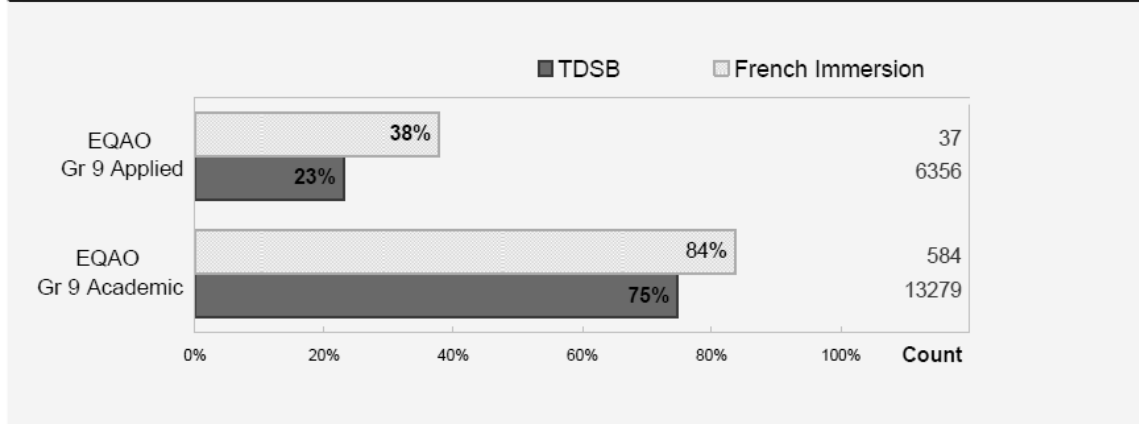


In all three subject areas, Grade 6 French Immersion students with special education needs (excluding students in the Gifted programs) achieved higher rates than students in the TDSB in general (66% versus 28% in Reading; 42% versus 29% in Writing; and 40% versus 23% in Mathematics) (Figure 12). Teacher grades as measured by the provincial report cards in 2008-09 Term 3, show similar patterns in regards to the achievement of the French Immersion students compared with the rest of the students in the TDSB. French Immersion students in Primary (Grades 1-3), Junior (Grades 4-6), and Intermediate (Grades 7-8) grades achieved at higher rates compared with the TDSB students in these divisions. For example, in the primary division, 80% of French Immersion students met the provincial standard in Reading, 73% in Writing, and 88% in Mathematics compared with 71%, 60%, and 78% respectively of the TDSB students in general achieving provincial standard in these subjects respectively (Figure 12).

- **Secondary**

Higher level of academic success among students in French Immersion programs continue to be observed in the secondary panel in both Literacy and Numeracy as measured by the provincial tests. Figure 13 illustrates the achievement patterns of the French Immersion students in the EQAO Grade 9 Mathematics assessment. In 2008-09, the percentage of Grade 9 French Immersion students performing at or above the provincial standard in both Applied and Academic Mathematics was higher than the TDSB averages in general (38% versus 23% in Applied Mathematics; 84% versus 75% in Academic Mathematics) (Figure 13).

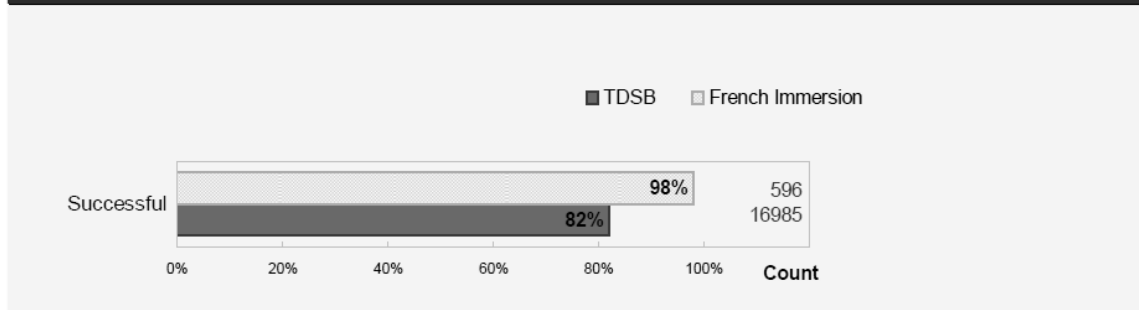
Figure 13: Percentage of French Immersion Students Achieving At or Above the Provincial Standard (Level 3) in EQAO Grade 9 Assessment of Mathematics



SOURCE: TDSB results of EQAO Grade 9 Assessments of Mathematics 2008-2009.
 NOTE: Count represents the total number of students in each assessment for each group.

Figure 14 illustrates the achievement patterns of the fully participating first-time eligible French Immersion student results in the April 2009 Ontario Secondary School Literacy Test (OSSLT) compared to TDSB students in general. Ninety eight percent (98%) of all first-time eligible French Immersion students participated in the April 2009 OSSLT successfully completed the test compared to the 82% overall success rate in the TDSB in general.

Figure 14: Percentage of Fully Participating First-time Eligible French Immersion Students in the OSSLT



SOURCE: TDSB results of Fully Participating First-time Eligible Students in the OSSLT 2008-2009.
 NOTE: Count represents the total number of students in each group.

E. Sinay, Programs of Choice in the TDSB: Characteristics of students in French Immersion, Alternative Schools and other Specialized Schools.

ENROLMENT BY SCHOOL/WARD**Elementary French Immersion**

Ward ID	School Name	2006	2007	2008	2009	2010
1	Elmlea Junior School	351	316	328	346	382
2	Hilltop Middle School	213	257	242	251	243
2	Millwood Junior School	192	179	207	216	242
2	Rosethorn Junior School	219	209	209	230	237
2	Valleyfield Junior School		24	40	57	56
3	John English Junior Middle School	338	333	334	313	308
3	Sir Adam Beck Junior School	220	226	243	241	237
4	Derrydown Public School	161	150	150	162	193
5	Beverley Heights Middle School	89	77	75	72	78
5	Tumpane Public School	219	217	225	196	191
6	George Syme Community School					36
7	Fern Avenue Junior and Senior Public School			22	59	95
7	Howard Junior Public School	334	345	339	349	351
7	Humbercrest Public School	392	409	446	439	425
7	Parkdale Junior and Senior Public School				19	31
7	Runnymede Junior and Senior Public School	489	458	471	500	538
8	Allenby Junior Public School	262	299	305	313	317
8	Glen Park Public School	139	149	178	213	230
8	Glenview Senior Public School	172	175	196	224	215
8	John Ross Robertson Junior Public School	83	87	83	82	77
9	Rawlinson Community School	113	123	141	162	178
9	Regal Road Junior Public School	202	219	234	237	241
10	Dewson Street Junior Public School	275	301	336	356	397
10	King Edward Junior and Senior Public School	49	58	72	79	79
10	Palmerston Avenue Junior Public School	262	271	274	274	275
11	Brown Junior Public School	288	287	269	269	282
11	Davisville Junior Public School				40	77
11	Winona Drive Senior Public School	73	58	64	90	102
12	Cliffwood Public School	116	121	108	114	113
12	Hollywood Public School		35	45	55	43
12	Lester B Pearson Elementary School	308	328	357	395	433
12	Willowdale Middle School	100	75	77	74	79
12	Yorkview Public School	210	203	206	208	210
13	Dunlace Public School	129	130	134	138	141
13	John Fisher Junior Public School	484	499	494	519	536
13	Northlea Elementary and Middle School	405	429	445	424	413
13	Owen Public School	183	211	223	220	224
13	Windfields Junior High School	118	128	115	130	147
14	Market Lane Junior and Senior Public School	68	65	70	51	35
14	Winchester Junior and Senior Public School	95	104	92	117	153

15	Cosburn Middle School	84	61	99	102	112
15	Earl Grey Senior Public School	141	133	131	125	122
15	Jackman Avenue Junior Public School	311	327	332	331	324
15	R H McGregor Elementary School	251	272	283	297	312
15	Wilkinson Junior Public School	50	45	43	24	11
15	Withrow Avenue Junior Public School	288	282	301	305	303
16	Adam Beck Junior Public School	140	160	173	197	222
16	Duke of Connaught Junior and Senior Public School			18	71	130
16	Gledhill Junior Public School	229	240	247	270	290
16	Glen Ames Senior Public School	96	107	101	112	122
16	Williamson Road Junior Public School	313	309	301	307	305
17	Brian Public School	162	173	185	198	188
17	Broadlands Public School	428	444	470	475	473
17	Dallington Public School	164	155	162	166	181
17	Don Valley Junior High School	61	63	72	65	65
18	Clairlea Public School	221	254	267	278	303
19	General Crerar Public School					19
19	J S Woodsworth Senior Public School	22	33	46	30	22
19	William Tredway Junior Public School	213	226	231	234	241
20	Beverly Glen Junior Public School	195	201	217	229	245
20	Sir Ernest MacMillan Senior Public School	20	18	22	31	35
21	Brimwood Boulevard Junior Public School	84	94	86	100	113
21	North Agincourt Junior Public School	113	106	111	115	116
21	Sir Alexander Mackenzie Senior Public School	43	46	40	35	34
22	Brooks Road Public School	202	196	181	182	200
22	Joseph Brant Senior Public School	45	51	52	52	47
22	William G Miller Junior Public School	275	279	270	273	282

Elementary Extended French

Ward ID	School Name	2006	2007	2008	2009	2010
1	Greenholme Junior Middle School	36	60	59	65	60
2	Briarcrest Junior School	59	59	64	53	49
3	Bloorlea Middle School		19	37	56	57
3	John English Junior Middle School			21	45	75
4	Stanley Public School		28	46	33	34
5	Beverly Heights Middle School	10	20	36	64	68
5	Blaydon Public School	40	43	37	25	20
6	Rockcliffe Middle School	24	31	33	31	54
6	Roselands Junior Public School	53	96	84	82	57
7	Fern Avenue Junior and Senior Public School	61	79	114	132	146
7	Swansea Junior and Senior Public School	158	213	222	217	214
8	Glenview Senior Public School	62	81	96	102	129
9	Rawlinson Community School	47	51	55	60	53
10	Hawthorne II Bilingual Alternative Junior School	52	60	61	67	63
10	King Edward Junior and Senior Public School	45	31	27	29	16
10	Lord Lansdowne Junior and Senior Public School	47	61	63	80	89
11	Arlington Middle School	84	105	98	80	68

11	Eglinton Junior Public School	20	43	67	70	64
11	Hodgson Senior Public School				14	32
11	Winona Drive Senior Public School	106	144	168	162	164
12	Cliffwood Public School	26	47	69	71	67
12	Pleasant Public School	129	150	162	146	131
12	Willowdale Middle School		20	52	70	82
13	Dunlace Public School	17	69	78	87	73
13	Grenoble Public School		20	41	47	47
13	Valley Park Middle School				8	26
15	Cosburn Middle School	148	169	162	177	207
15	Diefenbaker Elementary School	30	53	56	63	62
15	Earl Grey Senior Public School	108	109	112	109	90
15	Queen Alexandra Middle School	111	106	96	82	62
15	Wilkinson Junior Public School				24	46
16	Bowmore Road Junior and Senior Public School	114	89	105	85	86
16	Duke of Connaught Junior and Senior Public School	17	37	45	63	89
16	Glen Ames Senior Public School	87	99	85	90	114
16	Presteign Heights Elementary School					18
17	Cassandra Public School	49	56	49	47	54
17	Milne Valley Middle School		17	37	63	85
18	John A Leslie Public School		21	30	51	71
19	Cedarbrook Junior Public School	119	132	108	97	84
19	Charles Gordon Senior Public School	194	218	216	211	249
19	Hunter's Glen Junior Public School	47	70	73	74	67
20	J B Tyrrell Senior Public School	109	110	102	96	91
20	Sir Ernest MacMillan Senior Public School	87	86	68	74	101
20	Sir Samuel B Steele Junior Public School	56	97	93	103	73
21	Emily Carr Public School	28	72	87	107	128
21	North Agincourt Junior Public School	77	87	82	90	82
21	Sir Alexander Mackenzie Senior Public School	106	124	132	140	155
22	Centennial Road Junior Public School	19	41	62	64	71
22	Henry Hudson Senior Public School	103	98	99	97	88
22	Joseph Brant Senior Public School				15	42
22	Poplar Road Junior Public School	18	36	52	53	50

Secondary French Immersion

Ward ID	School Name	2006	2007	2008	2009	2010
2	Richview Collegiate Institute	375	366	382	369	398
7	Humberside Collegiate Institute	316	353	343	328	324
8	Lawrence Park Collegiate Institute	280	280	268	270	290
10	Harbord Collegiate Institute	91	105	109	129	156
12	Newtonbrook Secondary School	144	163	140	163	156
13	Leaside High School	364	359	353	349	358
13	Windfields Junior High School	50	42	58	44	50
13	York Mills Collegiate Institute	207	212	245	236	234

16	Malvern Collegiate Institute	244	265	255	255	250
17	Don Valley Junior High School	42	27	30	26	34
19	Cedarbrae Collegiate Institute	179	159	148	139	125
21	Agincourt Collegiate Institute	132	125	105	103	107

Secondary Extended French

Ward ID	School Name	2006	2007	2008	2009	2010
2	Richview Collegiate Institute					16
7	Humberside Collegiate Institute	90	89	99	96	97
8	Lawrence Park Collegiate Institute	84	92	92	114	133
9	Oakwood Collegiate Institute	170	169	140	127	126
10	Harbord Collegiate Institute	30	37	35	31	44
12	Newtonbrook Secondary School	53	55	53	56	59
13	Leaside High School					15
14	Jarvis Collegiate Institute	118	98	68	42	30
15	Riverdale Collegiate Institute	191	221	256	250	244
16	Malvern Collegiate Institute	103	123	129	151	165
19	Cedarbrae Collegiate Institute	222	204	166	151	163
20	L'Amoreaux Collegiate Institute	84	81	76	77	69
21	Agincourt Collegiate Institute	169	183	185	198	212

NUMBER OF BILINGUAL CERTIFICATES CONFERRED BY SCHOOL

- The following numbers represent projections to June 2011 based on current enrolment in either FIF 4U or FEF 4U for the 2010/2011 school year.

Certificates of Bilingual Studies in French Immersion (Projected for June 2011)

School	Students enrolled	Age 17 Headcount March 2011
Agincourt Collegiate Institute	17	347
Cedarbrae Collegiate Institute	30	307
Harbord Collegiate Institute	33	244
Humberside Collegiate Institute	84	235
Lawrence Park Collegiate Institute	66	235
Leaside High School	89	216
Malvern Collegiate Institute	66	231
Newtonbrook Secondary School	44	268
Richview Collegiate Institute	56	175
York Mills Collegiate Institute	59	363
Total Number of Certificates Projected	544	2621

Certificates of Bilingual Studies in Extended French (Projected for June 2011)

School	Students Enrolled	Age 17 Headcount March 2011
Agincourt Collegiate Institute	32	347
Cedarbrae Collegiate Institute	27	307
Harbord Collegiate Institute	6	244
Humberside Collegiate Institute	18	235
Jarvis Collegiate Institute	12	207
L'Amoreaux Collegiate Institute	14	207
Lawrence Park Collegiate Institute	22	235
Malvern Collegiate Institute	37	231
Newtonbrook Secondary School	12	268
Oakwood Collegiate Institute	26	145
Riverdale Collegiate Institute	42	264
Total Number of Certificates Projected	248	2690

NUMBER OF GRADE 12 CORE FRENCH CREDITS BY SCHOOL

- The following numbers represent projections to June 2011 based on current enrolment in either FSF 4U the 2010/2011 school year.

SCHOOL	NUMBER OF CREDITS	AGE 17 HEADCOUNT MARCH 2011
A Y Jackson Secondary School	50	333
Agincourt Collegiate Institute	17	347
Albert Campbell Collegiate Institute	42	413
Avondale Alternative Secondary School	4	27
Birchmount Park Collegiate Institute	15	241
C W Jefferys Collegiate Institute	7	189
Cedarbrae Collegiate Institute	14	307
Danforth Collegiate and Technical Institute	9	212
David and Mary Thomson Collegiate Institute	8	250
Don Mills Collegiate Institute	20	274
Dr Norman Bethune Collegiate Institute	24	323
Earl Haig Secondary School	58	488
East York Collegiate Institute	14	361
Etobicoke Collegiate Institute	49	256
Etobicoke School for the Arts	29	204
Forest Hill Collegiate Institute	11	228
George S Henry Academy	11	184
Georges Vanier Secondary School	17	227
Harbord Collegiate Institute	3	244
Humberside Collegiate Institute	19	235
Jarvis Collegiate Institute	28	207
Lakeshore Collegiate Institute	5	170
L'Amoreaux Collegiate Institute	10	207
Lawrence Park Collegiate Institute	10	235
Leaside High School	26	216
Lester B Pearson Collegiate Institute	29	297
Malvern Collegiate Institute	8	231
Marc Garneau Collegiate Institute	41	424
Martingrove Collegiate Institute	33	251
Monarch Park Collegiate Institute	60	179
Nelson A Boylen Collegiate Institute	1	70
Newtonbrook Secondary School	3	268
North Albion Collegiate Institute	1	252
North Toronto Collegiate Institute	29	204
Northern Secondary School	50	401
Northview Heights Secondary School	8	279
Oakwood Collegiate Institute	14	145
R H King Academy	37	291

Richview Collegiate Institute	6	175
Riverdale Collegiate Institute	16	264
Rosedale Heights School of the Arts	23	213
SATEC @ W A Porter Collegiate Institute	34	292
Silverthorn Collegiate Institute	51	274
Sir John A Macdonald Collegiate Institute	84	313
Sir Oliver Mowat Collegiate Institute	41	275
Sir Sandford Fleming Academy	2	93
Sir Wilfrid Laurier Collegiate Institute	68	322
Stephen Leacock Collegiate Institute	5	168
Thistletown Collegiate Institute	9	175
Ursula Franklin Academy	10	109
Vaughan Road Academy	27	120
Victoria Park Collegiate Institute	127	314
West Hill Collegiate Institute	16	265
West Humber Collegiate Institute	9	201
Western Technical-Commercial School	9	224
Weston Collegiate Institute	70	281
Westview Centennial Secondary School	6	290
Wexford Collegiate School for the Arts	24	248
William Lyon Mackenzie Collegiate Institute	24	276
Winston Churchill Collegiate Institute	13	196
Woburn Collegiate Institute	38	307
York Memorial Collegiate Institute	16	259
York Mills Collegiate Institute	42	363
Total Number of Grade 12 Core French Credits (Projected June 2011)	1,555	15483