

Census Portrait

MIDDLE EASTERN STUDENTS

Academic Achievement and Well-being

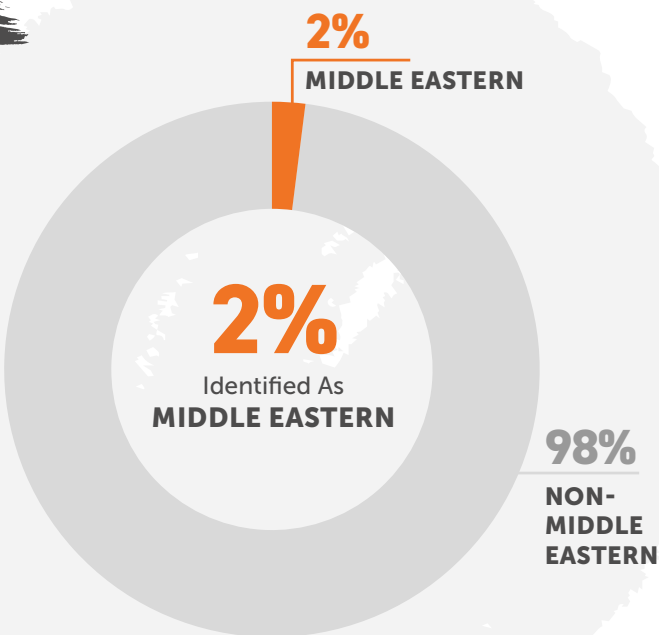
In the 2018–2019 school year, the Kawartha Pine Ridge District School Board (KPRDSB) conducted its first Student Census. The census gathered demographic data about the backgrounds and experiences of KPRDSB students and school communities. This data is utilized to identify and address any barriers to student achievement and well-being, establish effective programs, and allocate resources according to student needs. Of the almost 30,000 students at KPRDSB in 2018-2019, parents/guardians completed the Student Census for 42% of students in JK-Grade 6, while 86% of students in Grades 7-12 completed the Student Census.

STUDENT POPULATION

in 2018-2019

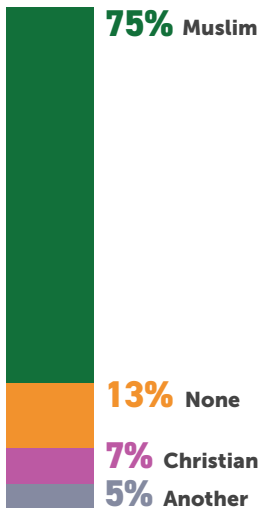
2%
of JK-Grade 6
students identified
as Middle Eastern

2%
of Grade 7-12
students identified
as Middle Eastern



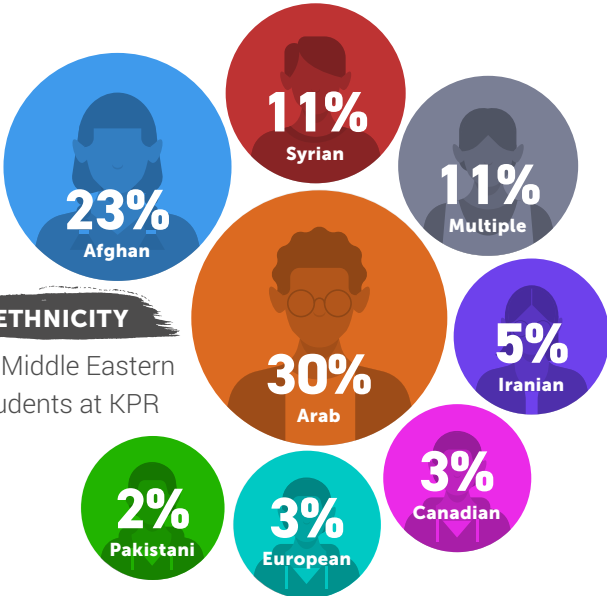
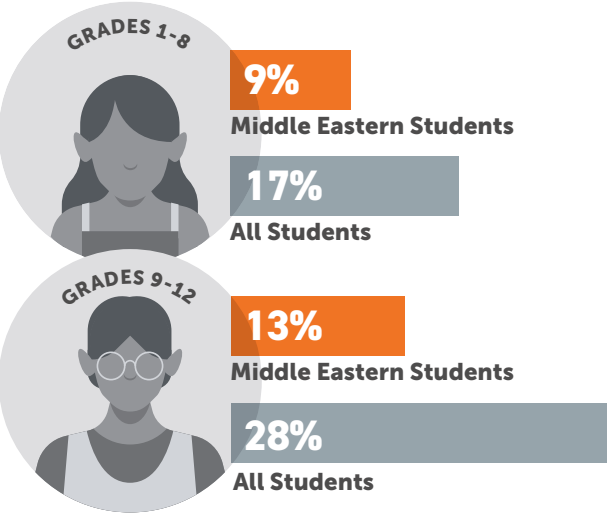
RELIGION

Middle Eastern Student
Identity by Religion



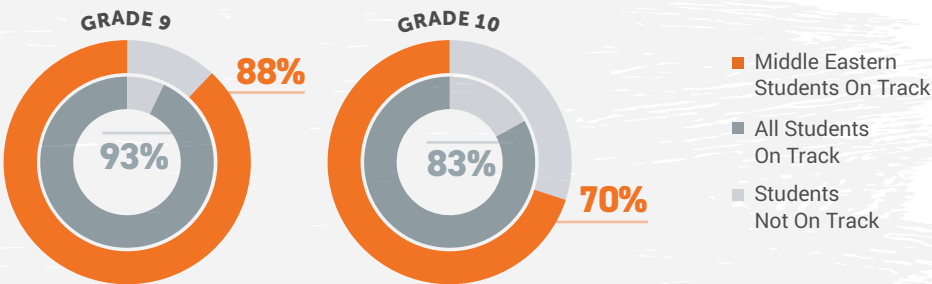
INDIVIDUAL EDUCATION PLAN (IEP)

% of students with an IEP (not gifted)



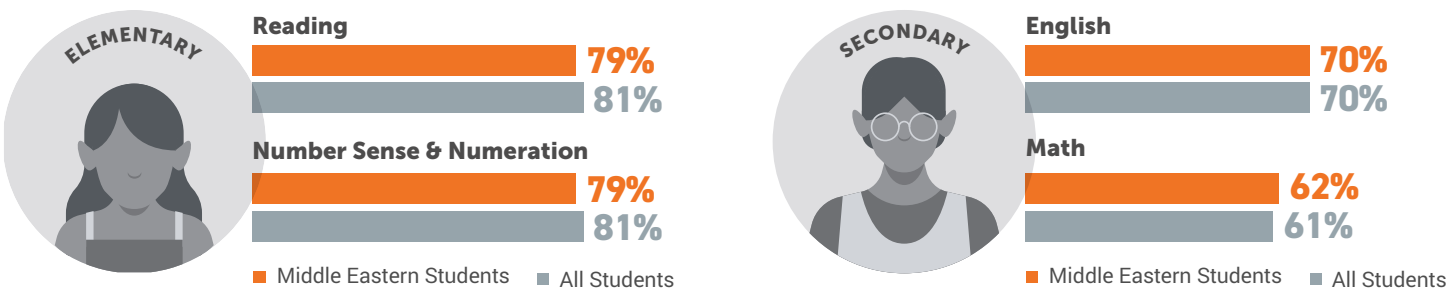
CREDIT ACCUMULATION

A student is considered to be on track to graduate with their peers if they have accumulated at least 8 credits by the end of Grade 9 and 16 credits by end of Grade 10.



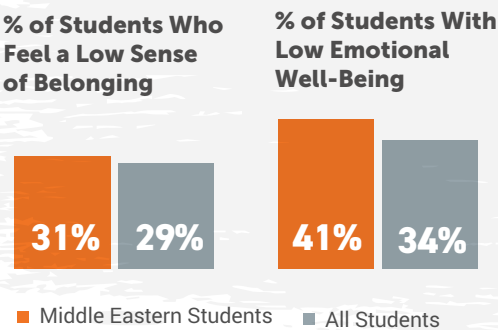
READING AND MATH ACHIEVEMENT

A student is considered to be achieving expectations when their report card mark meets the provincial standard of B.



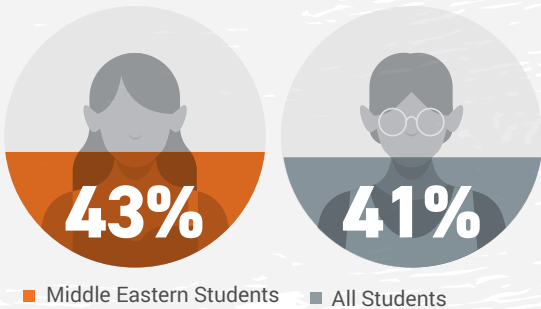
SENSE OF BELONGING

We know from student and parent experiences that a sense of belonging is connected to positive student achievement.



TRUSTED ADULT

Slightly higher proportion of Middle Eastern students report not having a trusted adult in their school compared to all students (Grades 7-12).



COMMUNITY VOICES & KPR'S COMMITMENT to Improving Academic Achievement and Well-being for MIDDLE EASTERN STUDENTS

The Board Action Plan details KPR's commitment to realizing the Board's strategic plan priorities of inspiring excellence in learning, life and community.



In the 2022-2023 school year, the Kawartha Pine Ridge District School board has grown to over 35,000 students and we continue to be committed to working with students, families, and communities to combat all forms of oppression and racism. KPRDSB conducted a series of focus groups to gather community voice to inform our next steps.

LEARNING MATTERS



EXCEL IN LEARNING (EL)

EL 1

Provide effective instruction and assessment that is authentic, culturally relevant and responsive.

“

More needs to happen to teach younger students about different cultures so that they don't make fun of someone for how they look, what they wear, or what they eat.

”

BELONGING MATTERS



SUCCEED IN LIFE (SL)

SL 1

Embed principles of human rights to ensure equity and inclusion for all.

“

We need to learn about microaggressions because people don't understand that it is a form of racism until you really understand what it is. Sometimes students say things that are racial slurs and they don't even know what they mean so if we taught more about this in school, there would not be as much racism.

”

SL 2

Promote mentally healthy learning and work environments where everyone feels welcome, they matter, and they belong.

“

Some newcomers report being afraid to say where they come from.

”

RELATIONSHIP MATTERS



ENRICH OUR COMMUNITIES (EC)

EC 1

Build trust and collaborative relationships with students, staff, families and community.

“

In some cases, educators overlook inappropriate behaviours, or interventions are ineffective. Much more can be done to support educators to actively foster anti-racist learning environments.

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