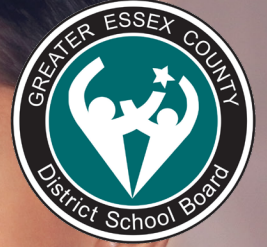


# CENSUS PORTRAIT



# SOUTH ASIAN STUDENTS

## Academic Achievement and Well-being

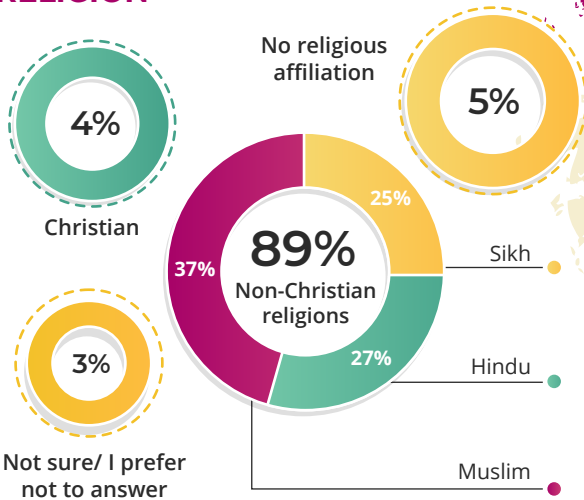
As required by the Ministry of Education and the Anti-Racism Act, the Greater Essex County District School Board (GECD SB) conducted its first Student Census in the 2023-2024 school year. The analysis of the data will help the Board understand the experiences of students who have been historically underserved by the education system and put programs in place to close any gaps in academic achievement and well-being.

Of the almost 36,000 students in the GECD SB in 2023-2024, parents/guardians completed the Student Census for **18%** of students in JK-Grade 8, while **58%** of students in Grades 9-12 completed the Student Census.

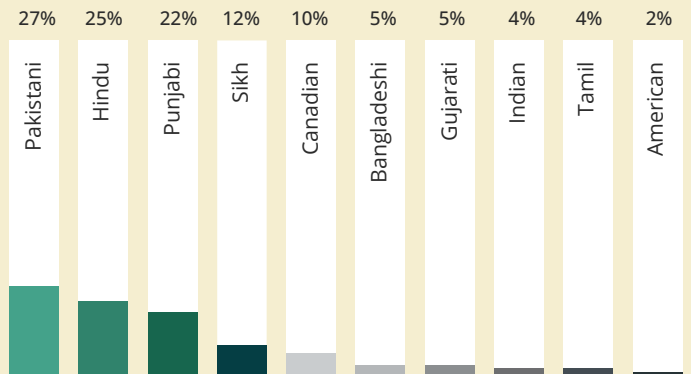
The data shows that **10%** (1081) of all GECD SB students who completed the Census identify as South Asian. **39%** of these students were born outside of Canada.

**There is a great deal of diversity among students who identify as South Asian.**

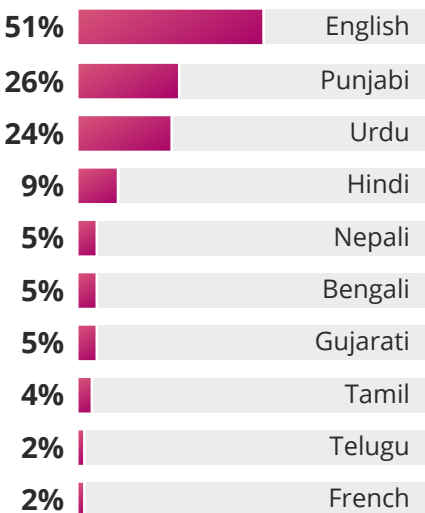
### RELIGION



### Top 10 Ethnic Origins



### TOP 10 LANGUAGES FIRST SPOKEN AS A CHILD

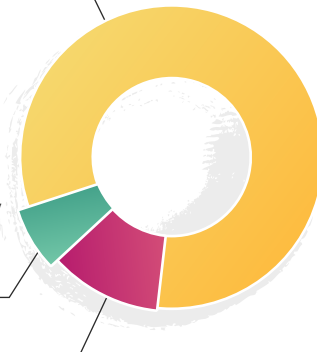


### 2SLGBTQIA+

Straight/Cisgender **82%**

Not sure/ I don't understand this question/ Prefer not to answer **7%**

2SLGBTQIA+ **11%**

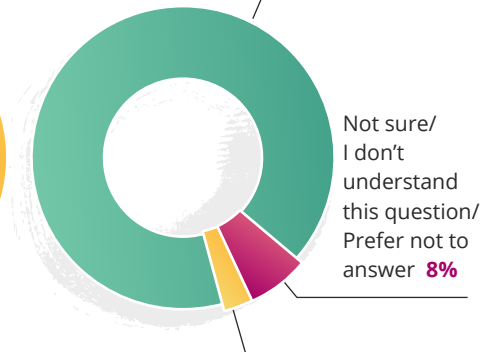


### DISABILITY

No **87%**

Not sure/ I don't understand this question/ Prefer not to answer **8%**

Yes **5%**

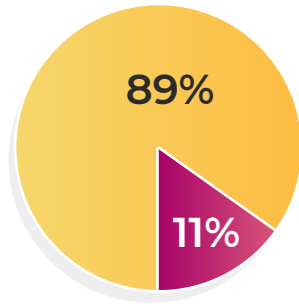


# ACADEMIC ACHIEVEMENT

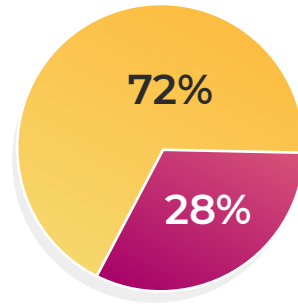
## CREDIT ACCUMULATION

A student is considered to be on track to graduate within four years if they have accumulated at least 16 credits by the end of Grade 10.

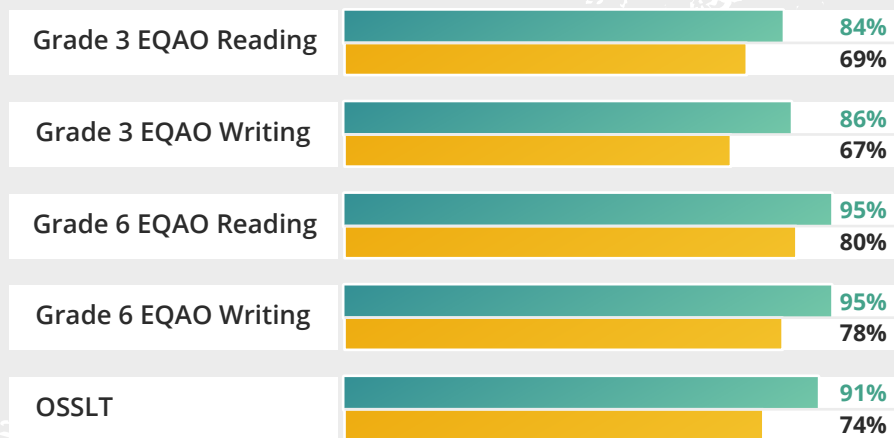
South Asian Students



All Students



On Track  
Not On Track



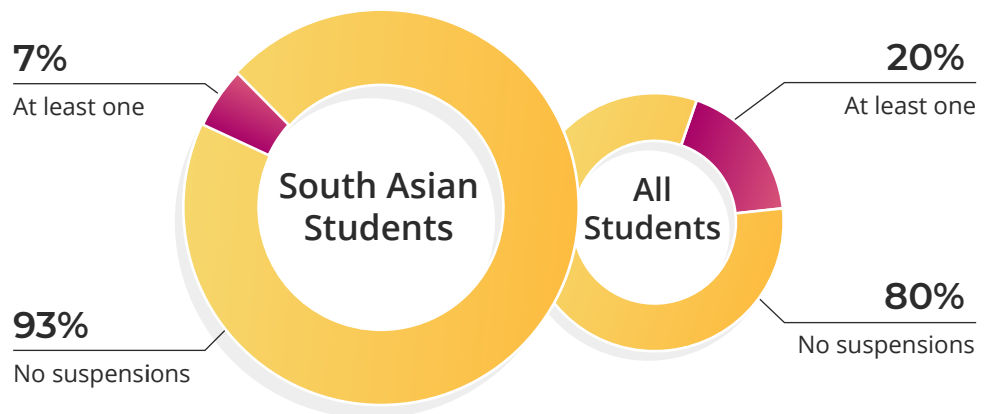
## LITERACY ACHIEVEMENT

EQAO scores assess a student's reading and writing skills against provincial standards.

South Asian Students  
All Students

## SUSPENSIONS (GRADES 4-12)

Percentage of students who have been suspended at least once between Grades 4 and 12.



## ACADEMIC COURSES IN GRADE 10

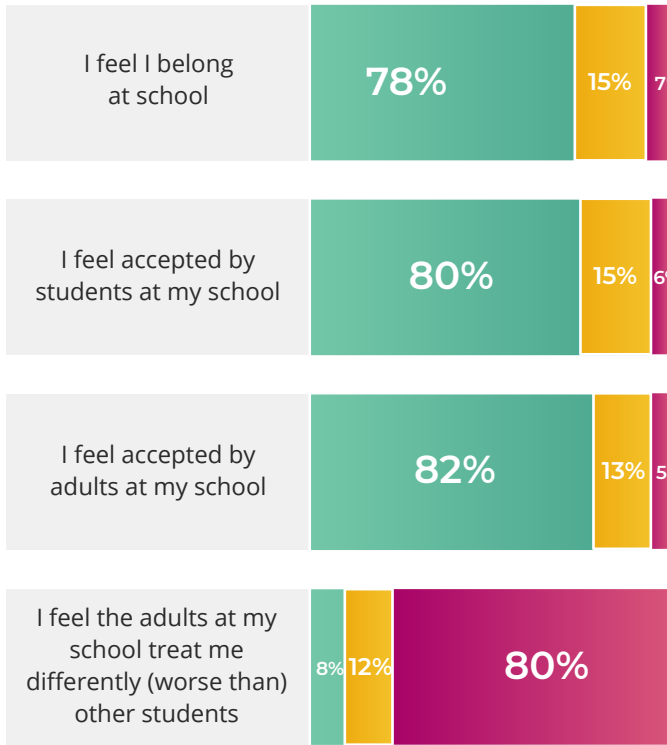


Percentage of students who have taken academic level English, Math, and Science, which allows them to go on to university.

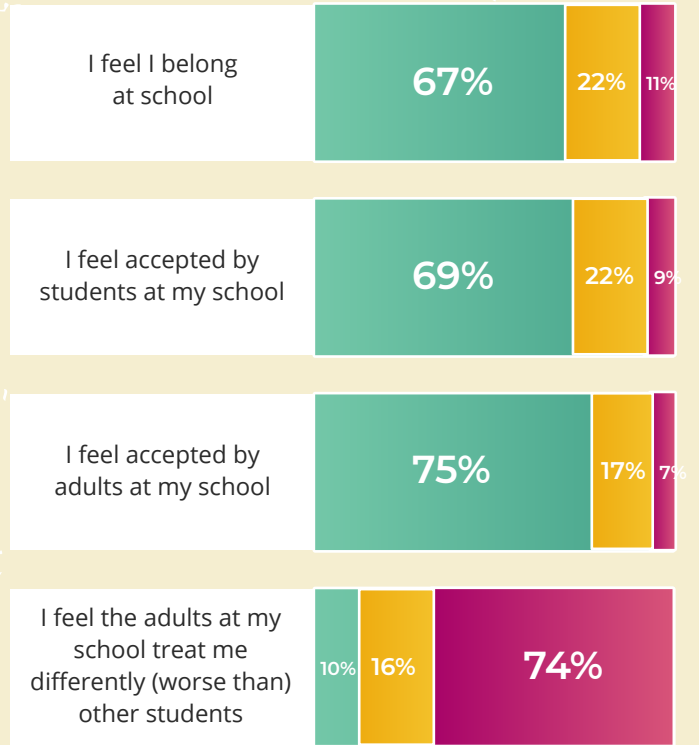
South Asian Students  
All Students

# WELL-BEING

## SOUTH ASIAN STUDENTS



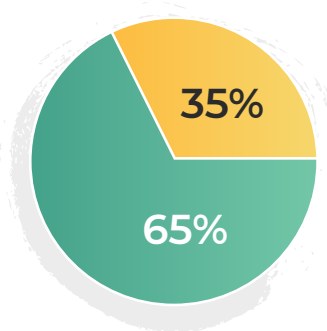
## ALL STUDENTS



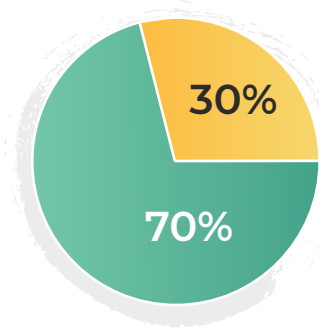
Always and Often Sometimes Rarely and Never

## TRUSTED SCHOOL ADULT (GRADES 4-12)

### South Asian Students

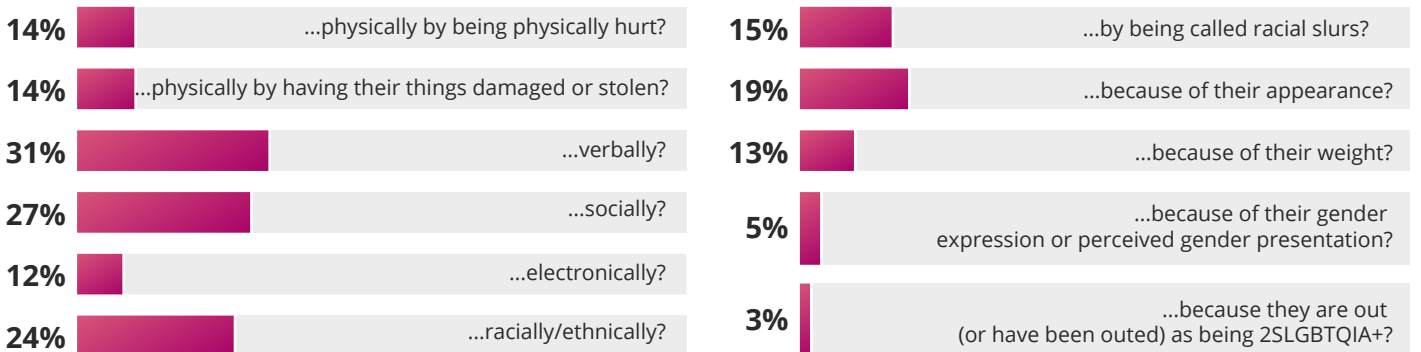


### All Students



One or More Trusted Adult No Trusted Adult

## EXPERIENCES OF BULLYING (GRADES 4-12)



# INPUT FROM CONSULTATIONS

To help understand the data, input was sought from students, parents/guardians, staff, and community members. The following summarizes the main themes from these consultations and the recommendations made.

- **Data from the Student Census tells only part of the story:** Those consulted with were concerned that the Census data did not reflect the full experience of South Asian students. They shared that students and their parents/guardians may be reluctant to share information about poor experiences. There may also be language barriers keeping them from understanding and completing the Student Census.
- **Biases of educators and staff:** Concern was also raised about the conscious and unconscious biases of staff, school administrators, and system administrators, which impact expectations of South Asian students. In addition, there was concern shared that the academic or mental health supports needed may be overlooked because South Asian students are seen as “model minorities.”
- **Barriers for newcomer parents:** Newcomer parents may not have the information about the education system or the language skills necessary to navigate the school system and effectively advocate for their children. Many also place a great deal of trust in the education system and may not understand the importance of engaging with the school system. Many families also experience other barriers to engaging with the education system including poverty, immigration status, and mental health.
- **Academic supports outside of school:** Many felt that the high academic achievement evident in the data reflected the supports they receive from parents/guardians and private tutors rather than the supports they receive in school.

## RECOMMENDATIONS

- Set clear goals to increase the number of South Asian educators and staff.
- Provide more information to parents/guardians to help them understand and navigate the GECD SB.
- Provide ongoing professional learning for educators, staff, school administrators, and system leaders regarding anti-Asian racism.
- Better equip all staff to foster inclusive learning environments and address anti-Asian racism when it occurs.
- Reflect Asian people and cultures in the curriculum, including celebrating Asian Heritage Month.
- Better communicate and engage with South Asian families.
- Provide opportunities for South Asian students, parents/guardians, and staff to share concerns anonymously.