

eccdc

early childhood community development centre

Understanding the Early Years (UEY)

2006 Preliminary EDI Results CITY OF NIAGARA FALLS



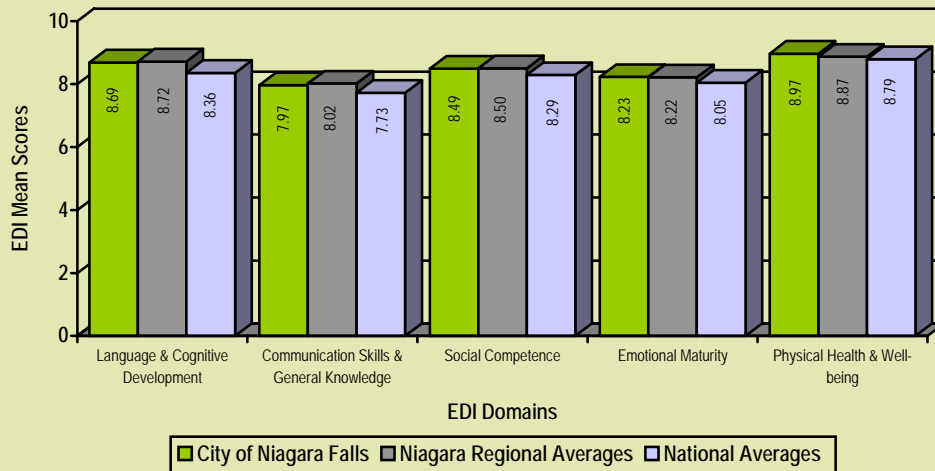
2006 Preliminary Early Development Instrument (EDI) Results

In early 2006, Senior Kindergarten teachers from across the Niagara Region and both School Boards implemented the EDI with their students (sample size = 2921). The following data represents the preliminary results for the City of Niagara Falls in the five domains measured: ❶ Language & Cognitive Development, ❷ Communication Skills & General Knowledge, ❸ Social Competence, ❹ Emotional Maturity, and ❺ Physical Health & Well-being.

Understanding the Early Years 2006 City of Niagara Falls EDI Results

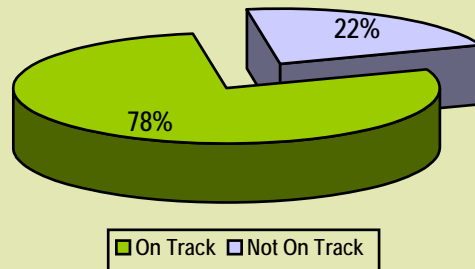
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City of Niagara Falls 2006: Comparison of Children's Mean Scores



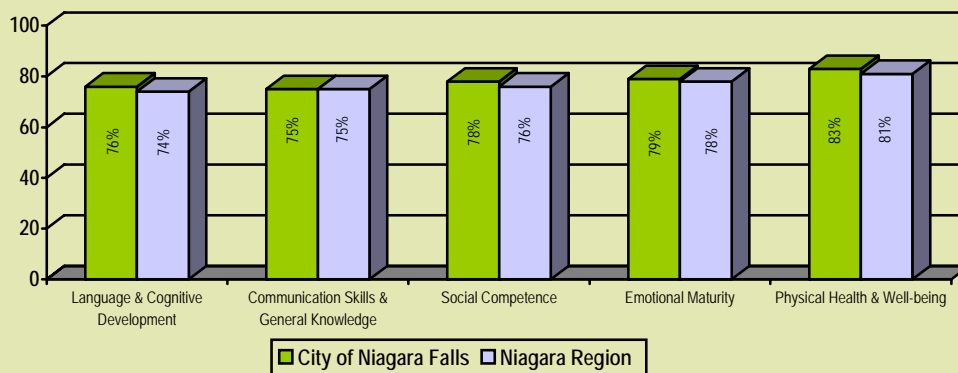
Children in the City of Niagara Falls scored above the national averages in all five readiness to learn domains! Yet, while the Physical Health & Well-being and Emotional Maturity mean scores were above the regional averages, the rest of the domains were below these means.

City of Niagara Falls 2006: % of Children On Track and Not On Track for Learning at School



Over three out of four children in the City of Niagara Falls (78%) are on track for learning at school across the five domains!

City of Niagara Falls 2006: % of Children On Track for Learning at School Across the 5 Domains

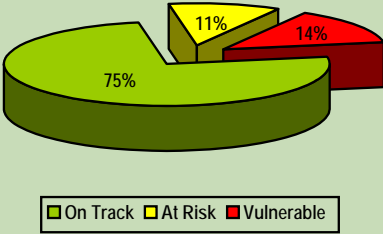
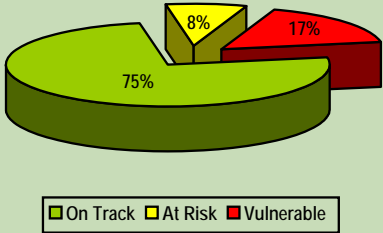
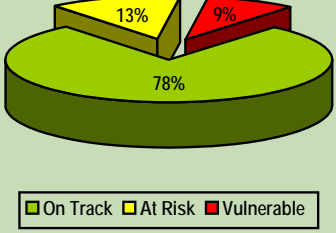
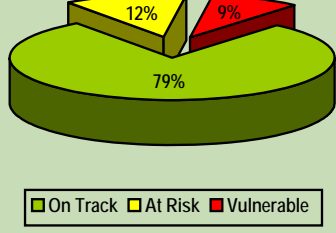
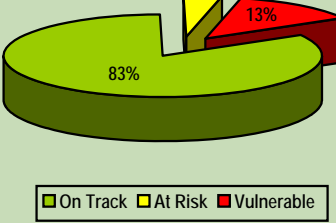


The majority of children in the City of Niagara Falls were on track for learning at school across all five readiness to learn domains. In four of these (Language & Cognitive Development, Social Competence, Emotional Maturity, and Physical Health & Well-being), more children were on track for learning at school than there were overall in the Niagara Region!

% of Children On Track, At Risk, and Vulnerable in the City of Niagara Falls by EDI Domain

22% of SK children in the City of Niagara Falls scored as 'At Risk or Vulnerable' in overall readiness to learn at school.

NOTE: Children considered potentially 'At Risk' scored between the 25th and 10th percentile on one or more domains. Children considered potentially 'Vulnerable' were in the lowest 10th percentile on one or more domains.

City of Niagara Falls 2006 EDI Domains		Children 'On Track' Areas of Strength
<p>Language & Cognitive Development</p>  <p>■ On Track ■ At Risk ■ Vulnerable</p>	<ul style="list-style-type: none"> • Basic literacy skills (knowing how to handle a book, identifying some letters, attaching sounds to some letters, showing awareness of rhyming, knowing the directionality of writing, ability to write their own names) • Showing interest in books/reading, numbers/math, proficiency at remembering things • Displaying at least half of the advanced literacy skills (reading simple/complex words or sentences, writing simple words or sentences voluntarily) • Basic numeracy skills (counting to 20, recognizing shapes/numbers, classifying and sorting, comparing numbers, using one-to-one matching, understanding simple time concepts) 	
<p>Communication Skills & General Knowledge</p>  <p>■ On Track ■ At Risk ■ Vulnerable</p>	<ul style="list-style-type: none"> • Communicating easily and effectively • Ability to participate in storytelling or imaginative play • Ability to articulate clearly • Showing adequate general knowledge and proficiency in their native languages 	
<p>Social Competence</p>  <p>■ On Track ■ At Risk ■ Vulnerable</p>	<ul style="list-style-type: none"> • Getting along/playing with various children • Demonstrating respect for others and property (following rules, taking care of their materials, accepting responsibility, showing self-control) • Working neatly and independently, solving problems and following instructions, class routines, adjusting well to change • Curiosity about their environments and eagerness to explore new activities 	
<p>Emotional Maturity</p>  <p>■ On Track ■ At Risk ■ Vulnerable</p>	<ul style="list-style-type: none"> • Being helpful to others who were hurt, sick, or upset, inviting bystanders to join in • Being happy and able to enjoy school and comfortable being left at school by their caregivers • Rarely or never displaying aggressive behaviours (fighting, not having temper tantrums) and being kind to others • Ability to concentrate, settle into activities, waiting their turn and thinking before acting 	
<p>Physical Health & Well-being</p>  <p>■ On Track ■ At Risk ■ Vulnerable</p>	<ul style="list-style-type: none"> • Coming to school well rested, energetic and appropriately dressed for school activities, and rarely arriving late or hungry • Displaying independence, an established hand preference, good coordination, less likely to suck thumb/finger • Good performance on activities using gross (running, walking) and fine motor (holding a pencil) skills 	

Now that you know how the children from the City of Niagara Falls are faring across the five developmental domains, what will you do in response?

Contact the ECCDC's Understanding the Early Years project for more information on the research or for examples of how it has been used to improve outcomes for the children of Niagara so far!

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The EDI is a population and not a diagnostic measure, and the results are one source of data only. For the purposes of planning and decision-making, it is best to also utilize other reliable and relevant information, such as is found on the Regional Municipality of Niagara's website:

http://www.regional.niagara.on.ca/living/health_wellness/reports/default.aspx

Watch for upcoming EDI, socioeconomic (2001 Census), and community resource data which will be mapped by municipality and neighbourhoods. This information is being provided in order to support the development of evidence-based plans and actions aimed at improving outcomes for the children of the City of Niagara Falls and the Niagara Region.



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NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD



District School Board
of Niagara