

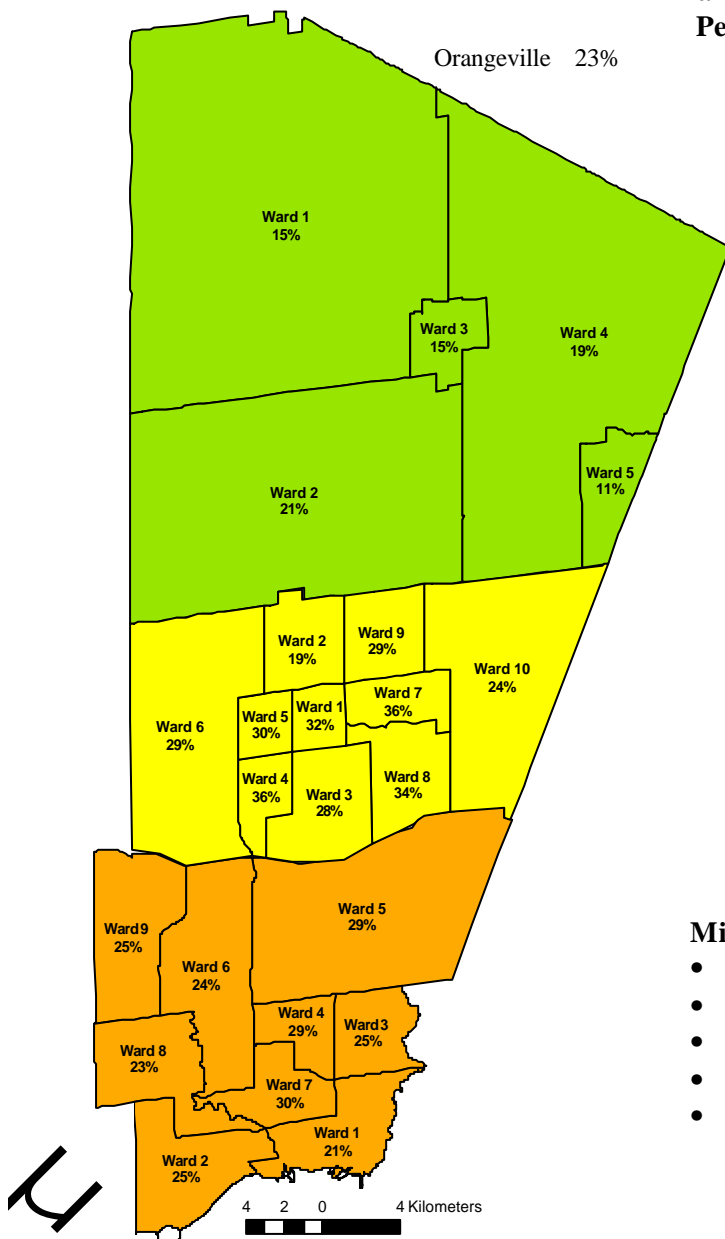


Learning About the Children in our Community – The Early Development Instrument (EDI)

The EDI answered the following question: When children start school, do they have the physical, emotional, social, intellectual, and communication skills that are necessary to succeed? EDI data were collected in February/March 2003 for all children ($n = 13,364$) in their second year of kindergarten in all schools in the Peel and Dufferin-Peel Catholic District School Board. The EDI serves as an indicator of a community's capacity to prepare its children during the preschool years for learning and entry into school.

Map 1

Early Development Instrument (EDI) Results for the Region of Peel, Mississauga, Brampton and Municipal Wards



Caledon

- Number of Year 2 kindergarten students 768
- ESL status of Year 2 kindergarten students 3%
- Average household income (2001) \$98,043
- Social Risk Index² 1.6
- Students scoring in lowest 10th percentile in one or more EDI areas¹ 16%

Brampton

- Number of Year 2 kindergarten students 5,372
- ESL status of Year 2 kindergarten students 27%
- Average household income (2001) \$78,063
- Social Risk Index² 3.8
- Students scoring in lowest 10th percentile in one or more EDI areas¹ 30%

Mississauga

- Number of Year 2 kindergarten students 7,224
- ESL status of Year 2 kindergarten students 27%
- Average household income (2001) \$80,444
- Social Risk Index² 3.6
- Students scoring in lowest 10th percentile in one or more EDI areas¹ 26%

¹Students scoring in the lowest 10th percentile in one or more EDI areas of Early Development were considered not ready to learn and at risk for future academic failure (Source: Favaro, Russell, & Gray, 2003. Community Mapping Study, Dixie Bloor Neighbourhoods).

²Scores range from 0 to 9, due to social demographic factors such as income, education, mobility, unemployment, first language spoken, housing, and family status. The higher the score, the higher the potential social risks in the community (Source: Favaro, & Conley, 2004. Pathway Schools; Peel District School Board).

Table 1: Average EDI Domain Scores by Select Communities

	Region of Peel (n = 13,364)	Mississauga (n = 7,224)	Brampton (n = 5,372)	Caledon (n = 768)	Canadian sample (N = 65,249)
Physical health and well-being	8.8	8.9	8.7	9.0	8.8
Social competence	8.1	8.2	8.0	8.5	8.3
Emotional maturity	8.0	8.0	7.9	8.2	8.1
Language and cognitive development	8.2	8.3	8.0	8.8	8.3
Communication and general knowledge	7.5	7.5	7.4	8.2	7.7

	Halton (n = 4,237)	Hamilton (n = 5,407)	Niagara Falls (n = 335)	Thames Valley (n = 6,574)
Physical health and well-being	8.9	8.6	8.8	8.8
Social competence	8.3	8.2	8.2	8.3
Emotional maturity	8.1	8.1	7.7	8.1
Language and cognitive development	8.5	8.2	8.2	8.4
Communication and general knowledge	7.9	7.8	7.9	7.8

Notes: ^a Special needs students were excluded from the analysis. ^b Scores are on a 0 – 10 scale. Higher scores indicate more advanced readiness to learn skills. ^c Sample sizes may affect the results. Smaller sample sizes may produce more variability in the EDI results. ^dThames Valley includes London, Middlesex, Oxford, and Elgin counties.

Key Findings:

- Three out of 10 children in Peel were not ready to learn.
- There is significant variation between wards and municipalities in the percentage of children identified as not ready to learn. The percentages for wards range from 11% to 36%. The percentages for municipalities ranged from 16% (Caledon) to 26% (Mississauga) and 30% (Brampton). Caledon children are doing significantly better than their counterparts in Mississauga and Brampton.
- Children in Mississauga and Brampton have EDI scores similar to the Peel scores and the Canadian sample.
- The largest percentages of children having developmental readiness to learn difficulties are found in Brampton Wards 1, 4, 5, 6, 7, 8, 9 and Mississauga Wards 4, 5, 7.
- The children in the Region of Peel scored highest in the physical health and well-being and emotional maturity. They scored lowest in the communication and general knowledge area.
- Peel children are generally doing as well as their counterparts in Halton, Hamilton, Niagara Falls, and Thames Valley in the physical health and well-being, social competence, emotional maturity, language and cognitive development. Peel children scored lower in the communication and general knowledge area, compared to those communities.
- Children in the Peel region who speak English as a first language scored higher than ESL students in all five EDI developmental areas.
- Girls scored higher than boys in the Peel region in all five EDI developmental areas.
- Schools and wards with the highest proportion of children not ready to learn at school were located in neighbourhoods of high social risk. These areas had higher levels of poverty, mobility, recent immigration and lower employment and education levels compared to both Peel and national averages.