

EDI Early Development Instrument Results Summary 2018

City of Kawartha Lakes & County of Haliburton

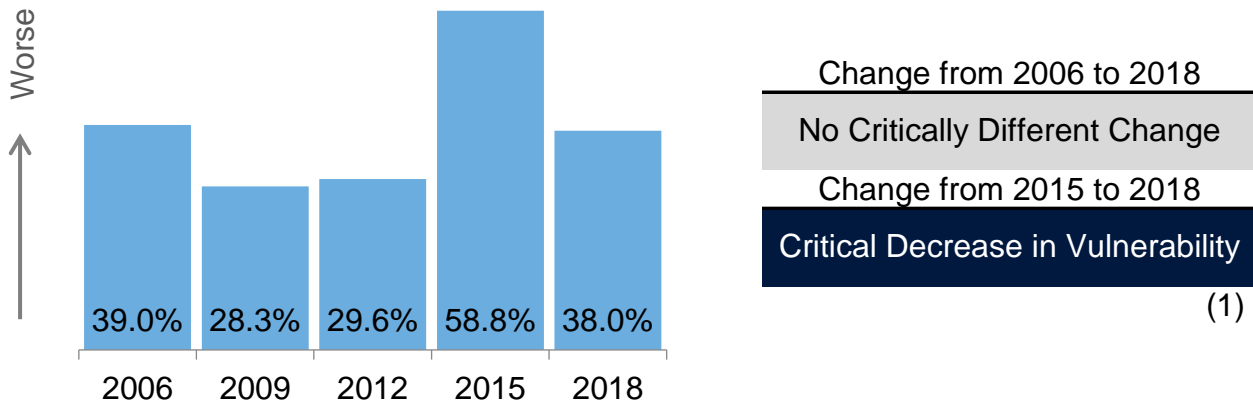
In this summary:
Boys (County of Haliburton)

December 2019

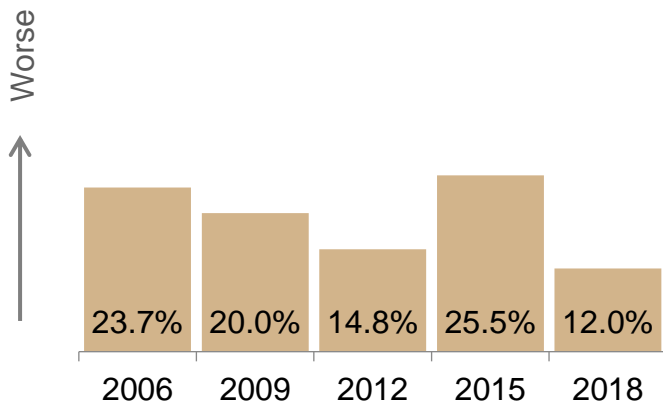
Vulnerable One or More Domains

Boys (County of Haliburton)

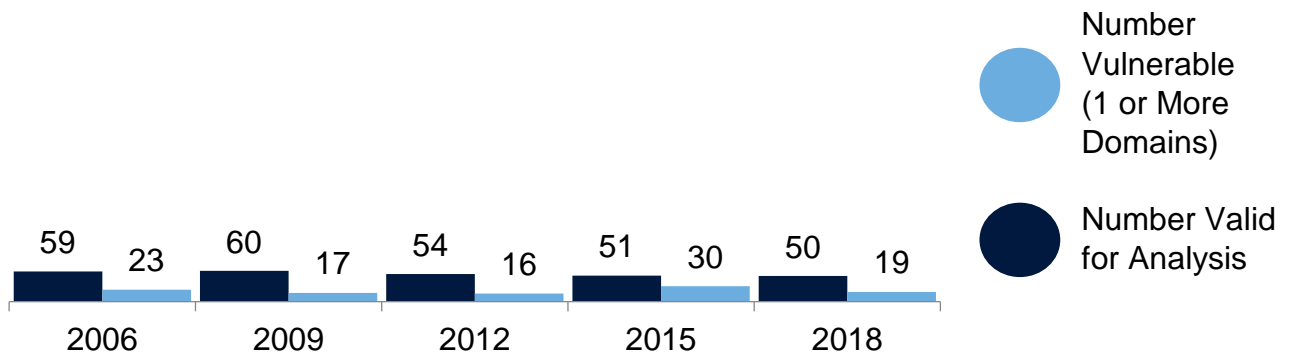
Vulnerability Rate (%) - One or More Domains



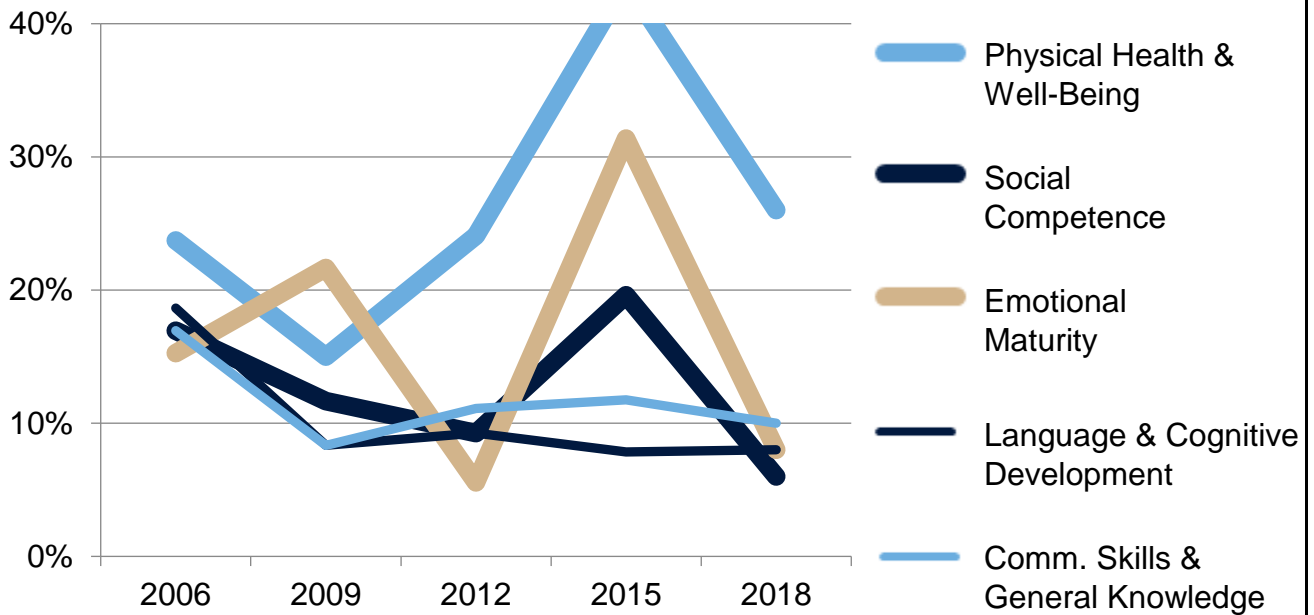
Vulnerability Rate (%) - Two or More Domains



Number



Vulnerability Rate (%) - By Domain Over Time



Glossary

Vulnerable

Children who score in the lowest 10th percentile against the provincial baseline in a particular developmental domain. The provincial baseline was established from the first provincial EDI collection in Ontario from 2004-2006.

Vulnerable in One or More Domains

Children who are found to be vulnerable on any of the five developmental domains.

At Risk

Children who score between the 10th and 25th percentile against the provincial baseline in a particular developmental domain.

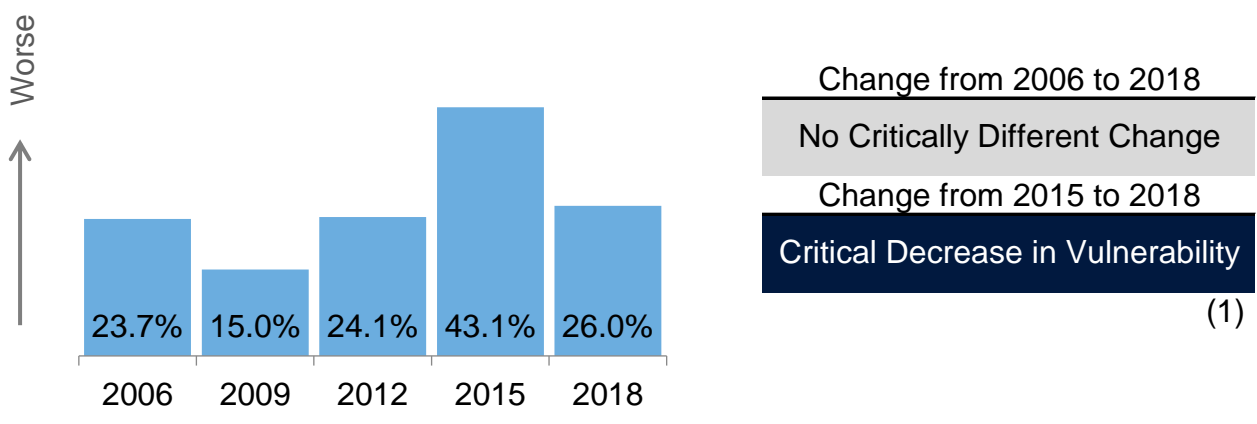
On Track

Children who score above the 25th percentile against the provincial baseline in a particular developmental domain.

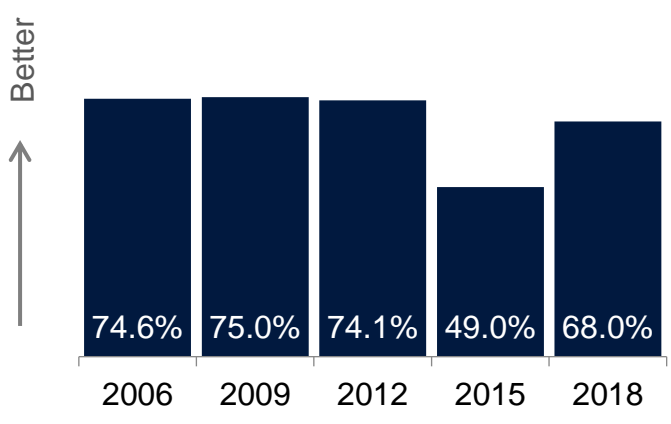
Physical Health & Well-Being

Boys (County of Haliburton)

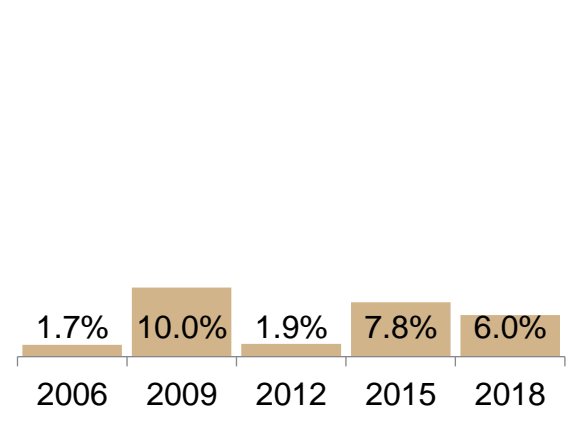
Vulnerability Rate (%)



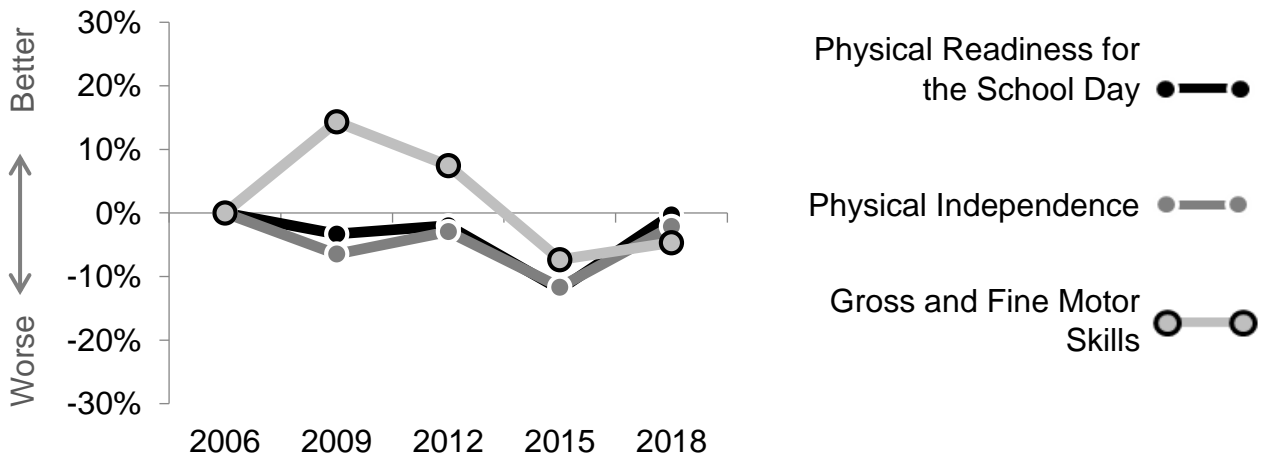
On Track Rate (%)



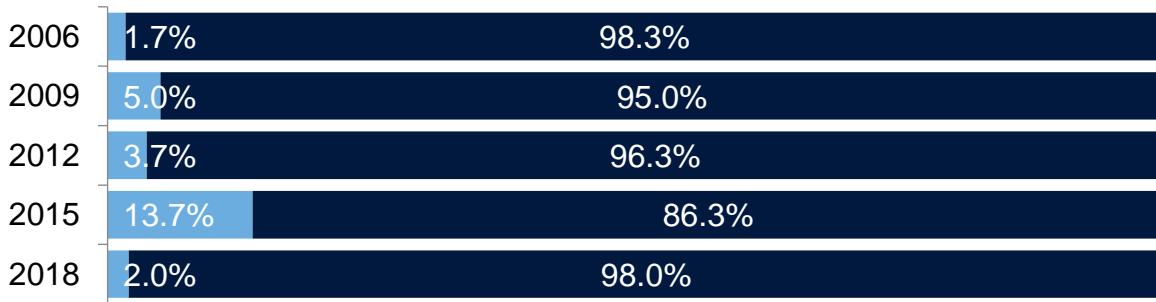
At Risk Rate (%)



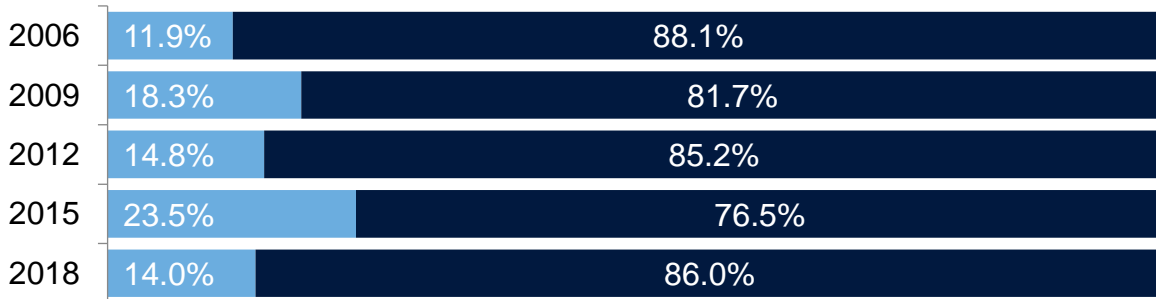
Change from 2006 - Children Meeting All or Almost All Expectations by Subdomain



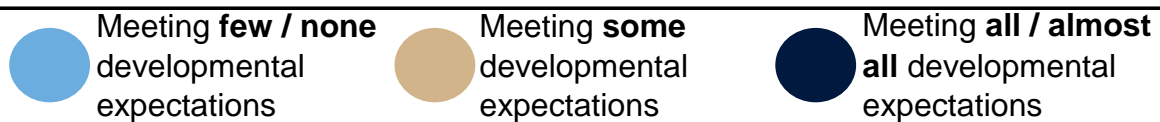
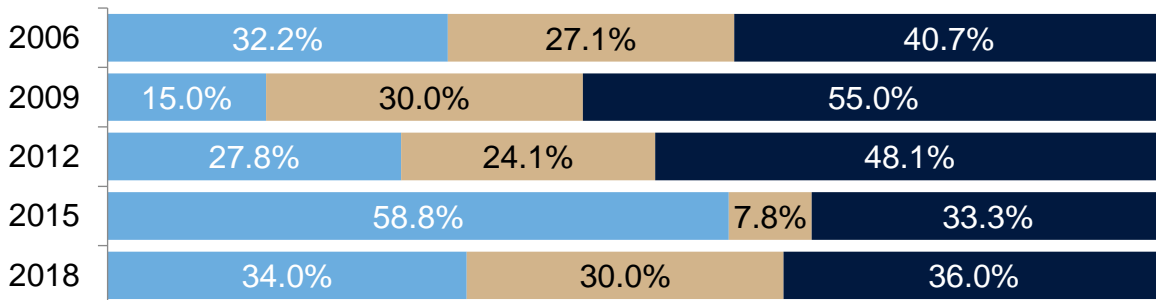
Subdomain: Physical Readiness for the School Day



Subdomain: Physical Independence



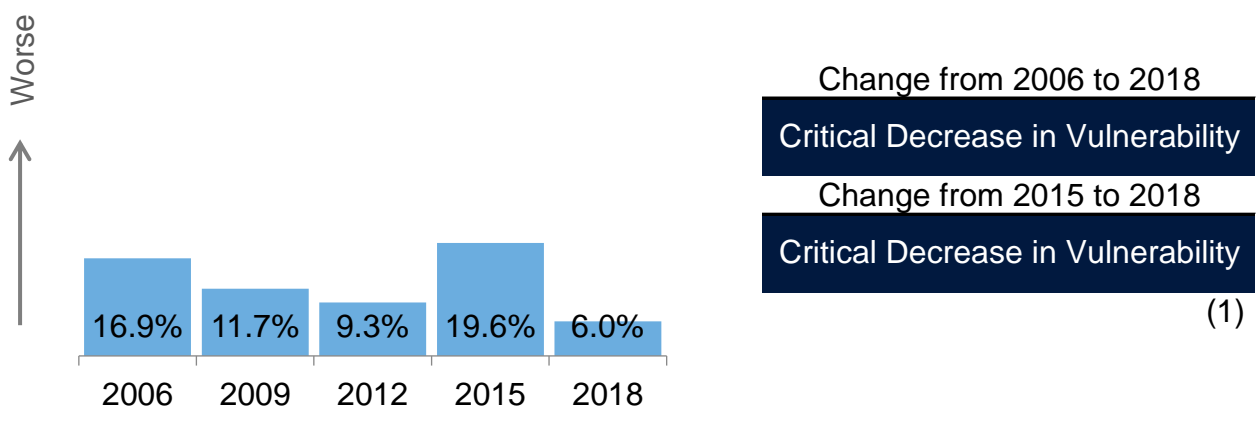
Subdomain: Gross and Fine Motor Skills



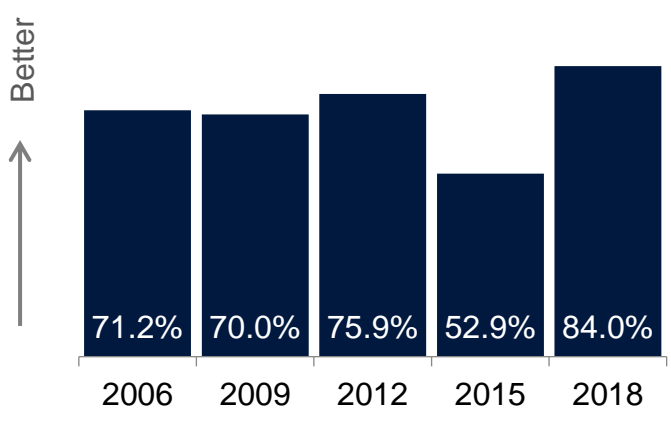
Social Competence

Boys (County of Haliburton)

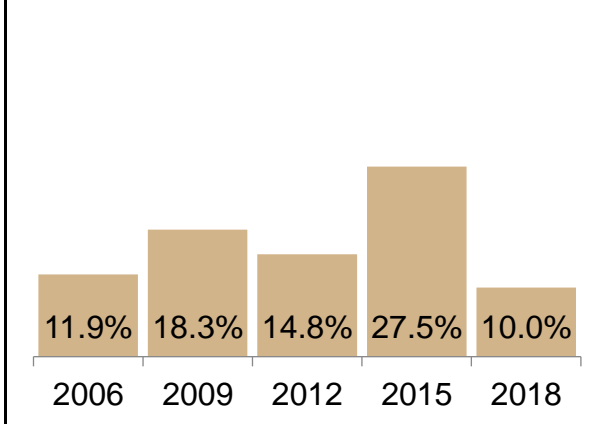
Vulnerability Rate (%)



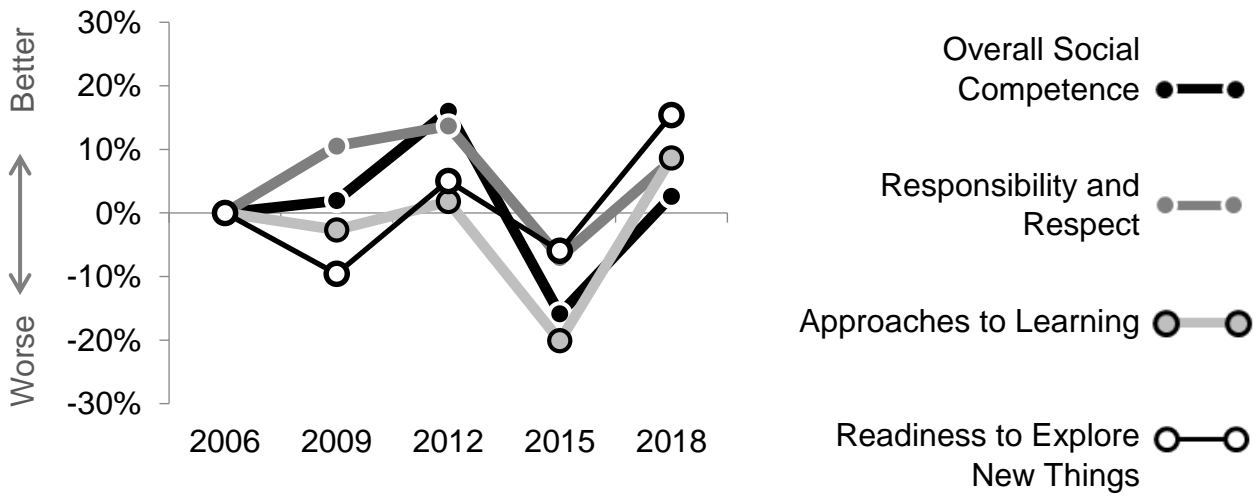
On Track Rate (%)



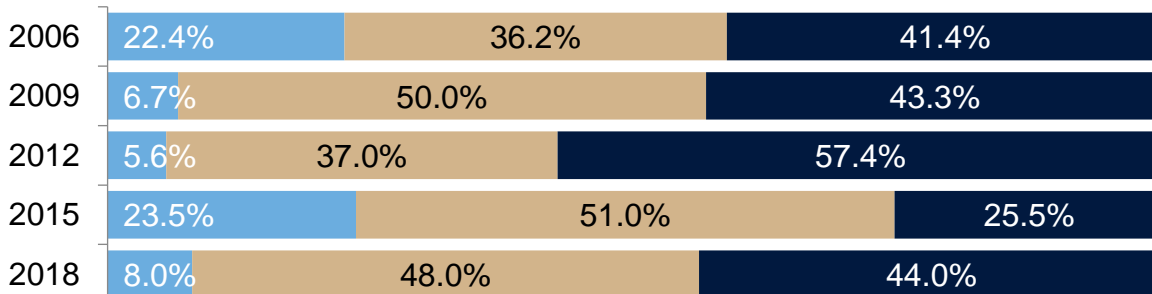
At Risk Rate (%)



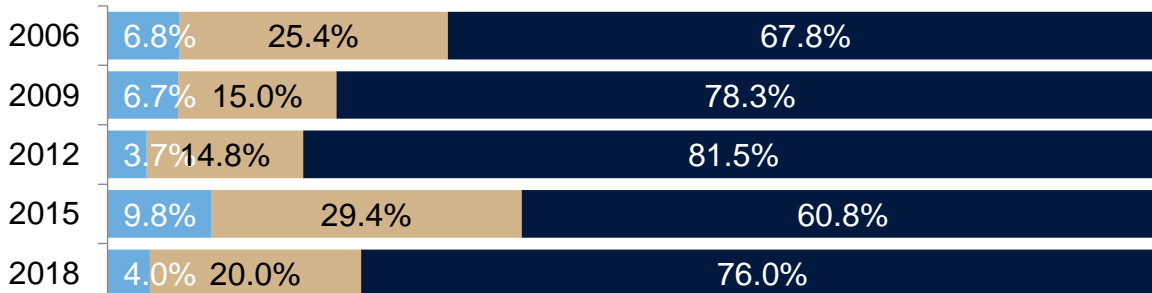
Change from 2006 - Children Meeting All or Almost All Expectations by Subdomain



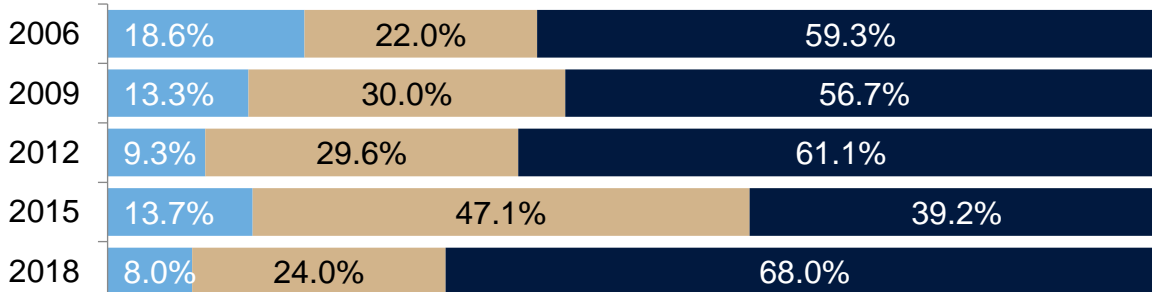
Subdomain: Overall Social Competence



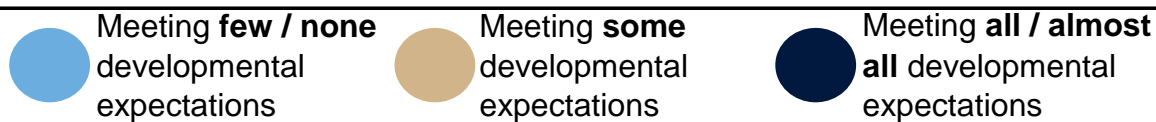
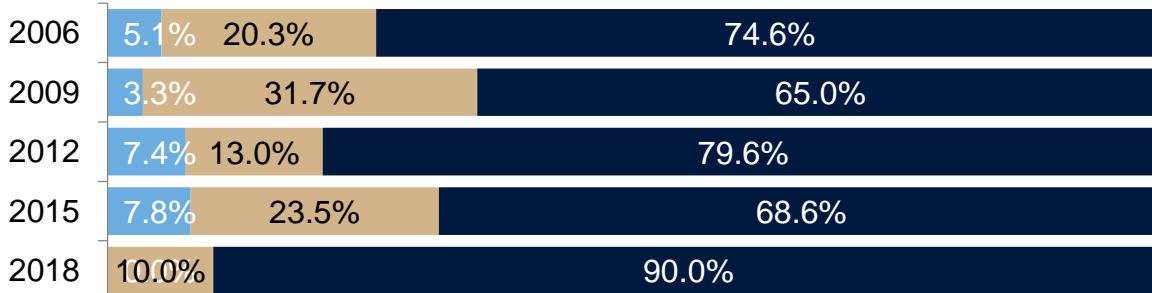
Subdomain: Responsibility and Respect



Subdomain: Approaches to Learning



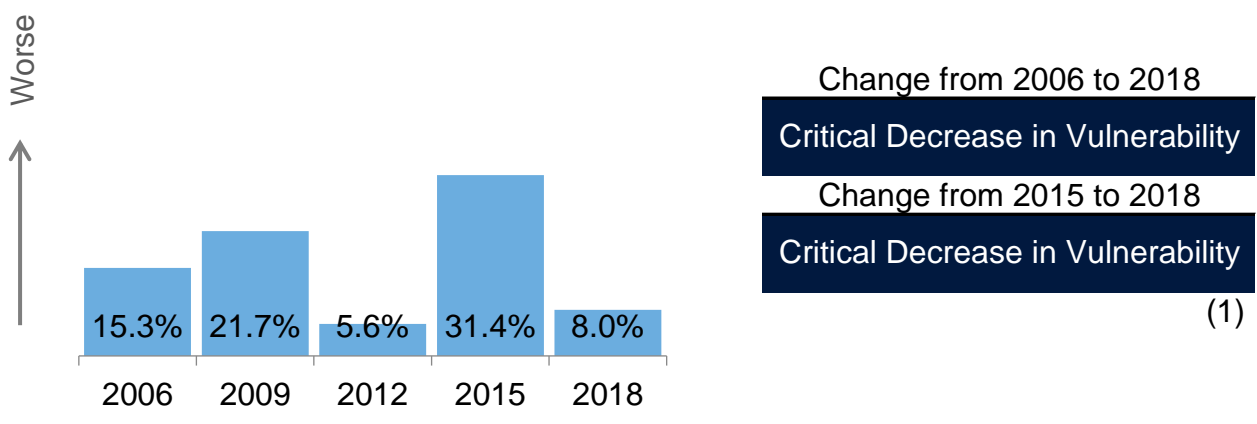
Subdomain: Readiness to Explore New Things



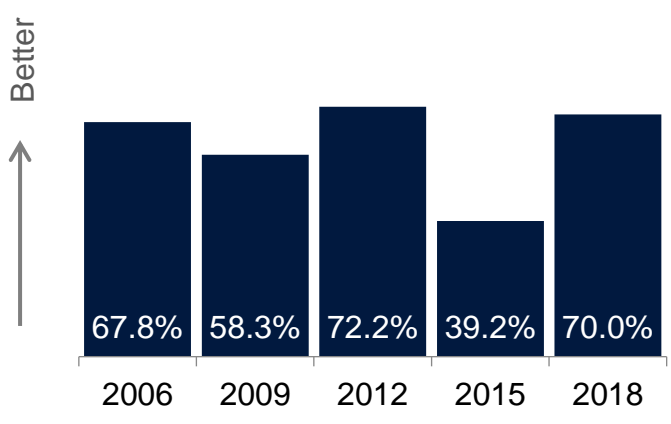
Emotional Maturity

Boys (County of Haliburton)

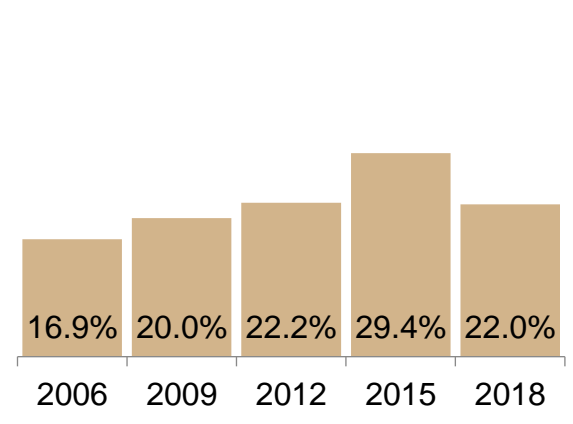
Vulnerability Rate (%)



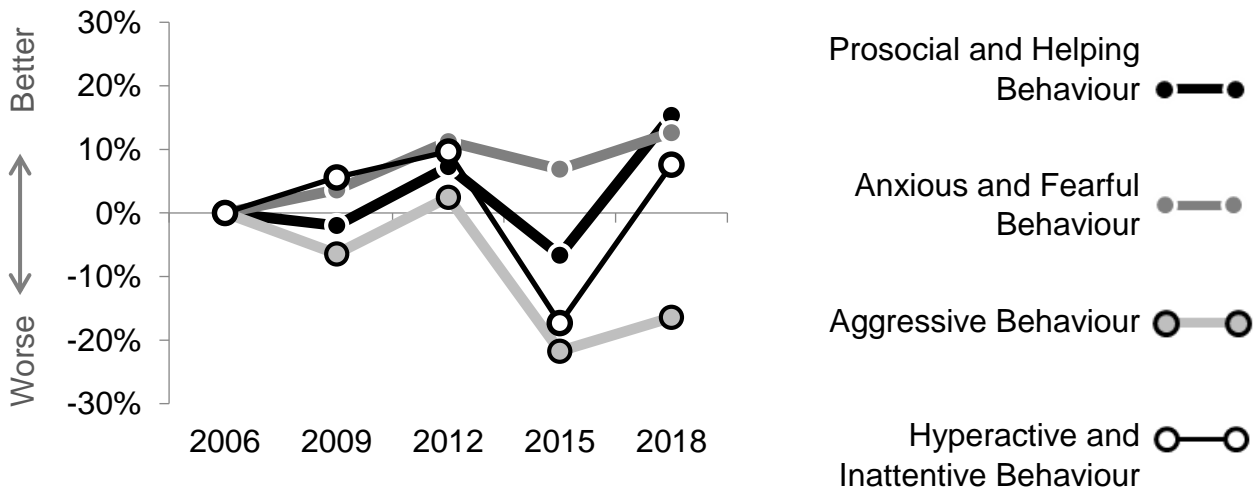
On Track Rate (%)



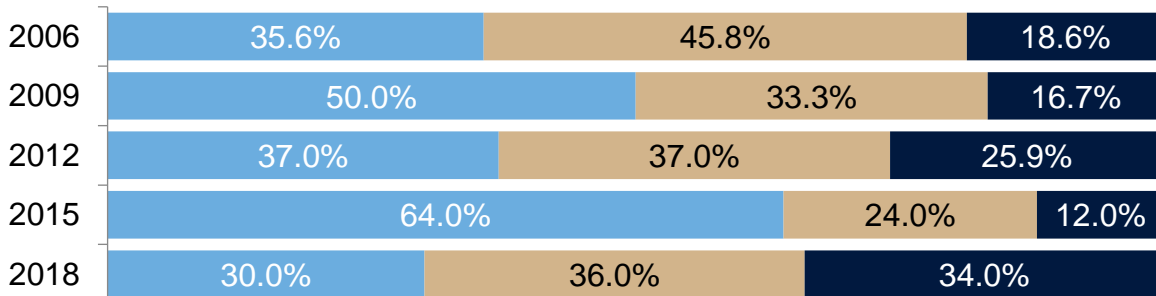
At Risk Rate (%)



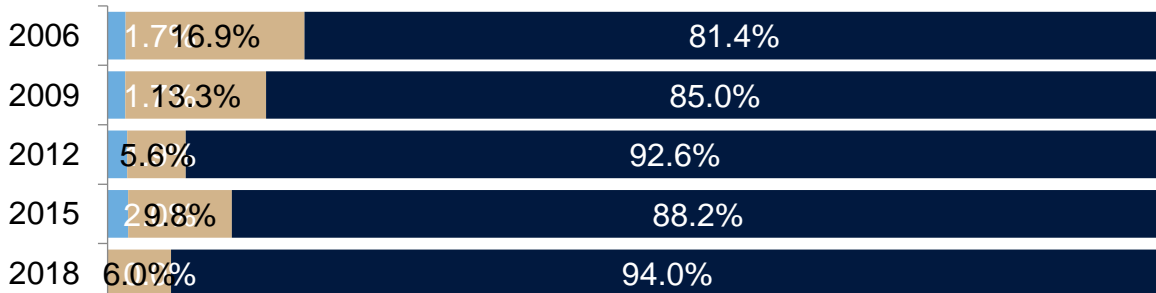
Change from 2006 - Children Meeting All or Almost All Expectations by Subdomain



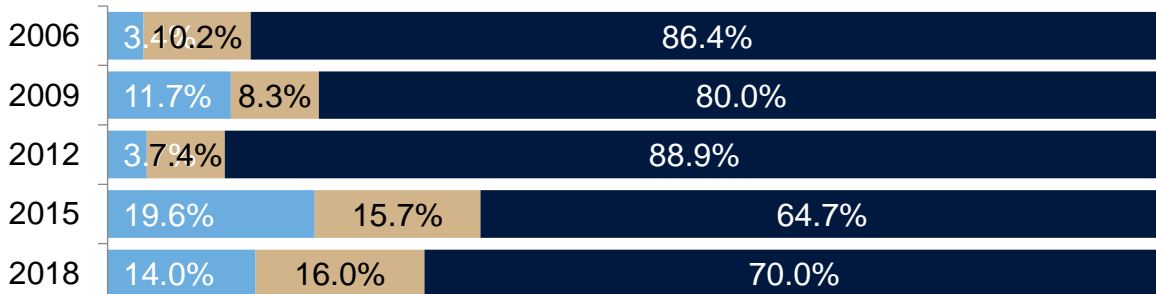
Subdomain: Prosocial and Helping Behaviour



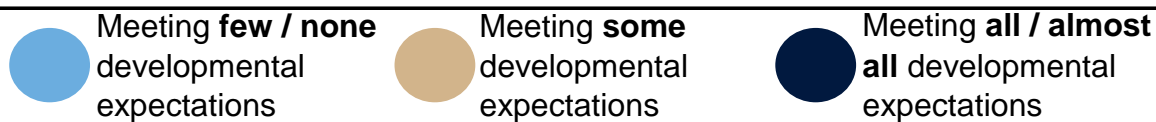
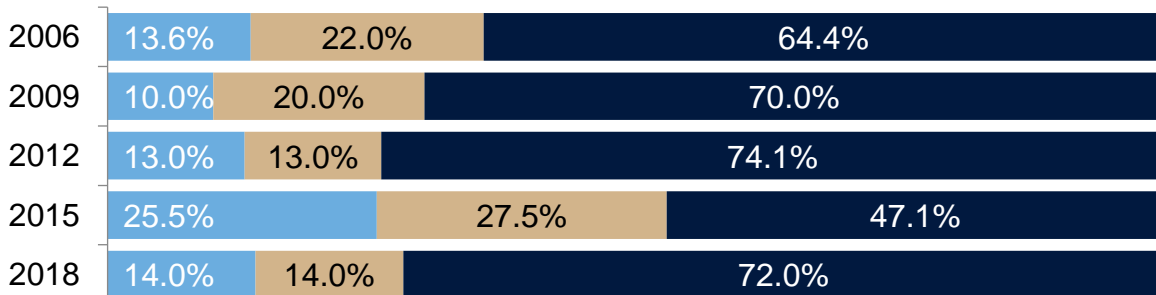
Subdomain: Anxious and Fearful Behaviour



Subdomain: Aggressive Behaviour



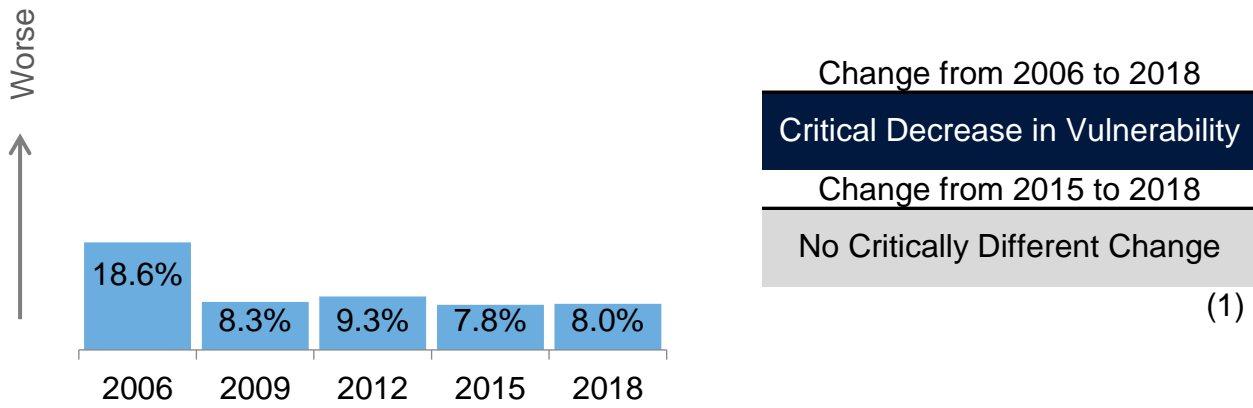
Subdomain: Hyperactive and Inattentive Behaviour



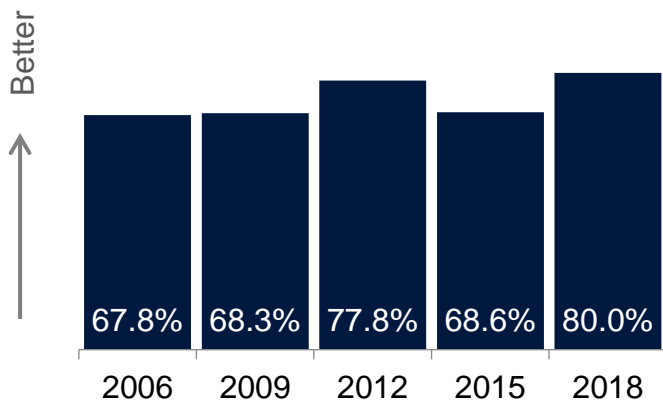
Language and Cognitive Development

Boys (County of Haliburton)

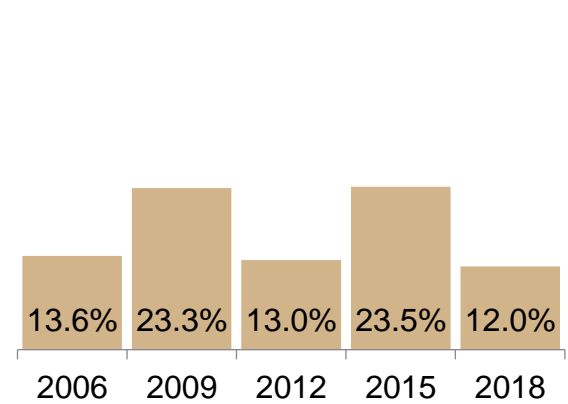
Vulnerability Rate (%)



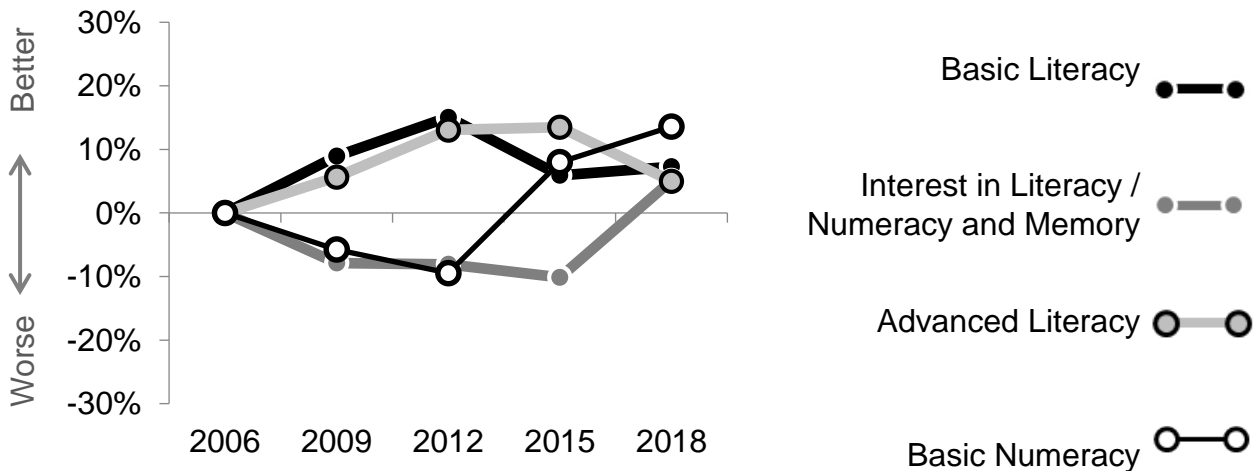
On Track Rate (%)



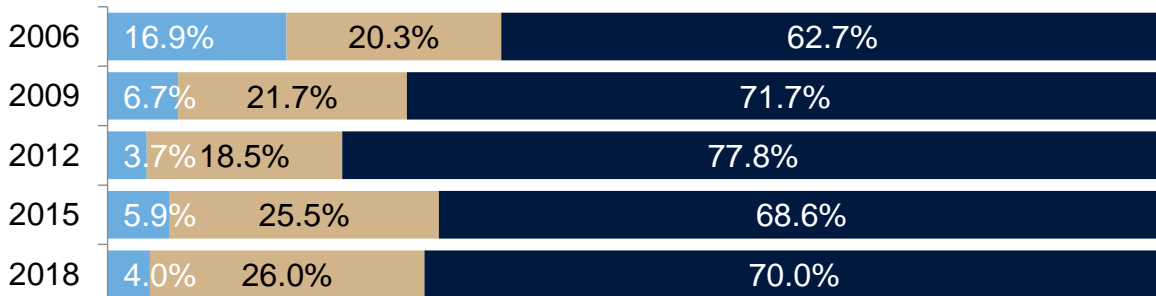
At Risk Rate (%)



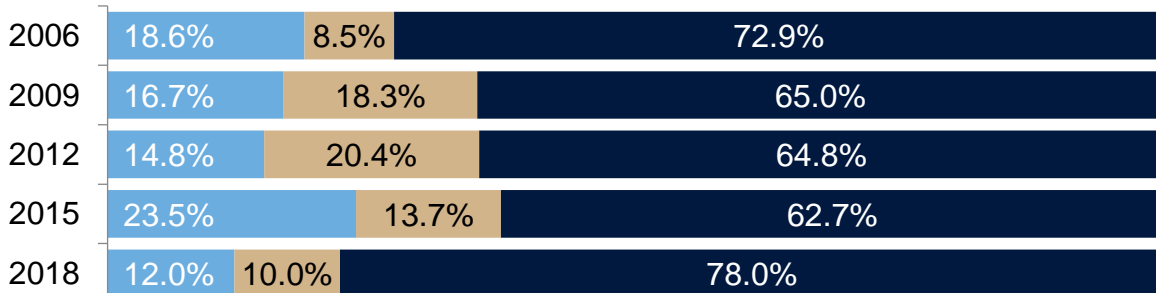
Change from 2006 - Children Meeting All or Almost All Expectations by Subdomain



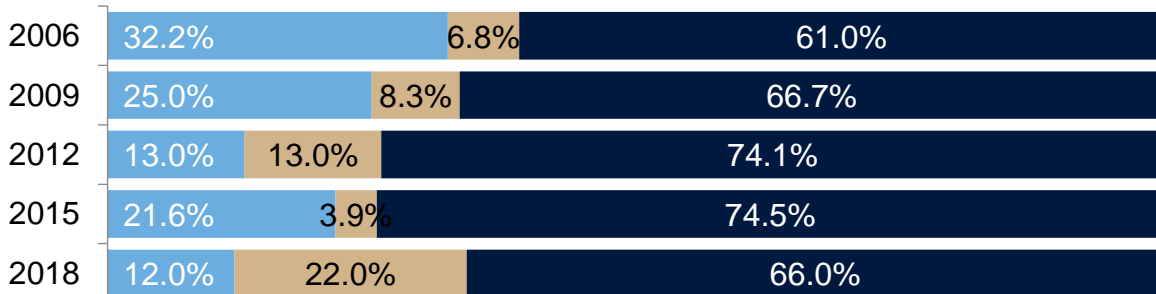
Subdomain: Basic Literacy



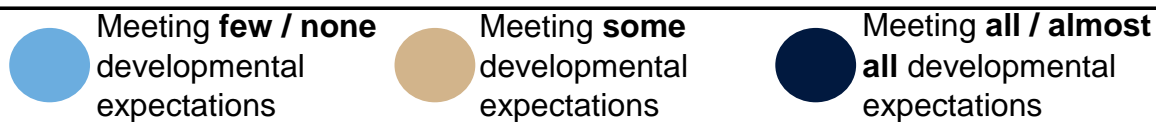
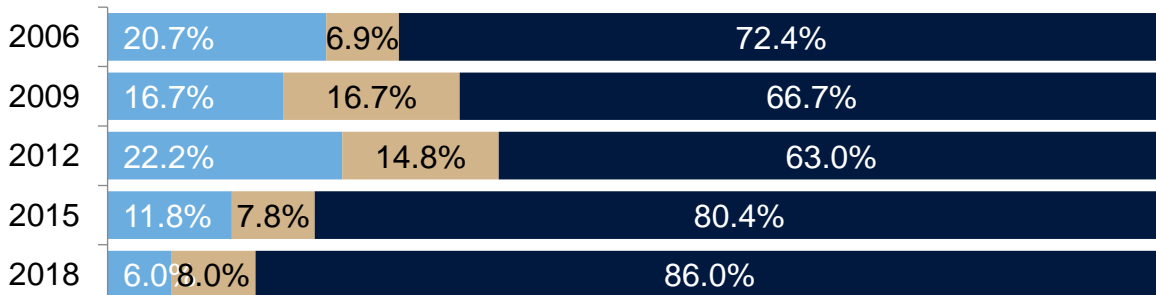
Subdomain: Interest in Literacy / Numeracy and Memory



Subdomain: Advanced Literacy



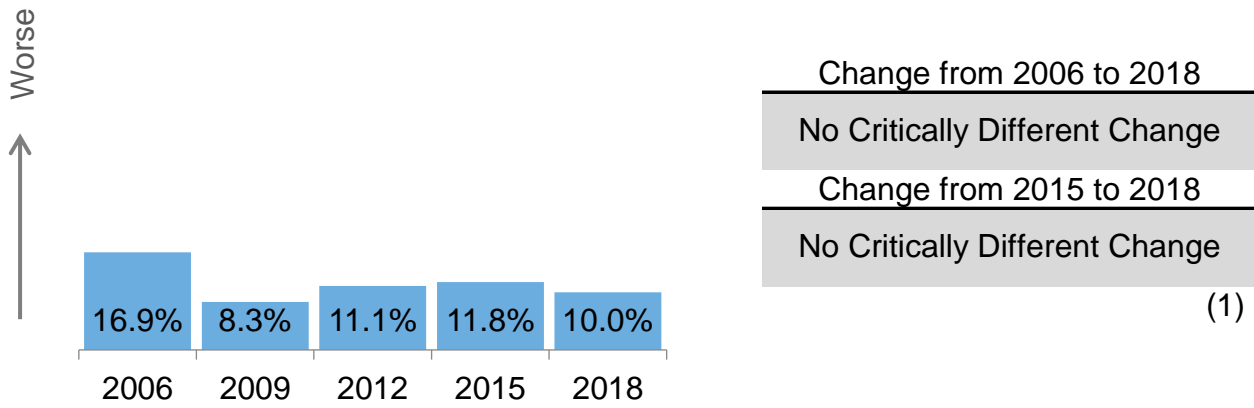
Subdomain: Basic Numeracy



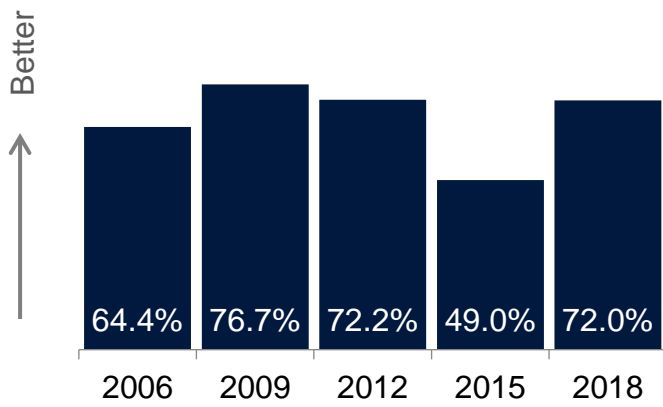
Communication Skills and General Knowledge

Boys (County of Haliburton)

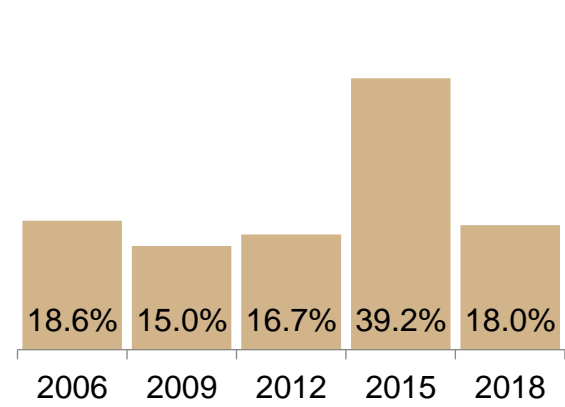
Vulnerability Rate (%)



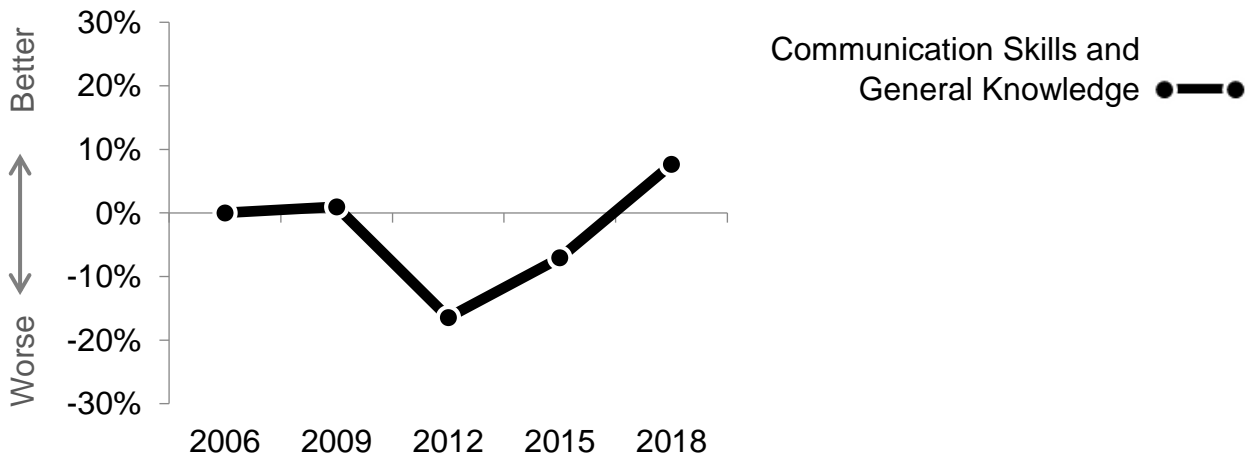
On Track Rate (%)



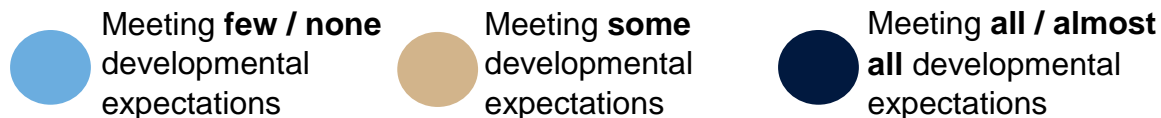
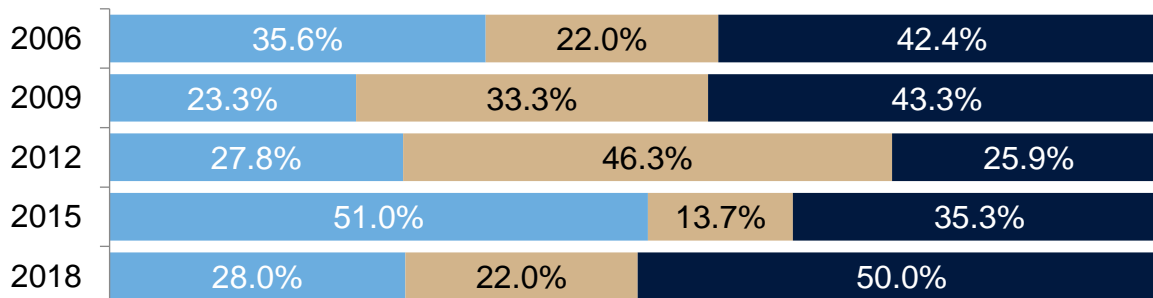
At Risk Rate (%)



Change from 2006 - Children Meeting All or Almost All Expectations by Subdomain



Subdomain: Communication Skills and General Knowledge



(1) The critical difference was calculated using information from the University of British Columbia's Human Early Learning Partnership on Understanding Critical Difference. Retrieved on October 2, 2019 from:

<http://earlylearning.ubc.ca/supporting-research/critical-difference/>.

(2) Definitions from the Offord Centre for Child Studies at McMaster University:

Retrieved on October 2, 2019 from: <https://edi.offordcentre.com/researchers/how-to-interpret-edi-results/>.

(3) EDI raw data is provided by the Ministry of Education and the Offord Centre for Child Studies at McMaster University. Data analysis and views expressed are not necessarily those of the Ministry of Education or the Offord Centre.