

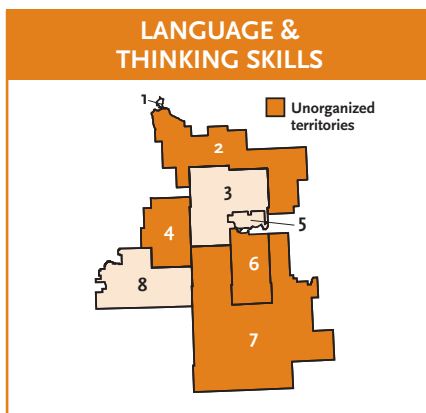
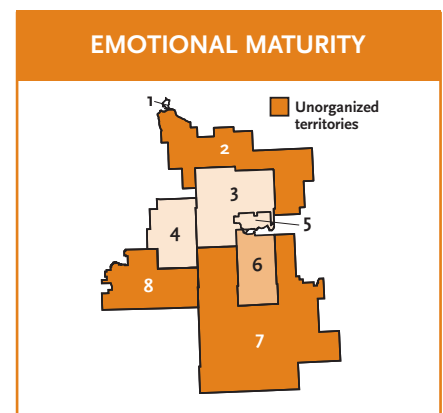
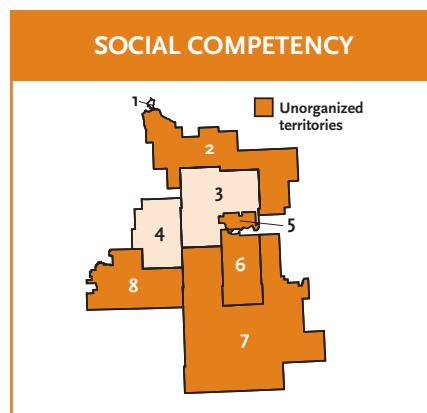
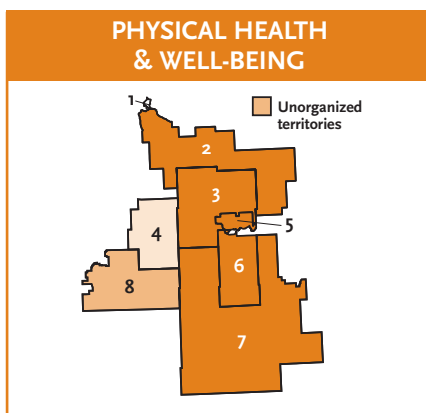
North Eastman Parent-Child Coalition

Are our children ready for school?

Early Development Instrument (EDI) 2005-2006 results for your community

This report shows the “**readiness for school**” of Kindergarten children in your community, based on results from the EDI. “Readiness for school” is a baseline of children’s readiness to begin grade one. As children’s readiness for school is influenced by their early years – and the family and community factors that shape children’s early years—EDI results are a reflection of the **strengths** and **needs** of children’s communities.

The following maps illustrate the per cent of children who were ‘**very ready**’ (top 30%) for school – within each of the 5 areas of early development – by Rural Municipality



Legend:

- Large % of children ‘very ready’
- Moderate % of children ‘very ready’
- Small % of children ‘very ready’
- Unable to report

1 – Victoria Beach (NA) 4 – Brokenhead (80)
 2 – Alexander (34) 5 – Pinawa (<10)
 3 – Lac Du Bonnet (33) 6 – Whitemouth (15)
 7 – Reynolds (10)
 8 – Springfield (124)

Unorganized territories = Berens River & Wanipigow (61)

(Number in parentheses is the number of children)

Large per cent of children ‘very ready’ reflects a **strength** in that area of development.



The EDI measures:

PHYSICAL HEALTH & WELL-BEING

Children are healthy, independent, rested each day.

LANGUAGE & THINKING SKILLS

Children are interested in reading and writing, can count and recognize numbers, shapes.

SOCIAL COMPETENCE

Children play and get along with others, share, show self-confidence.

COMMUNICATION SKILLS & GENERAL KNOWLEDGE

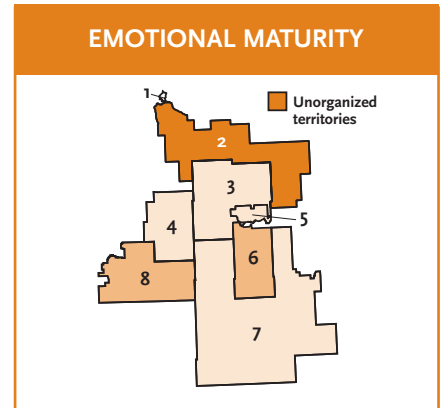
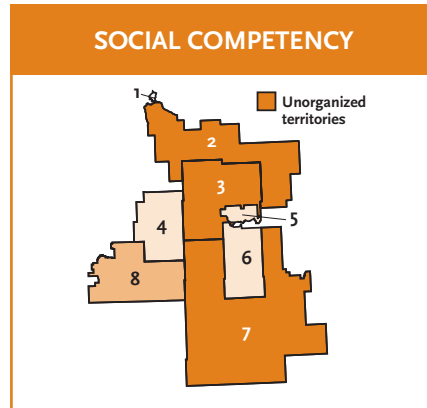
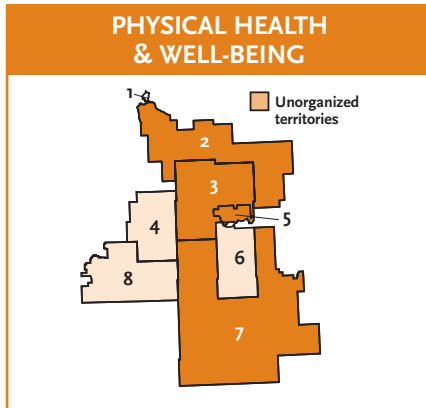
Children can tell a story, communicate with adults and other children.

EMOTIONAL MATURITY

Children are able to concentrate on tasks, help others, show patience, are not often aggressive nor angry.



The following maps illustrate the per cent of children who were ‘not ready’ (bottom 10%) for school – within each of the 5 areas of early development – by Rural Municipality



□ Small % of children ‘not ready’
 ■ Moderate % of children ‘not ready’
 ■ Large % of children ‘not ready’
 □ Unable to report

- 1 – Victoria Beach (NA)
- 2 – Alexander (34)
- 3 – Lac Du Bonnet (33)
- 4 – Brokenhead (80)
- 5 – Pinawa (<10)
- 6 – Whitemouth (15)
- 7 – Reynolds (10)
- 8 – Springfield (124)

Unorganized territories = Berens River & Wanipigow (61)

(Number in parentheses is the number of children)
Large per cent of children ‘not ready’ reflects a **need** in that area of development.



Average EDI Scores for your community

Areas of Early Development: (‘10’ is best possible score)	2002-2003	2003-2004	2004-2005	2005-2006
Physical health & well-being *	NA	NA	8.87	8.78
Social competence *	NA	NA	8.28	8.13
Emotional maturity	NA	NA	7.73	7.86
Language & thinking skills	NA	NA	8.23	8.16
Communication & general knowledge *	NA	NA	7.56	7.47

* Due to changes in the EDI questionnaire, average values for 2002-2003 and 2003-2004 have been adjusted to be comparable to 2004-2005 and 2005-2006 values.

General Information on Kindergarten Children:

Participation	2002-2003	2003-2004	2004-2005	2005-2006
Number of participating schools in your community	1	2	18	21
Number of participating children in your community	16	35	339	378
Number of participating children in your community with ESL / FSL	NA	NA	19 / 8	20 / 10
Number of participating children in your community with special needs	NA	NA	10	9
Number of participating children in your community who require further assessment concerning possible special needs	NA	NA	47	48