

Report #3

**Group Comparisons
[SITE], XX, 2010/2011**

Please note that higher mean scores indicate better outcomes.

The **effect size** quantifies the size of the difference between two groups and is a standardized mean difference between the two groups. That is

$$\text{Effect size} = \frac{\text{mean}(\text{group1}) - \text{mean}(\text{group2})}{SD(\text{group1})} \quad \text{SD represents the Standard Deviation.}$$

As an example, an effect size of 0.8 indicates that the score of the average person in group 1 is 0.8 standard deviations above the average person in group 2, and hence exceeds the scores of 79% of group 2. Unlike statistical significance, the effect size statistic is independent of the group size and therefore considered more informative. It shows the degree of a “meaningful” difference between the two groups.

*Note that the reference groups (group1 in the equation) used in the calculations of effect size are indicated with an asterisk.

Interpretation: it is accepted to consider effect sizes of 0.8 or more as large, between 0.8 and 0.2 as moderate, and of 0.2 and smaller as small. A negative effect size indicates that the mean of the reference group, group1, is lower than the mean of the comparison group, group2

[SITE], SK non-Special Needs students (N = xx)

1. Gender

| Domain | Girls* | | | Boys | | | Effect Size |
|--|--------|------|----|------|------|----|-------------|
| | N | Mean | SD | N | Mean | SD | |
| Physical health and well-being | | | | | | | |
| Social competence | | | | | | | |
| Emotional maturity | | | | | | | |
| Language and cognitive development | | | | | | | |
| Communication skills and general knowledge | | | | | | | |

2. Age of child (mean age is x.xx years)

| Domain | Above the mean age* | | | Below the mean age | | | Effect Size |
|--|---------------------|------|----|--------------------|------|----|-------------|
| | N | Mean | SD | N | Mean | SD | |
| Physical health and well-being | | | | | | | |
| Social competence | | | | | | | |
| Emotional maturity | | | | | | | |
| Language and cognitive development | | | | | | | |
| Communication skills and general knowledge | | | | | | | |

3. Children with E/FSL status

| Domain | E/FSL | | | Not E/FSL* | | | Effect Size |
|--|-------|------|----|------------|------|----|-------------|
| | N | Mean | SD | N | Mean | SD | |
| Physical health and well-being | | | | | | | |
| Social competence | | | | | | | |
| Emotional maturity | | | | | | | |
| Language and cognitive development | | | | | | | |
| Communication skills and general knowledge | | | | | | | |

4. Children who attended French Immersion

| Domain | French Immersion* | | | No French Immersion | | | Effect Size |
|--|-------------------|------|----|---------------------|------|----|-------------|
| | N | Mean | SD | N | Mean | SD | |
| Physical health and well-being | | | | | | | |
| Social competence | | | | | | | |
| Emotional maturity | | | | | | | |
| Language and cognitive development | | | | | | | |
| Communication skills and general knowledge | | | | | | | |

5. Children with Aboriginal Status

| Domain | Aboriginal | | | Not Aboriginal* | | | Effect Size |
|--|------------|------|----|-----------------|------|----|-------------|
| | N | Mean | SD | N | Mean | SD | |
| Physical health and well-being | | | | | | | |
| Social competence | | | | | | | |
| Emotional maturity | | | | | | | |
| Language and cognitive development | | | | | | | |
| Communication skills and general knowledge | | | | | | | |

6. Children who attended an early intervention program

| Domain | Early Intervention | | | No early intervention* | | | Effect Size |
|--|--------------------|------|----|------------------------|------|----|-------------|
| | N | Mean | SD | N | Mean | SD | |
| Physical health and well-being | | | | | | | |
| Social competence | | | | | | | |
| Emotional maturity | | | | | | | |
| Language and cognitive development | | | | | | | |
| Communication skills and general knowledge | | | | | | | |

7. Children who attended Language/Religion classes

| Domain | Language/Religion classes* | | | No Language/Religion classes | | | Effect Size |
|--|----------------------------|------|----|------------------------------|------|----|-------------|
| | N | Mean | SD | N | Mean | SD | |
| Physical health and well-being | | | | | | | |
| Social competence | | | | | | | |
| Emotional maturity | | | | | | | |
| Language and cognitive development | | | | | | | |
| Communication skills and general knowledge | | | | | | | |

8. Children who attended part-time preschool

| Domain | Preschool* | | | No Preschool | | | Effect Size |
|--|------------|------|----|--------------|------|----|-------------|
| | N | Mean | SD | N | Mean | SD | |
| Physical health and well-being | | | | | | | |
| Social competence | | | | | | | |
| Emotional maturity | | | | | | | |
| Language and cognitive development | | | | | | | |
| Communication skills and general knowledge | | | | | | | |

9. Children who attended Junior Kindergarten

| Domain | Junior Kindergarten | | | No Junior Kindergarten* | | | Effect Size |
|--|---------------------|------|----|-------------------------|------|----|-------------|
| | N | Mean | SD | N | Mean | SD | |
| Physical health and well-being | | | | | | | |
| Social competence | | | | | | | |
| Emotional maturity | | | | | | | |
| Language and cognitive development | | | | | | | |
| Communication skills and general knowledge | | | | | | | |

10. Type of non-parental care arrangement

| Domain | Full Time* | | | Part Time | | | Effect Size |
|--|------------|------|----|-----------|------|----|-------------|
| | N | Mean | SD | N | Mean | SD | |
| Physical health and well-being | | | | | | | |
| Social competence | | | | | | | |
| Emotional maturity | | | | | | | |
| Language and cognitive development | | | | | | | |
| Communication skills and general knowledge | | | | | | | |