



SCHOOL READINESS TO LEARN ONTARIO SK COHORT RESULTS

Based on the Early Development Instrument Data Collection for Senior Kindergarten Students in Manitoba Spring 2005

This report covers the EDI results for **Senior Kindergarten** children in Manitoba, collected in the Spring of 2005. The term 'kindergarten' refers to children who entered school the year they turned 5, according to the individual school board specifications.

The **valid** analyses are based on all non-missing cases for each category. Children classified as special needs, missing in more than one domain and those missing JK/SK classification are excluded from the cohort report.

The report is divided into three sections. The first being a descriptive summary of EDI Means & Domain Percentiles results for all **valid** EDI's completed for SK-level students in Ontario.

The second set of tables, **Frequencies** (pages 8-13) reports on the frequencies of the demographic and community variables as reported on pages 1 and 8 of the EDI, including age, gender, type of class, etc.

The **Frequencies** are reported for the **Valid** cohort.

The third set of tables, **Group Comparisons** (pages 14-17), includes means and statistical comparisons between groups as identified by the demographic and community variables.

The **Group Comparisons** are performed with the **Valid** cohort only.

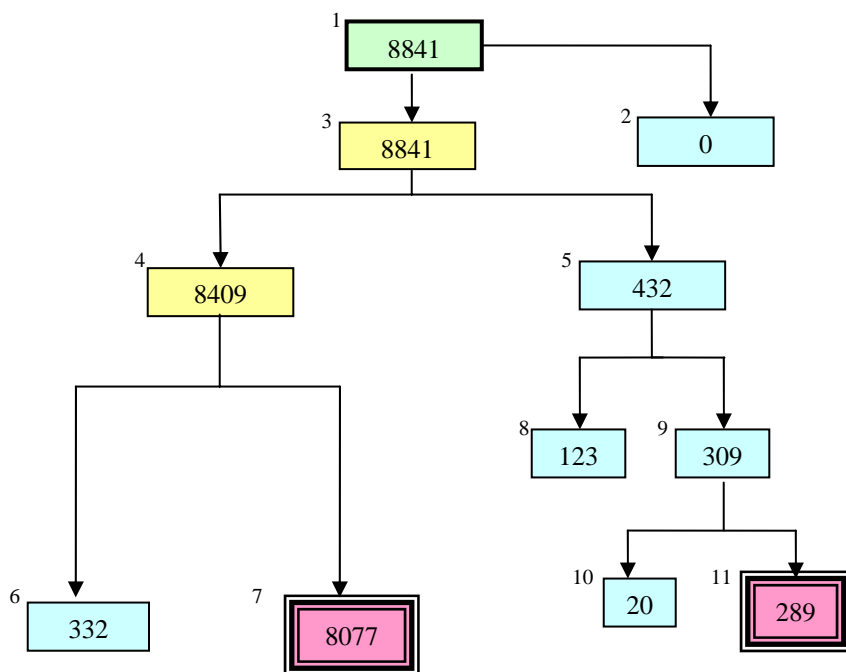
Please keep in mind the following: (1) while the comparisons are controlled for the effects of age and gender, no other variables are controlled for, and (2) these are statistical comparisons for the whole of the selected cohorts, and may not reflect differences occurring within individual sites. Therefore, any interpretation of these comparisons has to be executed with **extreme caution**.

Every caution was used to ensure that data in this report are accurate. For comments or questions please contact:

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Number of Children in Analyses: From Received Questionnaires to Reports

Below is an illustration of the flow of EDI questionnaires from the point of receiving the questionnaires to the final valid number of questionnaires used for analysis.



- | |
|--|
| 1: Total questionnaires received and scanned. |
| 2: Questionnaires missing/incorrect JK/SK assignment. |
| 3: Questionnaires with non-missing/correct JK/SK assignment. |
| 4: Questionnaires with correct JK/SK assignment and no Special Needs. |
| 5: Questionnaires labelled as Special Needs or missing Special Needs. |
| 6: Questionnaires missing more than one scale. |
| 7: Questionnaires valid for analyses in reports for children <u>without</u> Special Needs. |
| 8: Questionnaires missing SN assignment. |
| 9: Questionnaires labelled as Special Needs. |
| 10: Special Needs Children with non-valid EDI. |
| 11: Questionnaires valid for analyses in reports for children <u>with</u> Special Needs. |

Missing within Domains

Since scores for children with up to one missing domain are considered valid, the number of students with valid data may be equal to or less than 8077 in the specific domains. The table below indicates the number of students with valid data in each domain.

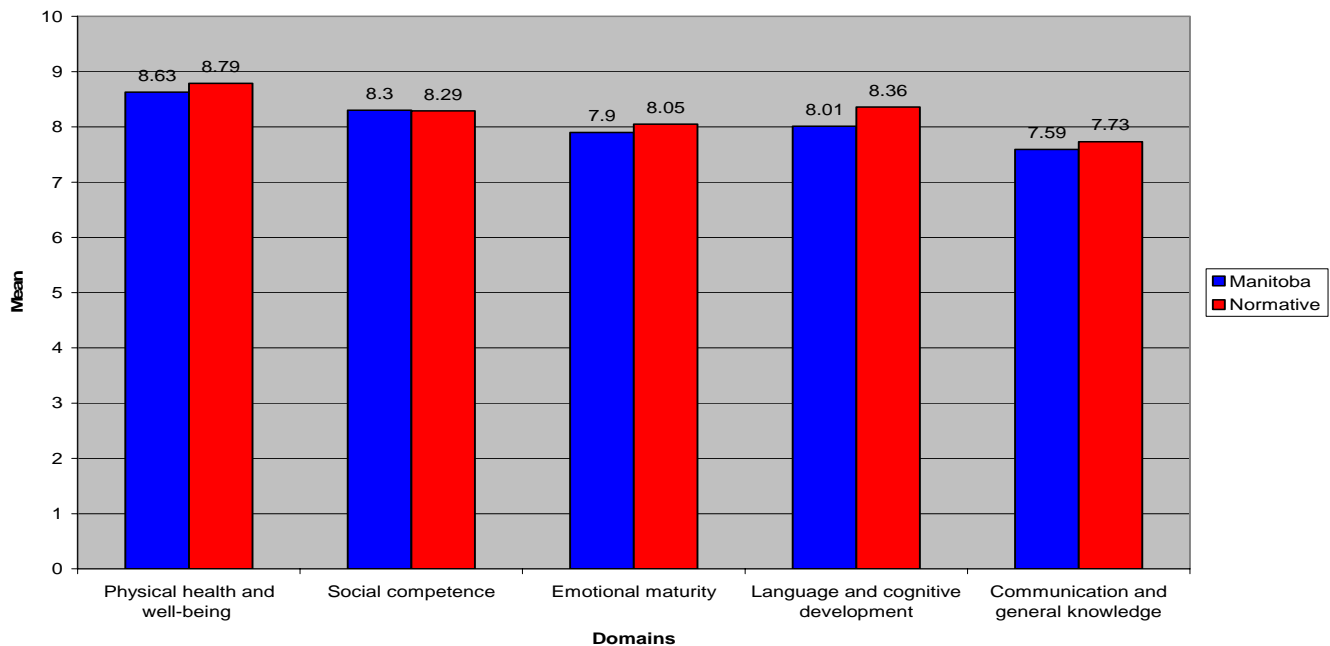
	PHYS	SOC	EMOT	LANGCOG	COMGEN
Missing (More than 25% of questions left blank or with "I don't know" answered)	20	1	93	135	4
Valid	8057	8076	7984	7942	8073

Manitoba EDI results 2004/2005 Descriptive Statistics

Domains					Percentile Boundaries			
	Items	Min-Max	Mean	Standard Deviation	75	50	25	10
Physical Health and Well-Being	13	1.54-10.00	8.63	1.39	10.00	8.85	7.92	6.54
Social Competence	26	0.21-10.00	8.30	1.79	9.81	8.85	7.31	5.58
Emotional Maturity	30	0.67-10.00	7.90	1.48	9.00	8.17	7.00	5.83
Language and Cognitive Development	26	0.00-10.00	8.01	2.06	9.62	8.85	6.92	5.00
Communication Skills and General Knowledge	8	0.00-10.00	7.59	2.61	10.00	8.75	5.63	3.75

The graph below indicates the mean scores achieved by Manitoba 2004/2005 cohort in comparison with the normative sample. For additional information regarding the Normative Sample please refer to our website at www.offordcentre.com/readiness.

Comparison of Means



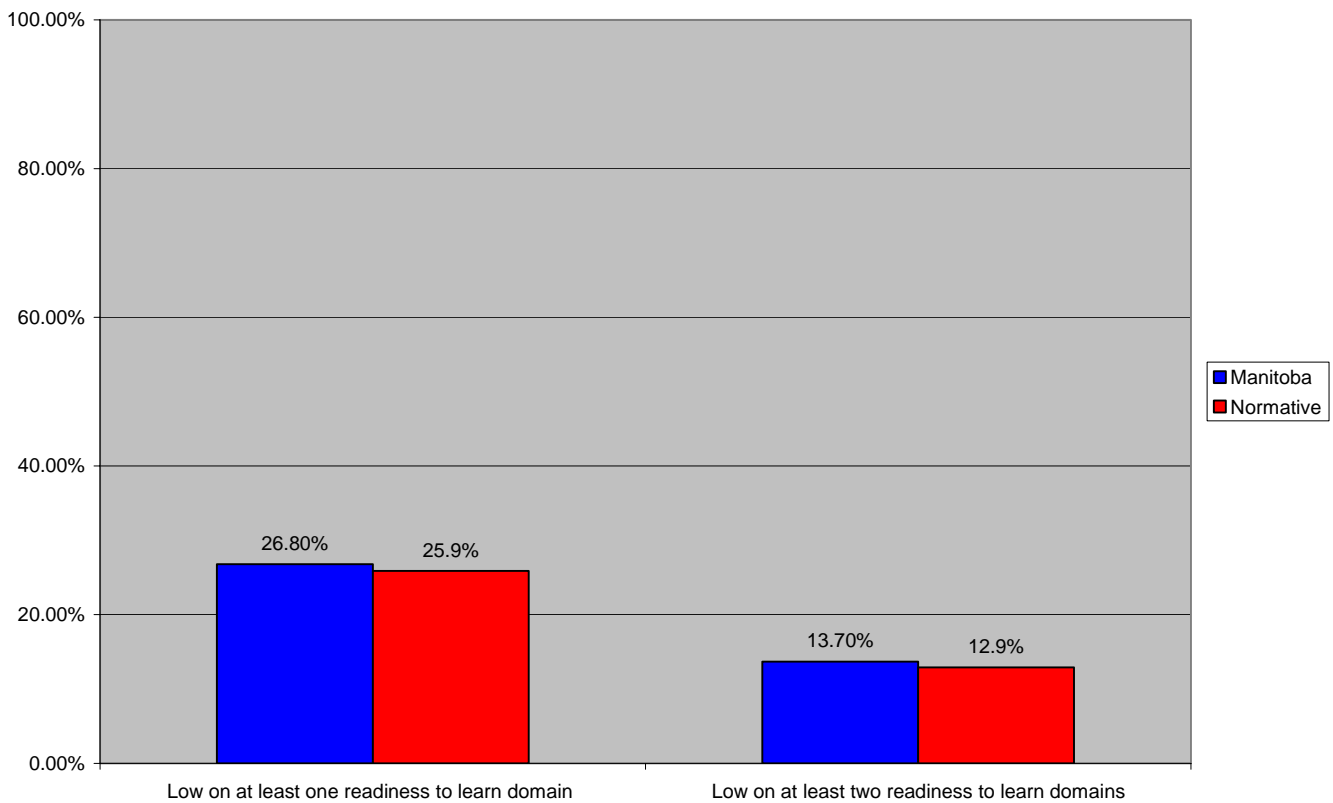
Generally, compared with the five-scale normative means of the EDI for SK-level, children in Manitoba are not doing as well as the normative sample on all five of the readiness to learn domains with the exception of the Social Competence domain where children in Manitoba are doing slightly better.

Percentage of Vulnerable Children

Normative scores and Manitoba 2004/05 (N=8083)

Low	Percentage	
	2004/2005 Manitoba	Normative Scores
Low on at least one readiness to learn domain	26.8%	25.9%
Low on at least two readiness to learn domains	13.7%	12.9%

Percentage of Vulnerable Children



Multiple Challenge Index

As outlined in the Behavioural Profiles report, there are 16 sub-domains within the five major domains of the EDI. Each of the sub-domains represents a relatively homogenous aspect of a child’s development.

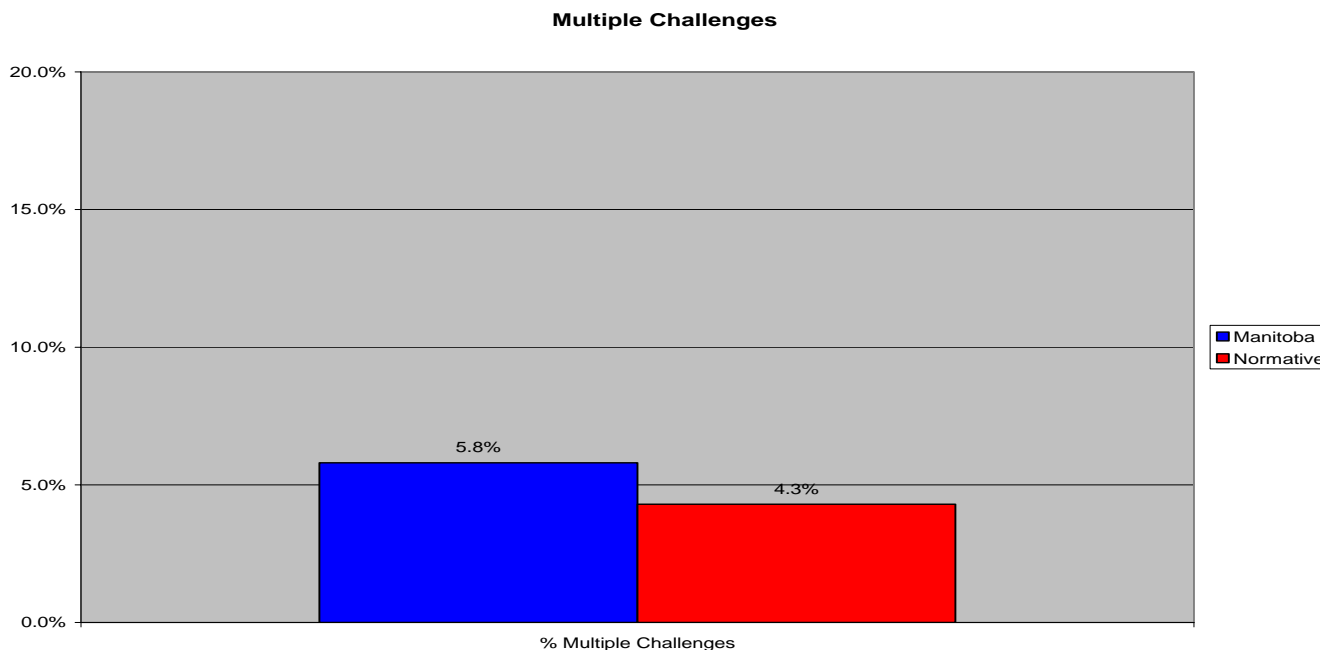
A “challenge” ability range was identified within each sub-domain, based on the range of scores. For each sub-domain, zero (0), equivalent to a child having no ability in all items within the sub-domain, was the lower boundary. The “challenge” cut-off boundary (i.e., the one below which a child would be classified as having the challenge) was based on a mix of poor and average scores.

Analysis of the distribution of the number of challenges in one or more sub-domain indicated that having scores below the challenge ability in 9 or more pointed to serious problems in multiple domains. Three of the 5 domains have 4 sub-domains, one has 3, and the last one has 1. Therefore experiencing challenge in 9 sub-domains means that they are from at least 3 of the major five developmental domains.

The Multiple Challenge Index is therefore an indicator of a child experiencing challenges in at least three EDI domains. The MCI is scored based on challenges in 9 or more sub-domains, and is expressed as “existence of multiple challenges” (1), or “no multiple challenges” (0).

Detailed descriptions and cut-off boundaries for each of the sub-domains are listed on our website at <http://www.offordcentre.com/readiness/results.html>.

Percentage of children in Manitoba with Multiple Challenges	Percentage	
	2004/2005 Manitoba	Normative Scores
Multiple Challenges	5.8%	4.3%



SENIOR KINDERGARTEN-LEVEL MANITOBA COHORT RESULTS**Participants in the EDI implementation**

School Divisions	RECEIVED SK COHORT N	VALID SK COHORT N
Beautiful Plains	107	102
Border Land	177	162
Brandon	541	500
DSFM	354	338
Evergreen	114	104
Flin Flon	83	77
Ft Labosse	89	83
Hanover	508	478
Kelsey	143	130
Lakeshore	81	78
Lord Selkirk	303	287
Louis Riel	973	897
Mountain View	234	225
Mystery Lake	273	243
Park West	149	139
Pine Creek	78	6

School Divisions	RECEIVED SK COHORT N	VALID SK COHORT N
Pine Falls	12	12
Portage La Prairie	258	244
Prairie Rose	138	129
Prairie Spirit	146	138
Red River Valley	130	125
Seine River	238	220
Seven Oaks	574	529
South West Horizon	78	72
Sunrise	313	299
Swan Valley	122	110
Turtle Mountain	81	80
Turtle River	64	61
Western	104	95
Winnipeg	2369	2045
Whiteshell	7	6
Total Manitoba	8841	8077

SCHOOL READINESS TO LEARN DESCRIPTIVE DATA REPORT For Children with NO Special Needs

**Based on the Early Development Instrument Data Collection for Senior Kindergarten Students in Manitoba
Spring 2005**

Descriptive characteristics of the population

	Number	%
Gender		
Girl	4002	49.5
Boy	4059	50.3
Missing	16	0.2
English/French as a Second Language (E/FSL)		
ESL	634	7.8
FSL	139	1.7
No E/FSL	7285	90.2
Missing	19	0.2
Type of class		
JK	71	0.9
SK	7159	88.6
JK/SK	410	5.1
JK/SK/1	14	0.2
SK/1	95	1.2
Other	99	1.2
Missing	229	2.8
First language		
English	6684	82.8
French	145	1.8
Other Only	355	4.4
English & French (Bil)	152	1.9
English & Other (Bil)	610	7.6
French & Other (Bil)	7	0.1
Two Other Lang. (Bil)	77	1.0
Missing	47	0.6
French Immersion		
French Immersion	1237	15.3
Non- French Immersion	6794	84.1
Missing	46	0.6

Descriptive characteristics of the population continued

	Number	%
Aboriginal		
Aboriginal	1313	16.2
Not Aboriginal	6714	83.1
Missing	52	0.6
Multiple Challenges		
Multiple Challenges	469	5.8
No Multiple Challenges	7608	94.2
Missing	0	0.0

Age composition

Age (at the time of testing) was divided into 3-month intervals. The categories are expressed as year-months of age: for example, 5-11 means age 5 years 11 months.

Age Category	Number	%
3-11 to 4-1	3	0.0
4-2 to 4-4	7	0.1
4-5 to 4-7	3	0.0
4-8 to 4-10	10	0.1
4-11 to 5-1	52	0.6
5-2 to 5-4	1414	17.5
5-5 to 5-7	1927	23.9
5-8 to 5-10	2048	25.4
5-11 to 6-1	2001	24.8
6-2 to 6-4	498	6.2
6-5 to 6-7	51	0.6
6-8 to 6-10	19	0.2
6-11 and up	14	0.2
Missing	30	0.4

Please note: Months were rounded down for ages less than 15 days, and up for more than 15 days. Therefore, children aged less than 6 years 1.5 months belong to the 5-11 to 6-1 category, and children aged from 5 years 1.5 months to 5 years 4.5 months belong to the 5-2 to 5-4 category.

Frequencies of answers to questions in Section D

	Number	%
D1: Special Problems		
Yes	723	8.9
D2a: Physical Disability		
Yes	25	0.3
D2b: Visual Impairment		
Yes	27	0.3
D2c: Hearing Impairment		
Yes	27	0.3
D2d: Speech Impairment		
Yes	353	4.4
D2e: Learning Disability		
Yes	66	0.8
D2f: Emotional Problem		
Yes	113	1.4
D2g: Behavioural Problem		
Yes	162	2.0
D2h: Home Environment/problems at home		
Yes	210	2.6
D2i: Other		
Yes	108	1.3
D3: Teacher feels that child needs further assessment		
Yes	748	9.3
No	6533	80.9
Missing	796	9.9

Frequencies of answers to questions in Section E

	Number	%
E1: Child attended an early intervention program		
Yes	618	7.7
No	5980	74.0
Missing	1479	18.3
E3: Child attended any other language or religion classes		
Yes	1013	12.5
No	3580	44.3
Missing	3484	43.1
E4: Child attended an organized part-time pre-school/nursery school		
Yes	2855	35.3
No	3149	39.0
Missing	2073	25.7
E2: Child attended a non-parental care arrangement		
Yes	3145	38.9
No	3359	41.6
Missing	1573	19.5
E2a: Centre-based, licensed, non-profit arrangement		
Yes	1194	14.8
E2b: Centre-based, licensed, for profit arrangement		
Yes	433	5.4
E2c: Other home-based, licensed arrangement		
Yes	379	4.7
E2d: Other home-based, unlicensed, non-relative arrangement		
Yes	614	7.6
E2e: Other home-based, unlicensed, relative arrangement		
Yes	348	4.3
E2f: Child's home, non-relative arrangement		
Yes	85	1.1

	Number	%
E2g: Child's home, relative arrangement		
Yes	323	4.0
E2h: Other		
Yes	359	4.4
E2i: Type of arrangement		
Full-time	1528	18.9
Part-time	1288	15.9
Missing	5261	65.1
E6a: First Nations		
Yes	660	8.2
E6b: Inuit		
Yes	1	0.0
E6c: Métis		
Yes	373	4.6
E6d: Other		
Yes	93	1.2
E7: Attended Aboriginal Head Start		
Yes	115	1.4

Special Skills and Special Problems

The table below illustrates the distribution of the number of Special Skills and Special Problems that are observed in this sample. The minimum and maximum numbers indicate how few or how many Special Skills/Problems were observed. The mean number indicates the average number of Special Skills/Problems observed in this sample of children.

Special Skills/Problems	Min	Max	Mean
Special Skills*	0.0	7.0	0.36
Special Problems**	0.0	6.0	0.14

*Special Skills: Section B
 Questions 34 to 40
 Minimum possible: 0
 Maximum possible: 7

**Special Problems: Section D
 Questions 2a to 2i
 Minimum possible: 0
 Maximum possible: 9

For all tables below, higher scores indicate better levels of readiness-to-learn at school
P-values <0.050 are statistically significant

1. Girls versus boys

Domain	Girls		Boys		P
	N	Mean	N	Mean	
Physical health and well-being	3996	8.74	4051	8.41	<0.001
Social competence	4006	8.68	4060	7.93	<0.001
Emotional maturity	3961	8.27	4013	7.54	<0.001
Language and cognitive development	3938	8.33	3994	7.69	<0.001
Communication skills and general knowledge	4004	7.94	4059	7.23	<0.001

2. Age of child (mean age is 5.69 years)

Domain	Above the mean age		Below the mean age		P
	N	Mean	N	Mean	
Physical health and well-being	4069	8.70	3994	8.45	<0.001
Social competence	4075	8.46	4007	8.14	<0.001
Emotional maturity	4029	8.01	3961	7.80	<0.001
Language and cognitive development	4019	8.25	3929	7.76	<0.001
Communication skills and general knowledge	4076	7.78	4003	7.38	<0.001

3. Children with E/FSL status

Domain	E/FSL		Not E/FSL		Statistically significant?
	N	Mean	N	Mean	
Physical health and well-being	770	8.32	7274	8.60	0.126
Social competence	773	7.86	7290	8.35	<0.001
Emotional maturity	760	7.56	7213	7.94	<0.001
Language and cognitive development	766	7.04	7163	8.11	<0.001
Communication skills and general knowledge	771	4.95	7289	7.87	<0.001

4. Children with English as a first language

Domain	English		Other		Statistically significant?
	N	Mean	N	Mean	
Physical health and well-being	7434	8.60	582	8.37	0.049
Social competence	7451	8.34	584	7.89	<0.001
Emotional maturity	7370	7.93	573	7.60	<0.001
Language and cognitive development	7323	8.07	578	7.30	<0.001
Communication skills and general knowledge	7449	7.75	583	5.70	<0.001

5. Children with French as a first language

Domain	French		Other		Statistically significant?
	N	Mean	N	Mean	
Physical health and well-being	304	8.21	7712	8.59	<0.001
Social competence	304	8.61	7731	8.29	0.002
Emotional maturity	303	7.98	7640	7.90	0.403
Language and cognitive development	298	8.08	7603	8.01	0.523
Communication skills and general knowledge	304	8.57	7728	7.56	<0.001

6. Children who attended French Immersion

Domain	French Immersion		No French Immersion		Statistically significant?
	N	Mean	N	Mean	
Physical health and well-being	1235	8.74	6783	8.55	0.019
Social competence	1237	8.47	6799	8.28	0.002
Emotional maturity	1233	7.95	6712	7.90	0.640
Language and cognitive development	1128	8.07	6774	8.00	0.695
Communication skills and general knowledge	1236	8.13	6797	7.49	<0.001

7. Children with Aboriginal Status

Domain	Aboriginal		Not Aboriginal		Statistically significant?
	N	Mean	N	Mean	
Physical health and well-being	1308	7.98	6703	8.69	<0.001
Social competence	1313	7.69	6717	8.43	<0.001
Emotional maturity	1286	7.52	6652	7.98	<0.001
Language and cognitive development	1298	6.99	6600	8.21	<0.001
Communication skills and general knowledge	1312	6.50	6715	7.80	<0.001

8. Children who attended an early intervention program

Domain	Early Intervention		No early intervention		Statistically significant?
	N	Mean	N	Mean	
Physical health and well-being	615	8.23	5975	8.62	<0.001
Social competence	617	7.90	5986	8.38	<0.001
Emotional maturity	605	7.62	5945	7.95	<0.001
Language and cognitive development	611	7.76	5881	8.08	0.001
Communication skills and general knowledge	618	6.83	5983	7.74	<0.001

9. Children who attended Language/Religion classes

Domain	Language/Religion classes		No Language/Religion classes		Statistically significant?
	N	Mean	N	Mean	
Physical health and well-being	1013	8.84	3579	8.47	<0.001
Social competence	1012	8.68	3585	8.21	<0.001
Emotional maturity	1006	8.08	3573	7.84	<0.001
Language and cognitive development	1007	8.57	3563	7.96	<0.001
Communication skills and general knowledge	1013	7.85	3584	7.56	0.002

10. Children who attended part-time preschool

Domain	Preschool		No Preschool		Statistically significant?
	N	Mean	N	Mean	
Physical health and well-being	2852	8.83	3145	8.37	<0.001
Social competence	2857	8.63	3152	8.06	<0.001
Emotional maturity	2848	8.17	3123	7.72	<0.001
Language and cognitive development	2801	8.54	3125	7.69	<0.001
Communication skills and general knowledge	2856	8.15	3152	7.21	<0.001

11. Type of non-parental care arrangement

Domain	Full Time		Part Time		Statistically significant?
	N	Mean	N	Mean	
Physical health and well-being	1530	8.53	1288	8.70	0.022
Social competence	1532	8.22	1288	8.46	0.002
Emotional maturity	1521	7.76	1282	7.96	0.004
Language and cognitive development	1507	8.20	1262	8.37	0.049
Communication skills and general knowledge	1531	7.92	1287	8.04	0.483

12. Type of class

Domain	Senior Kindergarten		Split Grade Class		Statistically significant?
	N	Mean	N	Mean	
Physical health and well-being	7214	8.59	849	8.43	<0.001
Social competence	7229	8.34	853	8.02	<0.001
Emotional maturity	7141	7.93	849	7.73	<0.001
Language and cognitive development	7105	8.06	843	7.62	<0.001
Communication skills and general knowledge	7226	7.66	853	6.98	<0.001