



## SCHOOL READINESS TO LEARN NATIONAL SK COHORT RESULTS

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

This report covers the EDI results for **Senior Kindergarten** children in Canada, 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.

**SK-level** students are those who enter school the year in which they turn 5 years of age, according to 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 Canada.

The second set of tables, **Frequencies** (pages 7-11) 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 12-16), 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.

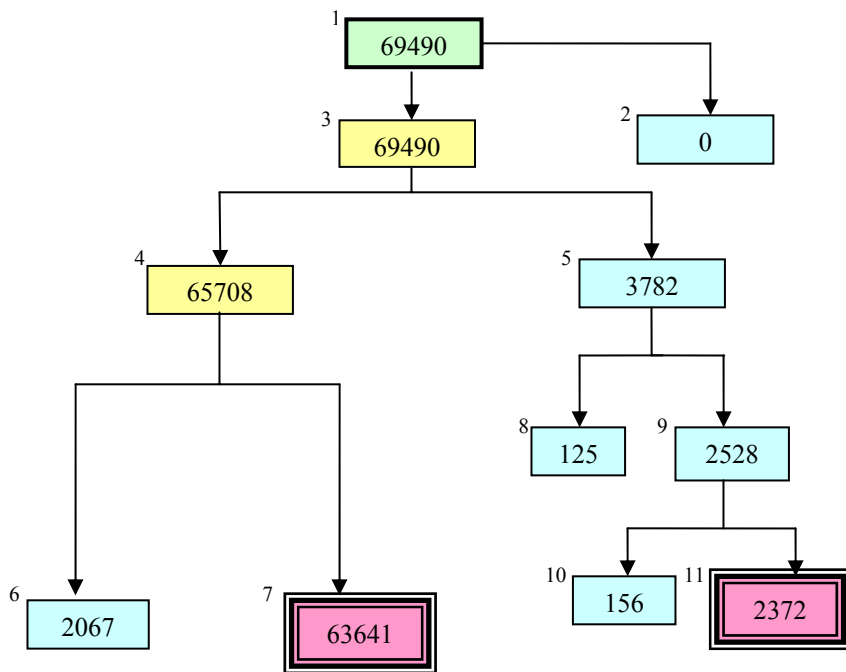
Please keep in mind the following: (1) while the comparisons are controlled for the effects of age and gender, no other variables are controlled for, and (2) these are statistical comparisons for the whole of the selected cohorts, and may not reflect differences occurring within individual sites. Therefore, 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 labeled as Special Needs or missing Special Needs.
- 6: Questionnaires missing more than one scale.
- 7: Questionnaires valid for analyses in reports for children without Special Needs.
- 8: Questionnaires missing SN assignment.
- 9: Questionnaires labeled as Special Needs.
- 10: Special Needs Children with non-valid EDI.
- 11: Questionnaires valid for analyses in

### 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 63641 in the specific domains. The table below indicates the number of students with valid data in each domain.

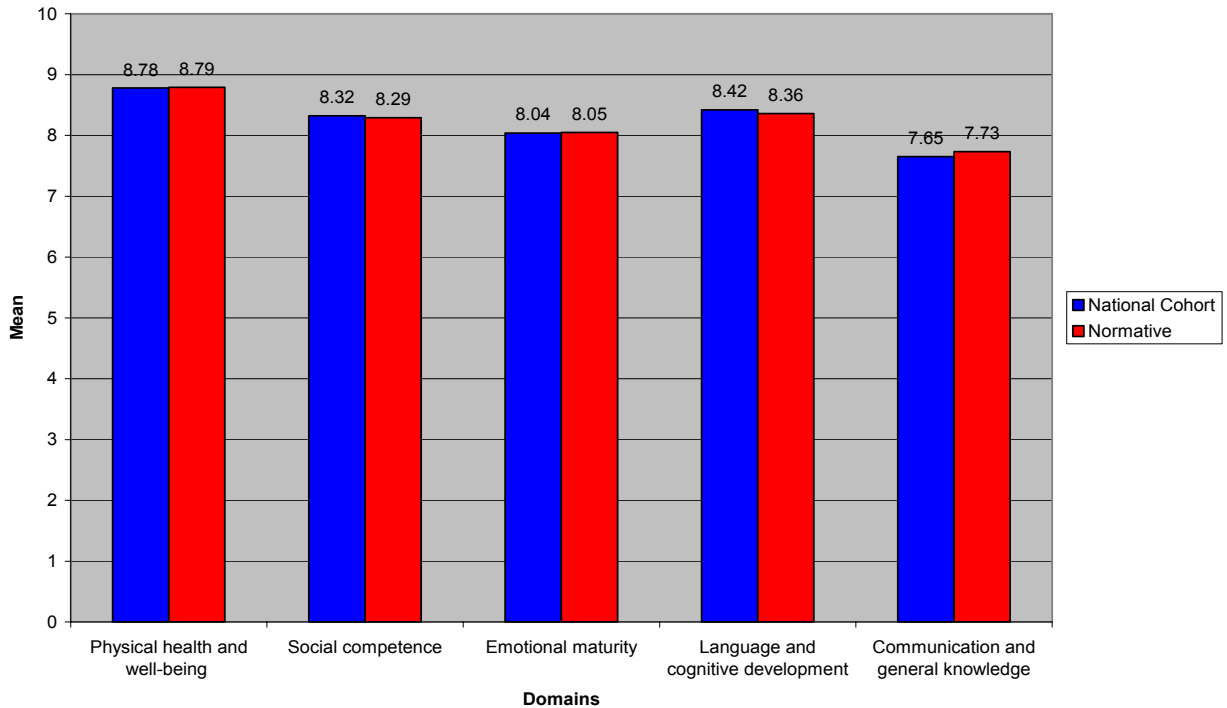
	PHYS	SOC	EMOT	LANGCOG	COMGEN
<b>Missing</b> (More than 25% of questions left blank or with "I don't know" answered)	164	11	600	420	55
<b>Valid</b>	63477	63630	63041	63221	63586

### National SK Cohort EDI results 2004/2005 Descriptive Statistics

Domains					Percentile Boundaries			
	Items	Min-Max	Mean	Standard Deviation	75	50	25	10
<b>Physical Health and Well-Being</b>	13	0.38-10.00	8.78	1.33	10.00	9.23	8.08	6.92
<b>Social Competence</b>	26	0.00-10.00	8.32	1.80	9.81	9.00	7.31	5.58
<b>Emotional Maturity</b>	30	0.33-10.00	8.04	1.49	9.17	8.33	7.17	6.00
<b>Language and Cognitive Development</b>	26	0.00-10.00	8.42	1.82	9.62	9.20	7.69	5.77
<b>Communication Skills and General Knowledge</b>	8	0.00-10.00	7.65	2.58	10.00	8.75	5.63	3.75

The graph below indicates the mean scores achieved by National SK Cohort 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](http://www.offordcentre.com/readiness).

**Comparison of Means**

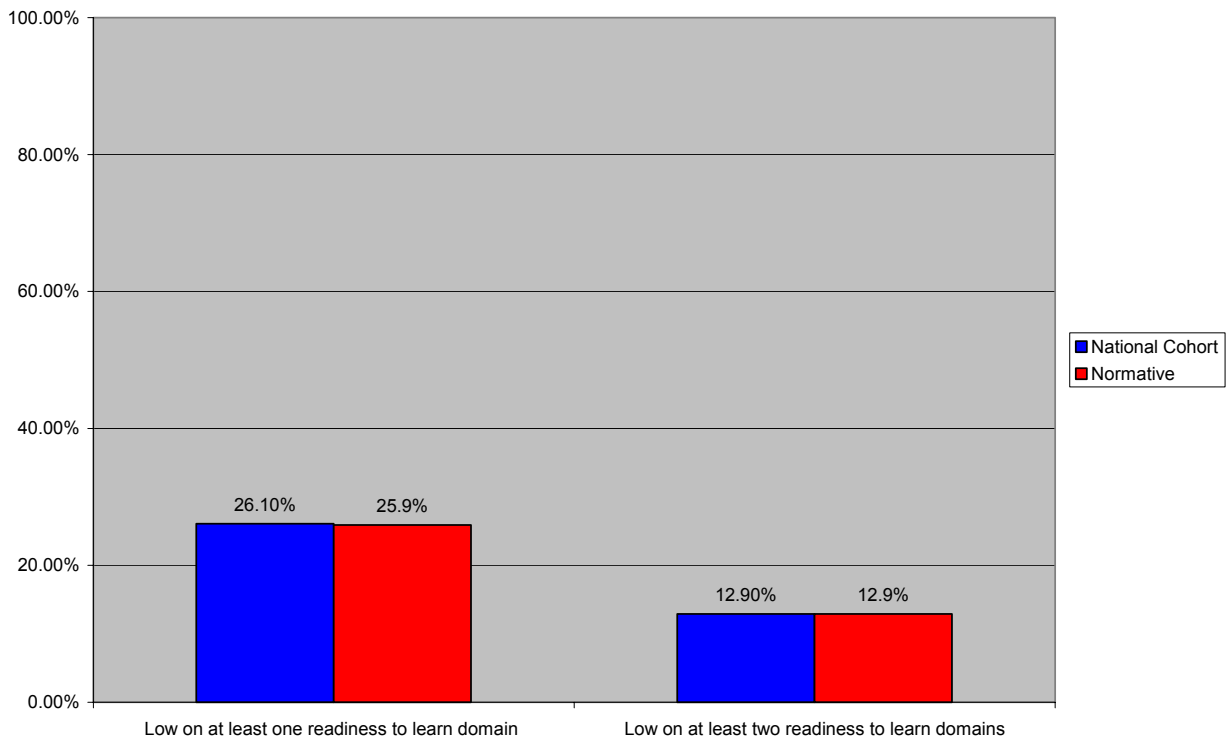


### Percentage of Vulnerable Children

Normative scores and National SK Cohort 2004/05 (N=63641)

Low	Percentage	
	2004/2005 <i>National SK Cohort</i>	Normative Scores
Low on at least <b>one</b> readiness to learn domain	26.1%	25.9%
Low on at least <b>two</b> readiness to learn domains	12.9%	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.

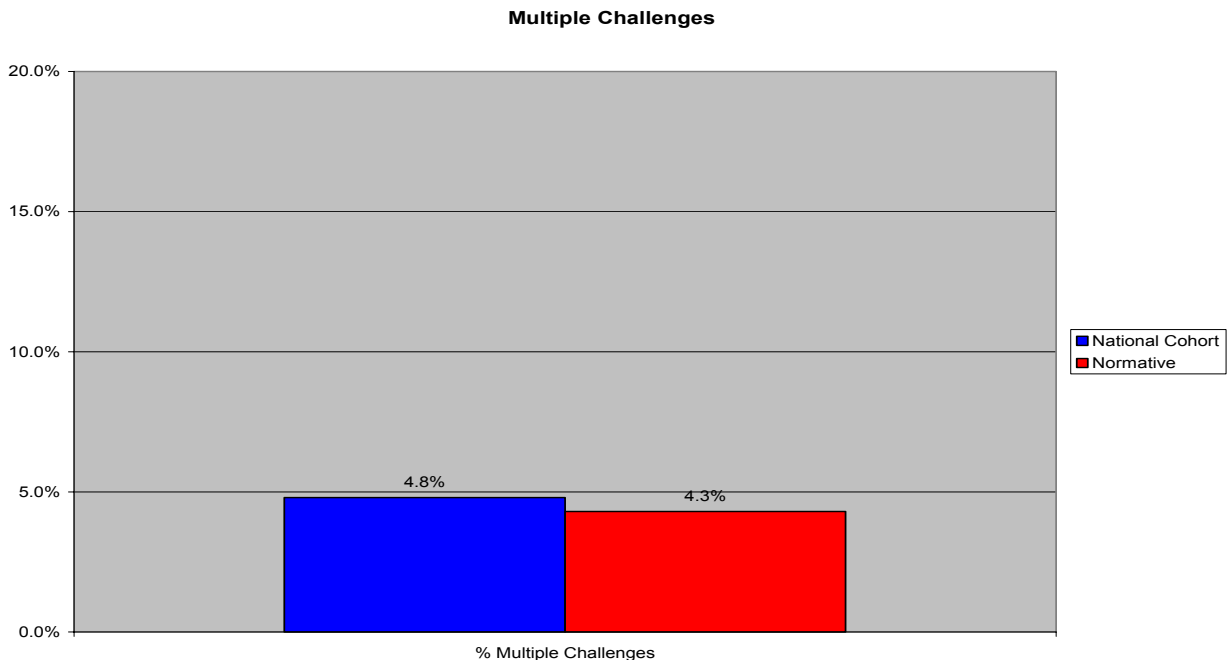
A “challenge” ability range was identified within each sub-domain, based on the range of scores. For each sub-domain, zero (0), equivalent to a child having no ability in all items within the sub-domain, was the lower boundary. The “challenge” cut-off boundary (i.e., the one below which a child would 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 SK children with Multiple Challenges	Percentage	
	2004/2005 National SK Cohort	Normative Scores
Multiple Challenges	4.8%	4.3%



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

<b><i>Province</i></b>	<b><i>RECEIVED SK COHORT N</i></b>	<b><i>VALID SK COHORT N</i></b>
British Columbia	5877	5497
Manitoba	8841	8077
Ontario	46490	42611
Saskatchewan	3299	2990
New Brunswick	715	689
Quebec	1681	1547
Alberta	2587	2230
<b>SK Totals</b>	<b>69490</b>	<b>63641</b>

***SK Participants in the EDI implementation by language of instruction***

<b><i>Schools</i></b>	<b><i>RECEIVED SK COHORT N</i></b>	<b><i>VALID SK COHORT N</i></b>
Anglophone Schools	65679	60210
Francophone Schools	3811	3431
Total kindergarten population	<b>69490</b>	<b>63641</b>

**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 Canada  
 Spring 2005**

***Descriptive characteristics of the population***

	<b>VALID SK COHORT N=63641</b>	<b>Percentage %</b>
<b>Gender</b>		
Girl	31422	49.4
Boy	32089	50.4
Missing	130	0.2
<b>English as a Second Language (ESL)</b>		
ESL	5415	8.5
FSL	1220	1.9
Not E/FSL	56811	89.3
Missing	195	0.3
<b>Type of class</b>		
SK	41837	65.7
JK/SK	18657	29.3
JK/SK/1	169	0.3
SK/1	1162	1.8
Other	386	0.6
Missing	1430	2.2
<b>First language</b>		
English	45312	71.2
French	1847	2.9
Other Only	7092	11.1
English & French (Bil)	612	1.0
English & Other (Bil)	7245	11.4
French & Other (Bil)	203	0.3
Two Other Lang. (Bil)	352	0.6
Missing	204	0.3
<b>French Immersion</b>		
French Immersion	6001	9.4
Non- French Immersion	57433	90.2
Missing	207	0.3

**Descriptive characteristics of the population continued**

	Number	%
Other Immersion		
Other Immersion	287	0.5
Non- Other Immersion	63104	99.2
Missing	250	0.4
Aboriginal		
Aboriginal	3035	4.8
Not Aboriginal	59965	94.2
Missing	641	1.0

**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
4-2 to 4-4	29	.0
4-5 to 4-7	27	.0
4-8 to 4-10	32	.0
4-11 to 5-1	247	0.4
5-2 to 5-4	9928	15.6
5-5 to 5-7	15130	23.8
5-8 to 5-10	16166	25.4
5-11 to 6-1	15538	24.4
6-2 to 6-4	5269	8.3
6-5 to 6-7	587	.9
6-8 to 6-10	93	0.1
6-11 and up	64	0.1
Missing	528	0.8

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	4877	7.7
D2a: Physical Disability		
Yes	713	1.1
D2b: Visual Impairment		
Yes	1052	1.7
D2c: Hearing Impairment		
Yes	587	0.9
D2d: Speech Impairment		
Yes	2218	3.5
D2e: Learning Disability		
Yes	996	1.6
D2f: Emotional Problem		
Yes	833	1.3
D2g: Behavioural Problem		
Yes	1468	2.3
D2h: Home Environment/problems at home		
Yes	1385	2.2
D2i: Other		
Yes	888	1.4
D3: Teacher feels that child needs further assessment		
Yes	6228	9.8
No	50196	78.9
Missing	7217	11.3

**Frequencies of answers to questions in Section E**

	Number	%
E1: Child attended an early intervention program		
Yes	3456	5.4
No	44658	70.2
Missing	15527	24.4
E3: Child attended any other language or religion classes		
Yes	4781	7.5
No	30115	47.3
Missing	28745	45.2
E4: Child attended an organized part-time pre-school/nursery school		
Yes	11704	18.4
No	25705	40.4
Missing	26232	41.2
E2: Child attended a non-parental care arrangement		
Yes	18512	29.1
No	27856	43.8
Missing	17273	27.1
E2a: Centre-based, licensed, non-profit arrangement		
Yes	5258	8.3
E2b: Centre-based, licensed, for profit arrangement		
Yes	4009	6.3
E2c: Other home-based, licensed arrangement		
Yes	1380	2.2
E2d: Other home-based, unlicensed, non-relative arrangement		
Yes	3669	5.8
E2e: Other home-based, unlicensed, relative arrangement		
Yes	2586	4.1
E2f: Child's home, non-relative arrangement		
Yes	1546	2.4

2818 4.4	Number	%
E2g: Child's home, relative arrangement		
Yes	2956	4.6
E2h: Other		
Yes	2818	4.4
E2l: Type of arrangement		
Full-time	10441	16.4
Part-time	6540	10.3
Missing	46660	73.3
E5: Attended Junior Kindergarten		
Yes	41592	65.4
No	16348	25.7
Missing	5701	9.0

**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

EDI Domains	SK MEANS				P
	Girls		Boys		
	N	Mean	N	Mean	
Physical health and well-being	31332	8.94	32015	8.62	<0.001
Social competence	31417	8.70	32083	7.94	<0.001
Emotional maturity	31163	8.42	31748	7.67	<0.001
Language and Cognitive development	31223	8.70	31868	8.14	<0.001
Communication skills and general knowledge	31397	8.03	32060	7.28	<0.001

### 2. Age of child (mean age is 5.72 years)

EDI Domains	SK MEANS				P
	Above the mean age		Below the mean age		
	N	Mean	N	Mean	
Physical health and well-being	31754	8.93	31723	8.63	<0.001
Social competence	31832	8.50	31798	8.13	<0.001
Emotional maturity	31592	8.14	31449	7.93	<0.001
Language and Cognitive development	31653	8.66	31568	8.18	<0.001
Communication skills and general knowledge	31817	7.95	31769	7.36	<0.001

### 3. Aboriginal versus Not Aboriginal

EDI Domains	SK MEANS				P
	Aboriginal		Not Aboriginal		
	N	Mean	N	Mean	
Physical health and well-being	3025	7.91	59812	8.82	<0.001
Social competence	3035	7.62	59954	8.35	<0.001
Emotional maturity	2987	7.46	59420	8.07	<0.001
Language and cognitive development	3014	7.15	59568	8.48	<0.001
Communication skills and general knowledge	3033	6.47	59912	7.71	<0.001

**4. Early Intervention versus No Early Intervention**

<i>EDI Domains</i>	SK MEANS				<i>P</i>
	<i>Early Intervention</i>		<i>No Early Intervention</i>		
	N	Mean	N	Mean	
Physical health and well-being	3447	8.27	44555	8.83	<0.001
Social competence	3455	7.69	44652	8.42	<0.001
Emotional maturity	3422	7.50	44381	8.11	<0.001
Language and Cognitive development	3441	7.85	44439	8.48	<0.001
Communication skills and general knowledge	3456	6.46	44642	7.78	<0.001

**5. Children who attended any other Language or Religion Class**

<i>EDI Domains</i>	SK MEANS				<i>P</i>
	<i>Lang/Rel Class</i>		<i>No Lang/Rel Class</i>		
	N	Mean	N	Mean	
Physical health and well-being	4773	8.95	30052	8.74	<0.001
Social competence	4779	8.63	30111	8.28	<0.001
Emotional maturity	4760	8.24	29954	8.00	<0.001
Language and Cognitive development	4770	8.79	30027	8.36	<0.001
Communication skills and general knowledge	4780	7.95	30109	7.68	<0.001

**6. Children who attended an Organized Part-time Preschool**

<i>EDI Domains</i>	SK MEANS				<i>P</i>
	<i>Preschool</i>		<i>No Preschool</i>		
	N	Mean	N	Mean	
Physical health and well-being	11684	8.93	25651	8.69	<0.001
Social competence	11702	8.62	25702	8.21	<0.001
Emotional maturity	11652	8.20	25553	7.97	<0.001
Language and Cognitive development	11627	8.69	25634	8.26	<0.001
Communication skills and general knowledge	11700	8.22	25700	7.41	<0.001

**7. Children who attended JK**

<i>EDI Domains</i>	SK MEANS				<i>P</i>
	<i>JK</i>		<i>No JK</i>		
	<i>N</i>	<i>Mean</i>	<i>N</i>	<i>Mean</i>	
Physical health And well-being	41471	8.86	16313	8.61	<0.001
Social competence	41583	8.36	16347	8.24	<0.001
Emotional maturity	41221	8.10	16212	7.91	<0.001
Language and cognitive development	41408	8.59	16228	8.06	<0.001
Communication skills and general knowledge	41554	7.77	16342	7.45	<0.001

**8. Type of Care**

<i>EDI Domains</i>	SK MEANS				<i>P</i>
	<i>Full-time</i>		<i>Part-time</i>		
	<i>N</i>	<i>Mean</i>	<i>N</i>	<i>Mean</i>	
Physical health And well-being	10423	8.80	6529	8.85	0.042
Social competence	10440	8.23	6538	8.46	<0.001
Emotional maturity	10397	7.91	6511	8.07	<0.001
Language and Cognitive development	10397	8.56	6500	8.61	0.060
Communication skills and general knowledge	10437	7.97	6538	8.06	0.034

**9. Type of Class**

<i>EDI Domains</i>	SK MEANS				<i>P</i>
	<i>SK Only</i>		<i>Other</i>		
	<i>N</i>	<i>Mean</i>	<i>N</i>	<i>Mean</i>	
Physical health And well-being	60340	8.79	1716	8.44	<0.001
Social competence	60484	8.32	1716	8.03	<0.001
Emotional maturity	59927	8.04	1705	7.77	<0.001
Language and Cognitive development	60098	8.43	1708	8.11	<0.001
Communication skills and general knowledge	60441	7.67	1716	7.09	<0.001

**Comparisons for Anglophone population:****10. Children with ESL status**

<i>EDI Domains</i>	SK MEANS				<i>P</i>
	<i>ESL</i>		<i>Non-ESL</i>		
	N	Mean	N	Mean	
Physical health and well-being	5397	8.48	54476	8.78	<0.001
Social competence	5414	7.82	54602	8.36	<0.001
Emotional maturity	5326	7.82	54126	8.07	<0.001
Language and cognitive development	5375	7.60	54248	8.51	<0.001
Communication skills and general knowledge	5407	4.77	54566	7.90	<0.001

**11. Children with English as a first language**

<i>EDI Domains</i>	SK MEANS				<i>P</i>
	<i>English</i>		<i>Other</i>		
	N	Mean	N	Mean	
Physical health and well-being	52137	8.76	6990	8.67	<0.001
Social competence	52255	8.34	7010	8.05	<0.001
Emotional maturity	51784	8.06	6921	7.99	<0.001
Language and cognitive development	51913	8.49	6965	8.00	<0.001
Communication skills and general knowledge	52229	7.88	6993	5.76	<0.001

**12. Children enrolled in French Immersion**

<i>EDI Domains</i>	SK MEANS				<i>P</i>
	<i>French Immersion</i>		<i>Non-French Immersion</i>		
	N	Mean	N	Mean	
Physical health and well-being	5987	8.82	53874	8.74	0.001
Social competence	5999	8.40	54005	8.30	0.004
Emotional maturity	5922	8.02	53519	8.05	<0.001
Language and Cognitive development	5760	8.52	53850	8.42	0.007
Communication skills and general knowledge	5972	8.11	53989	7.56	<0.001

**Comparisons for Francophone population:****13. Children with FSL status**

<i>EDI Domains</i>	<i>SK MEANS</i>				<i>P</i>
	<i>FSL</i>		<i>Non-FSL</i>		
	<i>N</i>	<i>Mean</i>	<i>N</i>	<i>Mean</i>	
Physical health and well-being	1217	9.18	2193	9.33	<0.001
Social competence	1220	8.35	2199	8.51	0.015
Emotional maturity	1214	7.81	2186	7.89	0.399
Language and cognitive development	1214	7.89	2191	8.41	<0.001
Communication skills and general knowledge	1220	7.10	2199	8.94	<0.001

**14. Children with French as a first language**

<i>EDI Domains</i>	<i>SK MEANS</i>				<i>P</i>
	<i>French</i>		<i>Other</i>		
	<i>N</i>	<i>Mean</i>	<i>N</i>	<i>Mean</i>	
Physical health and well-being	2322	9.32	1056	9.19	0.002
Social competence	2328	8.49	1056	8.41	0.280
Emotional maturity	2316	7.88	1052	7.86	0.907
Language and cognitive development	2318	8.40	1055	7.88	<0.001
Communication skills and general knowledge	2328	8.84	1059	7.12	<0.001