

SCHOOL READINESS TO LEARN COHORT RESULTS

Based on the Early Development Instrument Data Collection for Kindergarten Students in Sites across Canada Spring 2004

This report is composed of two parts: **Junior Kindergarten (JK)-Level Cohort Results**, and **Senior Kindergarten (SK)-Level Cohort Results**.

JK-level students are those who enter school the year in which they turn 4 years of age, and **SK-level** students are those who enter school the year in which they turn 5 years of age, according to individual school board specifications.

Results for JK-level and SK-level student populations are presented for a **Full** and **Selected** cohort.

The **Full** cohort consists of all children for whom the EDI was completed in the early spring of 2004.

The **Selected** cohort is a subset of the **Full Cohort** restricted, among the JK-level students, to children aged 4.0 to 6.6 years with no special needs and no missing data and, among the SK-level students, to children aged 4.0 to 7.7 years with no special needs and no missing data. Up to 25% of missing questions were allowed per EDI scale; up to one missing scale was allowed per EDI questionnaire. The questionnaires with **more missing data** than specified above were removed from the analysis.

The two parts of this report are further subdivided into three sets of tables: **Frequencies, Means & Domain Percentiles**, and **Group Comparisons**.

The first set of tables, **Frequencies** (pages 2-6 for the JK cohort, and pages 13-17 for the SK cohort) 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 both types of cohorts: **Full** and **Selected**.

The second set of tables, **Means & Domain Percentiles** (page 7 for the JK cohort, and page 18 for the SK cohort), are reported for the **Selected** cohorts only.

The third set of tables, **Group Comparisons** (pages 8-12 for the JK cohort, and pages 19-23 for the SK cohort), includes means and statistical comparisons between groups as identified by the demographic and community variables.

The **Group Comparisons** are performed with the **Selected** cohorts 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:

Dr. Magdalena Janus
(905) 521-2100 ext. 74352
agaskin@mcmaster.ca

JUNIOR KINDERGARTEN-LEVEL COHORT RESULTS
FREQUENCIES

Participants in the EDI implementation

<i>PROVINCE</i>	<i>FULL JK COHORT N</i>	<i>SELECTED JK COHORT N</i>
British Columbia	89	80
Ontario	8000	7539
Total population	8089	7619

JK Participants in the EDI implementation by language of instruction

<i>Schools</i>	<i>FULL JK COHORT N</i>	<i>SELECTED JK COHORT N</i>
Anglophone Schools	7995	7538
Francophone Schools	94	81
Total kindergarten population	8089	7619

Descriptive characteristics of the population

	FULL JK COHORT N=8089		SELECTED JK COHORT N=7619	
	Number	%	Number	%
Gender				
Girl	3942	48.7	3765	49.4
Boy	4067	50.3	3781	49.6
Missing	80	1.0	73	1.0
English/French as a Second Language (E/FSL)				
E/FSL	208	2.5	187	2.5
Neither E/FSL	7786	96.3	7384	96.9
Missing	95	1.2	48	0.6
Type of class				
JK	4352	53.8	4092	53.7
SK	70	0.9	67	0.9
JK/SK	3634	44.9	3429	45.0
JK/SK/1	10	0.1	9	0.1
SK/1	10	0.1	9	0.1
Missing	13	0.2	13	0.2
First language				
English	7364	91.0	6951	91.2
French	56	0.7	49	0.6
Other Only	110	1.4	98	1.3
English & French	48	0.6	45	0.6
English & Other	310	3.8	294	3.9
French & Other	23	0.3	22	0.3
Two Other	20	0.2	19	0.2
Missing	158	2.0	141	1.9
French Immersion				
French Immersion	326	4.0	307	4.0
No French Immersion	7681	95.0	7276	95.5
Missing	82	1.0	36	0.5
Other Immersion				
Other Immersion	2	0.0	1	0.0
No Other Immersion	8013	99.1	7587	99.6
Missing	74	0.9	31	0.4
Special Needs (SN)				
SN	216	2.7	0	0.0
Not SN	7760	95.9	7619	100
Missing	113	1.4	0	0.0

Aboriginal				
Aboriginal	283	3.5	246	3.2
Not Aboriginal	7746	95.8	7358	96.6
Missing	60	0.7	15	0.2

Age composition

For the table below the age (at the time of testing) was divided into 3-month intervals. The age categories are expressed as year-months of age: for example, 5-11 means age 5 years and 11 months. Months were rounded down for ages less than 15 days, and up for more than 15 days. That means that 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.

Age Category	FULL JK COHORT N=8089		SELECTED JK COHORT N=7619	
	Number	%	Number	%
3-8 to 3-10	0	0.0	0	0.0
3-11 to 4-1	49	0.6	45	0.6
4-2 to 4-4	1302	16.1	1224	16.1
4-5 to 4-7	1991	24.6	1885	24.7
4-8 to 4-10	2050	25.3	1942	25.5
4-11 to 5-1	1937	23.9	1839	24.1
5-2 to 5-4	571	7.1	527	6.9
5-5 to 5-7	71	0.9	57	0.7
5-8 to 5-10	37	0.5	27	0.4
5-11 to 6-1	30	0.4	26	0.3
6-2 to 6-4	3	0.0	3	0.0
6-5 to 6-7	2	0.0	2	0.0
Missing	46	0.6	42	0.6

Frequencies of answers to questions in Section D and E

	FULL JK COHORT N=8089		SELECTED JK COHORT N=7619	
	Number	%	Number	%
D10: Teacher feels that child needs further assessment				
Yes	1119	13.8	961	12.6
No	6399	79.1	6265	82.2
Missing	571	7.1	393	5.2
E1: Child attended an early intervention program				
Yes	618	7.6	487	6.4
No	5520	68.2	5410	71.0
Missing	1951	24.1	1722	22.6
E3: Child attended any other language or religion classes				
Yes	352	4.4	336	4.4
No	4187	51.8	4015	52.7
Missing	3550	43.9	3268	42.9
E4: Child attended an organized part-time pre-school/nursery school				
Yes	1133	14.0	1073	14.1
No	3713	45.9	3577	46.9
Missing	3243	40.1	2969	39.0

Frequencies of answers to questions in Section E2

	FULL JK COHORT N=8089		SELECTED JK COHORT N=7619	
	Number	%	Number	%
E2: Child attended a non-parental care arrangement				
Yes	2643	32.7	2514	33.0
No	3415	42.2	3291	43.2
Missing	2031	25.1	1814	23.8
E2a: Centre-based, licensed, non-profit arrangement				
Yes	484	6.0	440	5.8
E2b: Centre-based, licensed, for profit arrangement				
Yes	669	8.3	627	8.2
E2c: Other home-based, licensed arrangement				
Yes	81	1.0	76	1.0
E2d: Other home-based, unlicensed, non-relative arrangement				
Yes	790	9.8	773	10.1
E2e: Other home-based, unlicensed, relative arrangement				
Yes	234	2.9	228	3.0
E2f: Child's home, non-relative arrangement				
Yes	88	1.1	84	1.1
E2g: Child's home, relative arrangement				
Yes	288	3.6	276	3.6
E2i: Type of arrangement				
Full-time	1388	17.2	1329	17.4
Part-time	939	11.6	882	11.6
Missing	5762	71.2	5408	71.0

MEANS & DOMAIN PERCENTILES***Means, standard deviations, & domain percentiles for selected JK-level cohort: N=7619***

The table below includes the means, standard deviations, and percentile boundaries for the selected JK-level cohort of children. This includes all students for whom we collected data in the 2003/04 school year, except for those outside of the set age range, those with special needs, and those with missing data (as explained on page 1).

* Standard Deviation (\pm SD) indicates the range in which approximately two-thirds of the scores fall. For example, two-thirds of the scores on “physical health and well-being” fall between 8.55 - 1.10 (7.45) and 8.55 + 1.10 (9.65).

<i>EDI Domains</i>	<i>Mean</i>	\pm <i>SD*</i>	<i>JK PERCENTILES</i>			
			<i>75%</i>	<i>50%</i>	<i>25%</i>	<i>10%</i>
Physical health and well-being	8.55	1.10	9.23	8.75	7.92	7.12
Social competence	7.95	1.91	9.62	8.56	6.73	5.10
Emotional maturity	7.66	1.58	8.83	7.93	6.67	5.50
Language and cognitive development	6.69	2.28	8.46	7.20	5.20	3.46
Communication skills and general knowledge	7.42	2.00	8.89	7.78	6.11	4.72

GROUP COMPARISONS

**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	JK MEANS				P
	Girls		Boys		
	N	Mean	N	Mean	
Physical health and well-being	3758	8.73	3770	8.38	<0.001
Social competence	3762	8.39	3779	7.54	<0.001
Emotional maturity	3739	8.04	3745	7.29	<0.001
Language and cognitive development	3698	7.14	3729	6.26	<0.001
Communication skills and general knowledge	3764	7.74	3781	7.11	<0.001

2. Age of child (mean age is 4.71 years)

EDI Domains	JK MEANS				P
	Above the mean age		Below the mean age		
	N	Mean	N	Mean	
Physical health and well-being	3806	8.73	3795	8.37	<0.001
Social competence	3810	8.19	3804	7.72	<0.001
Emotional maturity	3781	7.85	3775	7.47	<0.001
Language and cognitive development	3753	7.17	3746	6.20	<0.001
Communication skills and general knowledge	3812	7.72	3806	7.11	<0.001

3. Aboriginal versus Not Aboriginal

EDI Domains	JK MEANS				P
	Aboriginal		Not Aboriginal		
	N	Mean	N	Mean	
Physical health and well-being	244	8.02	7342	8.57	<0.001
Social competence	246	7.12	7353	7.98	<0.001
Emotional maturity	239	6.95	7302	7.68	<0.001
Language and cognitive development	234	5.28	7250	6.73	<0.001
Communication skills and general knowledge	246	6.14	7357	7.46	<0.001

4. Early Intervention versus No Early Intervention

<i>EDI Domains</i>	<i>JK MEANS</i>				<i>P</i>
	<i>Early Intervention</i>		<i>No Early Intervention</i>		
	<i>N</i>	<i>Mean</i>	<i>N</i>	<i>Mean</i>	
Physical health and well-being	486	8.37	5399	8.61	<0.001
Social competence	487	7.52	5407	8.03	<0.001
Emotional maturity	480	7.36	5379	7.72	<0.001
Language and cognitive development	473	6.14	5356	6.77	<0.001
Communication skills and general knowledge	487	6.65	5409	7.55	<0.001

5. Children who attended any other Language or Religion Class

<i>EDI Domains</i>	<i>JK MEANS</i>				<i>P</i>
	<i>Lang/Rel Class</i>		<i>No Lang/Rel Class</i>		
	<i>N</i>	<i>Mean</i>	<i>N</i>	<i>Mean</i>	
Physical health and well-being	335	8.79	4008	8.54	<0.001
Social competence	336	8.41	4013	7.89	<0.001
Emotional maturity	334	7.94	3995	7.62	0.003
Language and Cognitive development	331	7.27	3971	6.63	<0.001
Communication skills and general knowledge	336	7.83	4014	7.43	0.003

6. Children who attended an Organized Part-time Preschool

<i>EDI Domains</i>	<i>JK MEANS</i>				<i>P</i>
	<i>Preschool</i>		<i>No Preschool</i>		
	<i>N</i>	<i>Mean</i>	<i>N</i>	<i>Mean</i>	
Physical health and well-being	1073	8.75	3568	8.53	<0.001
Social competence	1073	8.18	3574	7.87	<0.001
Emotional maturity	1066	7.83	3556	7.57	<0.001
Language and Cognitive development	1055	7.34	3544	6.56	<0.001
Communication skills and general knowledge	1073	7.93	3576	7.35	<0.001

7. Type of Class

<i>EDI Domains</i>	<i>JK MEANS</i>				<i>P</i>
	<i>JK</i>		<i>JK split with SK and/or 1</i>		
	<i>N</i>	<i>Mean</i>	<i>N</i>	<i>Mean</i>	
Physical health and well-being	4082	8.58	3506	8.52	0.004
Social competence	4090	7.99	3511	7.90	0.010
Emotional maturity	4054	7.67	3489	7.65	0.424
Language and cognitive development	3996	6.62	3491	6.76	0.060
Communication skills and general knowledge	4091	7.50	3514	7.32	<0.001

8. Type of Care

<i>EDI Domains</i>	<i>JK MEANS</i>				<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	1323	8.67	881	8.63	0.363
Social competence	1328	7.85	882	8.03	0.044
Emotional maturity	1324	7.53	876	7.63	0.176
Language and cognitive development	1314	6.92	870	6.91	0.813
Communication skills and general knowledge	1329	7.75	881	7.63	0.134

Comparisons for Anglophone population:**9. Children with ESL status**

<i>EDI Domains</i>	<i>JK MEANS</i>				<i>P</i>
	<i>ESL</i>		<i>Non-ESL</i>		
	<i>N</i>	<i>Mean</i>	<i>N</i>	<i>Mean</i>	
Physical health and well-being	154	8.46	7318	8.55	0.149
Social competence	155	7.36	7330	7.97	<0.001
Emotional maturity	154	7.35	7274	7.67	0.006
Language and cognitive development	155	5.88	7219	6.70	<0.001
Communication skills and general knowledge	155	5.12	7334	7.47	<0.001

10. Children with English as a first language

<i>EDI Domains</i>	<i>JK MEANS</i>				<i>P</i>
	<i>English</i>		<i>Other</i>		
	<i>N</i>	<i>Mean</i>	<i>N</i>	<i>Mean</i>	
Physical health and well-being	7255	8.54	124	8.37	0.029
Social competence	7268	7.96	124	7.36	<0.001
Emotional maturity	7214	7.66	122	7.29	0.007
Language and cognitive development	7160	6.67	124	6.20	0.010
Communication skills and general knowledge	7272	7.45	124	5.28	<0.001

11. Children enrolled in French Immersion

<i>EDI Domains</i>	<i>JK MEANS</i>				<i>P</i>
	<i>French Immersion</i>		<i>No French Immersion</i>		
	<i>N</i>	<i>Mean</i>	<i>N</i>	<i>Mean</i>	
Physical health and well-being	307	8.66	7177	8.54	0.074
Social competence	307	8.09	7190	7.95	0.227
Emotional maturity	305	7.72	7134	7.66	0.534
Language and cognitive development	285	6.81	7099	6.68	0.286
Communication skills and general knowledge	307	7.55	7194	7.41	0.259

Comparisons for Francophone population:**11. Children with FSL status**

<i>EDI Domains</i>	<i>JK 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	32	9.18	49	8.80	0.068
Social competence	32	8.03	49	7.39	0.094
Emotional maturity	32	7.82	49	7.58	0.351
Language and cognitive development	31	6.76	48	7.85	0.012
Communication skills and general knowledge	32	7.06	49	8.03	0.015

12. Children with French as a first language

<i>EDI Domains</i>	<i>JK 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	68	8.90	13	9.24	0.286
Social competence	68	7.56	13	8.09	0.586
Emotional maturity	68	7.64	13	7.88	0.928
Language and cognitive development	66	7.54	13	6.83	0.149
Communication skills and general knowledge	68	7.64	13	7.67	0.860

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

<i>Province</i>	<i>FULL SK COHORT N</i>	<i>SELECTED SK COHORT N</i>
British Columbia	8937	8301
Manitoba	8177	7439
Newfoundland	236	223
Ontario	24489	22578
PEI	1266	1173
Saskatchewan	1336	1193
Total SK population	44441	40907

SK Participants in the EDI implementation by language of instruction

<i>Schools</i>	<i>FULL SK COHORT N</i>	<i>SELECTED SK COHORT N</i>
Anglophone Schools	43389	39935
Francophone Schools	1052	972
Total kindergarten population	44441	40907

Descriptive characteristics of the population

	FULL SK COHORT N=44441		SELECTED SK COHORT N=40907	
	Number	%	Number	%
Gender				
Girl	21710	48.9	20237	49.5
Boy	22666	51.0	20613	50.4
Missing	65	0.1	57	0.1
English/French as a Second Language (E/FSL)				
E/FSL	8210	18.5	7461	18.2
Neither E/FSL	35386	79.6	33047	80.8
Missing	845	1.9	399	1.0
Type of class				
JK	10	0.0	8	0.0
SK	28574	64.3	26400	64.5
JK/SK	14330	32.2	13151	32.1
JK/SK/1	112	0.3	96	0.2
SK/1	1309	2.9	1186	2.9
Missing	106	0.2	66	0.2
First language				
English	27291	61.4	25356	62.0
French	2507	5.6	2279	5.6
Other Only	4532	10.2	4198	10.3
English & French	392	0.9	360	0.9
English & Other	6852	15.4	6341	15.5
French & Other	15	0.0	14	0.0
Two Other	1948	4.4	1704	4.2
Missing	904	2.0	655	1.6
French Immersion				
French Immersion	2631	5.9	2514	6.1
Regular Class	41067	92.4	38098	93.1
Missing	742	1.7	294	0.7
Other Immersion				
Other Immersion	166	0.4	139	0.3
Regular Class	43445	97.8	40434	98.8
Missing	830	1.9	334	0.8
Special Needs (SN)				
SN	1277	2.9	0	0.0
Not SN	42130	94.8	40907	100
Missing	1034	2.3	0	0.0

Aboriginal				
Aboriginal	2510	5.6	2068	5.1
Not Aboriginal	41233	92.8	38633	94.4
Missing	698	1.6	206	0.5

Age composition

For the table below the age (at the time of testing) was divided into 3-month intervals. The age categories are expressed as year-months of age: for example, 5-11 means age 5 years and 11 months. Months were rounded down for ages less than 15 days, and up for more than 15 days. That means that 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.

Age Category	FULL SK COHORT N=44441		SELECTED SK COHORT N=40907	
	Number	%	Number	%
3-8 to 3-10	0	0.0	0	0.0
3-11 to 4-1	1	0.0	1	0.0
4-2 to 4-4	6	0.0	5	0.0
4-5 to 4-7	8	0.0	6	0.0
4-8 to 4-10	6	0.0	5	0.0
4-11 to 5-1	307	0.7	279	0.7
5-2 to 5-4	7994	18.0	7358	18.0
5-5 to 5-7	11031	24.8	10190	24.9
5-8 to 5-10	11343	25.5	10561	25.8
5-11 to 6-1	10633	23.9	9828	24.0
6-2 to 6-4	2577	5.8	2300	5.6
6-5 to 6-7	212	0.5	156	0.4
6-8 to 6-10	102	0.2	58	0.1
6-11 and up	74	0.2	39	0.1
Missing	147	0.3	121	0.3

Frequencies of answers to questions in Section D and E

	FULL SK COHORT N=44441		SELECTED SK COHORT N=40907	
	Number	%	Number	%
D10: Teacher feels that child needs further assessment				
Yes	4947	11.1	4079	10.0
No	35570	80.0	34573	84.5
Missing	3924	8.8	2255	5.5
E1: Child attended an early intervention program				
Yes	2538	5.7	1911	4.7
No	30523	68.7	29588	72.3
Missing	11380	25.6	9408	23.0
E3: Child attended any other language or religion classes				
Yes	3374	7.6	3254	8.0
No	19556	44.0	18532	45.3
Missing	21511	48.4	19121	46.7
E4: Child attended an organized part-time pre-school/nursery school				
Yes	9738	21.9	9187	22.5
No	16351	36.8	15607	38.2
Missing	18352	41.3	16113	39.4
E5: Child attended Junior Kindergarten				
Yes	23279	52.4	22294	54.5
No	15672	35.3	14825	36.2
Missing	5490	12.4	3788	9.3

Frequencies of answers to questions in Section E2

	FULL SK COHORT N=44441		SELECTED SK COHORT N=40907	
	Number	%	Number	%
E2: Child attended a non-parental care arrangement				
Yes	11792	26.5	11134	27.2
No	19082	42.9	18219	44.5
Missing	13567	30.5	11554	28.2
E2a: Centre-based, licensed, non-profit arrangement				
Yes	2685	6.0	2466	6.0
E2b: Centre-based, licensed, for profit arrangement				
Yes	2662	6.0	2473	6.0
E2c: Other home-based, licensed arrangement				
Yes	763	1.7	727	1.8
E2d: Other home-based, unlicensed, non-relative arrangement				
Yes	2486	5.6	2391	5.8
E2e: Other home-based, unlicensed, relative arrangement				
Yes	1249	2.8	1195	2.9
E2f: Child's home, non-relative arrangement				
Yes	572	1.3	536	1.3
E2g: Child's home, relative arrangement				
Yes	1992	4.5	1917	4.7
E2i: Type of arrangement				
Full-time	6571	14.8	6218	15.2
Part-time	4302	9.7	4050	9.9
Missing	33568	75.5	30639	74.9

MEANS & DOMAIN PERCENTILES

Means, standard deviations, & domain percentiles for selected SK-level cohort: N= 40907

The table below includes the means, standard deviations, and percentile boundaries for the selected SK-level cohort of children. This includes all students for whom we collected data in the 2003/04 school year, except for those outside of the set age range, those with special needs, and those with missing data (as explained on page 1).

* Standard Deviation (\pm SD) indicates the range in which approximately two thirds of the scores fall. For example, two-thirds of the scores on “physical health and well-being” fall between $8.80 - 1.05$ (7.75) and $8.80 + 1.05$ (9.85).

EDI Domains	Mean	\pm SD*	SK PERCENTILES			
			75%	50%	25%	10%
Physical health and well-being	8.80	1.05	9.62	9.04	8.27	7.31
Social competence	8.23	1.77	9.62	8.85	7.21	5.58
Emotional maturity	7.98	1.48	9.04	8.28	7.17	5.86
Language and cognitive development	8.32	1.88	9.62	8.85	7.69	5.60
Communication skills and general knowledge	7.67	2.01	9.44	8.06	6.39	5.00

GROUP COMPARISONS

**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	20182	8.95	20560	8.66	<0.001
Social competence	20227	8.60	20605	7.86	<0.001
Emotional maturity	20098	8.36	20407	7.61	<0.001
Language and Cognitive development	20116	8.61	20487	8.05	<0.001
Communication skills and general knowledge	20227	7.95	20600	7.40	<0.001

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

EDI Domains	SK MEANS				P
	Above the mean age		Below the mean age		
	N	Mean	N	Mean	
Physical health and well-being	20352	8.93	20447	8.68	<0.001
Social competence	20381	8.42	20508	8.03	<0.001
Emotional maturity	20215	8.11	20347	7.85	<0.001
Language and Cognitive development	20277	8.60	20383	8.05	<0.001
Communication skills and general knowledge	20385	7.92	20499	7.43	<0.001

3. Aboriginal versus Not Aboriginal

EDI Domains	SK MEANS				P
	Aboriginal		Not Aboriginal		
	N	Mean	N	Mean	
Physical health and well-being	2067	8.08	38526	8.84	<0.001
Social competence	2065	7.55	38618	8.26	<0.001
Emotional maturity	2051	7.35	38306	8.01	<0.001
Language and Cognitive development	2045	7.05	38412	8.39	<0.001
Communication skills and general knowledge	2068	6.79	38610	7.72	<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	1909	8.45	29518	8.83	<0.001
Social competence	1908	7.72	29575	8.30	<0.001
Emotional maturity	1898	7.58	29405	8.03	<0.001
Language and Cognitive development	1906	7.88	29456	8.38	<0.001
Communication skills and general knowledge	1911	6.87	29572	7.75	<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	3248	8.98	18492	8.75	<0.001
Social competence	3252	8.57	18523	8.17	<0.001
Emotional maturity	3242	8.19	18416	7.94	<0.001
Language and Cognitive development	3244	8.83	18486	8.23	<0.001
Communication skills and general knowledge	3251	8.04	18525	7.67	<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	9166	8.91	15576	8.72	<0.001
Social competence	9177	8.49	15603	8.08	<0.001
Emotional maturity	9141	8.13	15530	7.88	<0.001
Language and Cognitive development	9165	8.63	15564	8.10	<0.001
Communication skills and general knowledge	9185	8.06	15596	7.42	<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	22227	8.86	14792	8.72	<0.001
Social competence	22291	8.23	14811	8.22	0.810
Emotional maturity	22114	8.03	14723	7.90	<0.001
Language and cognitive development	22210	8.42	14698	8.21	<0.001
Communication skills and general knowledge	22283	7.74	14814	7.60	<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	6207	8.83	4035	8.83	0.754
Social competence	6216	8.09	4047	8.36	<0.001
Emotional maturity	6189	7.83	4023	8.03	<0.001
Language and Cognitive development	6205	8.41	4043	8.52	0.001
Communication skills and general knowledge	6214	7.93	4050	8.02	0.021

9. Type of Class

<i>EDI Domains</i>	SK MEANS				<i>P</i>
	<i>SK</i>		<i>SK split with JK and/or 1</i>		
	<i>N</i>	<i>Mean</i>	<i>N</i>	<i>Mean</i>	
Physical health And well-being	39444	8.81	1289	8.62	<0.001
Social competence	39534	8.23	1289	8.11	0.004
Emotional maturity	39224	7.98	1273	7.82	<0.001
Language and Cognitive development	39317	8.33	1278	8.14	<0.001
Communication skills and general knowledge	39528	7.68	1290	7.45	<0.001

Comparisons: (Anglophone sites)**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	7098	8.60	32340	8.84	<0.001
Social competence	7114	7.79	32412	8.32	<0.001
Emotional maturity	7077	7.72	32131	8.04	<0.001
Language and cognitive development	7072	7.60	32229	8.48	<0.001
Communication skills and general knowledge	7109	5.92	32412	8.04	<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	31530	8.81	7665	8.70	<0.001
Social competence	31604	8.29	7680	7.97	<0.001
Emotional maturity	31383	8.03	7582	7.81	<0.001
Language and cognitive development	31422	8.39	7639	8.04	<0.001
Communication skills and general knowledge	31609	7.93	7671	6.61	<0.001

12. French Immersion versus No French Immersion

<i>EDI Domains</i>	SK MEANS				<i>P</i>
	<i>French Immersion</i>		<i>Regular Class</i>		
	N	Mean	N	Mean	
Physical health and well-being	2507	9.00	37035	8.78	<0.001
Social competence	2513	8.44	37119	8.21	<0.001
Emotional maturity	2505	7.91	36810	7.99	<0.001
Language and Cognitive development	2414	8.42	36992	8.32	0.214
Communication skills and general knowledge	2512	8.34	37114	7.61	<0.001

13. Other Immersion versus No Other Immersion

<i>EDI Domains</i>	SK MEANS				<i>P</i>
	<i>Other Immersion</i>		<i>Regular Class</i>		
	N	Mean	N	Mean	
Physical health and well-being	88	8.92	39409	8.79	0.194
Social competence	88	8.29	39498	8.22	0.559
Emotional maturity	87	7.98	39179	7.99	0.765
Language and Cognitive development	88	8.24	39274	8.32	0.788
Communication skills and general knowledge	88	7.82	39492	7.66	0.348

Comparisons: (Francophone sites)**14. Children with FSL status**

<i>EDI Domains</i>	SK MEANS				<i>P</i>
	<i>FSL</i>		<i>Non-FSL</i>		
	N	Mean	N	Mean	
Physical health and well-being	339	9.07	626	9.29	<0.001
Social competence	339	8.19	626	8.43	0.031
Emotional maturity	332	7.71	625	7.73	0.843
Language and cognitive development	338	8.13	625	8.58	<0.001
Communication skills and general knowledge	339	7.19	626	8.88	<0.001

15. Children with French as a first language

<i>EDI Domains</i>	SK MEANS				<i>P</i>
	<i>French</i>		<i>Other</i>		
	N	Mean	N	Mean	
Physical health and well-being	686	9.29	264	9.03	<0.001
Social competence	686	8.43	264	8.13	0.019
Emotional maturity	685	7.73	257	7.65	0.465
Language and cognitive development	684	8.58	263	8.00	<0.001
Communication skills and general knowledge	686	8.88	264	7.13	<0.001