

SCHOOL READINESS TO LEARN ONTARIO COHORT RESULTS

Based on the Early Development Instrument Data Collection for Junior Kindergarten Students in Ontario Spring 2004

This report covers the EDI results for **Junior Kindergarten** children in Ontario, collected in the Spring of 2004. In the spring of 2004, ten JK sites in Ontario participated in the EDI implementation. The term 'kindergarten' refers to children who entered school the year they turned 4, according to the individual school board specifications.

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

JK-level student populations are examined in the form of two different population cohorts: **Full** and **Selected**.

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

The **Selected** cohort is restricted among the JK-level students, to children aged 4.3 to 6.6 years with no special needs and no more than one missing domain. 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 discarded 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 2-5 for the JK 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), are reported for the **Selected** cohorts only.

The third set of tables, **Group Comparisons** (pages 8-12 for the JK 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:

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

<i>SITE/BOARD/DISTRICT</i>	<i>FULL JK COHORT N</i>	<i>SELECTED JK COHORT N</i>
Chatham/Kent	596	572
Durham	3123	2986
Haliburton/Victoria	655	606
Lambton/Middlesex	274	261
Muskoka/Parry Sound Peel	444	411
Peel	38	34
Renfrew	558	529
Sarnia/Lambton	510	480
Timmins/James Bay	325	292
Timiskaming	123	114
Thunder Bay	1340	1240
Total JK Population	7986	7525

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	7892	7444
Francophone Schools	94	81
Total kindergarten population	7986	7525

Descriptive characteristics of the population

	FULL JK COHORT N=7986		SELECTED JK COHORT N=7525	
	Number	%	Number	%
Gender				
Girl	3898	48.8	3725	49.5
Boy	4008	50.2	3727	49.5
Missing	80	1.0	73	1.0
English as a Second Language (E/FSL)				
ESL	139	1.7	130	1.7
Neither ESL	7716	96.6	7316	97.2
Missing	94	1.2	47	0.6
Type of class				
JK	4344	54.4	4084	54.3
SK	40	0.5	40	0.5
JK/SK	3584	44.9	3384	45.0
JK/SK/1	6	0.1	5	0.1
Missing	12	0.2	12	0.2
First language				
English	7306	91.5	6895	91.6
French	55	0.7	48	0.6
Other Only	89	1.1	84	1.1
English & French	46	0.6	43	0.6
English & Other	293	3.7	277	3.7
French & Other	22	0.3	21	0.3
Two Other	17	0.2	16	0.2
Missing	158	2.0	141	1.9
French Immersion				
French Immersion	326	4.1	307	4.1
Regular Class	7585	95.0	7184	95.5
Missing	75	0.9	34	0.5
Other Immersion				
Other Immersion	2	0.0	1	0.0
No Other Immersion	7919	99.2	7497	99.6
Missing	65	0.8	27	0.4
Special Needs (SN)				
SN	213	2.7	0	0.0
Not SN	7664	96.0	7525	100
Missing	109	1.4	0	0.0

Aboriginal				
Aboriginal	276	3.5	239	3.2
Not Aboriginal	7657	95.9	7273	96.7
Missing	53	0.7	13	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=7986		SELECTED JK COHORT N=7525	
	Number	%	Number	%
3-11 to 4-1	49	0.6	45	0.6
4-2 to 4-4	1302	16.3	1224	16.3
4-5 to 4-7	1991	24.9	1885	25.0
4-8 to 4-10	2050	25.7	1942	25.8
4-11 to 5-1	1935	24.2	1837	24.4
5-2 to 5-4	527	6.6	488	6.5
5-5 to 5-7	33	0.4	23	0.3
5-8 to 5-10	27	0.3	17	0.2
5-11 to 6-1	23	0.3	19	0.3
6-2 to 6-4	1	0.0	1	0.0
6-5 to 6-7	2	0.0	2	0.0
6-8 to 6-10	0	0.0	0	0.0
6-11 and up	0	0.0	0	0.0
Missing	46	0.6	42	0.6

Frequencies of answers to questions in Section D and E

	FULL JK COHORT N=7986		SELECTED JK COHORT N=7525	
	Number	%	Number	%
D10: Teacher feels that child needs further assessment				
Yes	1101	13.8	945	12.6
No	6318	79.1	6189	82.2
Missing	567	7.1	391	5.2
E1: Child attended an early intervention program				
Yes	612	7.7	483	6.4
No	5442	68.1	5337	70.9
Missing	1932	24.2	1705	22.7
E3: Child attended any other language or religion classes				
Yes	350	4.4	334	4.4
No	4120	51.6	3954	52.5
Missing	3516	44.0	3237	43.0
E4: Child attended an organized part-time pre-school/nursery school				
Yes	1089	13.6	1033	13.7
No	3675	46.0	3542	47.1
Missing	3222	40.3	2950	39.2

Frequencies of answers to questions in Section E2

	FULL JK COHORT N=7986		SELECTED JK COHORT N=7525	
	Number	%	Number	%
E2: Child attended a non-parental care arrangement				
Yes	2613	32.7	2485	33.0
No	3358	42.0	3239	43.0
Missing	2015	25.2	1801	23.9
E2a: Centre-based, licensed, non-profit arrangement				
Yes	472	5.9	429	5.7
E2b: Centre-based, licensed, for profit arrangement				
Yes	665	8.3	623	8.3
E2c: Other home-based, licensed arrangement				
Yes	80	1.0	75	1.0
E2d: Other home-based, unlicensed, non-relative arrangement				
Yes	786	9.8	769	10.2
E2e: Other home-based, unlicensed, relative arrangement				
Yes	233	2.9	227	3.0
E2f: Child's home, non-relative arrangement				
Yes	86	1.1	82	1.1
E2g: Child's home, relative arrangement				
Yes	282	3.5	270	3.6
E2i: Type of arrangement				
Full-time	1377	17.2	1319	17.5
Part-time	926	11.6	869	11.5
Missing	5683	71.2	5337	70.9

MEANS & DOMAIN PERCENTILES

Means, standard deviations, & domain percentiles for selected JK level cohort: N=7525

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	7.95	6.67	5.50
Language and cognitive development	6.67	2.27	8.46	7.20	5.00	3.33
Communication skills and general knowledge	7.42	2.00	8.89	7.78	6.00	4.72

**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	3718	8.73	3716	8.38	<0.001
Social competence	3722	8.38	3725	7.54	<0.001
Emotional maturity	3699	8.04	3691	7.29	<0.001
Language and Cognitive development	3658	7.12	3675	6.24	<0.001
Communication skills and general knowledge	3724	7.74	3727	7.12	<0.001

2. Age of child (mean age is 4.70 years)

EDI Domains	JK MEANS				P
	Above the mean age		Below the mean age		
	N	Mean	N	Mean	
Physical health and well-being	3747	8.74	3760	8.37	<0.001
Social competence	3752	8.20	3768	7.71	<0.001
Emotional maturity	3723	7.85	3739	7.47	<0.001
Language and Cognitive development	3693	7.15	3712	6.20	<0.001
Communication skills and general knowledge	3754	7.74	3770	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	237	8.03	7257	8.57	<0.001
Social competence	239	7.11	7268	7.98	<0.001
Emotional maturity	232	6.94	7217	7.69	<0.001
Language and cognitive development	227	5.24	7165	6.72	<0.001
Communication skills and general knowledge	239	6.09	7272	7.47	<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	482	8.38	5326	8.61	<0.001
Social competence	483	7.53	5334	8.03	<0.001
Emotional maturity	476	7.37	5306	7.72	<0.001
Language and Cognitive development	469	6.13	5283	6.75	<0.001
Communication skills and general knowledge	483	6.65	5336	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	333	8.79	3947	8.54	0.001
Social competence	334	8.40	3952	7.89	<0.001
Emotional maturity	332	7.93	3934	7.63	0.004
Language and Cognitive development	329	7.26	3910	6.61	<0.001
Communication skills and general knowledge	334	7.83	3953	7.44	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	1033	8.77	3533	8.53	<0.001
Social competence	1033	8.21	3539	7.87	<0.001
Emotional maturity	1026	7.85	3521	7.57	<0.001
Language and Cognitive development	1015	7.33	3509	6.54	<0.001
Communication skills and general knowledge	1033	7.97	3541	7.35	<0.001

7. Type of Care

EDI Domains	JK MEANS				P
	Full-time		Part-time		
	N	Mean	N	Mean	
Physical health And well-being	1313	8.66	868	8.63	0.410
Social competence	1318	7.85	869	8.02	0.042
Emotional maturity	1314	7.52	863	7.63	0.157
Language and Cognitive development	1304	6.91	857	6.88	0.722
Communication skills and general knowledge	1319	7.75	868	7.63	0.169

8. Type of Class

EDI Domains	JK MEANS				P
	JK Only		JK split with SK and/or 1		
	N	Mean	N	Mean	
Physical health And well-being	4074	8.58	3421	8.52	0.006
Social competence	4082	7.99	3426	7.91	0.017
Emotional maturity	4046	7.67	3404	7.65	0.495
Language and Cognitive development	3988	6.62	3406	6.73	0.151
Communication skills and general knowledge	4083	7.51	3429	7.33	<0.001

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

EDI Domains	JK MEANS				P
	ESL		Non-ESL		
	N	Mean	N	Mean	
Physical health and well-being	129	8.49	7250	8.55	0.437
Social competence	130	7.48	7262	7.97	0.003
Emotional maturity	129	7.40	7206	7.67	0.045
Language and cognitive development	130	5.63	7151	6.68	<0.001
Communication skills and general knowledge	130	5.12	7266	7.46	<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	7180	8.54	105	8.38	0.078
Social competence	7193	7.96	105	7.44	0.006
Emotional maturity	7139	7.66	103	7.32	0.033
Language and cognitive development	7085	6.66	105	6.03	0.005
Communication skills and general knowledge	7197	7.45	105	5.23	<0.001

11. Children enrolled in French Immersion

<i>EDI Domains</i>	<i>JK MEANS</i>				<i>P</i>
	<i>French Immersion</i>		<i>Non-French Immersion</i>		
	<i>N</i>	<i>Mean</i>	<i>N</i>	<i>Mean</i>	
Physical health and well-being	307	8.66	7085	8.54	0.080
Social competence	307	8.09	7098	7.95	0.247
Emotional maturity	305	7.72	7042	7.66	0.554
Language and Cognitive development	285	6.81	7007	6.66	0.244
Communication skills and general knowledge	307	7.55	7102	7.42	0.290

Comparisons for Francophone population:**12. 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

13. 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

