

SCHOOL READINESS TO LEARN ONTARIO COHORT RESULTS

Based on the Early Development Instrument Data Collection for Senior Kindergarten Students in Ontario Spring 2003

This report covers the EDI results for **Senior Kindergarten** children in Ontario, collected in the Spring of 2003. In the spring of 2003, only seven sites in Ontario participated in the EDI implementation. 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.

SK-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 2003.

The **Selected** cohort is restricted among the SK-level students, to children aged 4.7 to 6.7 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 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 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 6 for the SK cohort), are reported for the **Selected** cohorts only.

The third set of tables, **Group Comparisons** (pages 7-10 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:

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

<i>SITE/BOARD/DISTRICT</i>	<i>FULL SK COHORT N</i>	<i>SELECTED SK COHORT N</i>
Toronto District School Board	4919	4014
York Region District School Board	8726	8021
Mississauga Dixie-Bloor	1534	1405
Ottawa	7094	6330
Niagara Falls	778	715
Halton	4495	4197
Total SK population	27546	24682

Descriptive characteristics of the population

	<i>FULL SK COHORT N=27546</i>		<i>SELECTED SK COHORT N=24682</i>	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>
Gender				
Girl	13342	48.4	12230	49.6
Boy	13912	50.5	12450	50.4
Missing	292	1.1	2	0.0
English as a Second Language (E/FSL)				
ESL	3991	14.5	3463	14.0
Neither ESL	22634	82.2	20941	84.8
Missing	292	1.1	244	1.0
Type of class				
JK	20	0.1	11	0.0
SK	16565	60.1	15351	62.2
JK/SK	10267	37.3	9085	36.8
JK/SK/1	41	0.1	24	0.1
SK/1	78	0.3	75	0.3
Missing	575	2.1	136	0.6
First language				
English	15961	57.9	14923	60.5
French	31	0.1	27	0.1
Other Only	2015	7.3	1862	7.5
English & French	188	0.7	172	0.7
English & Other	2938	10.7	2719	11.0
French & Other	10	0.0	8	0.0
Two Other	244	0.9	223	0.9
Missing	6159	22.4	4748	19.2

French Immersion				
French Immersion	4664	16.9	4292	17.4
Regular Class	21366	77.6	19468	78.9
Missing	1516	5.5	922	3.7
Other Immersion				
Other Immersion	74	0.3	62	0.3
No Other Immersion	26507	96.2	24306	98.5
Missing	965	3.5	314	1.3
Special Needs (SN)				
SN	789	2.9	0	0.0
Not SN	25805	93.7	24682	100.0
Missing	952	3.5	0	0.0
Aboriginal				
Aboriginal	65	0.2	55	0.2
Not Aboriginal	26733	97.0	24513	99.3
Missing	748	2.7	114	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=27546		SELECTED SK COHORT N=24682	
	Number	%	Number	%
3-11 to 4-1	1	0.0	0	0.0
4-2 to 4-4	12	0.0	0	0.0
4-5 to 4-7	17	0.1	0	0.0
4-8 to 4-10	12	0.0	10	0.0
4-11 to 5-1	369	1.3	344	1.4
5-2 to 5-4	5489	19.9	5019	20.3
5-5 to 5-7	6719	24.4	6156	24.9
5-8 to 5-10	7069	25.7	6472	26.2
5-11 to 6-1	6146	22.3	5650	22.9
6-2 to 6-4	1073	3.9	982	4.0
6-5 to 6-7	22	0.1	12	0.0
6-8 to 6-10	26	0.1	0	0.0
6-11 and up	14	0.1	0	0.0
Missing	577	2.1	37	0.1

Frequencies of answers to questions in Section D and E

	FULL SK COHORT N=27546		SELECTED SK COHORT N=24682	
	Number	%	Number	%
D10: Teacher feels that child needs further assessment				
Yes	2881	10.5	2242	9.1
No	22193	80.6	21181	85.8
Missing	2472	9.0	1259	5.1
E1: Child attended an early intervention program				
Yes	2006	7.3	1602	6.5
No	20004	72.6	18913	76.6
Missing	5536	20.1	4167	16.9
E3: Child attended any other language or religion classes				
Yes	2439	8.9	2329	9.4
No	15274	55.4	14219	57.6
Missing	9833	35.7	8134	33.0
E4: Child attended an organized part-time pre-school/nursery school				
Yes	5541	20.1	5179	21.0
No	12584	45.7	11727	47.5
Missing	94241	34.2	7776	31.5
E5: Child attended Junior Kindergarten				
Yes	22487	81.6	21007	85.1
No	3147	11.4	2888	11.7
Missing	1912	6.9	787	3.2

Frequencies of answers to questions in Section E2

	FULL SK COHORT N=27546		SELECTED SK COHORT N=24682	
	Number	%	Number	%
E2: Child attended a non-parental care arrangement				
Yes	8814	32.0	8240	33.4
No	12266	44.5	11379	46.1
Missing	6466	23.5	5063	20.5
E2a: Centre-based, licensed, non-profit arrangement				
Yes	2456	8.9	2282	9.2
E2b: Centre-based, licensed, for profit arrangement				
Yes	2676	9.7	2456	10.0
E2c: Other home-based, licensed arrangement				
Yes	478	1.7	448	1.8
E2d: Other home-based, unlicensed, non-relative arrangement				
Yes	1853	6.7	1726	7.0
E2e: Other home-based, unlicensed, relative arrangement				
Yes	1018	3.7	938	3.8
E2f: Child's home, non-relative arrangement				
Yes	790	2.9	709	2.9
E2g: Child's home, relative arrangement				
Yes	1346	4.9	1227	5.0
E2i: Type of arrangement				
Full-time	5372	19.5	5030	20.4
Part-time	3159	11.5	2937	11.9
Missing	19015	69.0	16715	67.7

MEANS & DOMAIN PERCENTILES

Means, standard deviations, & domain percentiles for selected SK-level cohort: N=24682

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 2001/02 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 $8.84 - 1.04$ (7.80) and $8.84 + 1.04$ (9.88).

<i>EDI Domains</i>	<i>Mean</i>	<i>* ± SD</i>	<i>SK PERCENTILES</i>			
			<i>75%</i>	<i>50%</i>	<i>25%</i>	<i>10%</i>
Physical health and well-being	8.92	0.95	9.62	9.04	8.46	7.69
Social competence	8.37	1.69	9.71	8.94	7.50	5.77
Emotional maturity	8.14	1.43	9.17	8.40	7.33	6.17
Language and cognitive development	8.54	1.68	9.62	9.23	8.00	6.15
Communication skills and general knowledge	7.81	1.91	9.44	8.06	6.67	5.28

**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 N=12108	Boys N=12265	
Physical health and well-being	9.04	8.80	<0.001
Social competence	8.74	8.00	<0.001
Emotional maturity	8.52	7.77	<0.001
Language and Cognitive development	8.78	8.31	<0.001
Communication skills and general knowledge	8.09	7.57	<0.001

2. Age of child (mean age is 5.65 years)

EDI Domains	SK MEANS		P
	Above the mean age N=12296	Below the mean age N=12079	
Physical health and well-being	9.03	8.81	<0.001
Social competence	8.53	8.20	<0.001
Emotional maturity	8.24	8.03	<0.001
Language and Cognitive development	8.78	8.30	<0.001
Communication skills and general knowledge	8.06	7.59	<0.001

3. Early Intervention versus No Early Intervention

EDI Domains	SK MEANS		P
	Early Intervention N=1588	No Early Intervention N=18743	
Physical health and well-being	8.46	8.94	<0.001
Social competence	8.09	8.43	<0.001
Emotional maturity	7.92	8.17	<0.001
Language and Cognitive development	8.42	8.58	<0.001
Communication skills and general knowledge	7.48	7.87	<0.001

4. Children who attended any other Language or Religion Class

<i>EDI Domains</i>	SK MEANS		<i>P</i>
	<i>Lang/Rel Class N=2300</i>	<i>No Lang/Rel Class N=14105</i>	
Physical health and well-being	9.09	8.93	<0.001
Social competence	8.57	8.39	<0.001
Emotional maturity	8.28	8.12	<0.001
Language and Cognitive development	8.92	8.52	<0.001
Communication skills and general knowledge	7.91	7.93	0.094

5. Children who attended an Organized Part-time Preschool

<i>EDI Domains</i>	SK MEANS		<i>P</i>
	<i>Preschool N=5127</i>	<i>No Preschool N=11635</i>	
Physical health and well-being	9.07	8.70	<0.001
Social competence	8.62	8.05	<0.001
Emotional maturity	8.28	7.87	<0.001
Language and Cognitive development	8.93	7.95	<0.001
Communication skills and general knowledge	8.33	7.36	<0.001

6. Type of Care

<i>EDI Domains</i>	SK MEANS		<i>P</i>
	<i>Full-time N=4998</i>	<i>Part-time N=2920</i>	
Physical health And well-being	8.91	9.04	<0.001
Social competence	8.21	8.56	<0.001
Emotional maturity	7.96	8.27	<0.001
Language and Cognitive development	8.62	8.85	<0.001
Communication skills and general knowledge	8.02	8.27	<0.001

7. Type of Class

<i>EDI Domains</i>	SK MEANS		<i>P</i>
	<i>SK</i> <i>N=15105</i>	<i>Other</i> <i>N=9134</i>	
Physical health And well-being	8.92	8.94	0.233
Social competence	8.39	8.34	0.003
Emotional maturity	8.15	8.12	0.027
Language and Cognitive development	8.52	8.59	0.004
Communication skills and general knowledge	7.85	7.78	<0.001

8. Children who attended JK

<i>EDI Domains</i>	SK MEANS		<i>P</i>
	<i>JK</i> <i>N=20752</i>	<i>No JK</i> <i>N=2862</i>	
Physical health And well-being	8.96	8.70	<0.001
Social competence	8.43	8.05	<0.001
Emotional maturity	8.19	7.87	<0.001
Language and cognitive development	8.64	7.95	<0.001
Communication skills and general knowledge	7.92	7.36	<0.001

9. Children with ESL status

<i>EDI Domains</i>	SK MEANS		<i>P</i>
	<i>ESL</i> <i>N=3422</i>	<i>Non-ESL</i> <i>N=20667</i>	
Physical health and well-being	8.69	8.96	<0.001
Social competence	7.94	8.44	<0.001
Emotional maturity	7.92	8.18	<0.001
Language and cognitive development	7.78	8.67	<0.001
Communication skills and general knowledge	5.90	8.14	<0.001

10. Children with English as a first language

<i>EDI Domains</i>	<i>SK MEANS</i>		<i>P</i>
	<i>English N=17569</i>	<i>Other N=2077</i>	
Physical health and well-being	8.95	8.92	0.379
Social competence	8.44	8.17	<0.001
Emotional maturity	8.17	8.03	<0.001
Language and cognitive development	8.64	8.10	<0.001
Communication skills and general knowledge	8.10	6.45	<0.001

11. French Immersion versus No French Immersion

<i>EDI Domains</i>	<i>SK MEANS</i>		<i>P</i>
	<i>French Immersion N=4158</i>	<i>Non-French Immersion N=19270</i>	
Physical health and well-being	8.96	8.93	0.084
Social competence	8.58	8.34	<0.001
Emotional maturity	8.12	8.15	0.084
Language and Cognitive development	8.58	8.55	0.433
Communication skills and general knowledge	8.09	7.78	<0.001