



SCHOOL READINESS TO LEARN NATIONAL SK COHORT RESULTS

Based on the Early Development Instrument Data Collection for Senior Kindergarten Students in Canada Spring 2006

This report covers the EDI results for **Senior Kindergarten** children in Canada, collected in the Spring of 2006.

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 6-10) 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 11-16), 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.

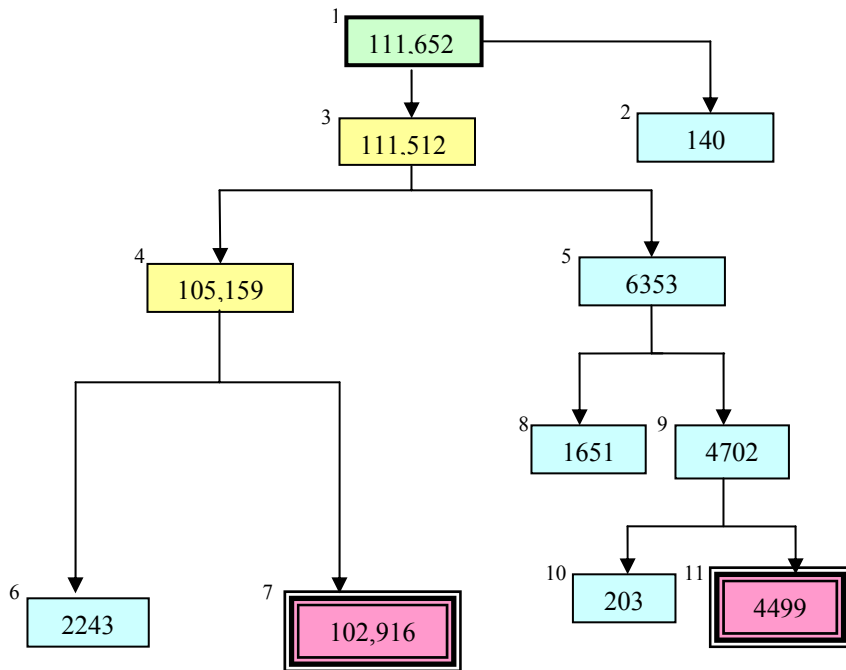
Please keep in mind the following: (1) while the comparisons are controlled for the effects of age and gender, no other variables are controlled for, and (2) these are statistical comparisons for the whole of the selected cohorts, and may not reflect differences occurring within individual sites. Therefore, 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 reports for children with 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 102,916 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)	196	29	863	432	50
Valid	102,720	102,887	102,053	102,484	102,866

National SK Cohort EDI results 2005/2006

Descriptive Statistics

The EDI was completed for 102,916 non-special needs Senior Kindergarten students in Canada. The table below illustrates the descriptive statistics of the Canadian cohort.

Domains					Percentile Boundaries			
	Items	Min-Max	Mean	Standard Deviation	75	50	25	10
Physical Health and Well-Being	13	0.38-10.00	8.81	1.28	10.00	9.23	8.08	7.31
Social Competence	26	0.00-10.00	8.35	1.76	9.81	9.04	7.50	5.60
Emotional Maturity	30	0.33-10.00	8.03	1.49	9.17	8.33	7.17	6.00
Language and Cognitive Development	26	0.00-10.00	8.44	1.76	9.62	8.95	7.69	5.77
Communication Skills and General Knowledge	8	0.00-10.00	7.70	2.50	10.00	8.75	5.63	4.38

Percentage of Vulnerable Children

Scores on each scale for all children in a site can be arranged from the lowest to the highest, and this could be called a “distribution of scores”. Then, they can be divided into groups, based on THE NUMBER OF CHILDREN in the SITE. It is most common to divide distribution into four groups, each consisting of scores of a quarter or one-fourth or 25% of the children in the site. These groups are called percentiles.

Vulnerable are children who score low (below the 10th percentile cut-off of the site population) in one or more of the five domains.

National Cohort non-special needs students (N=102,916)

	Percentage
	<i>National SK Cohort</i>
Low	
Low on at least one readiness to learn domain	27.5%
Low on at least two readiness to learn domains	13.8%

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 in Canada with Multiple Challenges	Percentage
	<i>National SK Cohort</i>
Multiple Challenges	4.3%

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

<i>Province</i>	<i>VALID SK COHORT N</i>
British Columbia	24,136
Manitoba	11,173
Ontario	53,616
Saskatchewan	1,449
New Brunswick	716
Quebec	10,365
Nova Scotia	1,461
SK Totals	102,916

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 2006**

Descriptive characteristics of the population

	VALID SK COHORT N=102,916	Percentage %
Gender		
Girl	51011	49.6
Boy	51736	50.3
Missing	169	0.2
English/French as a Second Language (E/FSL)		
ESL	9218	9.0
FSL	4644	4.5
Not E/FSL	88649	86.1
Missing	405	0.4
Type of class		
JK	167	0.2
SK	70242	68.3
JK/SK	25507	24.8
JK/SK/1	311	0.3
SK/1	2768	2.7
Other	577	0.6
Missing	3344	3.2
First language		
English	75139	73.0
French	5401	5.2
Other Only	7735	7.5
English & French (Bil)	2246	2.2
English & Other (Bil)	8850	8.6
French & Other (Bil)	967	0.9
Two Other Lang. (Bil)	1014	1.0
Missing	1564	1.5
French Immersion		
French Immersion	13072	12.7
Non- French Immersion	89436	86.9
Missing	408	0.4

Descriptive characteristics of the population continued

	Number	%
Other Immersion		
Other Immersion	1574	1.5
No Other Immersion	100735	97.9
Missing	607	0.6
Aboriginal		
Aboriginal	4668	4.5
Not Aboriginal	97197	94.4
Missing	1051	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	%
3-8 to 3-10	3	0.0
3-11 to 4-1	2	0.0
4-2 to 4-4	7	0.0
4-5 to 4-7	17	0.0
4-8 to 4-10	12	0.0
4-11 to 5-1	323	0.3
5-2 to 5-4	15156	14.7
5-5 to 5-7	23744	23.1
5-8 to 5-10	26754	26.0
5-11 to 6-1	26227	25.5
6-2 to 6-4	8695	8.4
6-5 to 6-7	1423	1.4
6-8 to 6-10	136	0.1
6-11 and up	120	0.1
Missing	297	0.3

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	8397	8.2
D2a: Physical Disability		
Yes	350	0.3
D2b: Visual Impairment		
Yes	402	0.4
D2c: Hearing Impairment		
Yes	449	0.4
D2d: Speech Impairment		
Yes	3432	3.3
D2e: Learning Disability		
Yes	1123	1.1
D2f: Emotional Problem		
Yes	1639	1.6
D2g: Behavioural Problem		
Yes	2488	2.4
D2h: Home Environment/problems at home		
Yes	2426	2.4
D2i: Other		
Yes	2061	2.0
D3: Teacher feels that child needs further assessment		
Yes	10807	10.5
No	81913	79.6
Missing	10196	9.9

Frequencies of answers to questions in Section E

	Number	%
E1: Child attended an early intervention program		
Yes	6824	6.6
No	71754	69.7
Missing	24338	23.6
E3: Child attended any other language or religion classes		
Yes	7579	7.4
No	53437	51.9
Missing	41900	40.7
E4: Child attended an organized part-time pre-school/nursery school		
Yes	26261	25.5
No	40180	39.0
Missing	36475	35.4
E5: Attended Junior Kindergarten		
Yes	52294	50.8
No	38488	37.4
Missing	12134	11.8
E2: Child attended a non-parental care arrangement		
Yes	34924	33.9
No	41826	40.6
Missing	26166	25.4
E2a: Centre-based, licensed, non-profit arrangement		
Yes	9636	9.4
E2b: Centre-based, licensed, for profit arrangement		
Yes	8045	7.8
E2c: Other home-based, licensed arrangement		
Yes	2608	2.5
E2d: Other home-based, unlicensed, non-relative arrangement		
Yes	6821	6.6
E2e: Other home-based, unlicensed, relative arrangement		
Yes	3143	3.1
E2f: Child's home, non-relative arrangement		
Yes	1475	1.4

	Number	%
E2g: Child's home, relative arrangement		
Yes	4563	4.4
E2h: Other		
Yes	5414	5.3
E2i: Type of arrangement		
Full-time	19590	19.0
Part-time	12698	12.3
Missing	70628	68.6

SCHOOL READINESS TO LEARN GROUP COMPARISONS**For Children with NO Special Needs**

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

For all tables below, higher scores indicate better levels of readiness-to-learn at school

1. Girls versus boys

Domain	Girls			Boys			p
	N	Mean	SD	N	Mean	SD	
Physical health and well-being	50916	8.96	1.19	51637	8.65	1.34	<0.001
Social competence	51001	8.73	1.53	51717	7.97	1.89	<0.001
Emotional maturity	50655	8.42	1.28	51229	7.65	1.59	<0.001
Language and cognitive development	50794	8.70	1.60	51521	8.17	1.88	<0.001
Communication skills and general knowledge	50988	8.07	2.35	51709	7.34	2.59	<0.001

2. Age of child (mean age is 5.70 years)

Domain	Above the mean age			Below the mean age			p
	N	Mean	SD	N	Mean	SD	
Physical health and well-being	51897	8.97	1.20	50823	8.64	1.33	<0.001
Social competence	51975	8.53	1.67	50912	8.16	1.83	<0.001
Emotional maturity	51562	8.13	1.46	50491	7.93	1.52	<0.001
Language and cognitive development	51795	8.66	1.59	50689	8.20	1.90	<0.001
Communication skills and general knowledge	51963	8.03	2.36	50903	7.36	2.60	<0.001

3. Children with Aboriginal Status

Domain	Aboriginal			Not Aboriginal			p
	N	Mean	SD	N	Mean	SD	
Physical health and well-being	4663	8.07	1.59	97008	8.84	1.25	<0.001
Social competence	4668	7.72	2.01	97168	8.38	1.74	<0.001
Emotional maturity	4605	7.53	1.64	96408	8.06	1.48	<0.001
Language and cognitive development	4635	7.34	2.32	96800	8.49	1.71	<0.001
Communication skills and general knowledge	4666	6.58	2.72	97149	7.76	2.48	<0.001

4. Children who attended an early intervention program

Domain	Early Intervention			No early intervention			p
	N	Mean	SD	N	Mean	SD	
Physical health and well-being	6813	8.53	1.43	71622	8.85	1.26	<0.001
Social competence	6823	8.03	1.93	71733	8.43	1.72	<0.001
Emotional maturity	6782	7.75	1.64	71325	8.10	1.46	<0.001
Language and cognitive development	6813	8.17	1.94	71508	8.49	1.73	<0.001
Communication skills and general knowledge	6819	6.95	2.69	71722	7.80	2.47	<0.001

5. Children who attended Language/Religion classes

Domain	Language/Religion classes			No Language/Religion classes			p
	N	Mean	SD	N	Mean	SD	
Physical health and well-being	7559	8.97	1.16	53343	8.77	1.32	<0.001
Social competence	7577	8.60	1.60	53419	8.33	1.79	<0.001
Emotional maturity	7533	8.21	1.40	53190	8.03	1.52	<0.001
Language and cognitive development	7547	8.78	1.53	53291	8.40	1.80	<0.001
Communication skills and general knowledge	7573	7.91	2.43	53417	7.74	2.49	<0.001

6. Children who attended part-time preschool

Domain	Preschool			No Preschool			p
	N	Mean	SD	N	Mean	SD	
Physical health and well-being	26218	8.91	1.19	40121	8.72	1.35	<0.001
Social competence	26255	8.58	1.62	40171	8.25	1.82	<0.001
Emotional maturity	26106	8.19	1.42	39933	7.96	1.54	<0.001
Language and cognitive development	26188	8.67	1.56	40056	8.29	1.89	<0.001
Communication skills and general knowledge	26252	8.06	2.29	40161	7.48	2.62	<0.001

7. Children who attended Junior Kindergarten

Domain	JK			No JK			p
	N	Mean	SD	N	Mean	SD	
Physical health and well-being	52194	8.89	1.24	38428	8.73	1.32	<0.001
Social competence	52281	8.41	1.74	38478	8.32	1.77	<0.001
Emotional maturity	51896	8.12	1.48	38225	7.94	1.50	<0.001
Language and cognitive development	52143	8.67	1.63	38342	8.21	1.86	<0.001
Communication skills and general knowledge	52273	7.87	2.40	38464	7.57	2.59	<0.001

8. Type of non-parental care arrangement

Domain	Full Time			Part Time			p
	N	Mean	SD	N	Mean	SD	
Physical health and well-being	19557	8.86	1.28	12675	8.84	1.26	0.884
Social competence	19584	8.27	1.82	12694	8.45	1.71	<0.001
Emotional maturity	19492	7.91	1.60	12612	8.11	1.46	<0.001
Language and cognitive development	19540	8.51	1.70	12667	8.61	1.63	<0.001
Communication skills and general knowledge	19583	8.02	2.35	12695	7.95	2.35	0.134

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

Domain	ESL			Not ESL			p
	N	Mean	SD	N	Mean	SD	
Physical health and well-being	9198	8.69	1.27	80695	8.76	1.30	<0.001
Social competence	9209	8.04	1.85	80824	8.37	1.76	<0.001
Emotional maturity	9122	7.88	1.43	80231	8.09	1.49	<0.001
Language and cognitive development	9166	7.89	2.06	80525	8.53	1.72	<0.001
Communication skills and general knowledge	9204	5.47	2.91	80810	7.88	2.35	<0.001

10. Children with English as a first language

Domain	English			Other			p
	N	Mean	SD	N	Mean	SD	
Physical health and well-being	82416	8.76	1.30	6374	8.72	1.25	0.357
Social competence	82548	8.36	1.77	6379	8.06	1.83	<0.001
Emotional maturity	81940	8.08	1.49	6319	7.85	1.43	<0.001
Language and cognitive development	82232	8.51	1.74	6351	7.88	2.04	<0.001
Communication skills and general knowledge	82534	7.81	2.39	6374	5.40	2.97	<0.001

11. Children who attended French Immersion

Domain	French Immersion			No French Immersion			p
	N	Mean	SD	N	Mean	SD	
Physical health and well-being	13049	8.88	1.23	76738	8.74	1.31	<0.001
Social competence	13069	8.48	1.71	76858	8.31	1.79	<0.001
Emotional maturity	12969	8.09	1.45	76277	8.06	1.49	0.217
Language and cognitive development	12910	8.57	1.61	76672	8.45	1.79	<0.001
Communication skills and general knowledge	13060	8.08	2.28	76847	7.55	2.55	<0.001

Comparisons for Francophone population:**12. Children with FSL status**

Domain	FSL			Not FSL			p
	N	Mean	SD	N	Mean	SD	
Physical health and well-being	4628	9.10	1.13	7794	9.21	1.08	<0.001
Social competence	4643	8.33	1.71	7806	8.49	1.64	<0.001
Emotional maturity	4571	7.72	1.52	7725	7.82	1.53	<0.001
Language and cognitive development	4613	7.98	1.82	7780	8.40	1.62	<0.001
Communication skills and general knowledge	4643	7.26	2.63	7805	8.77	1.90	<0.001

13. Children with French as a first language

Domain	French			Other			p
	N	Mean	SD	N	Mean	SD	
Physical health and well-being	7727	9.20	1.10	4643	9.12	1.10	<0.001
Social competence	7738	8.47	1.65	4658	8.37	1.68	<0.001
Emotional maturity	7660	7.80	1.53	4583	7.74	1.52	0.006
Language and cognitive development	7706	8.42	1.62	4633	7.98	1.80	<0.001
Communication skills and general knowledge	7739	8.78	1.89	4656	7.30	2.61	<0.001