

2010/11
North Eastman Community Report
Are our children ready for school?

Early Development Instrument (EDI) Results for your Community

This report shows the “readiness for school” of Kindergarten children in your community, based on results from the EDI. Readiness for school is a baseline of children’s readiness to begin grade one. As children’s readiness for school is influenced by their early years - and the family and community factors that shape children’s early childhood development - EDI results are a reflection of the strengths and needs of children’s communities.

Are we ready?

Research tells us that children who begin school ready to learn will have future successes in learning throughout their lives. But how do we help children get this best start to school? The answer is what societies have known for generations – it takes a village to raise a child.

Ready parents and families, *ready* communities and schools, and *ready* governments and leaders, working together, promote the best possible outcomes for Manitoba’s children. For information on how communities, child care providers, school divisions and schools, community groups, and service providers develop partnerships and programs that best address the needs of communities, as evidenced by EDI results, please read the Healthy Child Manitoba EDI Teacher Newsletter at www.gov.mb.ca/healthychild/edi/resources.html.

Community-level EDI reports are developed for the 26 parent child coalitions in Manitoba. For these community reports, the EDI results are grouped by where children live – rural municipality or Winnipeg neighbourhood – and are used by coalitions to address the strengths and needs of individual communities. To view other community EDI reports, please visit www.gov.mb.ca/healthychild/edi/edi_reports.html.

The EDI measures:

Physical Health and Well-Being

Children are healthy, independent, rested each day

Social Competence

Children play and get along with others, share, show self-confidence

Emotional Maturity

Children are able to concentrate on tasks, help others, show patience, are not often aggressive nor angry

Language and Thinking Skills

Children are interested in reading and writing, can count and recognize numbers, shapes

Communication Skills and General Knowledge

Children can tell a story, communicate with adults and other children



Questionnaires used for Analyses

This table shows the number of children with special needs and with invalid questionnaires. Children without special needs and with valid questionnaires are used in the analyses on the following pages.

Descriptive information	2005/06	2006/07	2008/09	2010/11	Manitoba 2005/06 Baseline
Your Community:	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)
EDI questionnaires completed	378	362	391	370	12,214
Invalid EDI questionnaires	10 (3%)	5 (1%)	12 (3%)	22 (6%)	542 (4%)
Students with special needs	12 (3%)	18 (5%)	15 (4%)	16 (4%)	643 (5%)
Invalid EDI questionnaires and Number of special needs (combined)	17 (4%)	23 (6%)	26 (7%)	34 (9%)	1,066 (9%)
Number of valid questionnaires without special needs	361 (96%)	339 (94%)	365 (93%)	336 (91%)	11,148 (91%)

Descriptive Information

This table provides descriptive information on the EDI collection within your community.

Descriptive Information	2005/06	2006/07	2008/09	2010/11	Manitoba 2005/06 Baseline
Your Community:	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)
Students who require further assessment	48 (13%)	52 (14%)	52 (13%)	48 (13%)	1,421 (12%)
Students who are Boys	203 (54%)	183 (51%)	190 (49%)	169 (46%)	6,300 (52%)
Average age of student	5.6	5.7	5.7	5.7	5.6 years
Students with EAL	20 (6%)	30 (8%)	33 (9%)	27 (7%)	1,075 (9%)
Students with FAL	10 (83%)	5 (83%)	8 (89%)	9 (90%)	160 (37%)
Students who have recently immigrated **	NA	NA	10 (3%)	3 (1%)	** 574 (5%)
Students who identify as Aboriginal	87 (23%)	93 (26%)	112 (29%)	86 (23%)	2,165 (18%)
** Students who have Recently Immigrated question was added in the 2008/09 collection EAL = English as an additional language (for non-French schools) FAL = French as an additional language (for French schools)					

Average EDI Scores

The EDI has been collected province-wide (all of Manitoba's public school divisions) from school years 2005/06, 2006/07, 2008/09 and 2010/11. This table shows **average EDI scores** across the five domains of the EDI, and provides a statistical comparison analysis between Manitoba's 2005/06 baseline average scores and your community's combined 4 year average scores.

Average scores (‘10’ is best possible score)	2005/06	2006/07	2008/09	2010/11	Your Community (all 4 years)	Manitoba 2005/06 Baseline
Your Community:						
Physical Health & Well-being	8.8	8.8	8.7	8.8	8.8	8.8
Social Competence	8.1	8.0	8.0	8.2	8.1 ‡	8.3
Emotional Maturity	7.9	7.6	7.4	7.6	7.6 ‡	7.9
Language & Thinking Skills	8.2	8.2	8.2	8.4	8.2	8.1
Communication Skills & General Knowledge	7.5	7.5	7.1	7.3	7.3 ‡	7.6

† The combined four year average score for your community is significantly higher than the Manitoba 2005/06 baseline average score.

‡ The combined four year average score for your community is significantly lower than the Manitoba 2005/06 baseline average score.

Statistical testing was done using regression analysis, controlling for age and gender, with a 95% confidence interval.



Very Ready and Not Ready Results

The following tables show the **Very Ready** and **Not Ready** EDI results across the five domains of the EDI, and provide a comparison analysis between Manitoba's 2005/06 baseline Very Ready and Not Ready results and your community's combined four year Very Ready and Not Ready results.

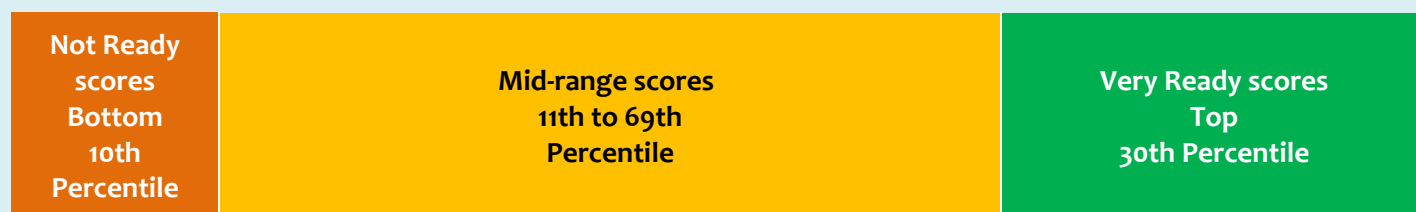
Very Ready Results

Proportion of children whose scores fall within the top 30th percentile of EDI scores.

Very Ready Results (top 30th percentile)	2005/06	2006/07	2008/09	2010/11	Your Community (all 4 years)	Manitoba 2005/06 Baseline
Your Community:						
Physical Health & Well-being	33	35	34	36	34	32
Social Competence	27	24	22	30	26 ‡	34
Emotional Maturity	25	19	13	16	18 ‡	28
Language & Thinking Skills	34	32	36	40	36 †	30
Communication Skills & General Knowledge	31	27	23	31	28 ‡	34
In the data table above, more than 30 per cent of children Very Ready reflects a strength in that area						
Very Ready in 1 or more domains	62	63	57	64	61	62
Very Ready in 2 or more domains	43	39	39	40	40 ‡	43
† After combining data from all four years, the percentage of children in your community who are Very Ready is significantly higher than the Manitoba baseline percentages. ‡ After combining data from all four years, the percentage of children in your community who are Very Ready is significantly lower than the Manitoba baseline percentages. Statistical testing was done using regression analysis, controlling for age and gender, with a 95% confidence interval.						

Reader's Tip

Very Ready results reflect the proportion of children whose scores fall within the top 30th percentile of EDI scores. **Not Ready** results reflect the proportion of children whose scores fall within the bottom 10th percentile of EDI scores. The Very Ready and Not Ready results have been derived using Canadian Standardized cut-off scores for the top 30th percentile category and the bottom 10th percentile category. This allows us to detect gains or losses related to Very Ready results and Not Ready results over the years.



Not Ready Results

Proportion of children whose scores fall within the bottom 10th percentile of EDI scores.

Not Ready Results (bottom 10th percentile)	2005/06	2006/07	2008/09	2010/11	Your Community (all 4 years)	Manitoba 2005/06 Baseline
Your Community:						
Physical Health & Well-being	10	11	14	10	11	11
Social Competence	10	8	11	11	10	9
Emotional Maturity	13	14	16	13	14 †	12
Language & Thinking Skills	13	11	13	11	12	12
Communication Skills & General Knowledge	14	11	14	14	13 †	11
In the data table above, more than 10 per cent of children Not Ready reflects a need in that area						
Not Ready in 1 or more domains	31	29	35	29	31 †	29
Not Ready in 2 or more domains	15	13	17	15	15	14

† After combining data from all four years, the percentage of children in your community who are **Not Ready** is significantly higher than the Manitoba baseline percentages.

‡ After combining data from all four years, the percentage of children in your community who are **Not Ready** is significantly lower than the Manitoba baseline percentages.

Statistical testing was done using regression analysis, controlling for age and gender, with a 95% confidence interval.

Very Ready and Not Ready Maps

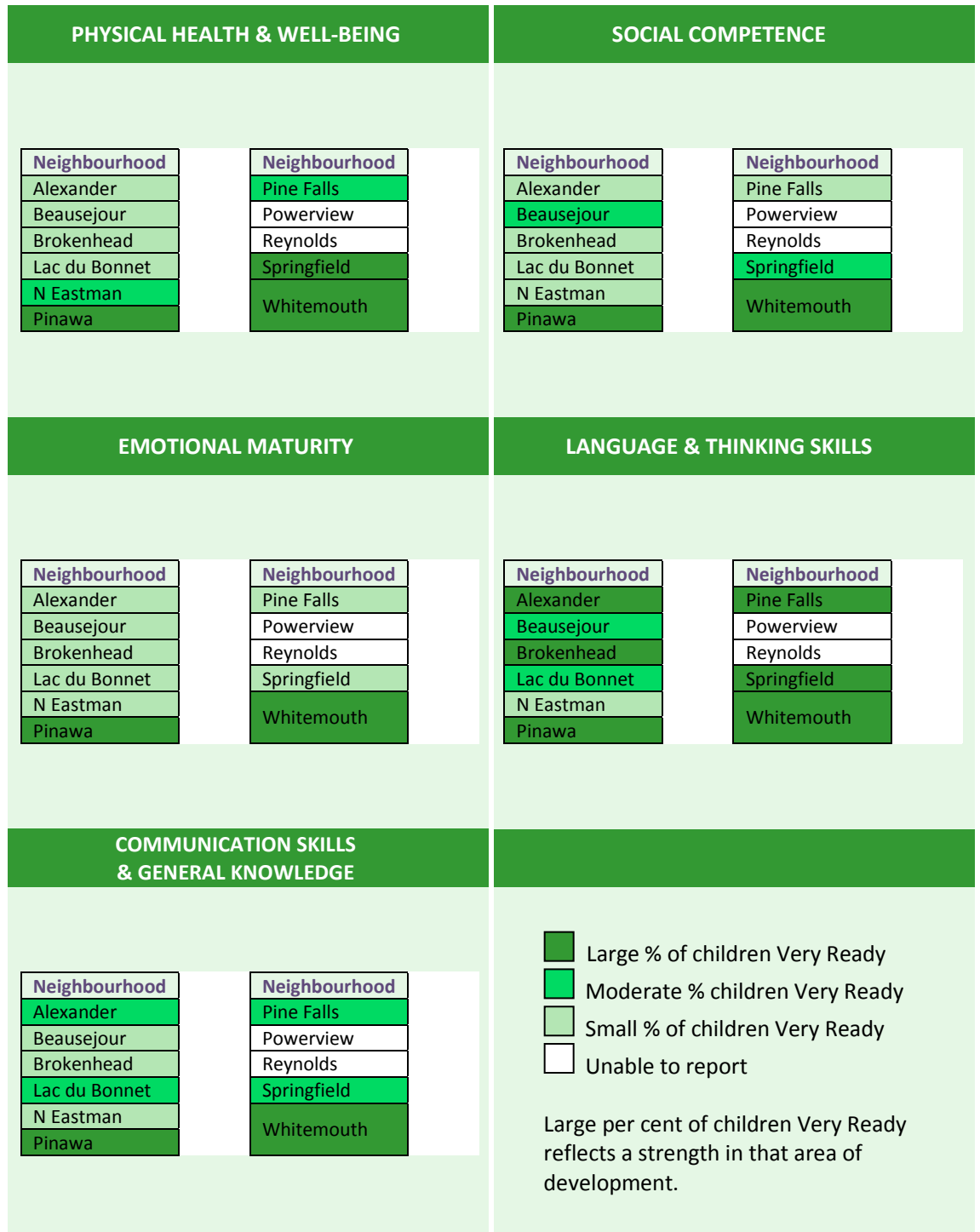
As done in previous Community reports, EDI results are also mapped by where children live, using children’s residential postal code at time of EDI collection. The resulting data maps present **Very Ready** and **Not Ready** EDI results across the five domains of the EDI at a Winnipeg neighbourhood or Rural Municipality level. These Very Ready and Not Ready maps have been derived using Canadian Standardized cut-off scores for the top 30th percentile category and the bottom 10th percentile category. This allows us to detect gains or losses related to Very Ready results and Not Ready results over the years.

Very Ready Maps

The following **2010/11** Very Ready maps reflect the proportion of children in your community whose scores fall within the top 30th percentile of EDI scores.

Community Legend

1. Alexander (8)
2. Beausejour (64)
3. Brokenhead (35)
4. Lac du Bonnet (29)
5. N Eastman (48)
6. Pinawa (11)
7. Pine Falls (25)
8. Powerview (<7)
9. Reynolds (<7)
10. Springfield (132)
11. Whitemouth (10)

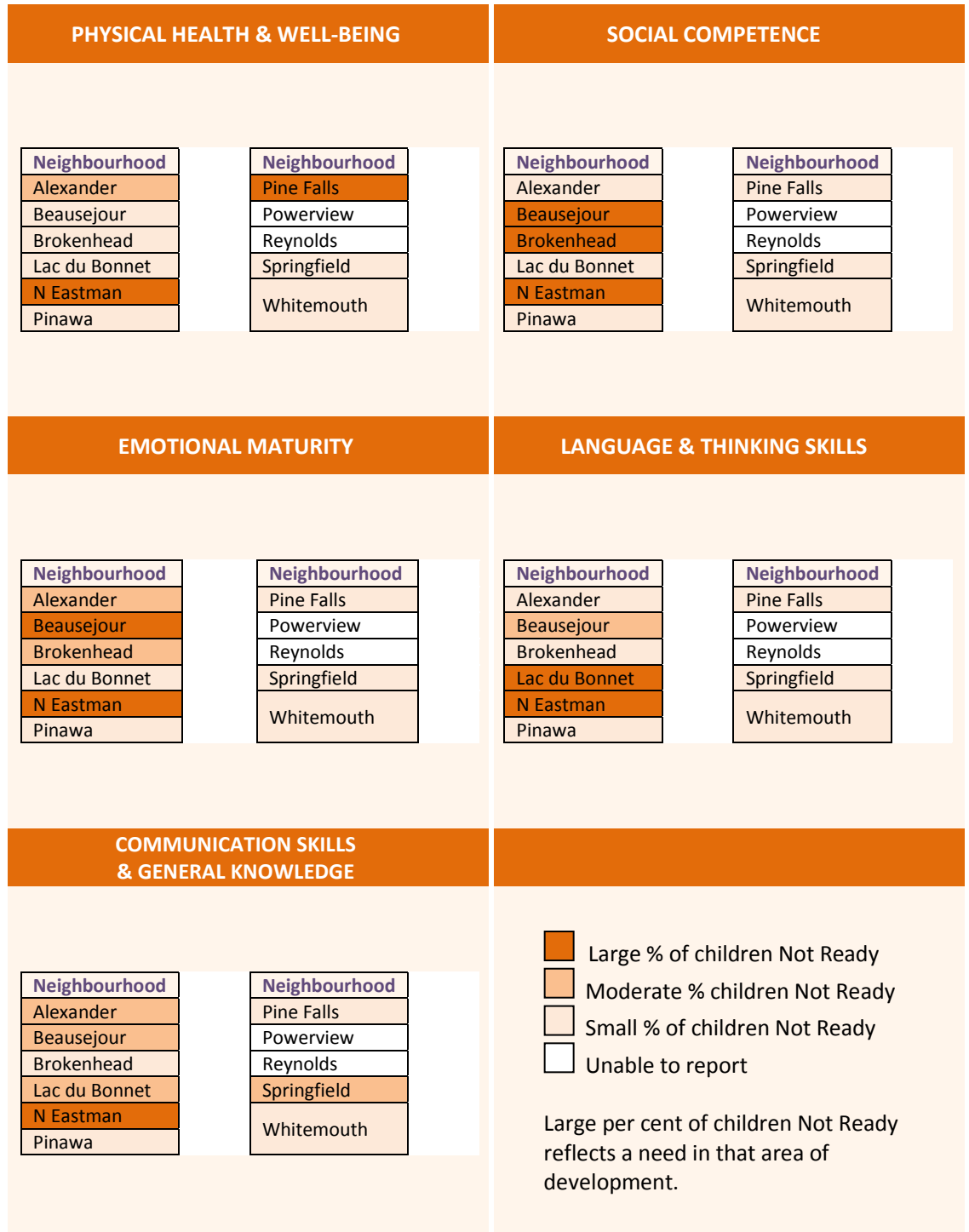


Not Ready Maps

The following **2010/11** Not Ready maps reflect the proportion of children in your community whose scores fall within the bottom 10th percentile of EDI scores.

Community Legend

1. Alexander (8)
2. Beausejour (64)
3. Brokenhead (35)
4. Lac du Bonnet (29)
5. N Eastman (48)
6. Pinawa (11)
7. Pine Falls (25)
8. Powerview (<7)
9. Reynolds (<7)
10. Springfield (132)
11. Whitemouth (10)



Sub-Domain Analyses

The following data graphs provide additional analyses regarding the domains of the EDI. Each EDI domain contains results for its sub-categories, or **sub-domains**. Sub-domain data provides a more detailed examination of your community's EDI data.

The following bar graphs provide a comparison analysis between Manitoba's 2005/06 baseline **Not Ready** sub-domain results and your community's combined four year Not Ready sub-domain results.

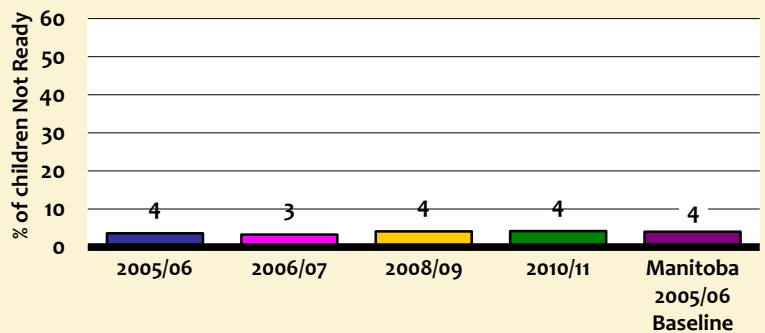
Not Ready sub-domain scores are not based on the lowest 10th percentile scores. To determine if your community has a need in any of the sub-domains, compare your community results with the Manitoba baseline, as provided.

The following graphs illustrate the Not Ready results for **Physical Health and Well-Being** sub-domains for your community over time:

Physical readiness for school day

Not ready in this sub-domain means children come unprepared for the school day (e.g. being dressed inappropriately for the weather; or coming to school late, hungry, and/or tired).

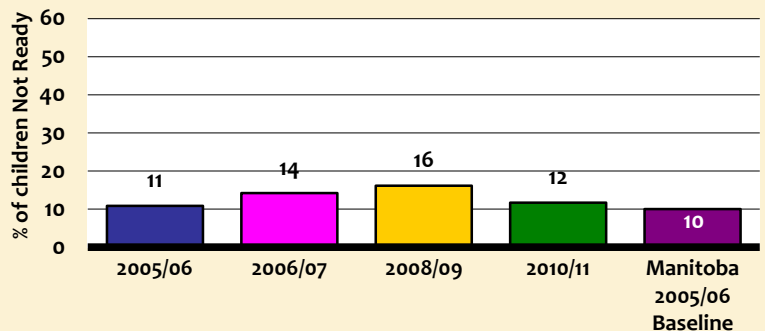
When we compare your community's combined four year data with the Manitoba baseline, your community shows a **similar** proportion of children Not Ready in this sub-domain compared to Manitoba.



Physical independence

Not Ready in this sub-domain means children range from those who have not developed one of the three skills (independence, handedness, coordination) and/or suck a thumb, to those who have not developed any of the skills and suck a thumb.

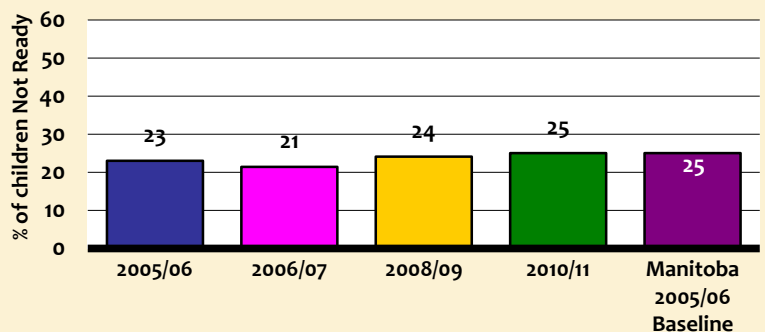
When we compare your community's combined four year data with the Manitoba baseline, your community shows a ***higher** proportion of children Not Ready in this sub-domain compared to Manitoba.



Gross and fine motor skills

Not Ready in this sub-domain means children have difficulty performing skills requiring gross and fine motor competence, and have poor overall energy levels and physical skills.

When we compare your community's combined four year data with the Manitoba baseline, your community shows a **similar** proportion of children Not Ready in this sub-domain compared to Manitoba.



* Difference is statistically significant. Statistical testing was done using logistic regression, controlling for age and gender with a 95% confidence interval.

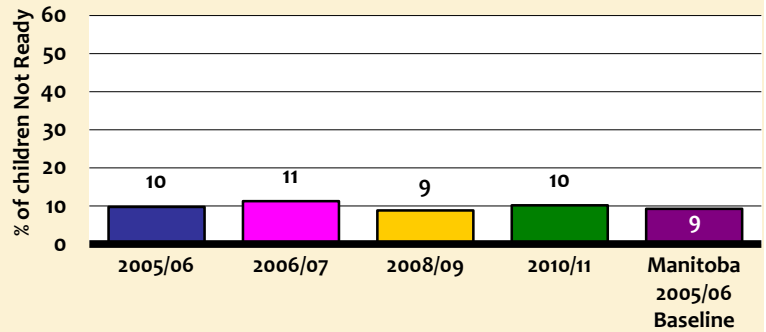
Sub-Domain Analyses

The following graphs illustrate the Not Ready results for **Social Competence** sub-domains for your community over time:

Overall social competence

Not Ready in this sub-domain means children have average to poor overall social skills, low self-confidence and are rarely able to play with various children and interact cooperatively.

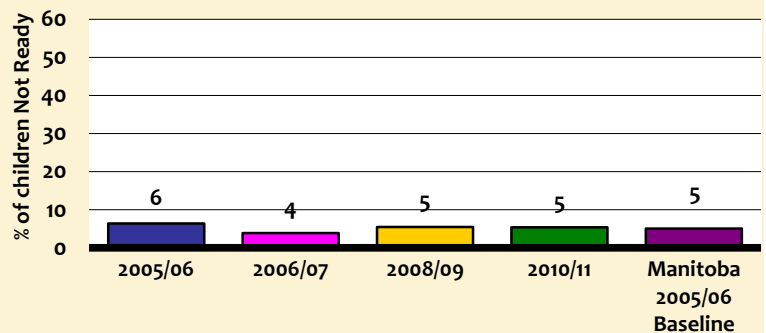
When we compare your community's combined four year data with the Manitoba baseline, your community shows a **similar** proportion of children 'not ready' in this sub-domain compared to Manitoba.



Responsibility and respect

Not Ready in this sub-domain means children only sometimes or never accept responsibility for actions, show respect for others and for property, demonstrate self-control, and are rarely able to follow rules and take care of materials.

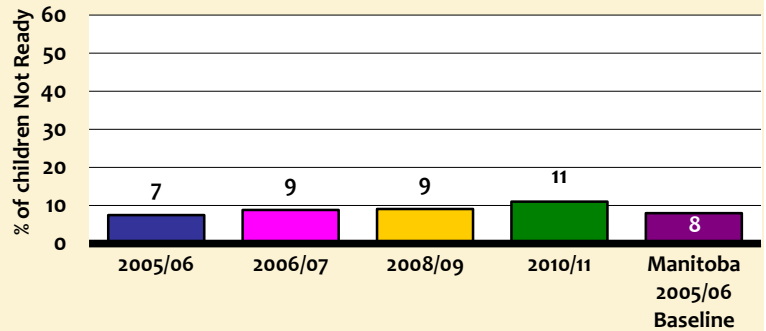
When we compare your community's combined four year data with the Manitoba baseline, your community shows a **similar** proportion of children 'not ready' in this sub-domain compared to Manitoba.



Approaches to learning

Not Ready in this sub-domain means children only sometimes or never work neatly, independently, are rarely able to solve problems, follow class routines and do not easily adjust to changes in routines.

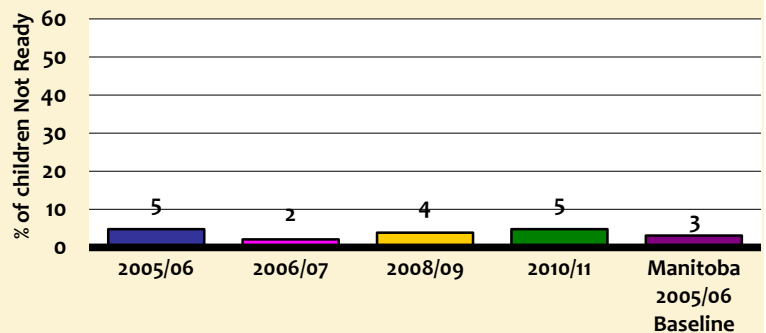
When we compare your community's combined four year data with the Manitoba baseline, your community shows a **similar** proportion of children 'not ready' in this sub-domain compared to Manitoba.



Readiness to explore new things

Not Ready in this sub-domain means children only sometimes or never show curiosity about the world, and are rarely eager to explore new books, toys and games.

When we compare your community's combined four year data with the Manitoba baseline, your community shows a **similar** proportion of children 'not ready' in this sub-domain compared to Manitoba.



* Difference is statistically significant. Statistical testing was done using logistic regression, controlling for age and gender, with a 95% confidence interval.

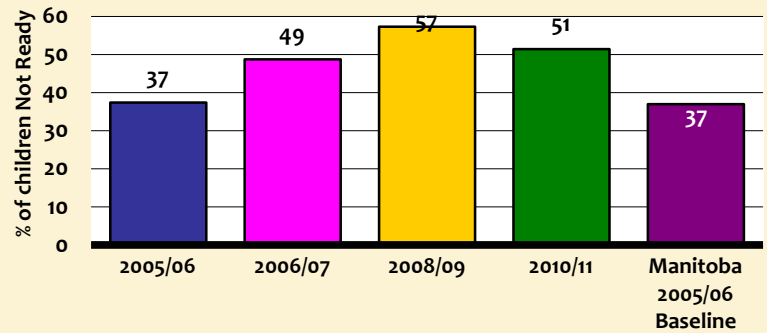
Sub-Domain Analyses

The following graphs illustrate the Not Ready results for **Emotional Maturity** sub-domains for your community over time:

Prosocial and helping behaviour

Not Ready in this sub-domain means children never or almost never show most of the helping behaviours; they do not help someone hurt, sick or upset; and do not invite bystanders to join in.

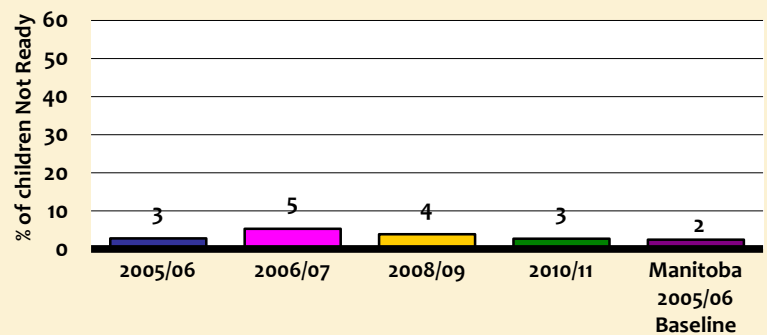
When we compare your community's combined four year data with the Manitoba baseline, your community shows a ***higher** proportion of children 'not ready' in this sub-domain compared to Manitoba.



Anxious and fearful behaviour

Not Ready in this sub-domain means children often show most of the anxious behaviours; they could be worried, unhappy, nervous, sad or excessively shy, indecisive; and they can be upset when dropped off at school.

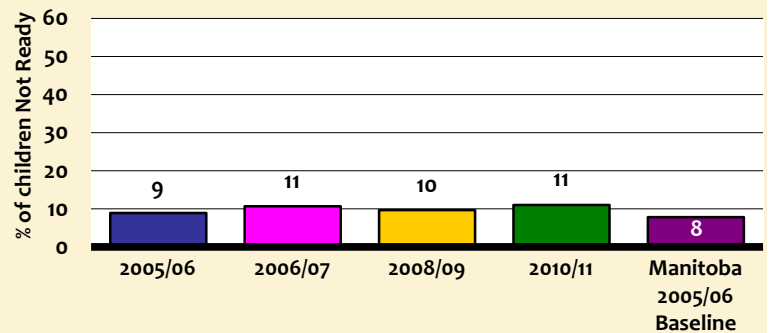
When we compare your community's combined four year data with the Manitoba baseline, your community shows a ***higher** proportion of children 'not ready' in this sub-domain compared to Manitoba.



Aggressive behaviour

Not Ready in this sub-domain means children often show most of the aggressive behaviours; they get into physical fights, kick or bite others, take other people's things, are disobedient or have temper tantrums.

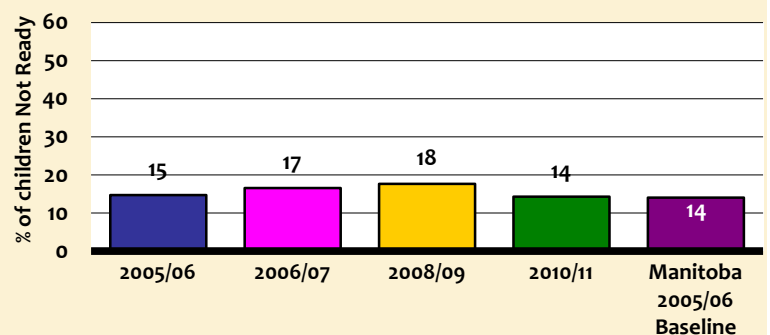
When we compare your community's combined four year data with the Manitoba baseline, your community shows a ***higher** proportion of children 'not ready' in this sub-domain compared to Manitoba.



Hyperactivity and inattention

Not Ready in this sub-domain means children often show most of the hyperactive behaviours; they could be restless, distractible, impulsive; they fidget and have difficulty settling to activities.

When we compare your community's combined four year data with the Manitoba baseline, your community shows a ***higher** proportion of children 'not ready' in this sub-domain compared to Manitoba.



* Difference is statistically significant. Statistical testing was done using logistic regression, controlling for age and gender, with a 95% confidence interval.

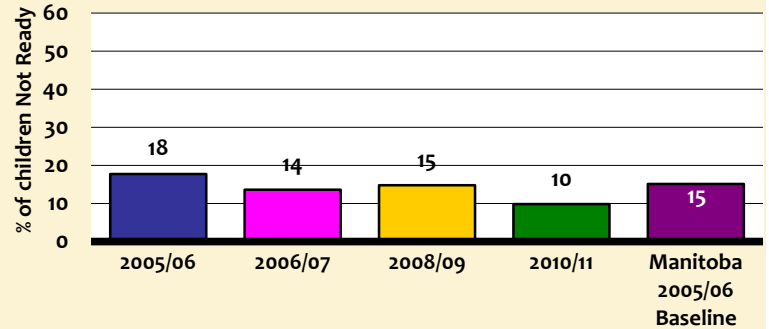
Sub-Domain Analyses

The following graphs illustrate the Not Ready results for **Language and Thinking Skills** sub-domains for your community over time:

Basic Literacy

Not Ready in this sub-domain means children do not have most of the basic literacy skills; they have problems with identifying letters or attaching sounds to them, rhyming; may not know writing direction (left to right), and how to write their own name.

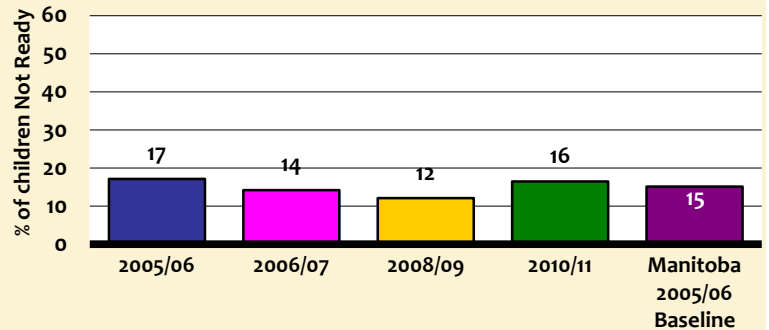
When we compare your community's combined four year data with the Manitoba baseline, your community shows a **similar** proportion of children 'not ready' in this sub-domain compared to Manitoba.



Interest & Memory

Not Ready in this sub-domain means children may not show interest in books and reading, or math and number games, or both; and may have difficulty remembering things.

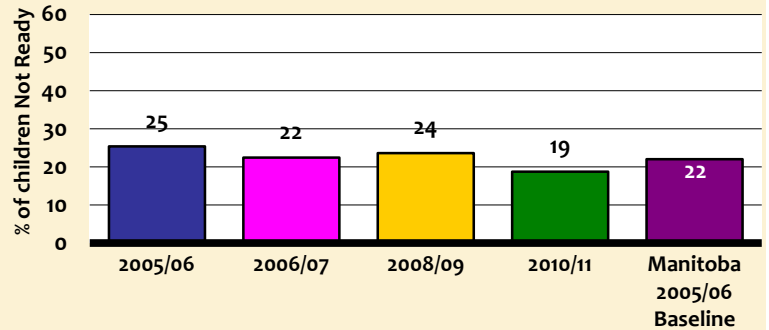
When we compare your community's combined four year data with the Manitoba baseline, your community shows a **similar** proportion of children 'not ready' in this sub-domain compared to Manitoba.



Complex literacy

Not Ready in this sub-domain means children have only up to one of the advanced literacy skills; cannot read or write simple words, or sentences and rarely writes voluntarily.

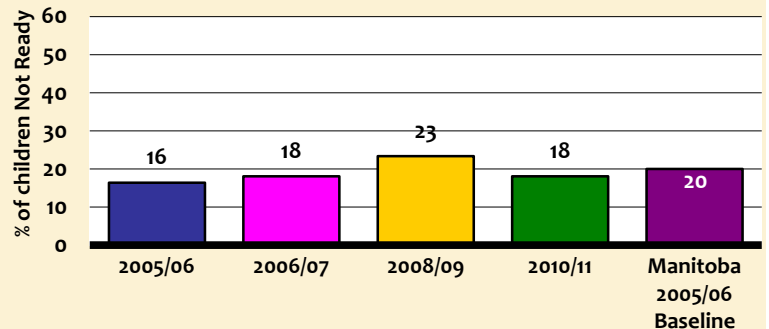
When we compare your community's combined four year data with the Manitoba baseline, your community shows a **similar** proportion of children 'not ready' in this sub-domain compared to Manitoba.



Basic Numeracy

Not Ready in this sub-domain means children have marked difficulty with numbers, cannot count, compare or recognize numbers; may not be able to name all the shapes; and may have difficulty with time concepts.

When we compare your community's combined four year data with the Manitoba baseline, your community shows a **similar** proportion of children 'not ready' in this sub-domain compared to Manitoba.



* Difference is statistically significant. Statistical testing was done using logistic regression, controlling for age and gender, with a 95% confidence interval.

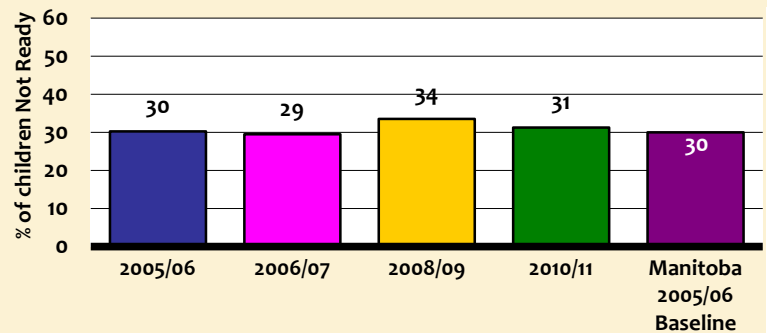
Sub-Domain Analyses

The following graphs illustrate the Not Ready results for **Communication Skills and General Knowledge** sub-domain for your community over time:

Communication Skills & General Knowledge

Not Ready in this sub-domain means children have difficulty speaking and understanding the language of instruction; participating in imaginative play; communicating own needs in understandable ways; and have difficulty in answering questions about the world.

When we compare your community's combined four year data with the Manitoba baseline, your community shows a **similar** proportion of children 'not ready' in this sub-domain compared to Manitoba.



* Difference is statistically significant. Statistical testing was done using logistic regression, controlling for age and gender, with a 95% confidence interval.

Multiple Challenge Index

There are 16 sub-domains within the domains of the EDI (the previous pages have presented these sub-domain results for your community). This chart presents the multiple challenge index (MCI), which shows the proportion of children who have multiple challenges in **9 or more** sub-domains.

Multiple Challenges	2005/06	2006/07	2008/09	2010/11	Your Community (all 4 years)	2005/06 Manitoba Baseline
Your Community	5	5	5	7	5	5

† After combining data from all four years, the percentage of children in your community who have multiple challenges is significantly higher than the Manitoba baseline percentages.

‡ After combining data from all four years, the percentage of children in your community who have multiple challenges is significantly lower than the Manitoba baseline percentages.

Statistical testing was done using regression analysis, controlling for age and gender, with a 95% confidence interval.

Group Comparisons Between Boys and Girls

There are many different factors that influence EDI results. This table shows the average scores in your community for **boys and girls**. Differences between these two groups were compared using the combined 4 years of data.

Average scores ('10' is best possible score)	Combined Data for 2005/06, 2006/07, 2008/09, and 2010/11	
Your Community:	Girls	Boys
Number of Children	717	684
Physical Health & Well-being	9.0 *	8.6
Social Competence	8.5 *	7.7
Emotional Maturity	8.0 *	7.2
Language & Thinking Skills	8.5 *	7.9
Communication Skills & General Knowledge	7.8 *	6.9

* The average score for girls is significantly higher than boys average score.

** The average score for girls is significantly lower than boys average score.

Statistical testing was done using regression analysis, controlling for age, with a 95% confidence interval.

Group Comparisons Between Age Groups

There are many different factors that influence EDI results. This table shows the average scores in your community for **two age groups** - older than 5.6 years at the time of EDI collection, and younger than 5.6 years at the time of EDI collection. Differences between these two age groups were compared using the combined 4 years of data.

Average scores ('10' is best possible score)	Combined Data for 2005/06, 2006/07, 2008/09, and 2010/11	
Your Community:	Older than 5.6 years	Younger than 5.6 years
Number of Children	743	623
Physical Health & Well-being	8.9 *	8.7
Social Competence	8.2 *	8.0
Emotional Maturity	7.7	7.6
Language & Thinking Skills	8.4 *	8.0
Communication Skills & General Knowledge	7.5 *	7.2

* The average score for older children is significantly higher than younger children's average score.

** The average score for older children is significantly lower than younger children's average score.

Statistical testing was done using regression analysis, controlling for gender, with a 95% confidence interval.

Group Comparisons Between Language Groups

There are many different factors that influence EDI results. This table shows the average scores in your community for two groups - **children with EAL/FAL and children without EAL/FAL**. Differences between these two groups were compared using the combined 4 years of data.

Average scores ('10' is best possible score)	Combined Data for 2005/06, 2006/07, 2008/09, and 2010/11			
Your Community:	Without EAL	With EAL	Without FAL	With FAL
Number of Children	1,297	104	5	29
Physical Health & Well-being	8.8	8.7	N/A	N/A
Social Competence	8.1	7.8	N/A	N/A
Emotional Maturity	7.6	7.4	N/A	N/A
Language & Thinking Skills	8.3 *	7.7	N/A	N/A
Communication Skills & General Knowledge	7.6 *	4.6	N/A	N/A

* The average score for children without EAL/FAL is significantly higher than children with EAL/FAL.
 ** The average score for children without EAL/FAL is significantly lower than children with EAL/FAL.
 N/A: There are not enough students in one of the categories to make an accurate comparison
 Statistical testing was done using regression analysis, controlling for age & gender, with a 95% confidence interval.

Group Comparisons Between Recently Immigrated and Not Recently Immigrated Groups

There are many different factors that influence EDI results. This table shows the average scores in your community for two groups – **Recently Immigrated children (moved to Manitoba within the past two years) and Not Recently Immigrated Children**. Differences between these two groups were compared using the combined 2 years of data.

Average scores ('10' is best possible score)	Combined Data for 2008/09 and 2010/11	
Your Community:	Not Recently Immigrated	Recently Immigrated
Number of Children	675	11
Physical Health & Well-being	8.8	9.3
Social Competence	8.1	7.8
Emotional Maturity	7.5	7.3
Language & Thinking Skills	8.3	7.8
Communication Skills & General Knowledge	7.3 *	3.6

* The average score for non-immigrant children is significantly higher than immigrant children's average score.
 ** The average score for non-immigrant children is significantly lower than immigrant children's average score.
 N/A: There are not enough students in one of the categories to make an accurate comparison
 Statistical testing was done using regression analysis, controlling for age & gender, with a 95% confidence interval.

Group Comparisons Between Aboriginal and Non-Aboriginal Identity Groups

There are many different factors that influence EDI results. This table shows the average scores in your community for two groups - **children with Non-Aboriginal Identity and Children with Aboriginal Identity**. Differences between these two groups were compared using the combined 4 years of data.

Average scores ('10' is best possible score)	Combined Data for 2005/06, 2006/07, 2008/09, and 2010/11	
Your Community:	Non-Aboriginal	Aboriginal
Number of Children	1,025	335
Physical Health & Well-being	9.0 *	8.3
Social Competence	8.3 *	7.6
Emotional Maturity	7.7 *	7.3
Language & Thinking Skills	8.6 *	7.3
Communication Skills & General Knowledge	7.7 *	6.5

* The average score for non-Aboriginal children is significantly higher than Aboriginal children's average score.
 ** The average score for non-Aboriginal children is significantly lower than Aboriginal children's average score.
 N/A: There are not enough students in one of the categories to make an accurate comparison
 Statistical testing was done using regression analysis, controlling for age & gender, with a 95% confidence interval.

Important Note:

The above chart does not tell the whole story related to Aboriginal children and their readiness for school. A larger proportion of Aboriginal children live in lower socio-economic conditions, so we investigated whether this was why so many Aboriginal children were Not Ready for school. We analyzed a sample from the 2005/06 Manitoba EDI Parent Survey data and controlled parental income, education and other risk factors. We found most of the differences between Non-Aboriginal children and Aboriginal children were **no longer statistically significant**. That is to say, socio-economic status and other risk factors, not Aboriginal identity, determined the lower EDI scores we see in the chart above.

Aboriginal Children and Readiness for School

This table shows the **2005/06 Manitoba** comparison results between children with Non-Aboriginal Identity and Children with Aboriginal Identity when **controlling for socio-economic demographics and other risk factors** (using data from the 2005/06 Manitoba EDI Parent Survey). This analysis shows us that the differences between the Non-Aboriginal Children and Aboriginal Children are **not** statistically significant.

Average scores ('10' is best possible score)	From the Manitoba 2005/06 EDI Parent Survey	
Manitoba:	Non-Aboriginal	Aboriginal
Number of Children	8,256	2,373
Physical Health & Well-being	9.0	8.7
Social Competence	8.5	8.3
Emotional Maturity	8.1	8.0
Language & Thinking Skills	8.5	8.2
Communication Skills & General Knowledge	8.1	7.6

None of these differences are statistically significant. These results are from the 2005/06 Manitoba EDI Parent Survey. Statistical testing was done using regression analysis, controlling for age, gender, parental income and education, and other risk factors, with a 95% confidence interval.

**For more information on Manitoba's EDI,
visit the Healthy Child Manitoba website at**

www.gov.mb.ca/healthychild/edi

**Healthy Child Manitoba
3rd floor - 332 Bannatyne Avenue
Winnipeg, Manitoba R3A 0E2
Phone: 204-945-2266
Toll free: 1-888-848-0140
Fax: 204-948-2585
E-mail: healthychild@gov.mb.ca**