

# Manitoba Report

## Are our children ready for school?

### Early Development Instrument (EDI) 2005-2006 Baseline results for Manitoba

This report shows the “**readiness for school**” of Kindergarten children in Manitoba, based on results from the EDI. As children’s readiness for school is influenced by their early years—and the family and community factors that shape children’s early years—EDI results are a reflection of the **strengths** and **needs** of children’s communities.

#### The EDI measures:

##### Physical health & well-being

Children are healthy, independent, rested each day.

##### Language & thinking skills

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

##### Social competence

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

##### Communication skills & general knowledge

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

##### Emotional maturity

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



### The per cent of Kindergarten children who were ‘very ready’ (top 30%) for school

Areas of Early Development	2005-2006	
	Manitoba	Canada
Physical health & well-being	32.1	33.2
Social competence	33.9	34.5
Emotional maturity	28.2	30.5
Language & thinking skills	30.0	35.3
Communication skills & general knowledge	33.9	35.5
One or more areas of development	62.4	65.9
Two or more areas of development	43.3	46.1

Using percentile rankings, there is an expectation that 30% of scores should fall within the ‘very ready’ category in each of the five areas of development. More than 30% indicates a ‘**strength**’ in that area of development.

In addition to EDI reports for schools and school divisions, EDI reports are developed for the 26 **parent-child coalitions** in Manitoba. For these coalition reports, the EDI results are mapped by where children live—rural municipality or city neighbourhood—and can be used by coalitions to address the strengths and needs of individual communities.



### The per cent of children who were ‘not ready’ (bottom 10%) for school

Areas of Early Development	2005-2006	
	Manitoba	Canada
Physical health & well-being	<b>11.3</b>	9.4
Social competence	<b>9.9</b>	9.9
Emotional maturity	<b>10.6</b>	9.8
Language & thinking skills	<b>12.5</b>	8.6
Communication skills & general knowledge	<b>11.1</b>	9.1
One or more areas of development	<b>28.3</b>	24.7
Two or more areas of development	<b>14.6</b>	12.2

Using percentile rankings, there is an expectation that 10% of scores should fall within the ‘not ready’ category in each of the five areas of development. More than 10% indicates a ‘**need**’ in that area of development.

### Average Scores for the EDI

Areas of Early Development (‘10’ is best possible score)	2005-2006	
	Manitoba	Canada
Physical health & well-being	<b>8.75</b>	8.81
Social competence	<b>8.32</b>	8.35
Emotional maturity	<b>7.94</b>	8.03
Language & thinking skills	<b>8.11</b>	8.44
Communication skills & general knowledge	<b>7.57</b>	7.70

### General Information

Participation in Manitoba	2005-2006
Number of participating school divisions	<b>37</b>
Number of participating schools	<b>457</b>
Number of participating children	<b>12,214</b>
Number of children with ESL / FSL	<b>1,077 / 158</b>
Number of children with special needs	<b>451</b>
Number of children who require assessment concerning possible special needs	<b>1,422</b>

For the first time, all public school divisions in Manitoba participated in the EDI in 2005-2006. These results provide a baseline of how prepared children are for school in Manitoba.