


Manitoba Report

Are our children ready for school?

Early Development Instrument (EDI)
2005-2006 to 2006-2007 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.	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 & thinking skills Children are interested in reading and writing, can count and recognize numbers, shapes.	Communication skills & general knowledge Children can tell a story, communicate with adults and other children.	



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

Areas of Early Development	2005-2006		2006-2007	
	MB	Canada	MB	Canada
Physical health & well-being	32.1	33.2	33.6	32.3
Social competence	33.9	34.5	34.8	32.4
Emotional maturity	28.2	30.5	28.5	29.2
Language & thinking skills	30.0	35.3	32.5	33.8
Communication skills & general knowledge	33.9	35.5	36.0	33.5
One or more areas	62.4	65.9	64.8	63.2
Two or more areas	43.3	46.1	45.5	43.9

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		2006-2007	
	MB	Canada	MB	Canada
Physical health & well-being	11.3	9.4	10.9	10.9
Social competence	9.9	9.9	9.6	11.1
Emotional maturity	10.6	9.8	10.1	10.1
Language & thinking skills	12.5	8.6	11.8	10.7
Communication skills & general knowledge	11.1	9.1	11.0	11.7
One or more areas	28.3	24.7	27.7	28.0
Two or more areas	14.6	12.2	13.9	14.1

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		2006-2007	
	MB	Canada	MB	Canada
Physical health & well-being	8.75	8.81	8.78	8.74
Social competence	8.32	8.35	8.36	8.25
Emotional maturity	7.94	8.03	7.97	7.99
Language & thinking skills	8.11	8.44	8.21	8.28
Communication skills & general knowledge	7.57	7.70	7.64	7.47

General Information

Participation	2005-2006	2006-2007
Number of participating schools	457	462
Number of participating children	12,214	12,092
Number of children with ESL / FSL	1,077 / 158	1,114 / 175
Number of children with special needs	451	381
Number of children who require further assessment concerning possible special needs	1,422	1,302

The 2005-2006 EDI collection marked the first year of full participation of Manitoba’s public school divisions. These results provide a baseline of how prepared children are for school in Manitoba.