

**School readiness to learn in Ottawa:**  
A report on the results of the Early  
Development Instrument (2005/2006)  
(Text Version)

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## Acknowledgements

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## Executive Summary

Research has shown that the first years of a child's life set the stage for later development and success in school and life. Children's early experiences have a direct impact on school readiness to learn which refers to "the child's ability to meet the task demands at school and the child's ability to benefit from the educational activities provided by the school"<sup>1</sup>. School readiness to learn is receiving increasing attention in many communities; largely due to the fact that it has been shown to have important long-lasting effects on children and also on society.

The Early Development Instrument (EDI) is a 104-item checklist that assesses children's school readiness to learn in the following five domains:

1. Physical Health and Well-Being
2. Social Competence
3. Emotional Maturity
4. Language and Cognitive Development
5. Communication Skills and General Knowledge

Each of these five domains are comprised of one or more sub-domains.

In the 1999-2000 school year the Ottawa-Carleton District School Board (OCDSB) was the first board in Ottawa to implement the EDI across all of its schools. It continued to implement the EDI every school year and in 2002-2003 the Ottawa-Carleton Catholic School Board (OCCSB) also completed the EDI across all of its schools.

In 2003-2004 and 2004-2005 the EDI was not completed by any school board in Ottawa. In 2005-2006 all four Ottawa school boards (Conseil des écoles catholiques de langue française du Centre-Est, Conseil des écoles publiques de l'Est de l'Ontario, Ottawa-Carleton Catholic School Board, Ottawa-Carleton District School Board) completed the EDI across all of their schools.

### General Results

The general results cover the findings of the EDI for children attending senior kindergarten in the 2005/2006 school year in Ottawa. The results include the information for the 7578 children who's EDIs were valid and who were not identified as having special needs.

Overall, the children in Ottawa are doing very well with regards to school readiness to learn. Ottawa children scored significantly<sup>i</sup> higher ( $p < 0.05$ ) than the normative sample<sup>ii</sup> on four of the five EDI domains. More specifically, they scored higher on the Physical Health and Well-Being, Social Competence, Emotional Maturity and Language and Cognitive Development domains.

On the Physical Health and Well-Being domain, 2715 (35.9%) children were considered “very ready for school” and 824 (10.9%) children were considered “vulnerable”. These 824 children were considered “vulnerable” on the following sub-domains: gross and fine motor skills (89.0%), physical independence (45.0%) and physical readiness for school day (35.1%).

On the Social Competence domain, 1547 (20.4%) children were considered “very ready for school” and 757 (10.0%) children were considered “vulnerable”. These 757 children were considered “vulnerable” on the following sub-domains: approaches to learning (61.2%), overall social competence (54.8%), responsibility and respect (39.4%) and readiness to explore new things (20.8%).

On the Emotional Maturity domain, 1838 (24.7%) children were considered “very ready for school” and 798 (10.7%) children were considered “vulnerable”. These 798 children were considered “vulnerable” on the following sub-domains: prosocial and helping behaviour (88.8%), hyperactivity and inattention (70.2%), aggressive behaviour (42.2%) and anxious and fearful behaviour (10.0%).

On the Language and Cognitive Development domain, 1824 (24.1%) children were considered “very ready for school” and 661 (8.7%) children were considered “vulnerable”. These 661 children were considered “vulnerable” on the following sub-domains: interest in literacy/numeracy and memory (83.9%), advanced literacy (79.3%), basic literacy (78.2%) and basic numeracy (72.5%).

On the Communication Skills and General Knowledge domain of the EDI, 2797 (36.9%) children were considered “very ready for school” and 914 (12.0%) children were considered “vulnerable”. These 914 children were considered “vulnerable” on the following sub-domains: communication skills and general knowledge (100.0%).

As well, Ottawa had a significantly lower percentage of children with multiple challenges than the normative sample (3.4% versus 4.3%). A child is considered to have multiple challenges if he/she scores low on nine or more of the 16 sub-

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<sup>i</sup> Note: the term significantly refers to “statistically” significant.

<sup>ii</sup> The normative sample is a sample of EDI data that has been collected across Canada from 2000 - 2004 and includes data for 116,860 children who have not been identified as “special needs”.

domains as low on nine sub-domains would indicate that the child is experiencing challenges in three of the five domains.

Given these encouraging results, it is interesting to note that, significantly more children in Ottawa were considered “vulnerable” (scored below the 10<sup>th</sup> percentile for all Ottawa children) in at least one school readiness domain compared to the normative sample (27.0% vs. 25.9%) and that 13.3% of Ottawa children scored low on at least two school readiness domains, which is slightly higher than the normative sample (12.9%) though not statistically significant.

A separate analysis was undertaken for EDIs in which children were identified as having special needs. It found that 86.0% of children with special needs scored low on at least one domain and 75.1% scored low on at least two domains.

Group comparisons were also conducted on the Ottawa EDI data for 2005/2006. It was found that, consistent with all EDI sites, girls scored significantly higher than boys and older children scored significantly higher than younger children on all five EDI domains.

Group analysis also found that children with English as a Second Language (ESL)/French as a Second Language (FSL) status scored significantly lower on all five EDI domains than children who did not have ESL/FSL status and children who were enrolled in French immersion scored significantly higher than those who were not on four of the five domains (Social Competence, Emotional Maturity, Language and Cognitive Development and Communication Skill and General Knowledge).

It was also found that children who attended language or religion classes scored significantly higher than those who did not on the Physical Health and Well-Being, Social Competence and Language and Cognitive Development domains and children who attended part-time preschool or junior kindergarten scored significantly higher on all five EDI domains than children who did not.

### Neighbourhood Results

An analysis of the EDIs for Ottawa’s individual neighbourhoods was also undertaken. The neighbourhoods used were the 50 planning neighbourhoods identified by the City of Ottawa.

Analysis of the Physical Health and Well-Being domain by neighbourhood found that 19 neighbourhoods scored below the City of Ottawa’s 10<sup>th</sup> percentile and were thus considered “vulnerable”. The five neighbourhoods with the highest percentage of children in the lowest 10<sup>th</sup> percentile were, in ascending order:

Lowertown (26.7%), Overbrook (29.9%), Dalhousie (30.4%), Carlington (30.6%), and Centre Town (38.3%). As well, a total of 19 neighbourhoods scored above the City of Ottawa's 75<sup>th</sup> percentile and were thus considered "very ready for school". The five neighbourhoods that had the highest percentage of children in the top 25<sup>th</sup> percentile were, in ascending order: Westboro (45.8%), Cumberland (47.5%), Orleans South (50.2%), Glebe (54.4%), and Glen Cairn (60.5%).

Analysis of the Social Competence domain by neighbourhood found that there were 21 neighbourhoods that scored below the City of Ottawa's 10<sup>th</sup> percentile and were thus considered "vulnerable". The six neighbourhoods with the highest percentage of children in the lowest 10<sup>th</sup> percentile were, in ascending order: Pinecrest/Queensway and Nepean East (both at 14.9%), Carlington (15.2%), Beacon Hill (15.5%), Lowertown (21.7%) and Overbrook (29.9%). As well, a total of 22 neighbourhoods scored above the City of Ottawa's 75<sup>th</sup> percentile and were thus considered "very ready for school". The five neighbourhoods that had the highest percentage of children in the top 25<sup>th</sup> percentile were, in ascending order: Katimavik/Hazeldean (27.3%), Osgoode (27.3%), Orleans South (29.1%), South March (30.9%), Glebe (42.9%).

Analysis of the Emotional Maturity domain by neighbourhood found that there were 19 neighbourhoods that scored below the City of Ottawa's 10<sup>th</sup> percentile and were thus considered "vulnerable". The five neighbourhoods with the highest percentage of children in the lowest 10<sup>th</sup> percentile were, in ascending order: Dalhousie (16.4%), Riverview/Hawthorne (17.3%), Lowertown (18.6%), Vanier (21.2%) and Overbrook (24.0%). As well, a total of 18 neighbourhoods scored above the City of Ottawa's 75<sup>th</sup> percentile and were thus considered "very ready for school". The five neighbourhoods that had the highest percentage of children in the top 25<sup>th</sup> percentile were, in ascending order: Sandy Hill (37.9%), Glen Cairn (40.0%), Blackburn Hamlet (44.1%), Orleans South (45.8%) and Glebe (54.9%).

Analysis of the Language and Cognitive Development domain by neighbourhood found that there were 19 neighbourhoods that scored below the City of Ottawa's 10<sup>th</sup> percentile and were thus considered "vulnerable". The six neighbourhoods with the highest percentage of children in the lowest 10<sup>th</sup> percentile were, in ascending order: Ottawa South East and Ottawa North East (both at 16.7%), Vanier (17.6%), Carlington (19.6%), Lowertown (20.0%) and Overbrook (33.7%). As well, a total of 17 neighbourhoods scored above the City of Ottawa's 75<sup>th</sup> percentile and were thus considered "very ready for school". The five neighbourhoods that had the highest percentage of children in the top 25<sup>th</sup> percentile were, in ascending order: Katimavik/Hazeldean (35.1%), Orleans South (38.1%), West Carleton (43.2%), Glen Cairn (46.5%), and Glebe (47.3%).

Analysis of the Communication Skills and General Knowledge domain by neighbourhood found that there were 21 neighbourhoods that scored below the City of Ottawa's 10<sup>th</sup> percentile and were thus considered "vulnerable". The six neighbourhoods with the highest percentage of children in the lowest 10<sup>th</sup> percentile were, in ascending order: Centre Town and Lowertown (both at 23.3%), Carlington (25.0%), Dalhousie (25.0%), Nepean North (27.3%) and Overbrook (29.9%). As well, a total of 20 neighbourhoods scored above the City of Ottawa's 75<sup>th</sup> percentile and were thus considered "very ready for school". The five neighbourhoods that had the highest percentage of children in the top 25<sup>th</sup> percentile were, in ascending order: Goulburn (49.7%), Cumberland (51.0%), Blackburn Hamlet (53.8%), Glen Cairn (55.8%) and Glebe (62.6%).

### Next Steps

The EDI results are an opportunity for the community to establish and understand baseline data on children's readiness to learn as they enter Grade one. This report will provide planning groups with evidence-based data that will help to inform policy and service plans. However, it is important that the EDI data not be used in isolation. Rather, the whole picture of children's development can only be seen in combination with other relevant data sources such as socio-economic and demographic information.

As such, the next steps for the community are to combine this data with other information such as Census data, the Community Service Inventory (CSI) data, the local Grade Three Test results and data that is being collected through the Understanding the Early Years project, in order to develop a clear picture of young children's development not only for the City as a whole, but also its neighbourhoods.

The results in this report show that the majority of children in Ottawa are ready to learn in Grade one and as such should experience few difficulties as they move into the school system. However, there are certain neighbourhoods where children are experiencing challenges and as such may experience challenges in achieving academic and social success. In order to identify the characteristics that make a neighbourhood more or less successful in promoting healthy early childhood development, it is necessary to combine a range of information. As mentioned previously, the EDI data should not be used in isolation rather it should be looked at in conjunction with other up-to-date data.

## What is School Readiness to Learn and Why is it Important?

Research has shown that the first years of a child's life set the stage for later development and success in school and life. We know that from birth children's brains are wired to learn which is why the quality of their early experiences is so important. More neural connections are made in a toddler's brain than in the brain of an older child or adult. These connections develop primarily as the result of sensory stimulation (i.e., through sight, sound, smell, taste and touch). We also understand that from birth to age six there are "critical periods" during which certain skills develop (e.g., language and peer social skills)<sup>2</sup>. As such, optimal brain development occurs when these skills are practiced in happy, healthy and stimulating environments. These environments include not only the home but also the neighbourhood or community in which the child lives.

Children's early experiences have a direct impact on school readiness to learn. This term refers to "the child's ability to meet the task demands at school and the child's ability to benefit from the educational activities provided by the school"<sup>3</sup>. Although definitions may vary slightly, it is generally agreed upon that school readiness to learn focuses on the following five areas of development: physical well-being and motor development, emotional and social development, language development, cognitive development and general knowledge. These five areas of development include such skills as physical coordination, an eagerness to try new experiences, cooperation with others, and understanding verbal communication by both peers and adults<sup>4</sup>. Some groups also include "approaches to learning" in their overall definition of school readiness which includes skills such as following directions<sup>5</sup>.

School readiness to learn is receiving increasing attention in many communities. This is largely due to the fact that it has been shown to have important long-lasting effects on children and also on society. Children who are ready to learn at school perform better in the early grades than children who are not, and in turn, are more likely to finish high school<sup>6</sup>. It is well-established that high school completion is directly related to employability, which has positive economic repercussions for society as a whole<sup>7</sup>.

To respond to the growing interest in school readiness to learn, several on-line resources have been developed for parents and educators on ways to support early child development and prepare children for school. In the Ottawa community, many service providers offer various school readiness programming and resources to both children and parents. As well, all of the Ottawa school boards offer some form of school readiness information sessions for parents. At the same time, researchers are developing ways to measure children's readiness

to learn at school. Tools such as the EDI are important as they can help to inform communities on the development of their young children and highlight which areas require support to ensure future school readiness to learn.

## The Early Development Instrument

The EDI measures children’s readiness to learn at school and was developed by Drs Dan Offord and Magdalena Janus of the Offord Centre for Child Studies at McMaster University. According to the School Readiness to Learn Project, “all children are born ready to learn but not all children arrive at school ready to learn”. More specifically, some children are not equipped to meet the demands of the classroom and to benefit from the educational activities being offered.

The EDI is a 104-item checklist that is completed by senior kindergarten teachers for each child in their class and measures readiness for the Grade one learning environment. Although it is completed for individual children the results are compiled and interpreted for groups of children living within a particular geographic area such as a neighbourhood or city. As such, the EDI is known as a population-based measure and is not a diagnostic tool nor is it an indication of a school’s performance. The results of the EDI, in combination with other local data, are meant to help inform communities about the development of their young children so that they may provide the supports necessary for future school readiness.

Senior kindergarten teachers complete the EDI a few months into the school year allowing them time to observe the children and to provide a more accurate picture of their development.

The EDI was first implemented during the 1998/1999 school year in the Toronto area. In 2005/2006 it was implemented in various sites across Canada and was completed for over 100,000 children.<sup>8</sup>

The EDI checklist assesses children’s school readiness to learn in five domains which are each comprised of a number of sub-domains each of which represent a unique aspect of a child’s development.

Table 1– School Readiness to Learn Domains and Sub-domains

Domains	Sub-domains
Physical Health and Well-Being	Gross and fine motor skills Physical readiness for school day Physical independence
Social Competence	Responsibility and respect Approaches to learning Overall social competence Readiness to explore new things
Emotional Maturity	Prosocial and helping behaviour Hyperactivity and inattention Anxious and fearful behaviour

	Aggressive behaviour
Language and Cognitive Development	Basic numeracy skills Advanced literacy skills Interest in literacy/numeracy and memory Basic literacy skills
Communication Skills and General Knowledge	Communication and general knowledge

### Multiple Challenge Index

If a child scores low<sup>iii</sup> on nine or more of the 16 sub-domains then s/he is considered to have multiple challenges because a low score on nine sub-domains would indicate the child is experiencing challenges in three of the five domains.

Note: The EDI can be viewed on the Offord Centre website:  
[http://www.offordcentre.com/readiness/EDI\\_viewonly.html](http://www.offordcentre.com/readiness/EDI_viewonly.html)

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<sup>iii</sup> A score is considered low if it falls within the lowest 10<sup>th</sup> percentile.

## The EDI in Ottawa

### History

In 1999, the Government of Ontario initiated the Ontario Early Years Demonstration Projects in five (5) communities across the province, namely: York Region, Bruce/Grey Counties, London, Nipissing/Parry Sound and Ottawa. The Demonstration Projects were designed as community development initiatives to test and evaluate approaches to supporting early child development and parenting as outlined in the Early Years Study<sup>9</sup>. All five (5) projects were required to complete a number of specific tasks that would:

- establish unique leadership models that represented all sectors of the community;
- increase community awareness around the importance of early child development and parenting;
- assess how well children were doing as they entered the school system;
- secure commitments from local businesses, service clubs and voluntary sectors and;
- develop inventories and maps of existing early child development and parenting programs within the community.

In order to assess how well children were doing as they entered the school system, all Demonstration Projects implemented the EDI with senior kindergarten students.

In the 1999-2000 school year the Ottawa-Carleton District School Board (OCDSB) was the first board in Ottawa to implement the EDI across all of its schools. It continued to implement the EDI every school year and in 2002-2003 the Ottawa-Carleton Catholic School Board (OCCSB) also completed the EDI across all of its schools.

In 2003-2004 and 2004-2005 the EDI was not completed by any school board in Ottawa. In 2005-2006 all four Ottawa school boards (Conseil des écoles catholiques de langue française du Centre-Est, Conseil des écoles publiques de l'Est de l'Ontario, Ottawa-Carleton Catholic School Board, Ottawa-Carleton District School Board) completed the EDI across all of their schools.

### 2005-2006

The EDI was completed during the period of mid-February 2006 to mid-April 2006 for all senior kindergarten students attending one of the four Ottawa school boards. Approximately two weeks prior to implementation, senior kindergarten

teachers attended a training session on the EDI offered by the Ottawa Data Analysis Coordinators. The training session included information on the history of the EDI, details on how to interpret and complete the EDI questionnaire, and a special information session on the Ontario Early Years Initiative.

In Ottawa, a total of 8182 EDI surveys were completed and sent to the Offord Centre for Child Studies at McMaster University for data entry and analysis. Of the 8182 EDI surveys submitted for analysis, 7578 questionnaires were valid and thus included in the analysis for children without special needs and 285 were valid and analyzed for children with special needs.

The following report includes the results of the analyses performed by the Offord Centre. All of the EDI data presented in the following report were taken directly from EDI reports provided by the Offord Centre and no additional analysis or interpretation has been performed by the authors.

The Offord Centre analysis was completed both city-wide and by individual neighbourhood. The neighbourhoods used were the 50 planning neighbourhoods identified by the City of Ottawa. The 50 neighbourhoods are:

- Alta Vista
- Barrhaven/Longfields
- Beaconhill
- Beaverbrook/Marchwood
- Bells Corners
- Blackburn Hamlet
- Blossom Park/Windsor Park
- Bridlewood
- Carleton Heights
- Carlington
- Centre Town
- Clementine
- Convent Glen
- Copeland
- Cumberland
- Cyrville
- Dalhousie
- Glebe
- Glen Cairn
- Goulbourn
- Hawthorne
- Hunt Club East
- Hunt Club West

- Katimavik/Hazeldean
- Lower Town
- Mer Bleue
- Nepean Central
- Nepean East
- Nepean North
- Nepean West
- New Edinburgh
- Orleans East
- Orleans South
- Osgoode
- Ottawa East
- Ottawa North East
- Ottawa South
- Ottawa South East
- Ottawa West
- Overbrook
- Pinecrest/Queensway
- Rideau
- Riverside Park
- Riverview/Hawthorne
- Rockcliffe Park
- Sandy Hill
- South March
- Vanier
- West Carleton
- Westboro

A map of each neighbourhood can be found at:

[http://ottawa.ca/city\\_services/statistics/census/index\\_en.shtml](http://ottawa.ca/city_services/statistics/census/index_en.shtml)

The EDI data and various data from the 2001 Census are reported on for the 50 neighbourhoods where numbers were sufficient to protect anonymity.

#### Socio-demographic Data

The data contained in the following tables consist of Census 2001 data obtained from the City of Ottawa

([http://www.ottawa.ca/city\\_services/statistics/index\\_en.shtml](http://www.ottawa.ca/city_services/statistics/index_en.shtml)) as well as 2004 birth data obtained from Ottawa Public Health. Definitions of the Census 2001 data can also be found at the above-mentioned link.

The socio-demographic indicators included in the following tables were selected based on previous research that indicates that they have an effect on the developmental outcomes of young children<sup>10, 11, 12</sup>.

Table 2 - Population, Low-Income, Education and Employment Data

Population, Low-Income, Education and Employment Data						
Neighbourhood	Total Population	Population of Children 0-6	Low Income Families	Less than High School Education	Unemployment Rate	
Alta Vista	28966	2405	15.15%	18.00%	7.07%	
Barrhaven/ Longfields	37952	4660	3.88%	8.66%	4.28%	
Beacon Hill	18478	1210	10.79%	14.97%	5.66%	
Beaverbrook/ Marchwood	11389	1105	5.51%	7.25%	5.63%	
Bells Corners	9723	770	8.16%	16.89%	5.13%	
Blackburn Hamlet	8955	765	11.49%	10.47%	4.35%	
Blossom Park/ Windsor Park	16074	1750	11.24%	17.58%	4.90%	
Bridlewood	16346	2180	2.78%	7.66%	4.02%	
Carleton Heights	8974	690	20.92%	17.13%	10.40%	
Carlington	12593	1175	28.44%	25.64%	7.34%	
Centre Town	24779	710	16.07%	10.47%	6.29%	
Clementine	3929	305	19.69%	27.39%	6.78%	
Convent Glen	16634	1110	5.16%	11.80%	3.97%	
Copeland	25094	1605	11.06%	16.72%	5.73%	
Cumberland	12221	960	1.29%	17.98%	3.20%	
Cyrville	15135	1445	19.16%	23.03%	6.73%	
Dalhousie	12836	845	32.83%	26.60%	10.06%	
Glebe	11369	730	4.70%	5.75%	4.55%	
Glen Cairn	9085	815	3.90%	14.98%	5.08%	
Goulburn	23604	2430	2.69%	13.31%	3.49%	
Hawthorne	6515	645	2.23%	15.80%	3.45%	
Hunt Club East	29491	3230	19.34%	18.11%	7.78%	
Hunt Club West	15267	1210	12.51%	10.89%	5.62%	
Katimavik/ Hazeldean	14907	1390	5.25%	8.50%	5.76%	
Lowertown	11134	545	29.41%	17.99%	5.85%	
Mer Bleue	621	20	0.00%	14.71%	3.28%	
Nepean Central	28637	2340	7.35%	9.60%	5.73%	
Nepean East	34379	2490	9.16%	17.79%	6.11%	
Nepean North	11904	1060	16.62%	14.55%	8.25%	
Nepean West	2283	155	2.31%	15.53%	3.33%	
New Edinburgh	5260	260	6.08%	7.06%	2.49%	
Orleans East	40209	3630	3.13%	11.75%	4.33%	
Orleans South	27852	2545	4.91%	11.99%	4.68%	
Osgoode	17607	1645	2.79%	18.73%	3.38%	
Ottawa East	5865	300	18.03%	6.87%	8.96%	
Ottawa North East	20735	1505	19.93%	23.12%	5.51%	
Ottawa South	8160	615	3.54%	7.30%	5.98%	
Ottawa South East	4249	475	35.68%	25.42%	12.57%	
Ottawa West	22476	1710	14.80%	16.00%	6.70%	
Overbrook	9839	855	28.31%	31.06%	10.01%	
Pinecrest/ Queensway	34600	2580	20.72%	21.50%	7.56%	
Rideau	12695	1025	3.35%	12.13%	3.50%	
Riverside Park	5211	310	21.40%	9.08%	8.93%	
Riverview/ Hawthorne	15600	1210	20.15%	19.66%	7.53%	
Rockcliffe Park	2028	105	3.33%	4.78%	6.52%	
Sandy Hill	13232	695	20.45%	9.53%	7.60%	
South March	6909	900	1.56%	10.98%	4.41%	
Vanier	17632	1205	26.81%	32.90%	8.06%	
West Carleton	17267	1500	4.75%	16.99%	3.88%	
Westboro	7372	515	10.77%	17.53%	3.32%	
Ottawa	774075	64335	11.44%	15.57%	5.80%	

Source: Statistics Canada, 2001 Census – City of Ottawa Website

Table 3 - Immigration, Migration and Language Data

Immigration, Migration and Language Data							
Neighbourhood	Recent Immigrant Status	Migration (1 year)	Migration (5 years)	English Only Spoken at Home	French Only Spoken at Home	Non-Official Language Only Spoken at Home	More than one Language Spoken at Home
Alta Vista	5.58%	5.86%	16.16%	59.53%	6.10%	8.83%	25.51%
Barrhaven/ Longfields	2.74%	3.91%	14.66%	79.79%	1.02%	3.46%	15.77%
Beacon Hill	4.14%	4.24%	11.78%	51.98%	12.10%	5.23%	30.83%
Beaverbrook/ Marchwood	4.00%	5.26%	17.89%	80.06%	0.57%	5.21%	14.20%
Bells Corners	2.52%	5.21%	14.06%	82.96%	0.59%	3.60%	12.90%
Blackburn Hamlet	1.90%	3.91%	10.67%	66.14%	7.26%	3.40%	23.37%
Blossom Park/ Windsor Park	3.89%	6.38%	22.34%	66.14%	4.60%	5.69%	23.60%
Bridlewood	4.50%	4.69%	22.06%	76.48%	0.95%	6.74%	15.86%
Carleton Heights	10.20%	1.76%	26.09%	58.54%	0.84%	14.40%	26.17%
Carlington	7.39%	7.56%	21.65%	68.58%	1.53%	7.71%	22.13%
Centre Town	5.41%	10.57%	33.24%	67.65%	4.08%	5.36%	22.91%
Clementine	3.31%	7.13%	20.06%	61.72%	4.17%	10.42%	23.83%
Convent Glen	1.47%	3.13%	11.43%	62.02%	10.83%	1.41%	25.80%
Copeland	4.98%	5.05%	17.85%	76.31%	1.22%	5.91%	16.54%
Cumberland	0.29%	4.02%	11.23%	49.29%	24.05%	5.38%	2.29%
Cyrville	6.28%	5.87%	17.68%	40.52%	12.31%	10.32%	36.87%
Dalhousie	11.96%	10.25%	30.34%	49.40%	2.84%	20.48%	27.12%
Glebe	1.67%	8.03%	24.53%	82.62%	1.77%	1.86%	13.84%
Glen Cairn	2.15%	4.56%	13.65%	85.77%	0.78%	3.17%	10.34%
Goulburn	0.68%	4.96%	16.57%	92.20%	0.53%	0.70%	6.54%
Hawthorne	0.61%	4.26%	13.55%	75.93%	5.36%	1.16%	17.62%
Hunt Club East	4.78%	4.83%	16.93%	57.72%	3.25%	9.55%	29.44%
Hunt Club West	6.12%	5.05%	16.68%	67.12%	2.34%	6.72%	23.86%
Katimavik/ Hazeldean	4.86%	4.48%	17.50%	77.27%	0.64%	5.91%	16.01%
Lowertown	3.23%	12.87%	33.14%	41.96%	19.40%	7.36%	31.13%
Mer Bleue	4.83%	0.00%	13.33%	69.15%	18.09%	0.00%	10.64%
Nepean Central	4.77%	4.71%	13.04%	72.39%	1.23%	6.39%	19.98%
Nepean East	5.58%	6.57%	17.39%	68.92%	0.78%	7.62%	22.73%
Nepean North	16.97%	10.09%	32.70%	53.32%	1.87%	17.93%	26.83%
Nepean West	1.31%	4.07%	11.06%	79.73%	0.00%	1.78%	18.49%
New Edinburgh	2.38%	5.98%	21.98%	68.32%	11.30%	1.69%	18.69%
Orleans East	0.58%	4.72%	15.66%	58.72%	11.85%	2.22%	27.24%
Orleans South	1.56%	4.38%	15.14%	50.91%	17.99%	3.15%	28.04%
Osgoode	0.40%	4.44%	14.31%	87.45%	1.03%	0.60%	10.92%
Ottawa East	14.41%	13.98%	42.83%	53.72%	5.90%	11.21%	29.17%
Ottawa North East	3.54%	7.18%	20.37%	46.38%	17.21%	5.43%	31.00%
Ottawa South	1.78%	5.13%	19.00%	78.07%	2.48%	1.61%	17.78%
Ottawa South East	14.59%	7.15%	23.75%	40.87%	5.77%	18.14%	35.34%
Ottawa West	3.34%	6.76%	18.41%	73.39%	3.40%	5.06%	18.16%
Overbrook	4.07%	6.48%	13.31%	39.03%	17.64%	7.69%	35.64%
Pinecrest/ Queensway	7.64%	6.83%	19.87%	68.59%	1.92%	9.18%	20.34%
Rideau	0.24%	4.20%	14.93%	93.63%	0.36%	0.20%	5.85%
Riverside Park	17.94%	10.52%	34.49%	58.43%	3.11%	15.76%	22.69%
Riverview/ Hawthorne	7.18%	6.71%	22.40%	54.51%	6.80%	10.33%	28.36%
Rockcliffe Park	2.22%	7.65%	18.14%	80.00%	4.20%	2.72%	13.33%
Sandy Hill	5.21%	11.66%	35.53%	55.71%	12.18%	4.94%	27.16%
South March	3.98%	8.45%	21.43%	71.14%	2.20%	7.03%	19.56%
Vanier	4.54%	8.36%	21.05%	35.50%	26.63%	4.29%	33.58%
West Carleton	0.90%	3.81%	11.53%	92.87%	1.19%	0.17%	5.74%
Westboro	2.92%	3.95%	13.07%	79.86%	1.53%	4.04%	14.63%
Ottawa	4.58%	6.05%	18.91%	66.21%	5.95%	5.85%	21.98%

Source: Statistics Canada, 2001 Census – City of Ottawa Website

Table 4 - 2004 Birth Data

2004 Birth Data				
Neighbourhood	Total Births (2004)	Teen Births (2004)	Pre-term Births (2004)	Low Birthweight (2004)
Alta Vista	3.36%	1.64%	7.21%	7.54%
Barrhaven/ Longfields	7.10%	0.78%	7.92%	6.06%
Beacon Hill	1.79%	NA	4.94%	8.02%
Beaverbrook/ Marchwood	1.40%	NA	5.51%	NA
Bells Corners	0.97%	NA	NA	6.82%
Blackburn Hamlet	0.96%	NA	9.20%	NA
Blossom Park/ Windsor Park	2.63%	2.52%	6.30%	4.62%
Bridlewood	3.15%	0.00%	5.59%	3.85%
Carleton Heights	1.03%	0.00%	5.38%	NA
Carlington	1.80%	8.59%	9.20%	6.75%
Centre Town	2.57%	2.15%	6.87%	5.58%
Clementine	0.36%	NA	NA	NA
Convent Glen	1.50%	4.41%	4.41%	4.41%
Copeland	3.49%	1.58%	7.28%	6.01%
Cumberland	0.00%	NA	5.85%	5.26%
Cyrville	1.85%	7.14%	10.71%	10.12%
Dalhousie	1.75%	4.40%	9.43%	6.92%
Glebe	1.36%	NA	4.07%	5.69%
Glen Cairn	1.06%	NA	8.33%	NA
Goulburn	2.97%	0.00%	11.90%	6.32%
Hawthorne	1.54%	0.00%	8.57%	4.29%
Hunt Club East	4.81%	1.15%	7.11%	5.50%
Hunt Club West	1.84%	NA	12.57%	7.78%
Katimavik/ Hazeldean	2.42%	0.00%	7.31%	3.20%
Lowertown	0.92%	NA	6.02%	NA
Mer Bleue	0.04%	0.00%	NA	0.00%
Nepean Central	3.92%	NA	6.20%	2.54%
Nepean East	3.67%	2.10%	5.71%	3.90%
Nepean North	1.83%	3.01%	4.82%	4.82%
Nepean West	0.21%	0.00%	NA	NA
New Edinburgh	0.53%	NA	0.00%	0.00%
Orleans East	5.07%	1.52%	9.35%	4.78%
Orleans South	3.19%	2.08%	9.69%	8.65%
Osgoode	1.96%	NA	8.99%	4.49%
Ottawa East	0.65%	NA	NA	NA
Ottawa North East	2.48%	9.33%	7.11%	5.33%
Ottawa South	0.99%	NA	NA	NA
Ottawa South East	0.49%	0.00%	20.45%	13.64%
Ottawa West	2.95%	NA	9.36%	5.62%
Overbrook	1.15%	5.77%	9.62%	8.65%
Pinecrest/ Queensway	4.39%	5.28%	7.04%	5.53%
Rideau	1.53%	NA	12.95%	9.35%
Riverside Park	0.62%	NA	NA	NA
Riverview/ Hawthorne	2.23%	2.48%	9.41%	5.94%
Rockcliffe Park	0.13%	0.00%	0.00%	0.00%
Sandy Hill	1.05%	NA	7.37%	NA
South March	1.35%	0.00%	10.66%	7.38%
Vanier	2.03%	10.87%	10.87%	10.33%
West Carleton	2.15%	NA	7.69%	5.13%
Westboro	0.87%	NA	6.33%	6.33%
Ottawa	100.0%	2.52%	7.73%	5.63%

SOURCE: Niday Perinatal Database - from Ottawa Public Health

## Understanding the EDI results

Each of the five domains on the EDI is scored on a scale of 0-10 with 0 being the lowest score and 10 being the highest score. A higher score indicates that children are more ready to learn at school. The EDI average score for each domain is based on the answers/scores to the individual questions included in each respective domain.

EDI results are also reported in terms of percentiles ranging from 0-100 with 0 being the lowest percentile and 100 being the highest percentile. Similar to the above scale, a higher percentile indicates that children are more ready to learn than children in a lower percentile.

### Interpreting EDI Percentile Scores

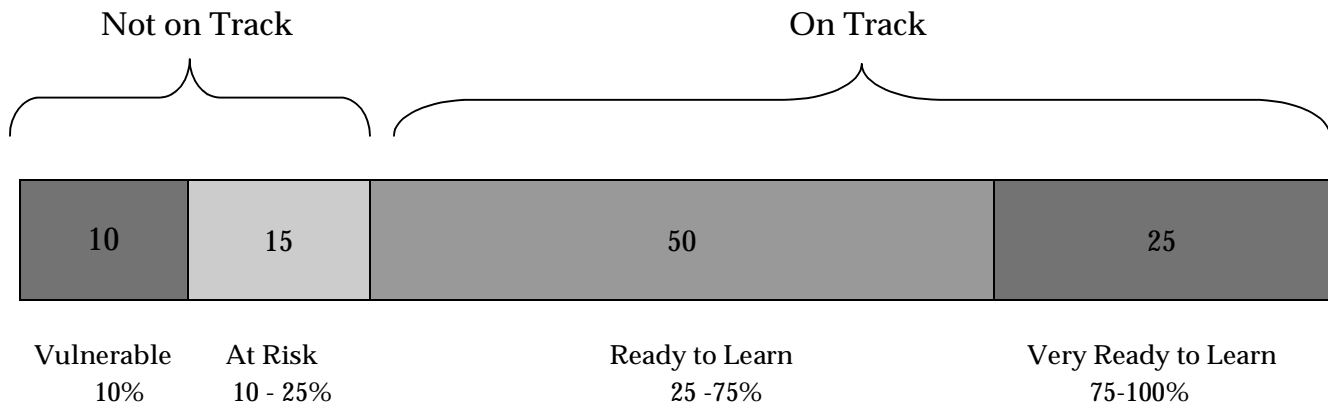


Table 5 - Interpreting EDI Percentile Scores

Not on Track	Vulnerable	Children who score in the lowest 10% for the City
	At Risk	Children who score between the 10-25% for the City
On Track	Ready	Children who score in the middle 50% for the City
	Very Ready	Children who score in the top 25% for the City

#### Vulnerable (Not on Track - Below the 10<sup>th</sup> Percentile)

Children who scored below the 10<sup>th</sup> percentile have EDI scores that fall into the lowest range of all scores for the whole community and as such are considered to be “not on track” and “vulnerable” with regards to school readiness to learn. For the purpose of neighbourhood interpretations, one should expect that each neighbourhood have approximately the same percentage of children scoring below the 10<sup>th</sup> percentile as the City of Ottawa. Neighbourhoods that have more

children scoring below the 10<sup>th</sup> percentile than the City of Ottawa are not doing as well as expected and neighbourhoods that have less children scoring below the 10<sup>th</sup> percentile than the City of Ottawa are doing better than expected.

#### At Risk (Not on Track - Between the 10<sup>th</sup> and 25<sup>th</sup> Percentiles)

Children who scored between the 10<sup>th</sup> and 25<sup>th</sup> percentiles have EDI scores that fall into the lower range of all scores for the whole community and as such are considered to be “not on track” and “at risk” with regards to school readiness to learn. For the purpose of neighbourhood interpretations, one should expect that each neighbourhood have approximately the same percentage of children scoring between the 10<sup>th</sup> and 25<sup>th</sup> percentiles as the City of Ottawa.

Neighbourhoods that have more children scoring between the 10<sup>th</sup> and 25<sup>th</sup> percentiles than the City of Ottawa are not doing as well as expected and neighbourhoods that have less children scoring between the 10<sup>th</sup> and 25<sup>th</sup> percentiles than the City of Ottawa are doing better than expected.

#### Ready for School (On Track - Between the 25<sup>th</sup> and 75<sup>th</sup> Percentiles)

Children who scored between the 25<sup>th</sup> and 75<sup>th</sup> percentiles have EDI scores that fall into the middle 50% of all scores for the whole community and as such are considered to be “on track” and “ready for school”. For the purpose of neighbourhood interpretations, one should expect that each neighbourhood have approximately the same percentage of children scoring between the 25<sup>th</sup> and 75<sup>th</sup> percentiles as the City of Ottawa. Neighbourhoods that have less children scoring between the 25<sup>th</sup> and 75<sup>th</sup> percentiles than the City of Ottawa are not doing as well as expected and neighbourhoods that have more children scoring between the 25<sup>th</sup> and 75<sup>th</sup> percentiles than the City of Ottawa are doing better than expected.

#### Very Ready for School (On Track - Above the 75<sup>th</sup> Percentile)

Children who scored above the 75<sup>th</sup> percentile have EDI scores that fall into the top 25% of all scores for the whole community and as such are considered to be “on track” and “very ready for school”. For the purpose of neighbourhood interpretations, one should expect that each neighbourhood have approximately the same percentage of children scoring above the 75<sup>th</sup> percentile as the City of Ottawa. Neighbourhoods that have less children scoring above the 75<sup>th</sup> percentile than the City of Ottawa are not doing as well as expected and neighbourhoods that have more children scoring above the 75<sup>th</sup> percentile than the City of Ottawa are doing better than expected.

## General Results

The general results cover the findings of the EDI for the children attending senior kindergarten at one of the four publicly funded school boards in the 2005/2006 school year in Ottawa. The following results include the information for the 7578 children who's EDIs were valid and were not identified as having special needs. A separate section will outline the findings of the 285 children who were identified as having special needs.

Overall, children in Ottawa are doing very well with regards to school readiness to learn. Ottawa children scored significantly<sup>iv</sup> higher ( $p < 0.05$ ) than the normative sample<sup>v</sup> on four of the five EDI domains. More specifically, they scored higher on the Physical Health and Well-Being, Social Competence, Emotional Maturity and Language and Cognitive Development domains. Ottawa also had a significantly lower percentage of children with multiple challenges than the normative sample (3.4% versus 4.3%).

Given these encouraging results, it is interesting to note that, significantly more children in Ottawa were considered “vulnerable” (scored below the 10<sup>th</sup> percentile for all Ottawa children) in at least one school readiness domain compared to the normative sample (27.0% vs. 25.9%) and that 13.3% of Ottawa children scored low on at least two school readiness domains, which is slightly higher than the normative sample (12.9%) though not statistically significant.

Table 6 – Average EDI Domain Scores

Average EDI Domain Scores		
EDI Domain	Ottawa 2005/2006	Normative Sample
Physical Health and Well-Being	8.94*	8.79
Social Competence	8.46*	8.29
Emotional Maturity	8.12*	8.05
Language and Cognitive Development	8.59*	8.36
Communication Skills and General Knowledge	7.77	7.73

\*( $p < 0.05$ )

<sup>iv</sup> Note: the term ‘significantly’ in this report refers to “statistically” significant.

<sup>v</sup> The normative sample is a sample of EDI data that has been collected across Canada from 2000 - 2004 and includes data for 116 860 children who have not been identified as “special needs”.

## Physical Health and Well-Being

The Physical Health and Well-Being domain of the EDI has three sub-domains which include: 1) physical readiness for school, 2) physical independence and 3) gross and fine motor skills. A description of children who are “on track” (very ready for school) and “not on track” (at-risk and vulnerable) within each sub-domain can be found in Table 7.

Table 7 – Physical Health and Well-Being Sub-domain Description

	Physical Health and Well-Being Domain	
	On Track “Very Ready for School” Above the 75 <sup>th</sup> Percentile	Not on Track “At risk” Between the 10 <sup>th</sup> and 25 <sup>th</sup> percentiles & “Vulnerable” Below the 10 <sup>th</sup> percentile
Physical Readiness for School Day	“Children who have never or almost never experienced being dressed inappropriately for school activities, coming to school tired, late or hungry.”	“These children have at least sometimes experienced coming unprepared for the school day by being dressed inappropriately, coming to school late, hungry, or tired.”
Physical Independence	“Children who are independent looking after their needs, have an established hand preference, are well coordinated, and do not suck a thumb/finger.”	“These children vary 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.”
Gross and Fine Motor Skills	“Children who have an excellent ability to physically tackle the school day and have excellent or good gross and fine motor skills.”	“These children range from those who have an average ability to perform skills requiring gross and fine motor competence and good or average overall energy levels, to those who have poor fine and gross motor skills, poor overall energy levels and physical skills.”

Source: Report #4b School Readiness to Learn Profiles – Ottawa 2005/06, pg. 2

As can be seen in Table 6, children in Ottawa scored significantly higher than the normative sample on the Physical Health and Well-Being domain of the EDI. 2715 (35.9%) children were considered “very ready for school” and 824 (10.9%) children were considered “vulnerable” on this domain. Of the 824 children who were considered “vulnerable”, 89.0% were vulnerable on the gross and fine motor skills sub-domain, 45.0% were vulnerable on the physical independence sub-domain and 35.1% were vulnerable on the physical readiness for school day sub-domain.

## Social Competence

The Social Competence domain of the EDI has four sub-domains which include: 1) overall social competence, 2) responsibility and respect, 3) approaches to learning and 4) readiness to explore new things. A description of children who are “on track” (very ready for school) and “not on track” (at-risk and vulnerable) within each sub-domain can be found in Table 8.

Table 8 - Social Competence Sub-domain Description

	Social Competence	
	On Track “Very Ready for School” Above the 75 <sup>th</sup> Percentile	Not on Track “At risk” Between the 10 <sup>th</sup> and 25 <sup>th</sup> percentiles & “Vulnerable” Below the 10 <sup>th</sup> percentile
Overall Social Competence	“Children with excellent or good overall social development, very good ability to get along with other children and play with various children, usually cooperative and self-confident.”	“Children who have average to poor overall social skills, low self-confidence and are rarely able to play with various children and interact cooperatively.”
Responsibility and Respect	“Children who always or most of the time show respect for others, and for property, follow rules and take care of materials, accept responsibility for actions, and show self-control.”	“Children who 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.”
Approaches To Learning	“Children who always or most of the time work neatly, independently, and solve problems, follow instructions and class routines, easily adjust to changes.”	“Children who 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.”
Readiness To Explore New Things	“Children who are curious about the surrounding world, and are eager to explore new books, toys and games.”	“Children who only sometimes or never show curiosity about the world, and are rarely eager to explore new books, toys and games.”

Source: Report #4b School Readiness to Learn Profiles – Ottawa 2005/06, pg. 3

As can be seen in Table 6, children in Ottawa scored significantly higher than the normative sample on the Social Competence domain of the EDI. 1547 (20.4%) children were considered “very ready for school” and 757 (10.0%) children were considered “vulnerable” on the Social Competence domain. Of the 757 children

who were considered “vulnerable”, 61.2% were vulnerable on the approaches to learning sub-domain, 54.8% were vulnerable on the overall social competence sub-domain, 39.4% were vulnerable on the responsibility and respect sub-domain and 20.8% were vulnerable on the readiness to explore new things sub-domain.

## Emotional Maturity

The Emotional Maturity domain of the EDI has four sub-domains which include: 1) prosocial and helping behaviour, 2) anxious and fearful behaviour, 3) aggressive behaviour, and 4) hyperactivity and inattention. A description of children who are “on track” (very ready for school) and “not on track” (at-risk and vulnerable) within each sub-domain can be found in Table 9.

Table 9 - Emotional Maturity Sub-domain Description

	Emotional Maturity	
	On Track “Very Ready for School” Above the 75 <sup>th</sup> Percentile	Not on Track “At risk” Between the 10 <sup>th</sup> and 25 <sup>th</sup> percentiles & “Vulnerable” Below the 10 <sup>th</sup> percentile
Prosocial and Helping Behaviour	“Children who often show most of the helping behaviours: helping someone hurt, sick or upset, offering to help spontaneously, invite bystanders to join in.”	“Children who never or almost never show most of the helping behaviours; they do not help someone hurt, sick or upset, spontaneously offer to help, do not invite bystanders to join in.”
Anxious and Fearful Behaviour	“Children who rarely or never show most of the anxious behaviours; they are happy and able to enjoy school, and are comfortable being left at school by caregivers.”	“Children who often show most of the anxious behaviours; they could be worried, unhappy, nervous, sad or excessively shy, indecisive; and they can be upset when left at school.”
Aggressive Behaviour	“Children who rarely or never show most of the aggressive behaviours; they do not use aggression as means of solving a conflict, do not have temper tantrums, and are not mean to others.”	“Children who 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.”
Hyperactivity and Inattention	“Children who never show most of the hyperactive behaviours; they are able to concentrate, settle to chosen activities, wait their turn, and most of the time think before doing something.”	“Children who often show most of the hyperactive behaviours; they could be restless, distractible, impulsive; they fidget and have difficulty settling to activities.”

Source: Report #4b School Readiness to Learn Profiles – Ottawa 2005/06, pg. 4

As can be seen in Table 6, children in Ottawa scored significantly higher than the normative sample on the Emotional Maturity domain of the EDI. 1838 (24.7%) children were considered “very ready for school” and 798 children were considered “vulnerable” on the Emotional Maturity domain. Of the 798 (10.7%) children who were considered “vulnerable”, 88.8% were vulnerable on the prosocial and helping behaviour sub-domain, 70.2% were vulnerable on the hyperactivity and inattention sub-domain, 42.2% were vulnerable on the aggressive behaviour sub-domain and 10.0% were vulnerable on the anxious and fearful behaviour sub-domain.

### Language and Cognitive Development

The Language and Cognitive Development domain of the EDI has four sub-domains which include: 1) basic literacy, 2) interest in literacy/numeracy and memory, 3) advanced literacy, and 4) basic numeracy. A description of children who are “on track” (very ready for school) and “not on track” (at-risk and vulnerable) within each sub-domain can be found in Table 10.

Table 10 - Language and Cognitive Development Sub-domain Description

Language and Cognitive Development		
	On Track “Very Ready for School” Above the 75 <sup>th</sup> Percentile	Not on Track “At risk” Between the 10 <sup>th</sup> and 25 <sup>th</sup> percentiles & “Vulnerable” Below the 10 <sup>th</sup> percentile
Basic Literacy	“Children who have all the basic literacy skills: know how to handle a book, can identify some letters and attach sounds to some letters, show awareness of rhyming words, know the writing directions, and are able to write their own name.”	“Children who do not have most of the basic literacy skills; they have problems with identifying letters or attaching sounds to them, rhyming, may not know the writing directions and even how to write own name.”
Interest in Literacy/ Numeracy and Memory	“Children who show interest in books and reading, math and numbers, and have no difficulty with remembering things.”	“Children who may not show interest in books and reading, or math and number games, or both, and may have difficulty remembering things.”
Advanced Literacy	“Children who have at least half of the advanced literacy skills: reading simple, complex words or sentences, writing voluntarily, writing simple words or sentences.”	“Children who have only up to one of the advanced literacy skills; who cannot read or write simple words, or sentences and rarely write voluntarily.”
Basic Numeracy	“Children who have all the basic numeracy skills: can count to 20 and recognize shapes and numbers, compare numbers, sort and classify, use one-to-one correspondence, and understand simple time concepts.”	“Children who 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.”

Source: Report #4b School Readiness to Learn Profiles – Ottawa 2005/06, pg. 5

As can be seen in Table 6, children in Ottawa scored significantly higher than the normative sample on the Language and Cognitive Development domain of the EDI. 1824 (24.1%) children were considered “very ready for school” and 661 (8.7%) children were considered “vulnerable” on the Language and Cognitive Development domain. Of the 661 children who were considered “vulnerable”, 83.9% were vulnerable on the interest in literacy/numeracy and memory sub-domain, 79.3% were vulnerable on the advanced literacy sub-domain, 78.2% were vulnerable on the basic literacy sub-domain and 72.5% were vulnerable on the basic numeracy sub-domain.

## Communication Skills and General Knowledge

The Communications Skills and General Knowledge domain of the EDI has one sub-domain named communication skills and general knowledge. A description of children who are “on track” (very ready for school) and “not on track” (at-risk and vulnerable) within each sub-domain can be found in Table 11.

Table 11 - Communication Skills and General Knowledge Sub-domain Description

Communication Skills and General Knowledge		
	On Track “Very Ready for School” Above the 75 <sup>th</sup> Percentile	Not on Track “At risk” Between the 10 <sup>th</sup> and 25 <sup>th</sup> percentiles & “Vulnerable” Below the 10 <sup>th</sup> percentile
Communication Skills and General Knowledge	“Children who have excellent or very good communication skills; can communicate easily and effectively, can participate in story-telling or imaginative play, articulates clearly, show adequate general knowledge, and are proficient in their native language.”	“Children who can range from being average to very poor in effective communication, may have difficulty in participating in games involving the use of language, may be difficult to understand and may have difficulty to understand others; may show little general knowledge and may have difficulty with the native language.”

Source: Report #4b School Readiness to Learn Profiles – Ottawa 2005/06, pg. 6

As can be seen in Table 6, children in Ottawa scored slightly higher, though not significantly, than the normative sample on the Communication Skills and General Knowledge domain of the EDI. 2797 (36.9%) children were considered “very ready for school” and 914 (12.0%) children were considered “vulnerable” on the Communications Skills and General Knowledge domain. Of the 914 children who were considered “vulnerable”, 100.0% were vulnerable on the communication skills and general knowledge sub-domain.

## Special Skills

The EDI asks questions around the issue of special skills that a child may have. More specifically, the EDI asks if a child demonstrates any special skills or talents in numeracy, literacy, art, music, athletics/dance, problem solving and/or other areas. The results indicate that children in Ottawa have between zero and seven special skills with an average of 0.69 special skills per child.

## Special Problems

The EDI asks questions about any special problems that a child may have. More specifically, the EDI asks if a child has a physical disability, visual impairment, hearing impairment, speech impairment, learning disability, emotional problem, behavioural problem, problems at home and/or other problems. Please note that a teacher may recognize that a child has special problems but if the child has not been formally identified as a special needs child then for the purposes of the EDI, the child is not considered special needs and thus their EDI is not put into the special needs analysis. The results indicate that children in Ottawa have between zero and five special problems with an average of 0.09 problems per child.

Overall, 5.9% of children had one of the above listed special problems. More specifically, 2.1% of children had a speech impairment, 1.8% had a behavioural problem and 1.3% had a problem at home. Additionally, teachers felt that 10.2% of children needed further assessment.

## Group Comparisons

Group comparisons were conducted on the Ottawa EDI data for 2005/2006. The following is a summary of the comparative analysis:

- Girls scored significantly higher than boys on all five EDI domains. This finding is consistent with all EDI sites.
- Older children scored significantly higher than younger children on all five EDI domains which is also consistent across all EDI sites.
- Children with ESL/FSL status scored significantly lower on all five EDI domains than children who did not have ESL/FSL status.
- Children with English as a first language scored significantly higher on the Emotional Maturity, Language and Cognitive Development and Communications Skills and General Knowledge domains than those with other first languages.
- Children with English as a first language scored significantly lower on the Physical Health and Well-Being domain than those with other first languages.

- Children with French as a first language scored significantly higher on the Physical Health and Well-Being, Social Competence and Communications Skills and General Knowledge domains than those with other first languages.
- Children with French as a first language scored significantly lower on the Emotional Maturity domain than those with other first languages.
- Children who were enrolled in French immersion scored significantly higher than those who were not in four of the five domains. The four domains were: Social Competence, Emotional Maturity, Language and Cognitive Development and Communication Skill and General Knowledge.
- Children who attended language or religion classes scored significantly higher than those who did not on Physical Health and Well-Being, Social Competence and Language and Cognitive Development.
- Children who attended part-time preschool scored significantly higher on all five EDI domains than children who did not.
- Children who attended junior kindergarten scored significantly higher on all five EDI domains than children who did not.
- There were no significant differences between children who attended full-time non-parental child care and those who attended part-time non-parental child care on four of the five EDI domains. For the Emotional Maturity domain, children who attended full-time non-parental care scored significantly lower than those who attended part-time non-parental care.
- Children who attended “senior kindergarten-only” classes scored significantly higher on three of the five EDI domains than children in other types of classes (e.g., JK/SK). The domains were Physical Health and Well-Being, Language and Cognitive Development and Communication Skills and General Knowledge.

Description of 2005/2006 Ottawa EDI Cohort

Table 12 - Descriptive Data of 2005/2006 Ottawa Cohort

	Children without Special Needs		Children with Special Needs	
	Number	%	Number	%
<b>Gender</b>				
Girl	3766	49.7%	92	32.3%
Boy	3792	50.0%	193	67.7%
<b>English/French as a Second Language (E/FSL)</b>				
ESL	972	12.8%	38	13.3%
FSL	579	7.6%	35	12.3%
Not ESL/FSL	5965	78.7%	209	73.3%
<b>First Language</b>				
English Only	4574	60.4%	167	58.6%
French Only	692	9.1%	40	14.0%
Other Only	751	9.9%	27	9.5%
English & French	368	4.9%	13	4.6%
English & Other	867	11.4%	30	10.5%
French & Other	93	1.2%	2	0.7%
Two Other Languages	91	1.2%	2	0.7%
<b>French Immersion</b>				
French immersion	3988	52.6%	54	18.9%

Note: Numbers may not total to exact number of valid surveys due to missing data or unanswered questions.

## Special Needs Results

A separate analysis was undertaken for EDIs in which children were identified as having special needs. It found that 86.0% of children with special needs scored low on at least one domain and 75.1% scored low on at least two domains. More specifically, it found that 54.7% of special needs children scored low on the Physical Health and Well-Being domain, 59.3% scored low on the Social Competence domain, 56.5% scored low on the Emotional Maturity domain, 54.7% scored low on the Language and Cognitive Development domain and 69.5% scored low on the Communication Skills and General Knowledge domain. It was also found that 42.5% of children with special needs experienced multiple challenges.

Questions about children's special skills and special problems were also analyzed for children with special needs. It was found that children with special needs in Ottawa have between zero and five special skills with an average of 0.34 special skills per child. It was also found that children with special needs in Ottawa have between zero and six special problems with an average of 1.74 problems per child. Most of the special problems identified were speech impairment (40.4%), learning disability (30.9%), behavioural problems (27.4%) and other (29.8%).

## Neighbourhood Results by Domain

The following five sections discuss the EDI results for each Ottawa neighbourhood<sup>vi</sup> by each of the five domains namely:

1. Physical Health and Well-Being
2. Social Competence
3. Emotional Maturity
4. Language and Cognitive Development
5. Communication Skills and General Knowledge

Each domain section discusses what the domain measures, the average scores for each neighbourhood, the percentage of children who are vulnerable, at-risk, ready for school and very ready for school and an explanation of how to interpret the percentile information.

### Reading the EDI Domain Tables

Each of the five domain tables lists the number of valid questionnaires in the neighbourhood, the number of children who are vulnerable, at-risk, ready for school and very ready for school on the domain in question and the mean score for the neighbourhood.

Each table also lists the above information for the City of Ottawa as a whole. Consistent with EDI data across Canada, the data does not show that 10% of children in Ottawa are “vulnerable”, 15% are “at-risk”, 50% are “ready for school” and 25% are “very ready for school” even when using the site cut-off scores. This is largely due to the fact that the data is collected in discrete number form and upon analysis, has then been transformed into a continuous number.

For example, if there are 100 scores and 37 of the scores are ten, and since ten is the highest possible score on the EDI the cut-off score for above the 75<sup>th</sup> percentile (very ready for school) is ten. As such, the percentage of children who scored above the 75<sup>th</sup> percentile is 37% as the highest possible score on the EDI is ten and all of the 37 children scored a ten. Thus, since there are 37 children who scored ten and the cut-off score for above the 75<sup>th</sup> percentile is ten, one must say that 37% of children scored above the 75<sup>th</sup> percentile.

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<sup>vi</sup> Please note that neighbourhoods with less than 40 children have been suppressed in order to protect confidentiality.

Table 13 – Ottawa EDI Scores by Domain

Ottawa EDI Scores by Domain						
Domains	Number of Valid Questionnaires	% Below the 10 <sup>th</sup> percentile “vulnerable”	% Between 10-25 <sup>th</sup> percentile “at risk”	% Between the 25 <sup>th</sup> -75 <sup>th</sup> percentile “ready for school”	% Above the 75 <sup>th</sup> percentile “very ready for school”	Mean Score
Physical Health and Well-Being	7568	10.9%	5.1%	48.2%	35.9%	8.9
Social Competence	7573	10.0%	14.2%	55.4%	20.4%	8.5
Emotional Maturity	7456	10.7%	13.6%	51.6%	24.7%	8.1
Language and Cognitive Development	7547	8.7%	14.4%	52.8%	24.1%	8.6
Communication Skills and General Knowledge	7572	12.0%	15.0%	36.1%	36.9%	7.8

## Physical Health and Well-Being

The Physical Health and Well-Being domain refers to children’s physical preparedness for the school day. The domain includes such concepts as physical readiness for the school day, physical independence and gross and fine motor skills. Physical readiness for school refers to a child being dressed appropriately for various activities, attending school on time, and having slept and eaten sufficiently, all of which can influence a child’s energy levels during the school day. Physical independence refers to a child’s level of coordination and ability to engage in activities such as climbing stairs in an effective manner, manipulating objects in an appropriate way or going to the washroom on his/her own. Gross and fine motor skills refer to a child’s ability at holding a pen, crayon or brush or a child’s hand preference. This domain looks at each child’s overall physical development.

Table 14 includes a description of children’s abilities within a certain percentile range in the Physical Health and Well-Being domain. For example, children scoring above the 75th percentile are considered to be very ready for school in this particular domain.

**Table 14 - Percentile Profile – Physical Health and Well-Being**

Percentile Profile – Physical Health and Well-Being		
“Vulnerable” Below the 10 <sup>th</sup> Percentile	“At-risk” Between the 10 <sup>th</sup> and the 25 <sup>th</sup> Percentile	“Very Ready for School” Above the 75 <sup>th</sup> percentile
“A child with mostly poor fine (e.g., holding a pencil, manipulating objects) and gross (e.g., climbing stairs) motor skills; sometimes tired, hungry, or inappropriately dressed; may not have an established hand preference yet; may be clumsy, with average energy levels, and average overall physical development.”	“A range of children with average fine and gross motor skills, an occasional problem with being prepared for the school day by arriving tired, and may be a little clumsy.”	“A child who is always physically ready to tackle the new day at school, is generally independent, and has excellent motor skills.”

Source: 2001-2002 Results of the Early Development Instrument in Stormont, Dundas & Glengarry and Prescott-Russell, pg. 27

Analysis of the Physical Health and Well-Being domain by neighbourhood found that 19 neighbourhoods scored below the Ottawa 10th percentile and were thus considered “vulnerable” on the Physical Health and Well-Being domain. The five neighbourhoods with the highest percentage of children in the lowest 10<sup>th</sup> percentile were, in ascending order: Lowertown (26.7%), Overbrook (29.9%),

Dalhousie (30.4%), Carlington (30.6%), and Centre Town (38.3%). Please see Table 15 for a complete list of “vulnerable” neighbourhoods.

There were also many neighbourhoods in Ottawa that were doing extremely well on the Physical Health and Well-Being domain. A total of 19 neighbourhoods scored above the Ottawa 75th percentile and were thus considered “very ready for school”. The five neighbourhoods that had the highest percentage of children in the top 25<sup>th</sup> percentile were, in ascending order: Westboro (45.8%), Cumberland (47.5%), Orleans South (50.2%), Glebe (54.4%), and Glen Cairn (60.5%). Please see Table 15 for a complete list of “very ready for school” neighbourhoods.

Table 15 - Physical Health and Well-Being Domain Scores by Neighbourhood

Physical Health and Well-Being Domain						
Neighbourhood	Number of Valid Questionnaires	% Below the 10 <sup>th</sup> percentile "vulnerable"	% Between 10-25 <sup>th</sup> percentile "at risk"	% Between the 25 <sup>th</sup> -75 <sup>th</sup> percentile "ready for school"	% Above the 75 <sup>th</sup> percentile "very ready for school"	Mean Score
Alta Vista	242	9.1%	5.8%	54.1%	31.0%	9.0
Barrhaven/Longfields	725	6.6%	4.6%	49.0%	39.9%	9.1
Beacon Hill	151	11.3%	7.3%	52.4%	29.1%	8.8
Beaverbrook/Marchwood	122	5.7%	2.5%	53.3%	38.5%	9.2
Bells Corners	87	23.0%	4.6%	44.8%	27.6%	8.3
Blackburn Hamlet	93	10.8%	4.3%	40.9%	44.1%	9.1
Blossom Park/Windsor Park	196	19.5%	4.6%	54.4%	21.5%	8.6
Bridlewood	284	6.7%	3.2%	47.5%	42.6%	9.2
Carleton Heights	55	12.7%	7.3%	47.3%	32.7%	8.9
Carlington	112	30.6%	1.8%	53.1%	14.4%	8.1
Centre Town	61	38.3%	1.7%	41.7%	18.3%	7.9
Clementine	<40	NA	NA	NA	NA	NA
Convent Glen	119	13.6%	7.6%	47.9%	31.9%	8.8
Copeland	152	6.0%	2.6%	51.6%	39.7%	9.2
Cumberland	203	5.0%	1.0%	46.5%	47.5%	9.3
Cyrville	155	7.7%	3.9%	51.6%	36.8%	9.1
Dalhousie	56	30.4%	12.5%	30.3%	26.8%	8.4
Glebe	91	4.4%	1.1%	40.0%	54.4%	9.4
Glen Cairn	86	5.8%	0.0%	33.7%	60.5%	9.5
Goulburn	356	5.9%	5.6%	43.3%	45.1%	9.2
Hawthorne	164	13.4%	7.9%	53.7%	25.0%	8.8
Hunt Club East	323	10.2%	5.0%	48.3%	36.5%	9.0
Hunt Club West	125	5.6%	6.4%	53.6%	34.4%	9.0
Katimavik/Hazeldean	187	7.0%	3.7%	51.3%	38.0%	9.1
Lowertown	60	26.7%	5.0%	50.0%	18.3%	8.2
Mer Bleue	<40	NA	NA	NA	NA	NA
Nepean Central	217	10.1%	5.1%	55.3%	29.5%	9.0
Nepean East	241	12.0%	4.6%	41.9%	41.5%	9.0
Nepean North	121	9.9%	5.0%	47.1%	38.0%	8.9
Nepean West	<40	NA	NA	NA	NA	NA
New Edinburgh	<40	NA	NA	NA	NA	NA
Orleans East	408	9.6%	6.6%	40.7%	43.1%	9.0
Orleans South	289	9.7%	4.2%	36.0%	50.2%	9.1
Osgoode	231	6.1%	4.3%	63.6%	26.0%	8.8
Ottawa East	<40	NA	NA	NA	NA	NA
Ottawa North East	168	10.7%	6.5%	50.0%	32.7%	8.9
Ottawa South	71	11.3%	16.9%	62.0%	9.9%	8.4
Ottawa South East	42	11.9%	16.7%	50.0%	21.4%	8.6
Ottawa West	144	13.9%	4.9%	43.0%	38.2%	9.0
Overbrook	97	29.9%	6.2%	43.3%	19.6%	8.2
Pinecrest/Queensway	248	14.6%	4.5%	51.0%	30.0%	8.9
Rideau	108	8.3%	4.6%	60.2%	26.9%	8.9
Riverside Park	<40	NA	NA	NA	NA	NA
Riverview/Hawthorne	102	9.9%	10.9%	51.5%	27.7%	8.8
Rockcliffe Park	<40	NA	NA	NA	NA	NA
Sandy Hill	58	19.0%	6.9%	39.7%	34.5%	8.6
South March	152	11.3%	2.6%	48.3%	37.7%	8.9
Vanier	87	19.5%	11.5%	44.8%	24.1%	8.6
West Carleton	222	16.7%	6.3%	51.3%	25.7%	8.5
Westboro	48	4.2%	2.1%	47.9%	45.8%	9.3
Ottawa	7568	10.9%	5.1%	48.2%	35.9%	8.9

## Social Competence

The Social Competence domain refers to a child’s behaviour in various social situations. The domain includes such concepts as cooperation and respect of others, ability to work within the school environment, socially appropriate behaviour during school activities, self-control and self-confidence. Cooperation and respect towards others refers to a child’s ability to get along with peers and adults. The child must demonstrate that he/she is able to play with other children at an appropriate age level as well as respect them by listening and taking responsibility for his/her own actions. The ability to work in the school environment refers to the child’s capacity to listen attentively, follow directions, complete work on time and work independently. Socially appropriate behaviour during school activities demonstrates that a child has the ability to follow and adapt to simple routines. Self-control and self-confidence show that a child is able to react in various situations in an appropriate and effective manner.

Table 16 is a description of children’s abilities within a certain percentile range in the Social Competence domain. For example, children scoring above the 75th percentile are considered to be very ready for school in this particular domain.

**Table 16 - Percentile Profile – Social Competence**

Percentile Profile – Social Competence		
“Vulnerable” Below the 10 <sup>th</sup> Percentile	“At-risk” Between the 10 <sup>th</sup> and the 25 <sup>th</sup> Percentile	“Very Ready for School” Above the 75 <sup>th</sup> percentile
<p>“A child with average or poor overall social skills; with regular problems in more than one area of accepting responsibility for own actions, following rules and class routines, listening, with self-confidence, with self-control, adjustment to change; may not be able to play with various children; often unable to work independently, and/or complete work on time.”</p>	<p>“A range of children with mostly average social skills; occasional problems in getting along or cooperating with other children, respecting others, accepting responsibility for actions, listening, or solving problems and working independently.”</p>	<p>“A child who never has a problem getting along, working, or playing with other children; is respectful to adults, self-confident, has no difficulty following class routines, and is capable of prosocial behaviour.”</p>

Source: 2001-2002 Results of the Early Development Instrument in Stormont, Dundas & Glengarry and Prescott-Russell, pg. 28

Analysis of the Social Competence domain by neighbourhood found that there were 21 neighbourhoods that scored below the Ottawa 10th percentile and were thus considered “vulnerable” on the Social Competence domain. The six

neighbourhoods with the highest percentage of children in the lowest 10<sup>th</sup> percentile were, in ascending order: Pinecrest/Queensway and Nepean East (both at 14.9%), Carlington (15.2%), Beacon Hill (15.5%), Lowertown (21.7%) and Overbrook (29.9%). Please see Table 17 for a complete list of “vulnerable” neighbourhoods.

There were also many neighbourhoods in Ottawa that did extremely well on the Social Competence domain. A total of 22 neighbourhoods scored above the Ottawa 75<sup>th</sup> percentile and were thus considered “very ready for school”. The five neighbourhoods that had the highest percentage of children in the top 25<sup>th</sup> percentile were, in ascending order: Katimavik/Hazeldean (27.3%), Osgoode (27.3%), Orleans South (29.1%), South March (30.9%), Glebe (42.9%). Please see Table 17 for a complete list of “very ready for school” neighbourhoods.

Table 17 - Social Competence Domain Scores by Neighbourhood

Social Competence Domain						
Neighbourhood	Number of Valid Questionnaires	% Below the 10 <sup>th</sup> percentile "vulnerable"	% Between 10-25 <sup>th</sup> percentile "at risk"	% Between the 25 <sup>th</sup> -75 <sup>th</sup> percentile "ready for school"	% Above the 75 <sup>th</sup> percentile "very ready for school"	Mean Score
Alta Vista	242	10.3%	14.0%	55.4%	20.2%	8.5
Barrhaven/Longfields	725	6.6%	12.1%	55.8%	25.5%	8.7
Beacon Hill	151	15.5%	16.9%	58.1%	9.5%	8.0
Beaverbrook/Marchwood	122	5.7%	14.8%	55.8%	23.8%	8.6
Bells Corners	87	12.6%	21.8%	44.8%	20.7%	8.1
Blackburn Hamlet	93	6.5%	12.9%	58.1%	22.6%	8.8
Blossom Park/Windsor Park	196	10.7%	16.3%	58.2%	14.8%	8.3
Bridlewood	284	8.8%	12.0%	58.1%	21.1%	8.6
Carleton Heights	55	14.5%	10.9%	61.8%	12.7%	8.2
Carlington	112	15.2%	16.1%	54.5%	14.3%	8.1
Centre Town	61	11.7%	13.3%	50.0%	25.0%	8.5
Clementine	<40	NA	NA	NA	NA	NA
Convent Glen	119	8.4%	20.2%	58.0%	13.4%	8.3
Copeland	152	5.9%	10.5%	61.2%	22.4%	8.7
Cumberland	203	9.4%	10.8%	64.5%	15.3%	8.5
Cyrville	155	14.2%	12.9%	54.9%	18.1%	8.2
Dalhousie	56	8.9%	53.5%	19.6%	12.5%	8.2
Glebe	91	8.8%	4.4%	44.0%	42.9%	9.1
Glen Cairn	86	3.5%	11.6%	60.4%	24.4%	9.0
Goulburn	356	5.9%	9.6%	59.0%	25.6%	8.8
Hawthorne	164	9.8%	11.0%	53.7%	25.6%	8.6
Hunt Club East	323	11.8%	20.1%	49.3%	18.9%	8.3
Hunt Club West	125	7.2%	12.0%	60.0%	20.8%	8.7
Katimavik/Hazeldean	187	5.3%	13.4%	54.0%	27.3%	8.8
Lowertown	60	21.7%	15.0%	50.0%	13.3%	7.7
Mer Bleue	<40	NA	NA	NA	NA	NA
Nepean Central	217	11.1%	18.0%	51.6%	19.4%	7.9
Nepean East	241	14.9%	19.5%	58.9%	6.6%	7.9
Nepean North	121	8.3%	13.2%	67.0%	11.6%	8.4
Nepean West	<40	NA	NA	NA	NA	NA
New Edinburgh	<40	NA	NA	NA	NA	NA
Orleans East	408	13.2%	14.7%	56.2%	15.9%	8.2
Orleans South	289	9.7%	12.8%	48.4%	29.1%	8.6
Osgoode	231	4.3%	15.2%	53.2%	27.3%	8.7
Ottawa East	<40	NA	NA	NA	NA	NA
Ottawa North East	168	13.2%	18.6%	54.5%	13.8%	8.2
Ottawa South	71	1.4%	4.2%	69.0%	25.4%	9.3
Ottawa South East	42	0.0%	14.3%	61.9%	23.8%	8.8
Ottawa West	144	9.0%	16.0%	52.1%	22.9%	8.5
Overbrook	97	25.8%	20.6%	42.3%	11.3%	7.4
Pinecrest/Queensway	248	14.9%	19.0%	47.6%	18.5%	8.1
Rideau	108	10.2%	16.7%	51.8%	21.3%	8.3
Riverside Park	<40	NA	NA	NA	NA	NA
Riverview/Hawthorne	102	11.8%	18.6%	52.9%	16.7%	8.4
Rockcliffe Park	<40	NA	NA	NA	NA	NA
Sandy Hill	58	12.1%	17.2%	50.0%	20.7%	8.2
South March	152	6.6%	11.2%	51.3%	30.9%	8.8
Vanier	87	12.6%	20.7%	52.9%	13.8%	8.1
West Carleton	222	11.7%	11.7%	38.5%	18.0%	8.4
Westboro	48	12.5%	10.4%	52.1%	25.0%	8.6
Ottawa	7573	10.0%	14.2%	55.4%	20.4%	8.5

## Emotional Maturity

The Emotional Maturity domain refers to a child’s ability to approach different situations in a confident and sensitive manner. The domain includes such concepts as prosocial behaviour, aggressive behaviour, anxiety, hyperactivity, inattention and impulsivity. Prosocial behaviour is defined as being helpful and tolerant and empathetic refers to a child’s ability to help other children who are having difficulties with either a task or a child who has been hurt. The child must demonstrate a willingness to help others and an ability to comfort and reconcile with peers. Aggressive, anxious, hyperactive, inattentive and impulsive behaviours refer to the child’s general character and his/her way of dealing with difficult or unexpected situations. A child who fights, is disobedient, cries a lot or is distracted may fall into this category.

Table 18 is a description of children’s abilities within a certain percentile range in the Emotional Maturity domain. For example, children scoring above the 75th percentile are considered to be very ready for school in this particular domain.

**Table 18 - Percentile Profile – Emotional Maturity**

Percentile Profile – Emotional Maturity		
“Vulnerable” Below the 10 <sup>th</sup> Percentile	“At-risk” Between the 10 <sup>th</sup> and the 25 <sup>th</sup> Percentile	“Very Ready for School” Above the 75 <sup>th</sup> percentile
<p>“A child who is usually unable to show helping behaviour towards other children, has some problems with managing aggressive behaviour, is prone to disobedience, and/or is restless, easily distractible, inattentive, impulsive; may sometimes take things belonging to others; may be unhappy, fearful, or cry a lot; and is sometimes upset when left by the caregiver.”</p>	<p>“A range of children who are not very sensitive to other children’s distress, are rarely able to offer assistance spontaneously, are occasionally disobedient or show aggressive behaviour, and/or are restless, inattentive, or easily distractible; may sometimes be unhappy or shy; and may be upset when left by the caregiver.”</p>	<p>“A child who has almost never shown aggressive, anxious, or impulsive behaviour, has good ability to concentrate, and is often helping other children.”</p>

Source: 2001-2002 Results of the Early Development Instrument in Stormont, Dundas & Glengarry and Prescott-Russell, pg. 28-29

Analysis of the Emotional Maturity domain by neighbourhood found that there were 19 neighbourhoods that scored below the Ottawa 10th percentile and were thus considered “vulnerable” on the Emotional Maturity domain. The five neighbourhoods with the highest percentage of children in the lowest 10<sup>th</sup>

percentile were, in ascending order: Dalhousie (16.4%), Riverview/Hawthorne (17.3%), Lowertown (18.6%), Vanier (21.2%) and Overbrook (24.0%). Please see Table 19 for a complete list of “vulnerable” neighbourhoods.

There were also many neighbourhoods in Ottawa that did extremely well on the Emotional Maturity domain. A total of 18 neighbourhoods scored above the Ottawa 75th percentile and were thus considered “very ready for school”. The five neighbourhoods that had the highest percentage of children in the top 25<sup>th</sup> percentile were, in ascending order: Sandy Hill (37.9%), Glen Cairn (40.0%), Blackburn Hamlet (44.1%), Orleans South (45.8%) and Glebe (54.9%). Please see Table 19 for a complete list of “very ready for school” neighbourhoods.

Table 19 - Emotional Maturity Domain Scores by Neighbourhood

Emotional Maturity Domain						
Neighbourhood	Number of Valid Questionnaires	% Below the 10 <sup>th</sup> percentile "vulnerable"	% Between 10-25 <sup>th</sup> percentile "at risk"	% Between the 25 <sup>th</sup> -75 <sup>th</sup> percentile "ready for school"	% Above the 75 <sup>th</sup> percentile "very ready for school"	Mean Score
Alta Vista	242	7.9%	16.7%	45.6%	29.8%	8.3
Barrhaven/Longfields	725	8.2%	10.0%	52.0%	29.8%	8.4
Beacon Hill	151	16.3%	19.7%	53.8%	10.2%	7.6
Beaverbrook/Marchwood	122	9.9%	12.4%	57.1%	20.7%	8.1
Bells Corners	87	14.9%	12.6%	50.6%	21.8%	8.0
Blackburn Hamlet	93	7.5%	6.5%	42.0%	44.1%	8.6
Blossom Park/Windsor Park	196	13.5%	15.6%	52.6%	18.2%	7.9
Bridlewood	284	15.4%	14.6%	50.7%	19.3%	7.9
Carleton Heights	55	7.7%	23.1%	59.6%	9.6%	7.8
Carlington	112	10.3%	15.9%	62.6%	11.2%	7.9
Centre Town	61	13.6%	6.8%	44.0%	35.6%	8.2
Clementine	<40	NA	NA	NA	NA	NA
Convent Glen	119	15.1%	16.8%	47.0%	21.0%	7.8
Copeland	152	6.0%	14.0%	47.3%	32.7%	8.4
Cumberland	203	6.8%	12.0%	61.4%	19.8%	8.2
Cyrville	155	15.7%	14.4%	56.9%	13.1%	7.8
Dalhousie	56	16.4%	10.9%	54.4%	18.2%	8.9
Glebe	91	8.8%	6.6%	29.7%	54.9%	8.7
Glen Cairn	86	5.9%	5.9%	48.2%	40.0%	8.6
Goulburn	356	6.3%	7.7%	59.8%	26.2%	8.4
Hawthorne	164	10.6%	13.1%	51.9%	24.4%	8.2
Hunt Club East	323	12.3%	13.5%	47.8%	26.4%	8.1
Hunt Club West	125	5.7%	11.4%	56.1%	26.8%	8.5
Katimavik/Hazeldean	187	7.0%	12.9%	51.0%	29.0%	8.3
Lowertown	60	18.6%	15.3%	43.7%	20.3%	7.8
Mer Bleue	<40	NA	NA	NA	NA	NA
Nepean Central	217	10.7%	15.4%	52.4%	21.5%	8.1
Nepean East	241	7.9%	22.9%	55.1%	14.2%	7.9
Nepean North	121	11.6%	9.9%	51.3%	27.3%	8.2
Nepean West	<40	NA	NA	NA	NA	NA
New Edinburgh	<40	NA	NA	NA	NA	NA
Orleans East	408	11.6%	24.8%	48.3%	15.3%	7.7
Orleans South	289	15.5%	9.5%	45.8%	29.2%	8.1
Osgoode	231	6.9%	10.0%	51.0%	32.0%	8.5
Ottawa East	<40	NA	NA	NA	NA	NA
Ottawa North East	168	15.7%	18.1%	50.0%	16.3%	7.8
Ottawa South	71	1.5%	1.5%	73.5%	23.5%	8.7
Ottawa South East	42	2.4%	17.1%	48.8%	31.7%	8.4
Ottawa West	144	9.0%	16.0%	52.1%	22.9%	8.0
Overbrook	97	24.0%	19.8%	39.6%	16.7%	7.4
Pinecrest/Queensway	248	11.8%	15.4%	48.8%	24.0%	8.1
Rideau	108	10.2%	15.7%	57.4%	16.7%	8.0
Riverside Park	<40	NA	NA	NA	NA	NA
Riverview/Hawthorne	102	17.3%	10.2%	50.0%	22.4%	8.0
Rockcliffe Park	<40	NA	NA	NA	NA	NA
Sandy Hill	58	6.9%	8.6%	46.5%	37.9%	8.4
South March	152	7.9%	9.9%	45.1%	37.1%	8.4
Vanier	87	21.2%	18.8%	44.7%	15.3%	7.5
West Carleton	222	7.8%	9.6%	50.9%	31.7%	8.3
Westboro	48	12.5%	14.6%	47.9%	22.9%	8.4
Ottawa	7456	10.7%	13.6%	51.6%	24.7%	8.1

## Language and Cognitive Development

The Language and Cognitive Development domain focuses on literacy, numeracy and the ability to use language correctly. This domain includes such concepts as a child’s interest in books, reading and language-related activities, literacy issues, interest in simple math-related activities and numeracy issues. Language related activities refer to activities such as rhyming, literacy issues to a child’s ability to recognize letters and read and write simple words and numeracy issues refer to a child’s ability to recognize and compare numbers, count and sort.

Table 20 is a description of children’s abilities within a certain percentile range in the Language and Cognitive Development domain. For example, children scoring above the 75th percentile are considered to be very ready for school in this particular domain.

**Table 20 - Percentile Profile – Language and Cognitive Development**

Percentile Profile – Language and Cognitive Development		
“Vulnerable” Below the 10 <sup>th</sup> Percentile	“At-risk” Between the 10 <sup>th</sup> and the 25 <sup>th</sup> Percentile	“Very Ready for School” Above the 75 <sup>th</sup> percentile
“A child with serious problems with both reading/writing and numeracy; usually unable to read and write simple words; not very interested in trying, and unable to identify letters and attach sounds to letters; has difficulty with remembering things; cannot count to 20, cannot recognize and compare numbers; usually cannot recognize shapes, and has difficulty with time concepts. “	“A range of children who cannot read and/or write simple words; are only moderately interested in numbers, reading, or writing; usually unable to attach sounds to letters or recognize letters or numbers; may have difficulty remembering things; not showing rhyming awareness, and often unable to count to 20.”	“A child interested in books, reading and writing, and rudimentary maths, capable of reading and writing simple and complex words, able to count and recognize numbers and geometric shapes.”

Source: 2001-2002 Results of the Early Development Instrument in Stormont, Dundas & Glengarry and Prescott-Russell, pg.29

Analysis of the Language and Cognitive Development domain by neighbourhood found that there were 19 neighbourhoods that scored below the Ottawa 10th percentile and were thus considered “vulnerable” on the Language and Cognitive Development domain. The six neighbourhoods with the highest percentage of children in the lowest 10<sup>th</sup> percentile were, in ascending order: Ottawa South East and Ottawa North East (both at 16.7%), Vanier (17.6%),

Carlington (19.6%), Lowertown (20.0%) and Overbrook (33.7%). Please see Table 21 for a complete list of “vulnerable” neighbourhoods.

There were also many neighbourhoods in Ottawa that were doing extremely well on the Language and Cognitive Development domain. A total of 17 neighbourhoods scored above the Ottawa 75th percentile and were thus considered “very ready for school”. The five neighbourhoods that had the highest percentage of children in the top 25<sup>th</sup> percentile were, in ascending order: Katimavik/Hazeldean (35.1%), Orleans South (38.1%), West Carleton (43.2%), Glen Cairn (46.5%), and Glebe (47.3%). Please see Table 21 for a complete list of “very ready for school” neighbourhoods.

**Table 21 – Language and Cognitive Development Domain Scores by Neighbourhood**

Language and Cognitive Development Domain						
Neighbourhood	Number of Valid Questionnaires	% Below the 10 <sup>th</sup> percentile “vulnerable”	% Between 10-25 <sup>th</sup> percentile “at risk”	% Between the 25 <sup>th</sup> -75 <sup>th</sup> percentile “ready for school”	% Above the 75 <sup>th</sup> percentile “very ready for school”	Mean Score
Alta Vista	242	9.5%	15.8%	54.3%	20.3%	8.5
Barrhaven/Longfields	725	5.1%	13.6%	54.4%	27.0%	8.8
Beacon Hill	151	8.9%	21.9%	40.0%	19.2%	8.3
Beaverbrook/Marchwood	122	5.7%	9.8%	60.7%	23.8%	8.8
Bells Corners	87	8.0%	17.2%	46.0%	28.7%	8.5
Blackburn Hamlet	93	7.5%	11.8%	47.3%	33.3%	8.8
Blossom Park/Windsor Park	196	11.8%	19.0%	46.7%	22.6%	8.3
Bridlewood	284	6.7%	7.4%	60.2%	25.7%	8.9
Carleton Heights	55	5.5%	12.7%	52.7%	29.1%	8.8
Carlington	112	19.6%	17.0%	56.3%	7.1%	7.7
Centre Town	61	16.4%	18.0%	50.9%	14.8%	8.0
Clementine	<40	NA	NA	NA	NA	NA
Convent Glen	119	4.2%	12.6%	52.9%	30.3%	9.0
Copeland	152	6.0%	11.9%	60.9%	21.2%	8.8
Cumberland	203	4.0%	7.5%	65.5%	23.0%	8.9
Cyrville	155	14.3%	20.1%	49.4%	16.2%	8.1
Dalhousie	56	16.4%	10.9%	54.5%	18.2%	7.9
Glebe	91	3.3%	6.6%	42.9%	47.3%	9.3
Glen Cairn	86	4.7%	5.8%	43.0%	46.5%	9.2
Goulburn	356	3.1%	9.3%	59.6%	28.1%	9.0
Hawthorne	164	5.5%	12.8%	50.0%	31.7%	8.3
Hunt Club East	323	10.9%	17.1%	54.3%	17.7%	8.4
Hunt Club West	125	7.2%	20.8%	56.8%	15.2%	8.4
Katimavik/Hazeldean	187	4.3%	9.2%	51.4%	35.1%	9.0
Lowertown	60	20.0%	25.0%	45.0%	10.0%	7.6
Mer Bleue	<40	NA	NA	NA	NA	NA
Nepean Central	217	10.6%	20.3%	54.4%	14.7%	8.3
Nepean East	241	10.8%	14.1%	44.4%	30.7%	8.6
Nepean North	121	9.1%	11.6%	52.0%	27.3%	8.6
Nepean West	<40	NA	NA	NA	NA	NA
New Edinburgh	<40	NA	NA	NA	NA	NA
Orleans East	408	13.0%	14.0%	52.5%	18.7%	8.3
Orleans South	289	4.5%	10.0%	47.4%	38.1%	9.0
Osgoode	231	7.0%	12.3%	58.7%	21.9%	8.7
Ottawa East	<40	NA	NA	NA	NA	NA
Ottawa North East	168	16.7%	18.5%	51.2%	13.7%	8.0
Ottawa South	71	1.4%	7.0%	60.6%	31.0%	9.2
Ottawa South East	42	16.7%	26.2%	47.6%	9.5%	7.9
Ottawa West	144	8.3%	18.8%	47.9%	25.0%	8.5
Overbrook	97	33.7%	17.9%	43.1%	5.3%	7.1
Pincrest/Queensway	248	15.3%	19.4%	47.2%	18.1%	8.0
Rideau	108	5.6%	23.1%	58.3%	13.0%	8.5
Riverside Park	<40	NA	NA	NA	NA	NA
Riverview/Hawthorne	102	6.9%	18.8%	61.4%	12.9%	8.5
Rockcliffe Park	<40	NA	NA	NA	NA	NA
Sandy Hill	58	13.8%	19.0%	34.4%	32.8%	8.3
South March	152	2.6%	7.2%	57.9%	32.2%	8.0
Vanier	87	17.6%	18.8%	50.6%	12.9%	7.9
West Carleton	222	5.4%	14.0%	37.4%	43.2%	9.0
Westboro	48	8.3%	20.8%	47.9%	22.9%	8.4
Ottawa	7547	8.7%	14.4%	52.8%	24.1%	8.6

## Communication Skills and General Knowledge

The Communication Skills and General Knowledge domain refers to a child’s effective communication with others rather than correctness. The child must be able to understand others as well as communicate ideas and feelings in a way that is understood. More specifically, it assesses a child’s ability to clearly communicate one’s own needs and understand others; clear articulation; active participation in story-telling (not necessarily with good grammar and syntax) and; interest in general knowledge about the world.

Table 22 is a description of children’s abilities within a certain percentile range in the Communication Skills and General Knowledge domain. For example, children scoring above the 75th percentile are considered to be very ready for school in this particular domain.

**Table 22 - Percentile Profile – Communication Skills and General Knowledge**

Percentile Profile – Communication Skills and General Knowledge		
“Vulnerable” Below the 10 <sup>th</sup> Percentile	“At-risk” Between the 10 <sup>th</sup> and the 25 <sup>th</sup> Percentile	“Very Ready for School” Above the 75 <sup>th</sup> percentile
“A child with mostly poor to very poor communication skills, and poor or very poor articulation; whose command of the language of instruction is poor; who has difficulty in talking to others, understanding, and being understood; and has limited general knowledge.”	“A range of children who have poor to average communication skills, command of the language of instruction, articulation, story telling skills, ability to participate in play involving the use of language; and have moderate general knowledge.”	“A child who has excellent communication skills, can tell a story and communicate with both children and adults, and has no problems with articulation.”

Source: 2001-2002 Results of the Early Development Instrument in Stormont, Dundas & Glengarry and Prescott-Russell, pg.30

Analysis of the Communication Skills and General Knowledge domain by neighbourhood found that there were 21 neighbourhoods that scored below the Ottawa 10th percentile and were thus considered “vulnerable” on the Communication Skills and General Knowledge domain. The six neighbourhoods with the highest percentage of children in the lowest 10<sup>th</sup> percentile were, in ascending order: Centre Town and Lowertown (both at 23.3%), Carlington (25.0%), Dalhousie (25.0%), Nepean North (27.3%) and Overbrook (29.9%). Please see Table 23 for a complete list of “vulnerable” neighbourhoods.

There were also many neighbourhoods in Ottawa that were doing extremely well on the Communication Skills and General Knowledge domain. A total of 20

neighbourhoods scored above the Ottawa 75th percentile and were thus considered “very ready for school”. The five neighbourhoods that had the highest percentage of children in the top 25<sup>th</sup> percentile were, in ascending order: Goulburn (49.7%), Cumberland (51.0%), Blackburn Hamlet (53.8%), Glen Cairn (55.8%) and Glebe (62.6%). Please see Table 23 for a complete list of “very ready for school” neighbourhoods.

**Table 23 – Communication Skills and General Knowledge Domain Scores by Neighbourhood**

Communication Skills and General Knowledge Domain						
Neighbourhood	Number of Children	% Below the 10 <sup>th</sup> percentile “vulnerable”	% Between 10-25 <sup>th</sup> percentile “at risk”	% Between the 25 <sup>th</sup> -75 <sup>th</sup> percentile “ready for school”	% Above the 75 <sup>th</sup> percentile “very ready for school”	Mean Score
Alta Vista	242	16.1%	13.6%	38.4%	31.8%	7.5
Barrhaven/Longfields	725	9.9%	15.3%	34.8%	39.9%	7.9
Beacon Hill	151	16.7%	13.3%	49.3%	20.7%	7.3
Beaverbrook/Marchwood	122	5.7%	9.8%	44.3%	40.2%	8.3
Bells Corners	87	13.8%	14.9%	33.3%	37.9%	7.5
Blackburn Hamlet	93	7.5%	11.8%	26.9%	53.8%	8.4
Blossom Park/Windsor Park	196	17.3%	10.7%	37.8%	34.2%	7.4
Bridlewood	284	12.7%	10.9%	36.6%	39.8%	7.9
Carleton Heights	55	7.3%	7.3%	49.1%	36.4%	8.1
Carlington	112	25.0%	22.3%	37.5%	15.2%	6.2
Centre Town	61	23.3%	23.3%	26.7%	26.7%	6.6
Clementine	<40	NA	NA	NA	NA	NA
Convent Glen	119	6.7%	25.2%	27.7%	40.3%	7.9
Copeland	152	8.6%	5.9%	42.1%	43.4%	8.4
Cumberland	203	4.0%	10.9%	34.1%	51.0%	8.5
Cyrville	155	19.4%	16.1%	40.6%	23.9%	7.1
Dalhousie	56	25.0%	21.4%	32.2%	21.4%	6.5
Glebe	91	3.3%	1.1%	33.0%	62.6%	9.3
Glen Cairn	86	4.7%	9.3%	30.2%	55.8%	8.7
Goulburn	356	4.8%	12.4%	43.1%	49.7%	8.5
Hawthorne	164	5.5%	12.8%	37.8%	43.9%	8.3
Hunt Club East	323	16.5%	15.2%	36.4%	32.0%	7.4
Hunt Club West	125	13.6%	20.8%	29.6%	36.0%	7.4
Katimavik/Hazeldean	187	7.5%	9.1%	36.4%	47.1%	8.4
Lowertown	60	23.3%	21.7%	41.6%	13.3%	6.3
Mer Bleue	<40	NA	NA	NA	NA	NA
Nepean Central	217	11.1%	9.7%	45.6%	33.6%	7.9
Nepean East	241	16.2%	10.4%	35.7%	37.8%	7.7
Nepean North	121	27.3%	14.9%	31.4%	26.4%	6.7
Nepean West	<40	NA	NA	NA	NA	NA
New Edinburgh	<40	NA	NA	NA	NA	NA
Orleans East	408	9.8%	15.0%	35.3%	40.0%	7.9
Orleans South	289	7.3%	11.8%	32.6%	48.4%	8.4
Osgoode	231	8.7%	25.2%	28.3%	37.8%	7.8
Ottawa East	<40	NA	NA	NA	NA	NA
Ottawa North East	168	19.6%	16.1%	32.7%	31.5%	7.2
Ottawa South	71	4.2%	42.3%	29.6%	23.9%	7.3
Ottawa South East	42	16.7%	26.2%	21.5%	35.7%	7.2
Ottawa West	144	11.1%	10.4%	34.7%	43.8%	8.2
Overbrook	97	29.9%	21.6%	34.1%	14.4%	5.9
Pinecrest/Queensway	248	14.9%	14.5%	41.5%	29.0%	7.5
Rideau	108	7.4%	27.8%	38.0%	26.9%	7.6
Riverside Park	<40	NA	NA	NA	NA	NA
Riverview/Hawthorne	102	13.7%	21.6%	40.2%	24.5%	7.2
Rockcliffe Park	<40	NA	NA	NA	NA	NA
Sandy Hill	58	20.7%	22.4%	29.3%	27.6%	6.7
South March	152	10.5%	7.2%	44.8%	37.5%	8.0
Vanier	87	18.4%	19.5%	36.8%	25.3%	7.3
West Carleton	222	9.5%	27.0%	34.7%	28.8%	7.6
Westboro	48	8.3%	10.4%	35.4%	45.8%	8.2
Ottawa	7572	12.0%	15.0%	36.1%	36.9%	7.8

## Considerations

As with any piece of research, the previous results and discussions should be reviewed with the following considerations in mind:

- The EDI was completed for all children who attend schools from one of the four publicly funded school boards. Thus, senior kindergarten children who attended private schools or who are home schooled are not included in the results.
- The EDI is completed by senior kindergarten teachers and as such the section on children's pre-kindergarten experiences (i.e., early intervention programs, non-parental child care arrangements, early years programming, etc.) is often incomplete and as such many items cannot be reported on at this time
- The information/data provided in this report should not be used on it's own for program planning purposes rather it should be used in conjunction with other available community data. For example, community services inventory, census data, etc.

## Next Steps

The EDI results are an opportunity for the community to establish and understand baseline data on children's readiness to learn as they enter Grade one. This report will provide planning groups with evidence-based data that will help to inform policy and service plans. However, it is important that the EDI data not be used in isolation. Rather, the whole picture of children's development can only be seen in combination with other relevant data sources such as socio-economic and demographic information.

As such, the next steps for the community, through its work with the Best Start Initiative and Success By 6 Ottawa, are to combine this data with other information such as Census data, the Community Service Inventory (CSI) data and information that is being collected through the Understanding the Early Years project, to name a few. It is important to continue to work in collaboration with the Best Start Initiative, Ontario Early Years Initiative, United Way/Centraide Ottawa and the City of Ottawa in order to develop a clear picture of young children's development not only for the City as a whole, but also its neighbourhoods.

The results in this report show that the majority of children in Ottawa are ready to learn in Grade one and as such should experience few difficulties as they move into the school system. However, there are certain neighbourhoods where children are experiencing challenges and thus may experience challenges in achieving academic and social success. In order to identify the characteristics that make a neighbourhood more or less successful in promoting healthy early childhood development, it is necessary to combine a range of information. As mentioned previously, the EDI data should not be used in isolation rather it should be looked at in conjunction with other socio-economic, health and program/service information. The Understanding the Early Years project will provide;

- ▶ a Community Mapping Report which includes Census 2001 data and data from the Ontario Early Years Community Services Inventory (2005);
- ▶ a Community Research Report which combines the information collected by the EDI and results of a Parent Interviews and Direct Assessments of Children Survey (PIDACS)

The result will be a comprehensive set of data and information that can support the development of an evidence-based Community Action Plan to guide the work of the community. Success By 6 will work very closely with various community partners to bring to life the Community Action Plan, continuing to build strong partnerships in the Ottawa community.

## Endnotes

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- <sup>1</sup> Offord Centre for Child Studies (2005). School Readiness to Learn Project. Retrieved August 22, 2006, from <http://www.offordcentre.com/readiness/index>
- <sup>2</sup> McCain, M. N., & Mustard, J. F., (1999). Early Years Study Final Report: Reversing the real brain drain. Report commissioned by the Ontario Children's Secretariat, Toronto Ontario.
- <sup>3</sup> Offord Centre for Child Studies (2005). School Readiness to Learn Project. Retrieved August 22, 2006, from <http://www.offordcentre.com/readiness/index>.
- <sup>4</sup> McCain, M. N., & Mustard, J. F., (1999). Early Years Study Final Report: Reversing the real brain drain. Report commissioned by the Ontario Children's Secretariat, Toronto Ontario.
- <sup>5</sup> Rhode Island KIDS COUNT (2005). Getting Ready: Findings from the National School Readiness Indicators Initiative. A 17 State Partnership. Retrieved on August 22, 2006, from [http://www.gettingready.org/matriarch/MultiPiecePage.asp?Q\\_PageID\\_E\\_318\\_A\\_PageName\\_E\\_NationalSchoolReadinessIndicat](http://www.gettingready.org/matriarch/MultiPiecePage.asp?Q_PageID_E_318_A_PageName_E_NationalSchoolReadinessIndicat)
- <sup>6</sup> Doherty, G. (1997). Zero to six: The basis for school readiness. Retrieved August 22, 2006, from <http://www11.sdc.gc.ca/en/cs/sp/sdc/pkrf/publications/1997-002557/page01.shtml>
- <sup>7</sup> Doherty, G. (1997). Zero to six: The basis for school readiness. Retrieved August 22, 2006, from <http://www11.sdc.gc.ca/en/cs/sp/sdc/pkrf/publications/1997-002557/page01.shtml>
- <sup>8</sup> Offord Centre for Child Studies (2006). 2005/2006 EDI Implementation. Unpublished Document.
- <sup>9</sup> On-Line Resource: Vickers, D. (2003) Early Years Demonstration Projects. [www.founders.net](http://www.founders.net)
- <sup>10</sup> Coren, E. , Barlow, J. (2005) Individual and group-based parenting programmes for improving psychosocial outcomes for teenage parents and their children. The Cochrane Database of Systematic Reviews, 4: John Wiley & Sons, Ltd.

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<sup>11</sup> KSI Research International Inc. (2003) Early Childhood Development in the Dixie Bloor Community of Mississauga, Ontario: Her Majesty the Queen in Right of Canada: Canada

<sup>12</sup> On-Line Resource: The Ottawa Coalition for the Prevention of Low Birth Weight (2003) What is low birth weight?  
<http://www.successby6ottawa.ca/lbwfpn/english/index.html>