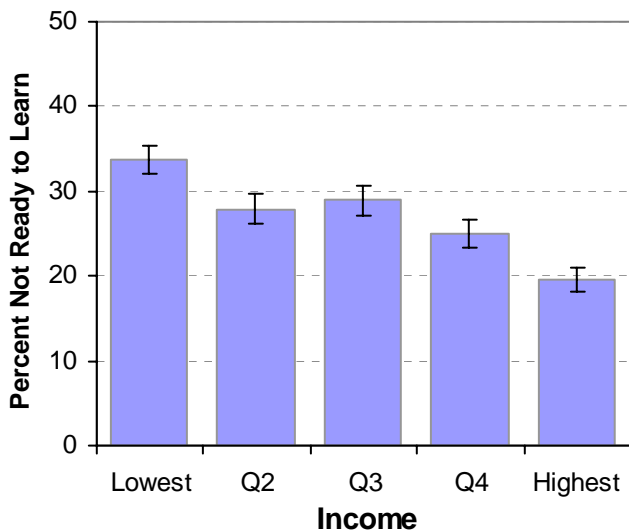

Readiness to Learn

Figure 6: Readiness to Learn at School Entry¹, by Income², Toronto, 2004/05



¹ Readiness to learn at school entry is measured using the Early Development Indicator (EDI) See Appendix C for more information.

² Income is the population quintile by proportion of the population below the LICO in census tracts.

Error bars (I) denote 95% confidence intervals.

Source: Offord Centre for Child Studies, McMaster University, 2007.

Toronto children's learning readiness was assessed through administration of the Early Development Instrument (EDI), a population-based tool for assessing children's readiness to learn at school in five developmental domains. Readiness to learn is considered to be a critical marker for life long success.²³ In Toronto overall 28% of children in kindergarten were considered not ready to learn at school entry.

There was a gradient in the percent of children not considered ready to learn at school entry across income quintiles in Toronto. There was a significant difference in the percent of children scored as not ready to learn between children in the lowest income quintile (34%) compared to children in the highest income quintile (20%).

The absolute difference in percent of children not ready to learn at school entry between quintile 1 and quintile 5 was 14 percentage points. In relative terms, the percent of children not ready to learn in the lowest income quintile was 1.7 times the percent in the highest income quintile.

If all senior kindergarten children had same level of readiness to learn as those in the highest income quintile (Q5) there would be 1,600 or 30% more children per year ready to learn at school entry in Toronto.