



Subject: Children and Youth

Community Profiles

Place: Lanark County

Date: 2010



United Way
serving Kingston, Frontenac
Lennox and Addington



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This report is the result of collaborative efforts and input from the Children's Services Planning Tables in the South East Region, the United Way serving KFL&A and the project lead team (listed below).

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EDI and EQAO information includes the following school boards.

Algonquin and Lakeshore Catholic District School Board
Catholic District School Board of Eastern Ontario
Conseil des écoles publiques de l'Est de l'Ontario
Conseil des écoles catholiques de langue française du Centre-Est
Hastings & Prince Edward District School Board
Limestone District School Board
Upper Canada District School Board

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The document is available at www.unitedwaykfla.ca.

This project is an ongoing process of community collaboration and continues to evolve over time as our data collection capacity is further developed. Every attempt has been made to ensure accuracy in this publication, however errors may occur.

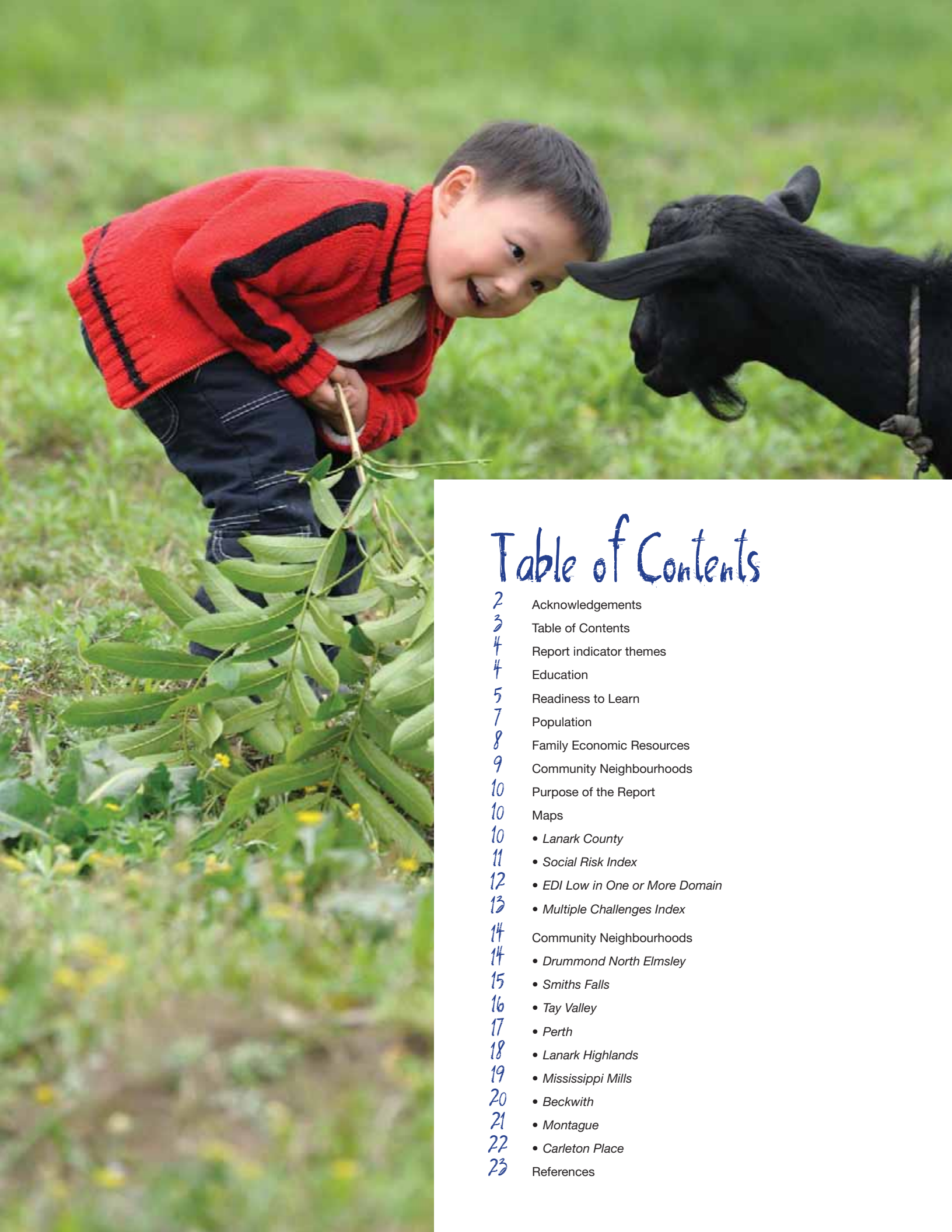


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Report Indicator Themes

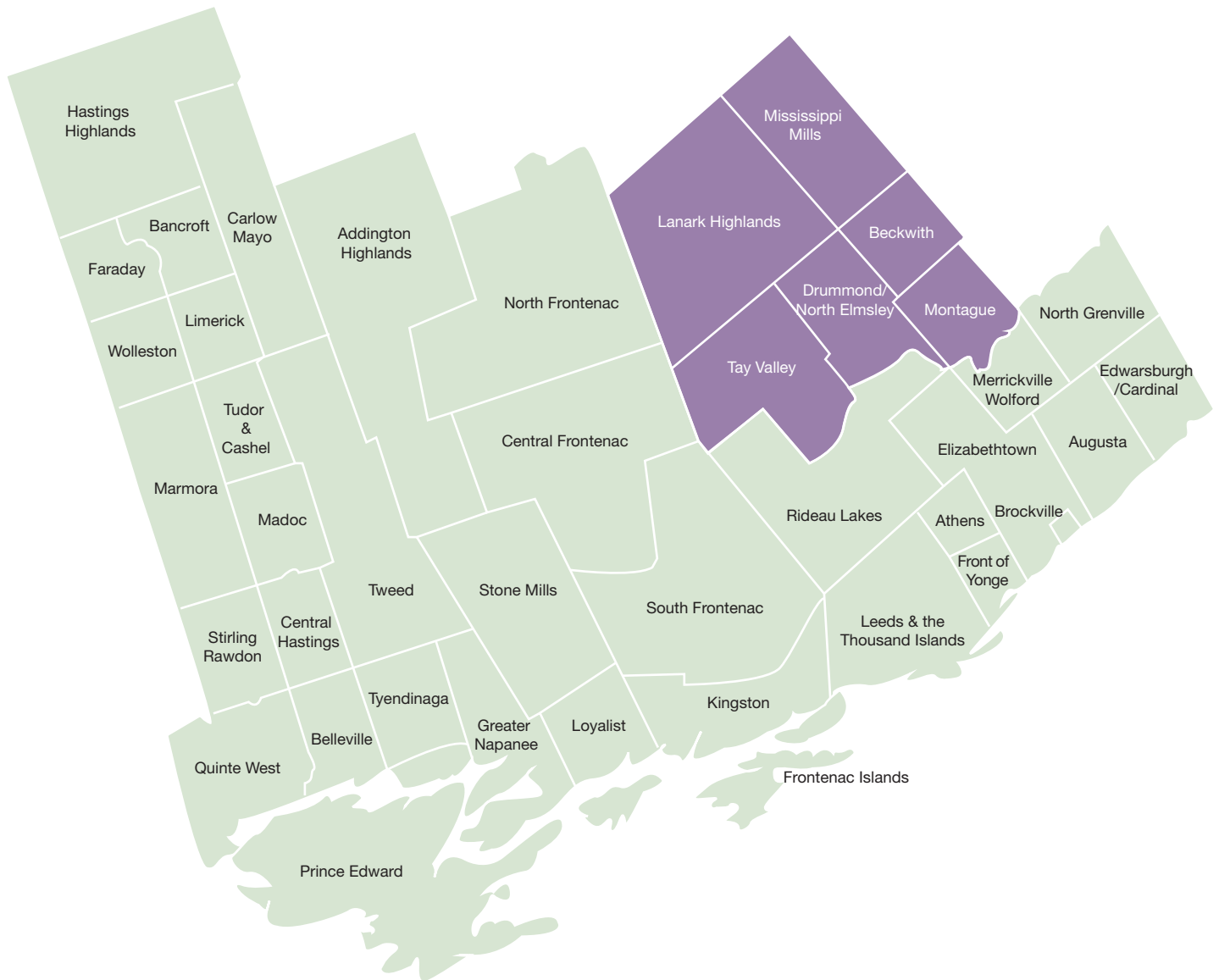
Indicators for Children and Youth in the South East Region, is the result of a collaborative community effort. The report is intended to provide specific information that will support service providers, parents, professionals, and organizations by identifying areas of strength and vulnerability in the population of children and youth. The data contained within this resource is but one piece of a more complete picture. We must also consider our experience and personal knowledge of the communities we serve to fully appreciate the challenges presented.

The Community Profile includes 35 indicators to measure how well children and youth are doing in various neighbourhoods across the South East Region. We have provided a brief explanation of the indicator themes and their connection to child and youth well-being.

Education

EDI – Early Development Instrument

“Early Development Instrument: A Population-based Measure for Communities” (EDI) provides population based data about early child development to communities and governments so that they can put into place programs and policies to support healthy child development for all families within unique communities.¹ The EDI is a teacher-completed checklist that assesses children’s readiness to learn before they enter formal schooling (Grade one). The EDI is not an assessment of individual students or schools but a measure of the outcomes of a child’s preschool experiences as they influence their readiness to learn at school. This refers to a child’s ability to meet the task demands of school, such as: playing and working with other children, listening to the teacher, remembering and following rules, and being comfortable exploring and asking questions.



Five Domains Of School Readiness To Learn

There are five domains of “school readiness to learn” included in the Early Development Instrument:



1. Physical health and well-being

- gross and fine motor skills
- holding a pencil
- running on the playground
- motor coordination
- adequate energy levels for classroom activities
- independence in looking after own needs
- daily living skills

2. Social knowledge and competence

- self-control and self-confidence
- co-operation and respect for others (children and adults)
- socially appropriate behavior during school activities
- ability to play and work with others

3. Emotional health/maturity

- ability to reflect before acting
- a balance between too fearful and too impulsive
- ability to deal with feelings at the age-appropriate level
- empathic response to other people's feelings



4. Language and cognitive development

- interest in books, reading and language-related activities
- age-appropriate reading and writing skills
- interest in simple math-related activities
- ability to understand similarities and differences
- ability to recite back specific pieces of information from memory

5. Communication skills and general knowledge

- skills to communicate needs and wants in socially appropriate ways
- symbolic use of language
- story telling
- age-appropriate knowledge about life and the world around them²

EDI – Multiple Challenge Index

There are 16 sub-domains within the five major domains of the EDI. Each of the sub-domains represents a relatively homogenous aspect of a child's development. If a child scores low (below the cut-off) on 9 or more of the 16 sub-domains he/she is considered to have multiple challenges.

Analysis of the distribution of the number of challenges in one or more sub-domain indicates that having scores below the cut-off in 9 or more pointed to serious problems in multiple domains. Three of the 5 domains have 4 sub-domains, one has 3, and the last one has 1. Therefore experiencing challenge in 9 sub-domains means that they are from at least 3 of the major five developmental domains.³

EDI – Results

EDI results are disseminated based on where the child lived at the time of the test and are not linked to the school or board they attended at that time. EDI is a population-based measurement tool and thus results are reported by community, regardless of school or school board locations. Data in this EDI report has been grouped by neighbourhood(s) where sample sizes are sufficient to protect student, school and board confidentiality.

The EDI maps included in this document are colour-coded to show the percentage of vulnerable children in each neighbourhood. Red indicates a higher percentage of vulnerable children in that neighbourhood.

EQAO- Education Quality and Accountability Office

This indicator provides an average of EQAO Primary and Junior reading, writing and math data for 2008/09 for the schools in each of our neighbourhood, as well as grade 9 applied mathematics scores and grade 10 OSSLT scores. The primary and junior assessments are administered in grade 3 and grade 6 respectively.

The assessment results averaged in this report capture student performance at a specific point of time (2008/09 school year). To conduct an in-depth analysis the results should be considered together with other information about student performance over time.

Student assessment is most effective when data is interpreted in context, and examined over time to determine trends in performance. This information is provided to give us a glimpse into how well our children and youth are performing across the South East Region. The tables reflect the average score of the schools geographically located in the neighbourhood.⁴

The EQAO scores related by neighbourhood should be interpreted with caution. The percentages represent the average combined school results, not necessarily the percentage of students who achieved the provincial standard in each neighbourhood. Where suppressed results could be identified, results were excluded from the average.

EQAO – Percentage of Special Needs

For the purposes of the EQAO assessment, “Students with special needs are formally identified by an Identification, Review and Placement Committee (IPRC), and/or students who have an Individual Education Plan (IEP). Students whose sole identified exceptionality is gifted are not included.”⁵

The percentage for special needs found in the tables reflect the percentage of Grade 3, 6 and 9 students identified as having special needs according to the above definition and reported by EQAO.

It is understood there are many measures of special needs for children. For the purpose of this report we are only using the above measure. It is important to note that this does not capture all children in the community identified with special needs.

Readiness to Learn

“The first six years of life lay the foundation for many knowledge bases and skills required for successful school adjustment and later adult competence. The readiness, or developmental status of a child when he or she makes the transition from home to school, is the result of a complex web of interactions between the child’s genetic endowment and the child’s environment.”

A child’s readiness to learn can be defined in terms of five domains: physical well-being and motor development; emotional health and a positive approach to new experiences; social knowledge and competence; language skills, and general knowledge and cognitive skills. These components go well beyond traditional ideas that determine only cognitive and language skills are needed to have a successful start in school.

Physical well-being and motor development means more than considering the presence or absence of major disease or a chronic condition. It encompasses having adequate energy levels and the ability to resist infection. Children who miss a great deal of school due to illness in the early years may not learn the basics as they should. Motor development can be seen as the mastery of gross motor skills such as running or climbing, which facilitate a child’s integration into games and recess activities, and fine motor skills such as being able to hold a pencil and turn the pages of a book.

A child’s emotional maturity includes the ability to defer immediate gratification (for example, not to chat with her neighbour), to persist in repetitive exercises that may be boring, and not to cry at every failure. Self-confidence, a healthy curiosity, an eagerness to try new experiences and some ability to reflect before acting are also important assets for a child starting school.

Social knowledge or social development includes all of the skills we learn to be able to effectively interact with others. Knowledge of acceptable behaviour, respect for others, the ability to control one’s actions, to cooperate with others and to communicate in acceptable ways help the young child to integrate into the classroom and become part of the group.

Two aspects of language skills are important at school entry: understanding what others say and communicating verbally in a way that is understood by others.

Finally, general knowledge is important, as are cognitive skills such as the ability to organize, analyze, remember and recite specific information.

As a child grows up, his or her development progresses through sequential stages for each of the domains, starting back at day one when the child is conceived. Each stage builds on the previous one in terms of the abilities learned. The domains are not mutually exclusive; development in one domain affects development in the others.

Much has happened in a child's life before the first day of school. All aspects of the child's development have progressed as a result of the child's interaction with the surrounding environment. In cases where that development is not progressing as it should, and particularly where effects are cumulative, there are windows of opportunity for intervention in the very early years if the situation is accurately assessed and appropriate programs are available to help.

Although it may be difficult to make large changes in the contextual aspects of a child's environment, improving the child's interactions with others can have significant impacts on their development. Even if the windows are missed, children are amazingly resilient and can be helped later. Interventions to overcome lack of development of skills or abilities can be successful when a child is past the prime "teachable moments," but at a cost. The deficiency must be identified; the longer that takes the greater the cost to the individual in terms of loss of self-esteem and self-confidence, and the greater the dollar cost for well-resourced programs. The school is often the primary site for such remedial programs.

The research on early childhood education has shown conclusively that well-planned, well-implemented programs can enable all young children to learn well. Such programs must be based on well-developed principles of child development and use well-established program models and pedagogy."⁶

Population

This report provides population breakdowns based on seven categories from the 2006 census.

- Number of Children 0-3
- Number of Children 4-6
- Number of Children 7-13
- Number of Youth 14-18
- Number of Youth 19-24
- Percentage of Aboriginal (Aboriginal Identity population)
- Percentage of Francophone (Inclusive Definition of Francophone)

The age ranges were selected with input from various planning tables in the South East Region. The age ranges were selected from a service delivery standpoint with regard to offering various services based on the age ranges above (i.e. 0-3). This measure of percentages will allow policy makers to determine within their neighbourhoods the number of children, youth, aboriginal and francophone populations and will assist in creating service delivery plans.

Social Risk Index

The model for the Social Risk Index was produced by Human Resources Development Canada in 2003, as a way of depicting a generalized set of potential risks in various neighbourhoods. The index is comprised of nine indicators that when combined, show the socioeconomic framework of each neighbourhood. Using an overall scoring range of 0-9, (0 being a low risk, 1-2 being a somewhat low risk, 3-4 being a moderate risk, 5-6 being a somewhat high risk, and 7-9 representing a high risk), each neighbourhood's Social Risk Index score has been calculated and represented in this report for the entire South East Region.

Social Risk Index Indicators Definitions

There are nine indicators selected for the Social Risk Index, based on 2006 Statistics Canada Census data for each neighbourhood in the South East Region.

1. **Average Household Income:** Household income in 2005 of private households, based on 20% sample data: Average household income (\$).
2. **Unemployment Rate:** Rate of unemployment in total population aged fifteen or over, 2006.
3. **Proportion of Residents 20 Years and Older who Lack a High School Diploma:** This indicator was calculated using 2006 Census data for residents aged 20 and older who did not have a high school diploma as of Census Day 2006 (May 16, 2006).
4. **Proportion of Owner-Occupied Dwellings:** This indicator refers to dwellings owned and resided in by owners in 2006.
5. **Mobility Over One Year:** This is an indicator that measures transience within each area of study within twelve months prior to Census Day 2006.
6. **Knowledge of Canada's Official Languages:** A measure of the population base that spoke neither English nor French as of Census Day 2006.
7. **Proportion of Recent Immigrants:** This indicator shows the proportion of a region's cultural diversity, focusing on new residents who entered the community between 2002 and 2006.
8. **Lone Parent Families:** This variable reflects the number of families headed by a lone parent of either sex according to Census results in 2006.
9. **Percentage of Household Income that is Comprised of Government Payments:** A representation of the proportion of household incomes that were based on government payments (pension, disability, welfare, etc.) rather than employment income as of Census Day 2006.

A limited income creates barriers to obtaining many necessities for families, such as housing, stable employment, skills development and childcare.



Family Economic Resources

A range of eleven indicators were selected for the Family Economic Resources. The Family Economic Resources contained in this report are based on 2006 census data. The combination of indicators, when looked at as a collective, provides a picture of the neighbourhood and indicates risk factors for families living in the neighbourhood.

Below is an excerpt from a report on economic resources and children's health and success at school that was funded by Human Resources and Social Development Canada. The summary below provides a connection between the importance of Family Economic Resource indicators and its relation to child health and school success:

"Finally, traditional economic reasoning also suggests that, income constant families with more time are better off than those with less. When we control for both housing and available parental time per week, we find that children who live in owner-occupied housing have better outcomes than children who do not; children who live in housing in need of major repairs have worse outcomes. This represents an additional channel through which economic resources can influence outcomes for children. Weekly hours of available parental time have no statistically significant association with child health; however, income constant, more hours of parental time available each week significantly improves a child's success at school."⁷

Family Economic Resource Indicators

Unemployment Rate (%)

The unemployment rate for a particular group (persons aged 25 years and older) refers to the unemployed in that group, expressed as a percentage of the labour force in that group in the week prior to enumeration. Unemployed refers to persons aged 25 years and older who, excluding institutional residents, during the week prior to Census Day, were without paid or self-employed work, were available for work and had either actively looked for work in the past four weeks prior to Census Day, or were on temporary lay-off and expected to return to their job, or had definite arrangements to start a new job in four weeks or less.

Incidence of Low Income

The incidence of low income (prevalence of low income before tax in 2005) is the proportion or percentage of economic families or unattached individuals in a given classification below the low income cut-offs. Census Canada calculates incidence of low income rates from rounded counts of low income persons or families and the total number of persons or families. These counts have been rounded independently of the rounded counts shown in the table, thus there may be a small difference between the rate shown and one derived from the counts shown. Users are advised to interpret incidence of low income rates based upon small counts with caution.

Lone Parent Families

A lone-parent family is a family with only one parent, male or female, and with at least one child.

Number of Children at Home

The number of children at home refers to the persons who are sons and/or daughters in census families.

Housing – # Renters

Number of renters refers to the "Total number of occupied private dwellings by housing tenure – Rented," which indicates whether some member of the household rents the dwelling. A dwelling is classified as "rented" even if it is provided without cash rent or at a reduced rent, or if the dwelling is part of a cooperative. For census purposes, in a cooperative, all members jointly own the cooperative and occupy their dwelling units under a lease agreement.

Housing – # Home Owners

Number of home owners refers to the "Total number of occupied private dwellings by housing tenure – Owned," which indicates whether some member of the household owns the dwelling. A dwelling is classified as "owned" even if it is not fully paid for, such as one which has a mortgage or some other claim on it. The dwelling may be situated on rented or leased land or be part of a condominium (whether registered or unregistered).

Adequate and affordable housing is an immediate need for many families and this problem affects the safety and stability of children.

Community Neighbourhoods

Number of Tenant Households Spending More Than 30% of Income on Housing

This percentage refers to the proportion of average monthly 2005 total household income which is spent on owner's major payments (in the case of owner occupied dwellings) or on gross rent (in the case of tenant occupied dwellings). It should be noted that not all households spending 30% or more of incomes on shelter costs are necessarily experiencing housing affordability problems. This is particularly true of households with high incomes. There are also other households who choose to spend more on shelter than on other goods. Nevertheless, the allocation of 30% or more of a household's income to housing expenses provides a useful benchmark for assessing trends in housing affordability.

Aboriginal

Included in the Aboriginal identity population are those persons who reported identifying with at least one Aboriginal group, that is, North American Indian, Métis or Inuit, and/ or those who reported being a Treaty Indian or a Registered Indian, as defined by the Indian Act of Canada, and/or those who reported they were members of an Indian band or First Nation.

Francophone

The Francophone population is estimated by a new variable introduced by the Ontario Government in June 2009 to better reflect the changing face and diversity of Ontario's Francophone communities. The new definition or Inclusive Definition of Francophone (IDF) is a derived variable calculated based on three questions in the census concerning: (1) mother tongue; (2) the language spoken at home; and, (3) knowledge of official languages.

The IDF estimates the number of persons whose mother tongue is French, plus those whose mother tongue is neither French nor English but have particular knowledge of French as an official language and use French at home, including many recent immigrants to Ontario for whom French is the language of integration.⁸

Neighbourhood Influences

Although research has traditionally focused on individual and family characteristics there has been a growing recognition of the role of community and neighbourhood factors in supporting young children's early development. Together with the influences of family, peers, schools and other institutions, neighbourhood and community influences play a significant role in health and human development.

Research indicates that "healthy child development is related to the intersection of what is provided by parents, families as a whole, neighbourhoods, schools, communities, and a wider civil society. Supports go beyond parental and family influences and extend to aspects of institutions, neighbourhoods, networks, and governments. Children and youth's development is influenced by the interplay between all of these environments?"⁹

Neighbourhood Socio-Economic Characteristics

Through the use of tables, graphs and maps neighbourhood differences have been identified in various socio-economic characteristics, and as a result may influence the healthy development of the individuals who live in these neighbourhoods. There is evidence that children who grow up in safe, supportive neighbourhoods with abundant resources do better, on average, than those children who grow up in disadvantaged and resource-poor neighbourhoods. Within Ontario's Poverty Reduction Strategy it is identified that "strong communities can be an extremely positive influence on the health and economic prospects of the people who live in them and inviting people to take responsibility for the strength of their own communities can only increase their social cohesion and mobility"¹⁰ Through the tables we can identify those neighbourhoods and communities that may benefit from additional resources. The maps can be helpful in informing policy and securing funding for program, service and intervention opportunities.

Selecting our Neighbourhoods

Community neighbourhoods were selected in 2007 for our first Community Profile Report with input from each of our four planning zones of Lanark, Leeds & Grenville, Kingston-Frontenac-Lennox & Addington and Prince Edward-Hastings.

The neighbourhood selection process involved reviewing maps of these communities and discussing the best way to divide the areas into relevant planning zones that would be large enough to ensure data was not suppressed, yet small enough to be relevant from a planning perspective. The South East Region's Data Analysis Coordinators worked with the planning tables to make this determination and developed the community neighbourhoods that are outlined in this report.

The purpose of these defined neighbourhoods is to allow readers of this report to take a closer look at these communities in a more detailed manner, in the context of the environments in which children, youth and their families are living.

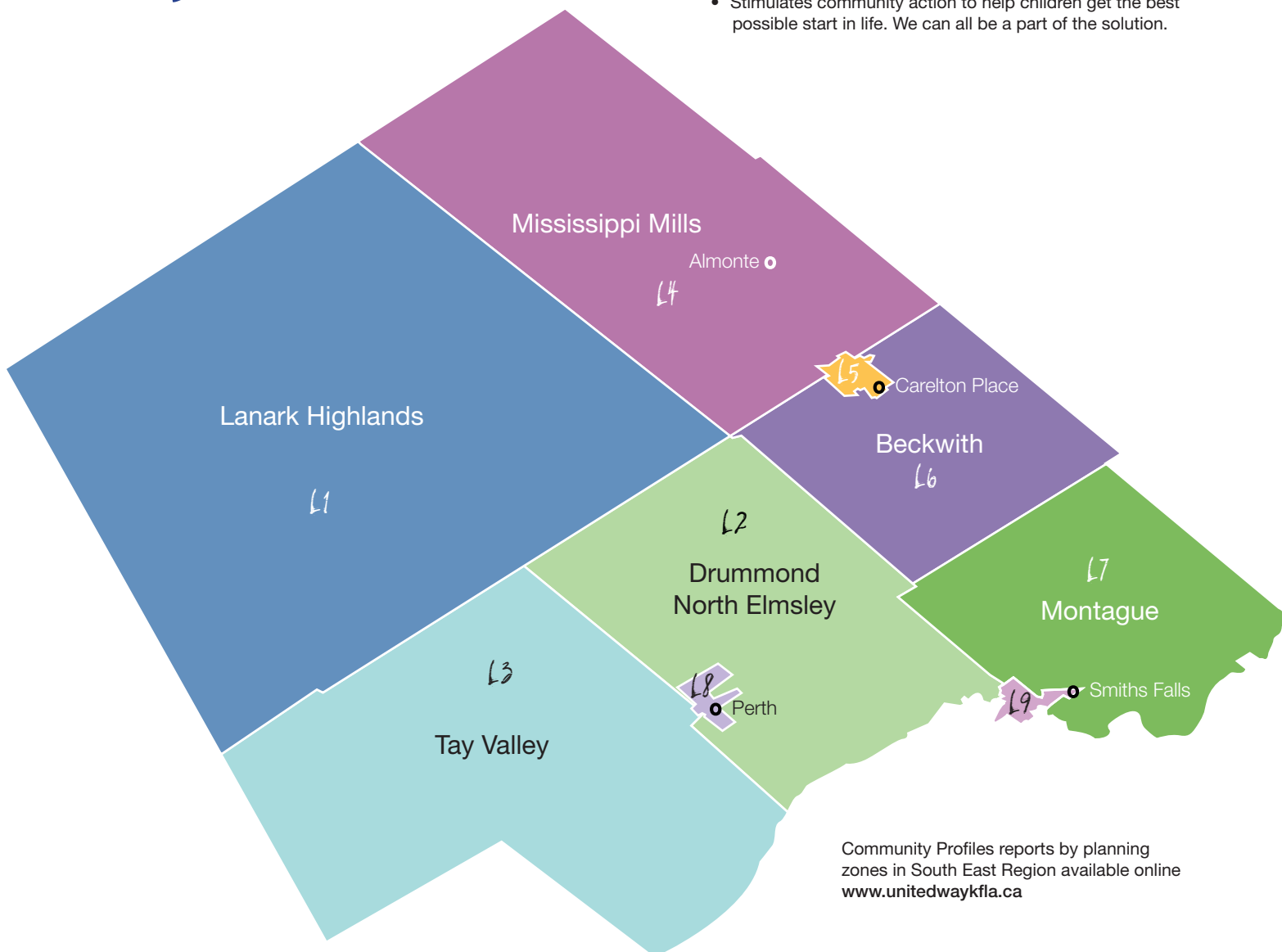


The Community Profiles Report for Lanark County

L1	Lanark Highlands
L2	Drummond/North Elmsley
L3	Tay Valley
L4	Mississippi Mills
L5	Carleton Place
L6	Beckwith
L7	Montague
L8	Perth
L9	Smiths Falls

This report:

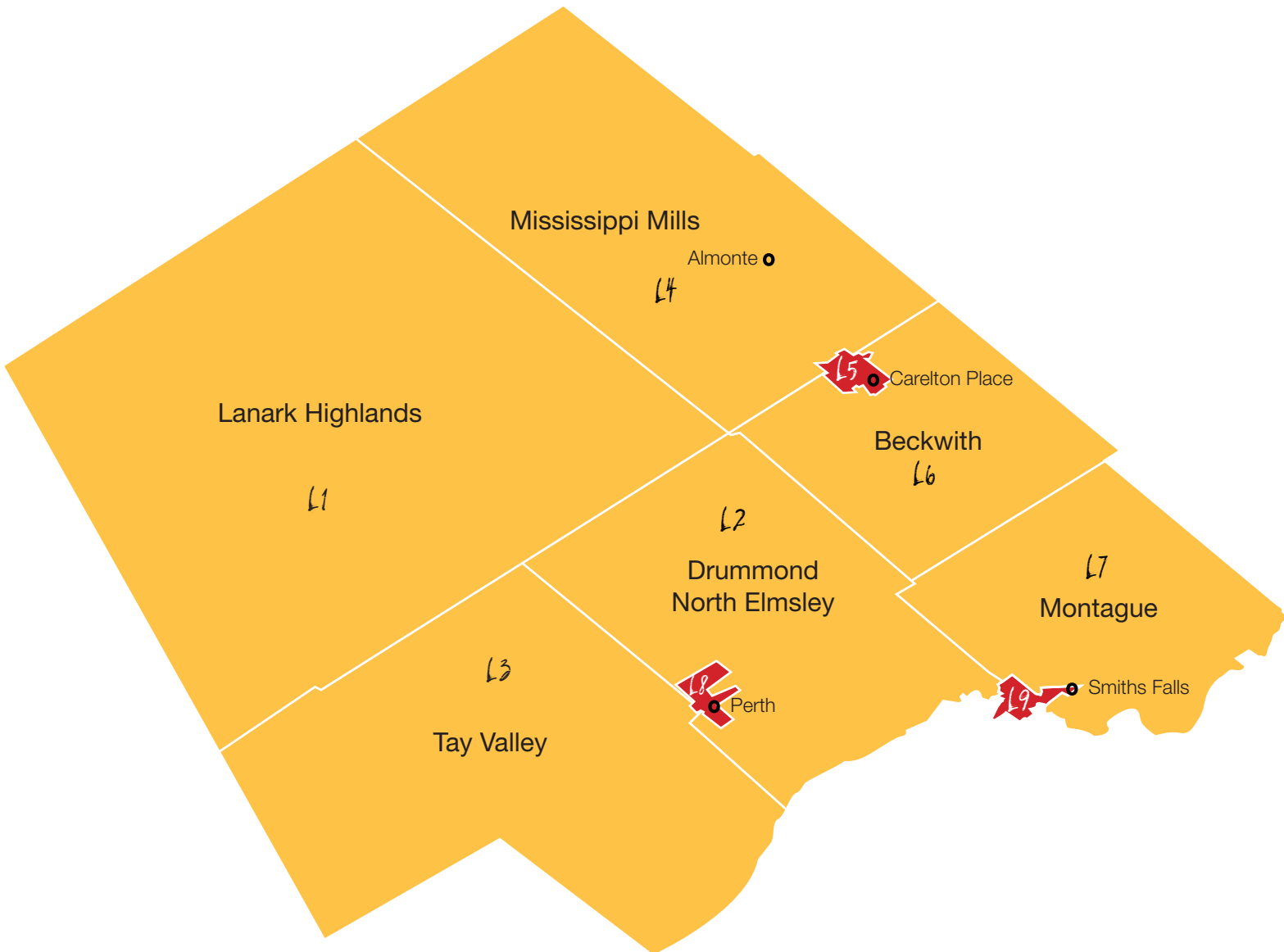
- Paints a clearer picture of the neighbourhood environments in which our children are growing.
- Serves as a planning tool for service providers to facilitate opportunities to respond to identified needs and gaps.
- Is a measuring tool to track improvements in the situation of children over time that will help to prompt and guide further research in this area.
- Initiates ongoing collaborative efforts between community members, groups, and organizations involved in child development.
- Serves as the catalyst in building awareness of the areas of strength and vulnerability that are relevant to the population of children and youth.
- Stimulates community action to help children get the best possible start in life. We can all be a part of the solution.



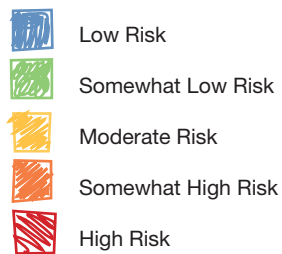
Community Profiles reports by planning zones in South East Region available online www.unitedwaykfla.ca

Lanark County

Social Risk Index



Social Risk Index Lanark County

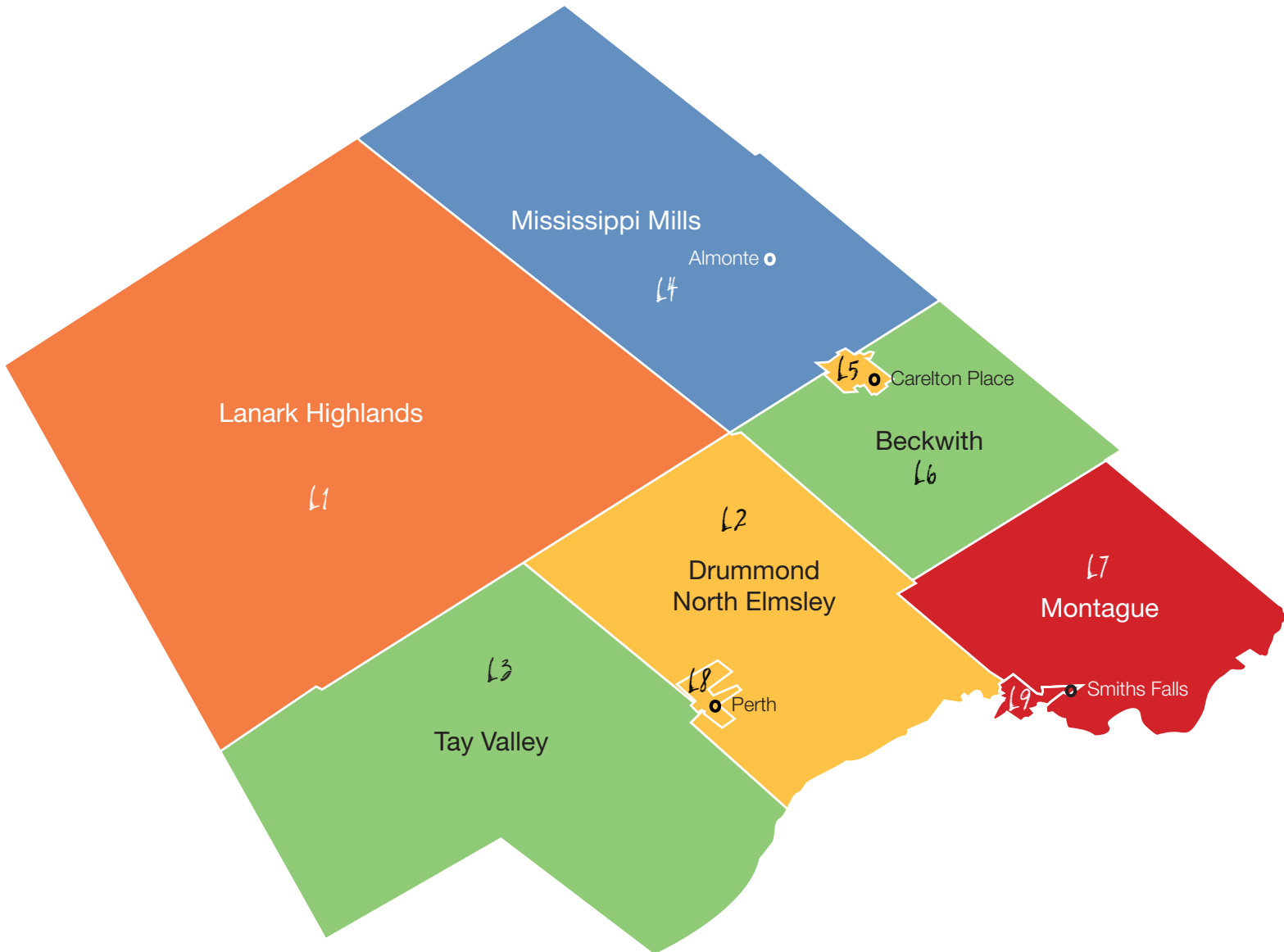


Data Sources:
Statistics Canada 2006

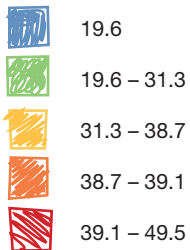
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Lanark County

EDI Low in One or More Domain



% Vulnerable



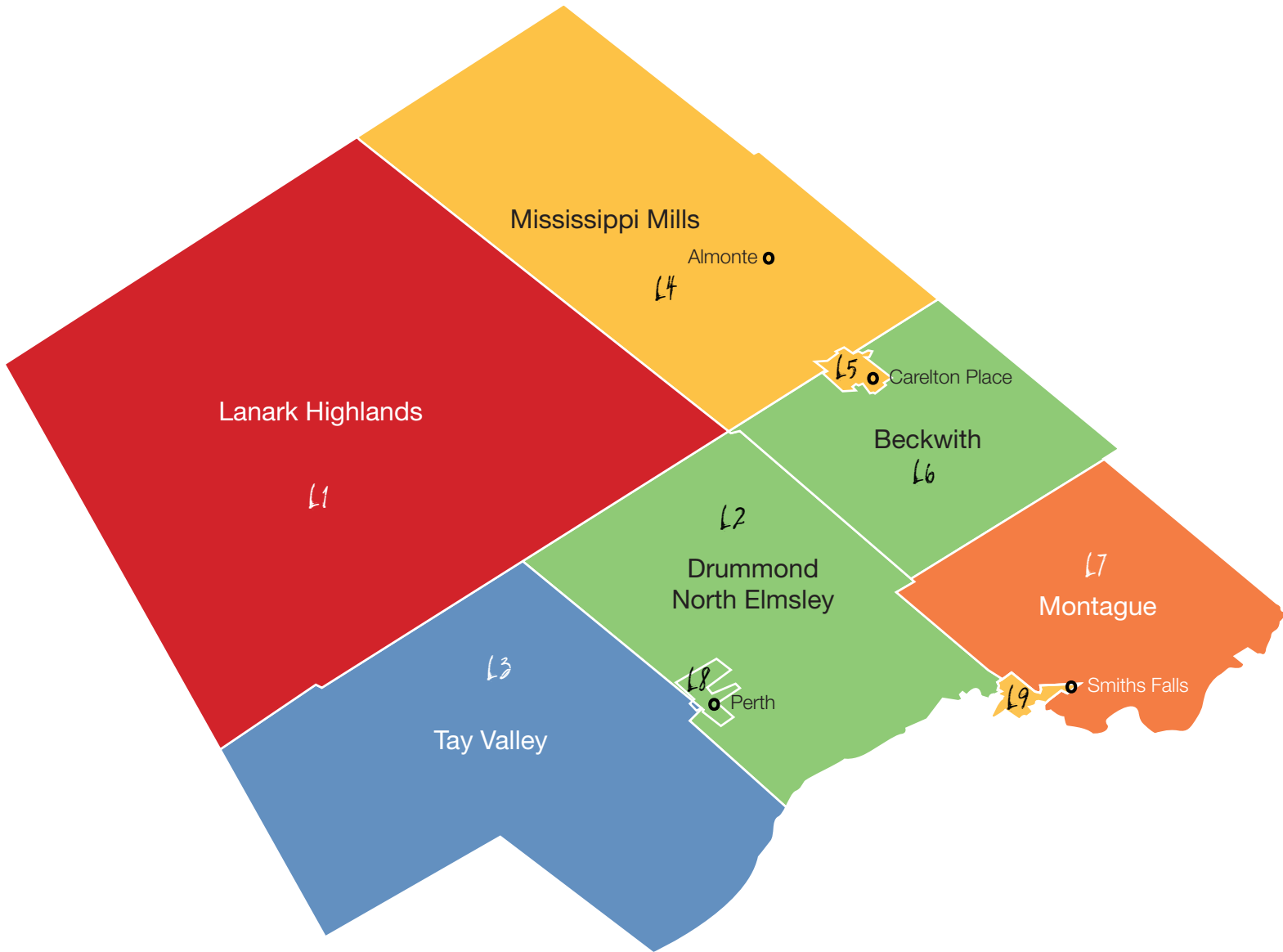
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 The Offord Centre EDI 2008/09

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- L9 Smiths Falls

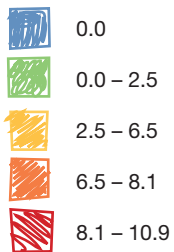
Due to data suppression the following have been grouped together:
 Perth and Drummond North Elmsley; Smiths Falls and Montague

Lanark County

Multiple Challenges Index



% Vulnerable



Data Sources:
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 The Offord Centre EDI 2008/09

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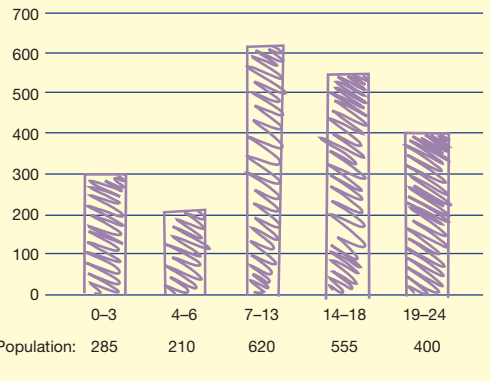
Due to data suppression the following have been grouped together:
 Perth and Drummond North Elmsley; Smiths Falls and Montague



Drummond/North Elmsley

Social Risk Index – Moderate Risk

D/NE Child & Youth Population



Family Economic Resources	D/NE	Lanark	SE Region	Ontario
Unemployment Rate (%)	3.5	4	4.1	4.9
Incidence of Low Income (%)	3.6	7.1	6.6	11.7
# Lone Parent Families	220	2,580	20,265	540,715
% Lone Parent Families – Mother	72.7	79.7	78.1	81.6
% Lone Parent Families – Father	25.0	20.3	21.2	18.4
Number of Children at Home	2,195	19,100	143,385	3,977,005
Housing – # Renters	185	5,130	47,633	1,312,295
Housing – # Home Owners	2,495	20,030	150,520	3,235,495
% of Tenant Households Spending More than 30% of Income on Housing	24.3	45.3	43.3	44.3

Key Findings

- The highest percent of lone parent families–father in Lanark County however, this statistic has decreased from 30.8% in 2001 to 25% in 2006.
- Lowest percent Incidence of Low Income in Lanark County with 3.6%
- As of the 2006 census the Aboriginal population is 2.7% and the Francophone population is 4.2%

Full report available www.unitedwaykfla.ca

Community Resources

Licensed Child Care

n/a

Ontario Early Years Centres and Resource Centres

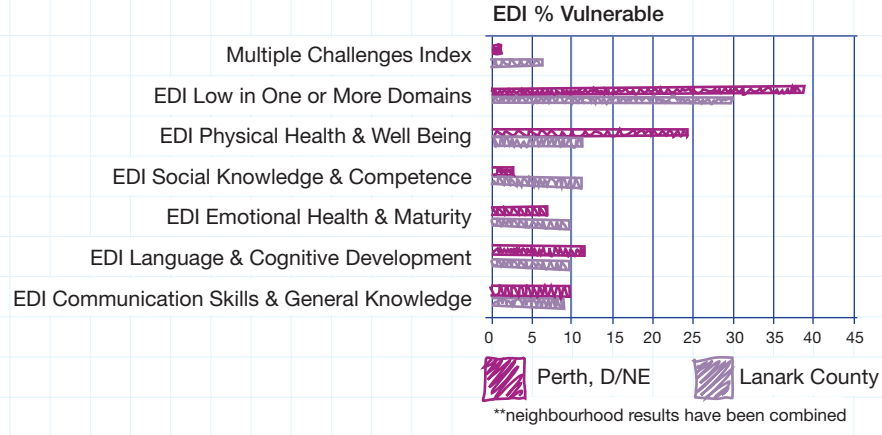
n/a

Schools

Drummond Central Public School
North Elmsley Elementary School

Libraries

n/a



Education Quality and Accountability Office –

EQAO Scores % at or above provincial standard	D/NE	Ontario
EQAO Grade 3 Reading Scores	46%	61%
EQAO Grade 3 Writing Scores	61%	68%
EQAO Grade 3 Math Scores	71%	70%
EQAO Grade 6 Reading Scores	55%	69%
EQAO Grade 6 Writing Scores	63%	67%
EQAO Grade 6 Math Scores	58%	63%
EQAO Grade 9 Math Scores Applied	n/a	38%
EQAO Grade 10 OSSLT	n/a	85%
EQAO % special needs, Grade 3	27%	32%
EQAO % special needs, Grade 6	55%	26%
EQAO % special needs, Grade 9	n/a	27%

EQAO Results

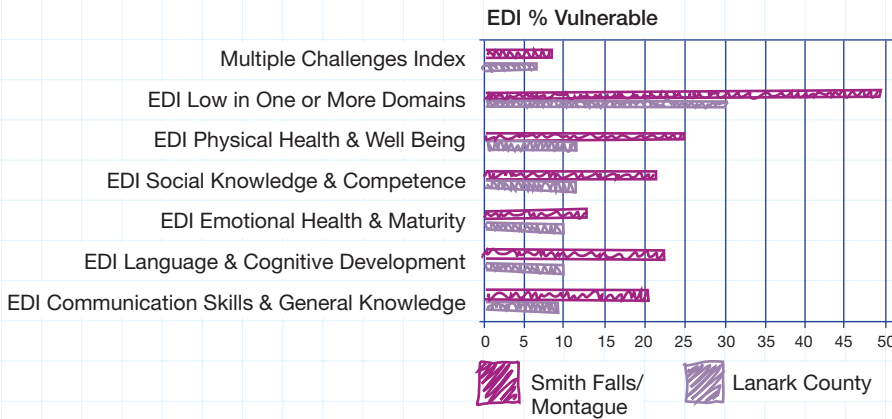
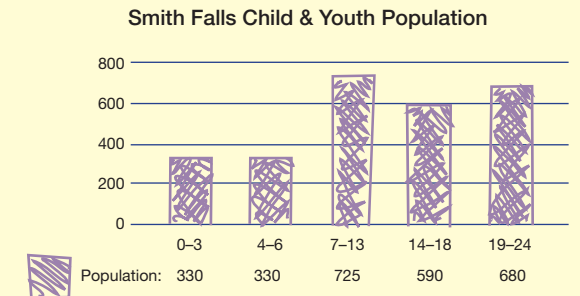
This indicator provides an average of EQAO scores for children and youth at or above the Provincial Standard for the schools in each of our neighbourhoods. Provincial averages are also included in EQAO tables to provide readers some context in reading neighbourhood scores. EQAO should be viewed over time and using other indicators of school success.

Smiths Falls

Social Risk Index – High Risk

Family Economic Resources	Smiths Falls	Lanark	SE Region	Ontario
Unemployment Rate (%)	5.4	4	4.1	4.9
Incidence of Low Income (%)	13.4	7.1	6.6	11.7
# Lone Parent Families	555	2,580	20,265	540,715
% Lone Parent Families – Mother	81.1	79.7	78.1	81.6
% Lone Parent Families – Father	18.0	20.3	21.2	18.4
Number of Children at Home	2525	19,100	143,385	3,977,005
Housing – # Renters	1550	5,130	47,633	1,312,295
Housing – # Home Owners	2260	20,030	150,520	3,235,495
% of Tenant Households Spending More than 30% of Income on Housing	48.1	45.3	43.3	44.3

Montague
Drummond
North Elmsley
Smiths Falls



**neighbourhood results have been combined

Education Quality and Accountability Office –

EQAO Scores % at or above provincial standard	Smiths Falls	Ontario
EQAO Grade 3 Reading Scores	62%	61%
EQAO Grade 3 Writing Scores	66%	68%
EQAO Grade 3 Math Scores	57%	70%
EQAO Grade 6 Reading Scores	60%	69%
EQAO Grade 6 Writing Scores	61%	67%
EQAO Grade 6 Math Scores	50%	63%
EQAO Grade 9 Math Scores Applied	23%	38%
EQAO Grade 10 OSSLT	54%	85%
EQAO % special needs, Grade 3	41%	32%
EQAO % special needs, Grade 6	32%	26%
EQAO % special needs, Grade 9	2%	27%

EQAO Results

This indicator provides an average of EQAO scores for children and youth at or above the Provincial Standard for the schools in each of our neighbourhoods. Provincial averages are also included in EQAO tables to provide readers some context in reading neighbourhood scores. EQAO should be viewed over time and using other indicators of school success.

Key Findings

- Highest incidence of low income in Lanark County of 13.4% but has decreased from 2001 which was 18.4%.
- Has the highest number of renters in Lanark County with 1,550
- Has the highest % of people 25+ with no certificate, diploma or degree 25.2%.
- As of the 2006 census the Aboriginal and Francophone population are both the same percentage at 2.9%

Full report available www.unitedwaykfla.ca

Community Resources

Licensed Child Care

Chimo Elementary School -School Age Program
Nursery Rhyme Day Care Centre
Rideau Child Care Centre Inc.
St. James Before and After School Program
Smiths Falls Child Development Centre
St. Francis Before and After School Program
Ontario Early Years Centres and Resource Centres
C.R.O.W./O.E.Y.C. Playgroup (Smiths Falls)

Ontario Early Years Centres and Resource Centres

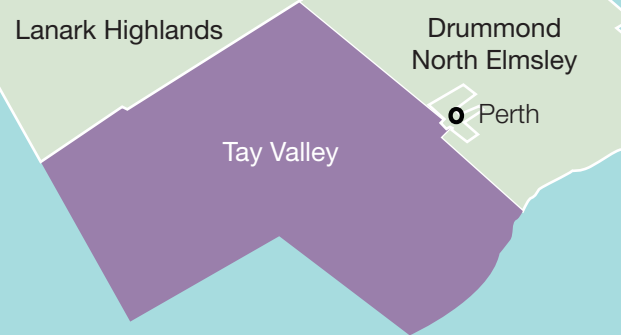
(C.R.O.W.) (Licenced Home Child Care Program)

Schools

Chimo Elementary School
Duncan J. Schoular School
Smiths Falls District Collegiate Institute
St. Francis De Sales
Roman Catholic School
St. James The Greater Catholic Elementary School
St. Luke Catholic High School
TR Leger Alt. School

Libraries

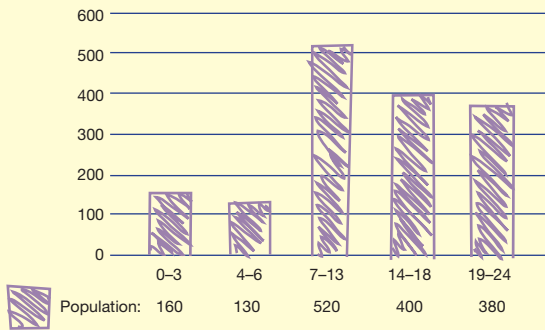
Smiths Falls Public Library



Tay Valley

Social Risk Index – Moderate Risk

Tay Valley Child & Youth Population



Family Economic Resources	Tay Valley	Lanark	SE Region	Ontario
Unemployment Rate (%)	2.7	4	4.1	4.9
Incidence of Low Income (%)	3.8	7.1	6.6	11.7
# Lone Parent Families	110	2,580	20,265	540,715
% Lone Parent Families – Mother	77.3	79.7	78.1	81.6
% Lone Parent Families – Father	22.7	20.3	21.2	18.4
Number of Children at Home	1,575	19,100	143,385	3,977,005
Housing – # Renters	135	5,130	47,633	1,312,295
Housing – # Home Owners	1,950	20,030	150,520	3,235,495
% of Tenant Households Spending More than 30% of Income on Housing	22.2	45.3	43.3	44.3

Key Findings

- Has the lowest unemployment rate (2006) in Lanark County which decreased from 4% in 2001 to 2.7% in 2006
- Grade 3 EQAO Grade 3 Reading % at or above the provincial standard decreased from 81% in 2005/06 to 59% in 2008/09.
- EDI scores improved in 4 out of the 5 domains with Low in One or Domain dropping from 40% to 31.3%.
- As of the 2006 census the Aboriginal population is 2.9% and the Francophone population is 3%

Full report available www.unitedwaykfla.ca

Community Resources

Licensed Child Care

n/a

Ontario Early Years Centres and Resource Centres

n/a

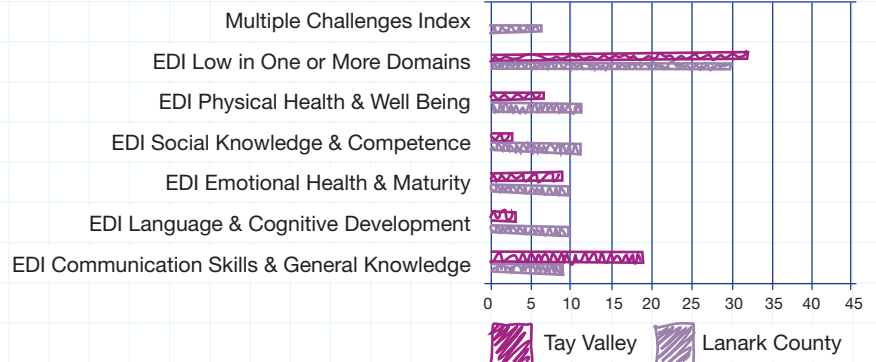
Schools

Glen Tay Public School

Libraries

Perth and District Union Library

EDI % Vulnerable



Education Quality and Accountability Office –

EQAO Scores % at or above provincial standard	Tay Valley	Ontario
EQAO Grade 3 Reading Scores	59%	61%
EQAO Grade 3 Writing Scores	41%	68%
EQAO Grade 3 Math Scores	62%	70%
EQAO Grade 6 Reading Scores	48%	69%
EQAO Grade 6 Writing Scores	26%	67%
EQAO Grade 6 Math Scores	30%	63%
EQAO Grade 9 Math Scores Applied	n/a	38%
EQAO Grade 10 OSSLT	n/a	85%
EQAO % special needs, Grade 3	38%	32%
EQAO % special needs, Grade 6	43%	26%
EQAO % special needs, Grade 9	n/a	27%

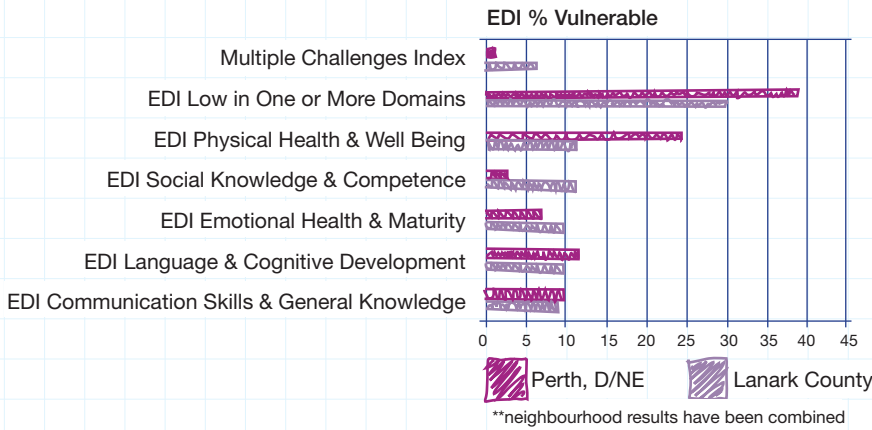
EQAO Results

This indicator provides an average of EQAO scores for children and youth at or above the Provincial Standard for the schools in each of our neighbourhoods. Provincial averages are also included in EQAO tables to provide readers some context in reading neighbourhood scores. EQAO should be viewed over time and using other indicators of school success.

Perth

Social Risk Index – High Risk

Family Economic Resources	Perth	Lanark	SE Region	Ontario
Unemployment Rate (%)	4.3	4	4.1	4.9
Incidence of Low Income (%)	10.7	7.1	6.6	11.7
# Lone Parent Families	365	2,580	20,265	540,715
% Lone Parent Families – Mother	90.4	79.7	78.1	81.6
% Lone Parent Families – Father	9.6	20.3	21.2	18.4
Number of Children at Home	1,455	19,100	143,385	3,977,005
Housing – # Renters	1,200	5,130	47,633	1,312,295
Housing – # Home Owners	1,700	20,030	150,520	3,235,495
% of Tenant Households Spending More than 30% of Income on Housing	51.5	45.3	43.3	44.3



Education Quality and Accountability Office –

EQAO Scores % at or above provincial standard	Perth	Ontario
EQAO Grade 3 Reading Scores	65%	61%
EQAO Grade 3 Writing Scores	68%	68%
EQAO Grade 3 Math Scores	65%	70%
EQAO Grade 6 Reading Scores	80%	69%
EQAO Grade 6 Writing Scores	63%	67%
EQAO Grade 6 Math Scores	73%	63%
EQAO Grade 9 Math Scores Applied	40%	38%
EQAO Grade 10 OSSLT	84%	85%
EQAO % special needs, Grade 3	21%	32%
EQAO % special needs, Grade 6	24%	26%
EQAO % special needs, Grade 9	8%	27%

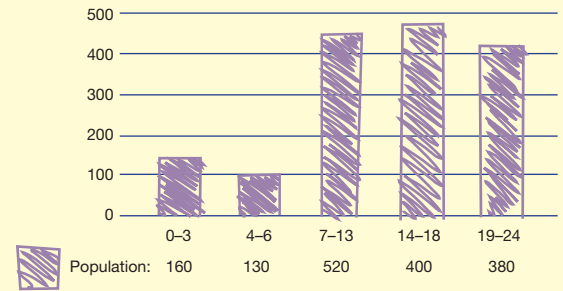
EQAO Results

This indicator provides an average of EQAO scores for children and youth at or above the Provincial Standard for the schools in each of our neighbourhoods. Provincial averages are also included in EQAO tables to provide readers some context in reading neighbourhood scores. EQAO should be viewed over time and using other indicators of school success.

Drummond
North Elmsley

Tay Valley Perth

Perth Child & Youth Population



Key Findings

- Tenant households spending more than 30% of income on housing has increased from 44.3% in the 2001 census to 51.5% in the 2006 census.
- Lowest % children 0-3 & 4-6 of population in Lanark County with 2.5% and 1.7%.
- 2nd highest % of Incidence of low income with 10.7%.
- As of the 2006 census, the Aboriginal population is 2.1% and the Francophone population is 2.5%

Full report available www.unitedwaykfla.ca

Community Resources

Licensed Child Care

Taycare Junior Children's Centre
Taycare Senior Children's Centre
Taycare Summer Program
Taycare St. John's Before and After School Program
CROW Licensed Home Childcare
Perth Children's House Montessori

Ontario Early Years Centres and Resource Centres

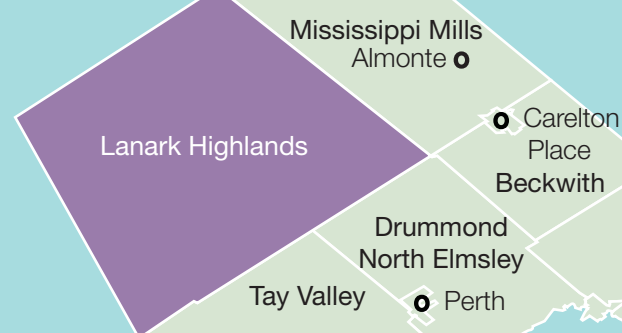
C.R.O.W./O.E.Y.C. Playgroup (Perth)

Schools

Perth & District Collegiate Institute
Queen Elizabeth Elementary School
St. John Catholic Elementary School
St. John Catholic High School
The Stewart Elementary School

Libraries

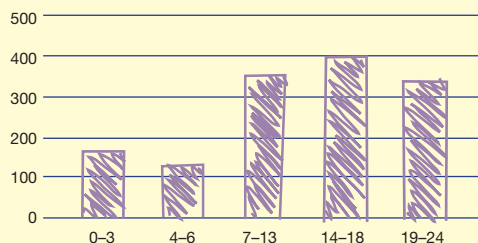
Perth and District Union Library



Lanark Highlands

Social Risk Index – Moderate Risk

Lanark Highlands Child & Youth Population



Population: 170 120 360 400 340

Family Economic Resources	LH	Lanark	SE Region	Ontario
Unemployment Rate (%)	3.3	4	4.1	4.9
Incidence of Low Income (%)	6	7.1	6.6	11.7
# Lone Parent Families	110	2,580	20,265	540,715
% Lone Parent Families – Mother	86.4	79.7	78.1	81.6
% Lone Parent Families – Father	13.6	20.3	21.2	18.4
Number of Children at Home	1,410	19,100	143,385	3,977,005
Housing – # Renters	250	5,130	47,633	1,312,295
Housing – # Home Owners	1,860	20,030	150,520	3,235,495
% of Tenant Households Spending More than 30% of Income on Housing	18.0	45.3	43.3	44.3

Key Findings

- The unemployment rate has decreased from 8.7% 2001 census to 3.3% in 2006 census.
- Tenant Households spending more than 30% of Income on Housing has decreased from 48% in 2001 census to 18% in 2006 census.
- Decrease in the number of lone parent families of 37% from 2001 census to 2006 census
- As of the 2006 census the Aboriginal population is 4.1% and the Francophone population is 4.3%

Full report available www.unitedwaykfla.ca

Community Resources

Licensed Child Care

CROW Licensed Home Childcare

Ontario Early Years Centres and Resource Centres

C.R.O.W./O.E.Y.C. Playgroup (Lanark Village)

Ontario Early Years Centre (Lanark)

Schools

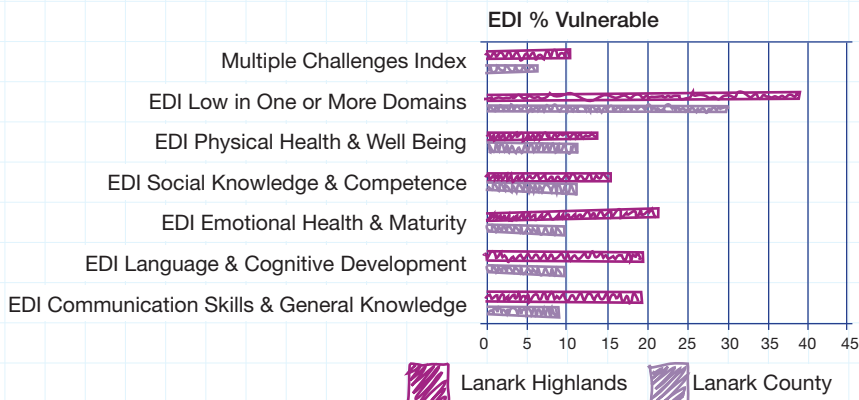
Maple Grove Public School

Sacred Heart Catholic School

Libraries

Lanark Highlands Public Library

Renfrew Public Library



Education Quality and Accountability Office –

EQAO Scores % at or above provincial standard	Lanark Highlands	Ontario
EQAO Grade 3 Reading Scores	46%	61%
EQAO Grade 3 Writing Scores	73%	68%
EQAO Grade 3 Math Scores	54%	70%
EQAO Grade 6 Reading Scores	65%	69%
EQAO Grade 6 Writing Scores	52%	67%
EQAO Grade 6 Math Scores	61%	63%
EQAO Grade 9 Math Scores Applied	n/a	38%
EQAO Grade 10 OSSLT	n/a	85%
EQAO % special needs, Grade 3	38%	32%
EQAO % special needs, Grade 6	43%	26%
EQAO % special needs, Grade 9	n/a	27%

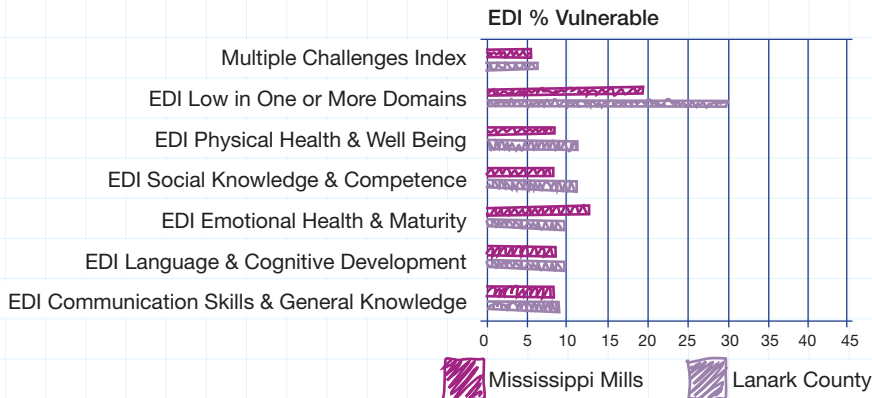
EQAO Results

This indicator provides an average of EQAO scores for children and youth at or above the Provincial Standard for the schools in each of our neighbourhoods. Provincial averages are also included in EQAO tables to provide readers some context in reading neighbourhood scores. EQAO should be viewed over time and using other indicators of school success.

Mississippi Mills

Social Risk Index – Moderate Risk

Family Economic Resources	MM	Lanark	SE Region	Ontario
Unemployment Rate (%)	3.2	4	4.1	4.9
Incidence of Low Income (%)	5.1	7.1	6.6	11.7
# Lone Parent Families	395	2,580	20,265	540,715
% Lone Parent Families – Mother	75.9	79.7	78.1	81.6
% Lone Parent Families – Father	24.1	20.3	21.2	18.4
Number of Children at Home	3,745	19,100	143,385	3,977,005
Housing – # Renters	570	5,130	47,633	1,312,295
Housing – # Home Owners	3,805	20,030	150,520	3,235,495
% of Tenant Households Spending More than 30% of Income on Housing	41.2	45.3	43.3	44.3



Education Quality and Accountability Office –

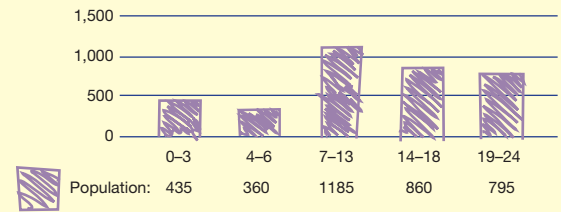
EQAO Scores % at or above provincial standard	Mississippi Mills	Ontario
EQAO Grade 3 Reading Scores	67%	61%
EQAO Grade 3 Writing Scores	69%	68%
EQAO Grade 3 Math Scores	79%	70%
EQAO Grade 6 Reading Scores	77%	69%
EQAO Grade 6 Writing Scores	64%	67%
EQAO Grade 6 Math Scores	58%	63%
EQAO Grade 9 Math Scores Applied	21%	38%
EQAO Grade 10 OSSLT	79%	85%
EQAO % special needs, Grade 3	10%	32%
EQAO % special needs, Grade 6	24%	26%
EQAO % special needs, Grade 9	3%	27%

EQAO Results

This indicator provides an average of EQAO scores for children and youth at or above the Provincial Standard for the schools in each of our neighbourhoods. Provincial averages are also included in EQAO tables to provide readers some context in reading neighbourhood scores. EQAO should be viewed over time and using other indicators of school success.



Mississippi Mills Child & Youth Population



Key Findings

- Unemployment rate has decreased from 10.3% in 2001 census to 3.2% in 2006 census
- Has the highest number of children at home in 3,745 in 2006 census
- EDI Communication Skills and General Knowledge % Vulnerable declined from 17.4% to 8.7%
- As of the 2006 census the Aboriginal population is 1.4% and the Francophone population is 4.6%

Full report available www.unitedwaykfla.ca

Community Resources

Mississippi Mills and Almonte

Licensed Child Care

Almonte Co-op Nursery School
 Almonte Day Care Centre Cooperative
 Nursery School of Almonte, Inc.
 The Holy Name of Mary School Age Club
 R. Tait McKenzie School Age Club
 Naismith School Age Club
 Linda Lowe DayCare Centre
 Linda Lowe Day Care Before and After School Program
 CROW Licensed Home Child Care Centre

Ontario Early Years Centres and Resource Centres

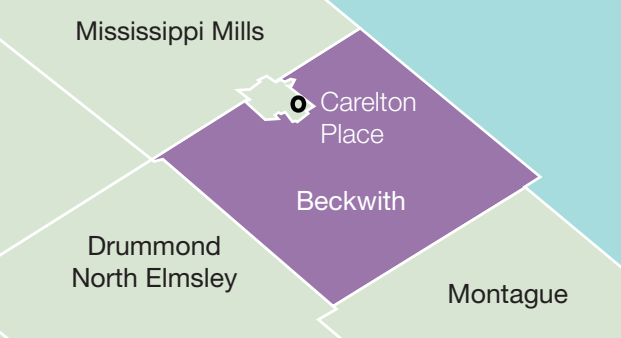
C.R.O.W./O.E.Y.C. Playgroup:
 Almonte, Clayton, Ramsay

Schools

Almonte and District High School
 Holy Name of Mary Catholic School
 Naismith Memorial Elementary School
 R. Tait McKenzie School
 Pakenham Elementary School

Libraries

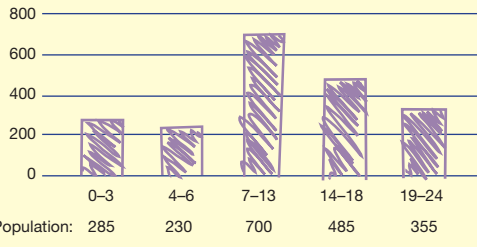
Mississippi Mills Public Library
 Almonte Branch Pakenham Branch



Beckwith

Social Risk Index – Moderate Risk

Beckwith Child & Youth Population



Family Economic Resources	Beckwith	Lanark	SE Region	Ontario
Unemployment Rate (%)	3.6	4	4.1	4.9
Incidence of Low Income (%)	3.9	7.1	6.6	11.7
# Lone Parent Families	160	2,580	20,265	540,715
% Lone Parent Families – Mother	68.8	79.7	78.1	81.6
% Lone Parent Families – Father	31.3	20.3	21.2	18.4
Number of Children at Home	2,120	19,100	143,385	3,977,005
Housing – # Renters	105	5,130	47,633	1,312,295
Housing – # Home Owners	2,190	20,030	150,520	3,235,495
% of Tenant Households Spending More than 30% of Income on Housing	45.0	45.3	43.3	44.3

Key Findings

- Percent of tenant households spending more than 30% of income on housing increased from 26.9% in 2001 census to 45% in the 2006 census.
- Grade 3 EQAO reading scores % at or above provincial standard decreased from 77% in 2005/06 to 42% in 2008/09
- Lowest % of people aged 25+ with no certificate, diploma or degree in Lanark County with 12.8%.
- As of the 2006 census the Aboriginal population is 1.3% and the Francophone population is 6.2%

Full report available www.unitedwaykfla.ca

Community Resources

Licensed Child Care

Beckwith Childcare Centre Inc.
CROW Licensed Home Childcare

Ontario Early Years Centres and Resource Centres

Playgroup

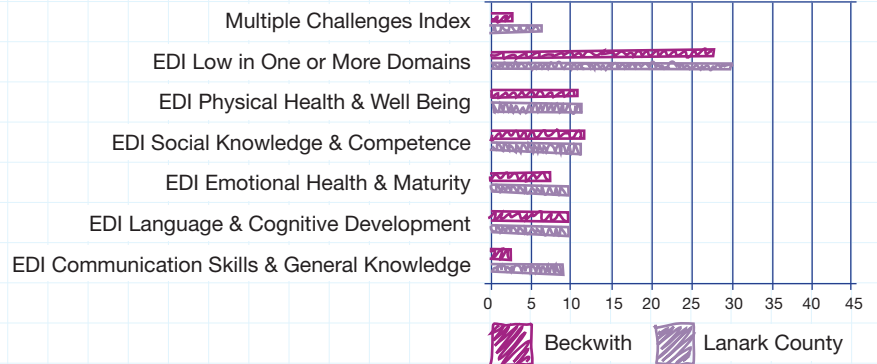
Schools

Beckwith Public School

Libraries

Carleton Place Public Library

EDI % Vulnerable



Education Quality and Accountability Office –

EQAO Scores % at or above provincial standard	Beckwith	Ontario
EQAO Grade 3 Reading Scores	42%	61%
EQAO Grade 3 Writing Scores	45%	68%
EQAO Grade 3 Math Scores	47%	70%
EQAO Grade 6 Reading Scores	83%	69%
EQAO Grade 6 Writing Scores	55%	67%
EQAO Grade 6 Math Scores	68%	63%
EQAO Grade 9 Math Scores Applied	n/a	38%
EQAO Grade 10 OSSLT	n/a	85%
EQAO % special needs, Grade 3	18%	32%
EQAO % special needs, Grade 6	13%	26%
EQAO % special needs, Grade 9	n/a	27%

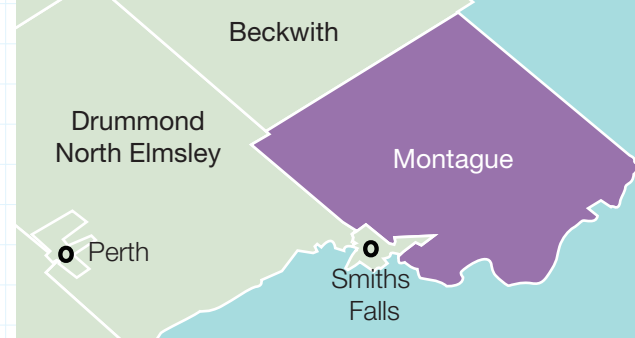
EQAO Results

This indicator provides an average of EQAO scores for children and youth at or above the Provincial Standard for the schools in each of our neighbourhoods. Provincial averages are also included in EQAO tables to provide readers some context in reading neighbourhood scores. EQAO should be viewed over time and using other indicators of school success.

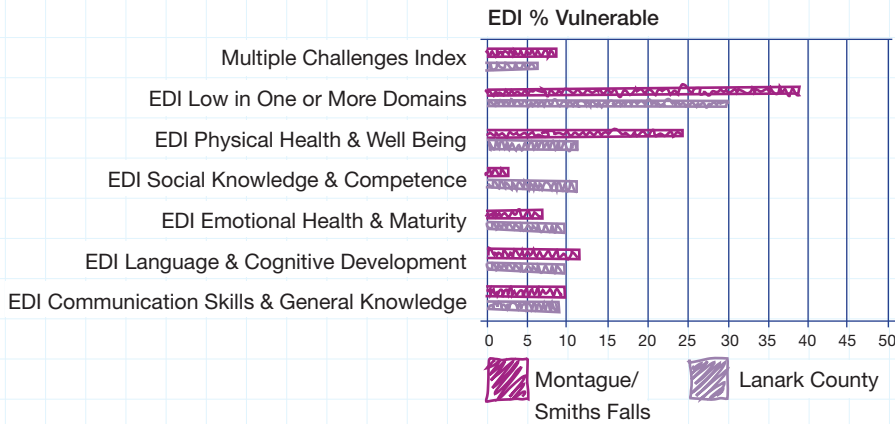
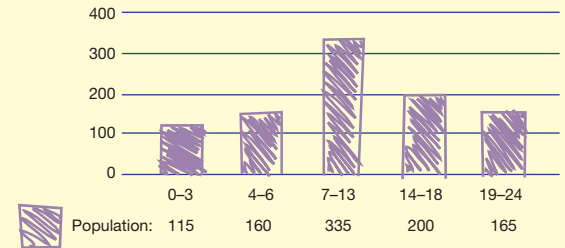
Montague

Social Risk Index – Moderate Risk

Family Economic Resources	Montague	Lanark	SE Region	Ontario
Unemployment Rate (%)	3.7	4	4.1	4.9
Incidence of Low Income (%)	5.1	7.1	6.6	11.7
# Lone Parent Families	115	2,580	20,265	540,715
% Lone Parent Families – Mother	78.3	79.7	78.1	81.6
% Lone Parent Families – Father	17.4	20.3	21.2	18.4
Number of Children at Home	1,030	19,100	143,385	3,977,005
Housing – # Renters	120	5,130	47,633	1,312,295
Housing – # Home Owners	1,080	20,030	150,520	3,235,495
% of Tenant Households Spending More than 30% of Income on Housing	33.3	45.3	43.3	44.3



Montague Child & Youth Population



**neighbourhood results have been combined

Education Quality and Accountability Office –

EQAO Scores % at or above provincial standard	Montague	Ontario
EQAO Grade 3 Reading Scores	77%	61%
EQAO Grade 3 Writing Scores	77%	68%
EQAO Grade 3 Math Scores	80%	70%
EQAO Grade 6 Reading Scores	63%	69%
EQAO Grade 6 Writing Scores	50%	67%
EQAO Grade 6 Math Scores	50%	63%
EQAO Grade 9 Math Scores	n/a	38%
EQAO Grade 10 OSSLT	n/a	85%
EQAO % special needs, Grade 3	9%	32%
EQAO % special needs, Grade 6	46%	26%
EQAO % special needs, Grade 9	n/a	27%

EQAO Results

This indicator provides an average of EQAO scores for children and youth at or above the Provincial Standard for the schools in each of our neighbourhoods. Provincial averages are also included in EQAO tables to provide readers some context in reading neighbourhood scores. EQAO should be viewed over time and using other indicators of school success.

Key Findings

- Unemployment rate increased from 1.4% in 2001 to 3.7% in 2006.
 - 2nd highest % of people aged 25+ with no certificate, diploma or degree with 21.9%.
 - Grade 3 EQAO reading scores % at or above provincial standard increased from 57% in 2005/06 to 77% in 2008/09.
 - As of the 2006 census Montague has the highest Aboriginal population in Lanark County at 5.5%
 - The Francophone population is 3.3%
- Full report available www.unitedwaykfla.ca

Community Resources

Licensed Child Care

CROW Licensed Home Childcare

Ontario Early Years Centres and Resource Centres

C.R.O.W./O.E.Y.C. Playgroup (Montague)

Schools

Montague Public School

Libraries

Merrickville Public Library
Smiths Falls Public Library

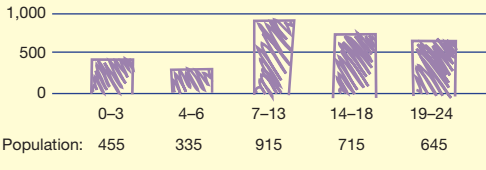


Beckwith

Carleton Place

Social Risk Index – High Risk

Carleton Place Child & Youth Population



Key Findings

- Percent of Tenant Households spending more than 30% of Income increased from 41.5% in 2001 census to 51.2% in 2006 census.
- EDI percent vulnerable decreased for Communication Skills and General Knowledge by 12.1%, Emotional Health and Maturity decreased 10.6% and Low in One or More Domain Decreased by 9.8%
- Had the highest percent Children 0-3 of Population with 4.8% ,which is also the highest number of children 0-3, 455.
- As of the 2006 census the Aboriginal population is 2.4% and the Francophone population is 5.5%

Full report available www.unitedwaykfla.ca

Community Resources

Licensed Child Care

Arklan Child Care Centre Before and After School Program

Caldwell Street Before and After School (Childcare) Program

St. Gregs Before and After School program

Carleton Place Childcare Services

Ontario Early Years Centres and Resource Centres

C.R.O.W./O.E.Y.C. Playgroup (Carleton Place)

Schools

Arklan Community Public School

Caldwell Street Public School

Carambeck Public School

Carleton Place & District High School

Ecole Catholique J.L. Couroux

Notre Dame Catholic Elementary School and High School

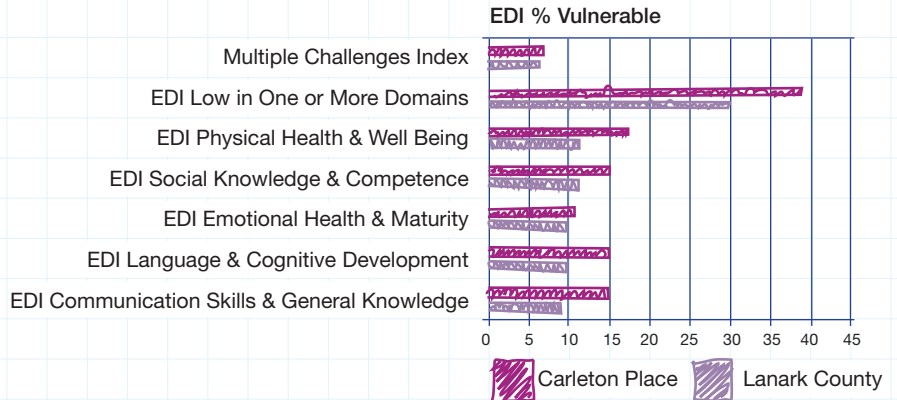
St. Gregory Elementary Catholic School

St. Mary's Elementary Catholic School

Libraries

Carleton Place & District Public Library

Family Economic Resources	CP	Lanark	SE Region	Ontario
Unemployment Rate (%)	5.5	4	4.1	4.9
Incidence of Low Income (%)	10.4	7.1	6.6	11.7
# Lone Parent Families	555	2,580	20,265	540,715
% Lone Parent Families – Mother	76.6	79.7	78.1	81.6
% Lone Parent Families – Father	22.5	20.3	21.2	18.4
Number of Children at Home	3,040	19,100	143,385	3,977,005
Housing – # Renters	1,010	5,130	47,633	1,312,295
Housing – # Home Owners	2,690	20,030	150,520	3,235,495
% of Tenant Households Spending More than 30% of Income on Housing	51.2	45.3	43.3	44.3



Education Quality and Accountability Office –

EQAO Scores % at or above provincial standard	Carleton Place	Ontario
EQAO Grade 3 Reading Scores	59%	61%
EQAO Grade 3 Writing Scores	56%	68%
EQAO Grade 3 Math Scores	61%	70%
EQAO Grade 6 Reading Scores	75%	69%
EQAO Grade 6 Writing Scores	74%	67%
EQAO Grade 6 Math Scores	62%	63%
EQAO Grade 9 Math Scores	39%	38%
EQAO Grade 10 OSSLT	79%	85%
EQAO % special needs, Grade 3	32%	32%
EQAO % special needs, Grade 6	25%	26%
EQAO % special needs, Grade 9	7%	27%

EQAO Scores

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References

- ¹ Creating Communities for Young Children, A Toolkit for Change; Human Early Learning Partnership, Feb 2009
- ² Offord Centre for Child Studies, McMaster University, "School Readiness to Learn (SRL) Project", Early Development Instrument (EDI) Website, www.offordcentre.com/readiness/SRL_project.html, page7.
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Glossary of Terms

CMH	Children's Mental Health
DS	Developmental Services
CW	Child Welfare
HU	Health Units
PSL/IH	Preschool Speech and Language / Infant Hearing
Best Start	Best Start
SB	School Boards
CMSM	Consolidated Municipal Service Managers
VAW	Violence Against Women
CC	Child Care
OEYC	Ontario Early Years Centres
CDC	Child Development Centres
SRI	Social Risk Index
EDI	Early Development Instrument
MCI	Multiple Challenges Index
EQAO	Education Quality and Accountability Office
IBI	Intensive Behavioural Intervention
EDI	Early Development Instrument
SRL	School Readiness to Learn
H-PE	Hastings-Prince Edward
L&G	Leeds & Grenville
KFL&A	Kingston, Frontenac and Lennox & Addington



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