



A Vision for Children in Halton

(Report Card

2008

 **HALTON
KIDS**
OUR KIDS, OUR COMMUNITY, OUR CONCERN



2008 Report Card

A Vision for Children in Halton



Acknowledgements

The Our Kids Network would like to acknowledge the dedicated individuals and organisations within our community whose talent, insight and support were instrumental in bringing forth the 2008 version of A Vision for Children in Halton Report Card. This comprehensive Report Card is the result of a remarkable collaborative effort involving many members of the Network.

In particular, the Network would like to express thanks to the following, for their significant contributions:

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- The Our Kids Network's Report Card Committee who undertook the creation of the Report Card:

Donna-Lynn Galloway
Curriculum Consultant
Halton Catholic District
School Board

Jol Grzeslo
Early Education Consultant
Halton District School
Board

Mary Beth Jonz
Director
Children's Services
Halton Region

Pat Dickinson
Practicum Director
Charles Sturt
University

Nancy McGillvray
Executive Director
Halton Children's Aid
Society

Shelley Lothian
Senior Research Advisor
Children's Services
Halton Region

Alan Frost
Halton Regional Police
Services

Joyce See
Director of Community
Health Services
Halton Region

Selina Lai
Research Advisor
Children's Services
Halton Region

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A Vision for Children in Halton 2008

About This Report



The 2008 *A Vision for Children in Halton* Report Card contains information on our children's well-being, the challenges they face, and the supports they have to overcome those challenges. This report is meant to be a powerful tool for community-wide discussion about how to improve the well-being of our children and youth. The good news is that everyone - parents, grandparents, children, educators, youth workers, employers, service providers, community members and others - can build assets (see page 8). Ideally the whole community is involved to ensure that all children and youth have the solid foundation they need to become tomorrow's competent, caring adults.

Purpose of This Report Card

The purpose of this Report Card is to:

- Provide Halton-specific information that will enable service providers, professionals and organisations to identify areas of vulnerability and strength in the population of young children, reveal gaps and indicate the changes needed;
- Paint a clearer picture of the neighbourhood environments in which our children and youth (0-18 years) are growing;
- Serve as a planning tool for service providers to facilitate opportunities to respond to identified needs and gaps;
- Become a measuring tool to track improvement in the well-being of children and youth over time and help prompt and guide further research in this area;
- Initiate ongoing collaborative efforts between community members, groups and organisations involved in child development;
- Serve as a catalyst in building awareness of the needs of Halton children and youth; and
- Stimulate community action to help children get the best possible start in life.

Organization of This Report Card

Throughout this report you will find data on 40 indicators. These **40 indicators** were selected by members of the Our Kids Network as being the most important ways to measure how well Halton supports the development of children and youth. A detailed description of each indicator is listed in Appendix A.

When possible, the indicators are displayed by Halton Region, the four Halton municipalities, and by neighbourhood. For this report, a 'neighbourhood' has boundaries that are meaningful and recognizable to community residents. In Halton, the Our Kids Network has identified **21 neighbourhoods** (see map on page 10), formed on the basis that they represented meaningful neighbourhoods to the community. Also, that at least 50 children lived in the neighbourhood to ensure the confidentiality of the children and youth involved in the surveys. Some of the indicators are not available at a neighbourhood level so those indicators are only displayed at a Halton region level or at a municipal level.

For this report, 'community' refers to a small area bound by both people and place who share a

common interest. A community can include friends, neighbours, organisations, institutions and businesses, and can be smaller or larger than a defined neighbourhood, for example a few city blocks or the larger community of Halton.

How to Use This Report Card

This Report Card contains quality local-level data that are not readily available throughout Ontario. The existence of this data represents the Our Kids Network's commitment to measuring the well-being of young people in Halton.

All data are subject to limitations. However, every effort has been made to ensure the most accurate data is available. Limitations of the data used in this report include limited data points over time and self-reported information. To better understand these data, some guidelines for interpretation are provided:

- It is more useful to look for patterns of findings rather than to focus on a specific finding.
- While each of the indicators in this report is important, using multiple indicators to form evidence of respective strengths and needs is a much stronger approach.
- Use caution when comparing across time and between municipalities and neighbourhoods. When comparing data across years, it is best to include at least 3 time points. Much of the data in this report has only 2 time points so conclusions about the changes should not be made based on these data alone.
- Look for at least a 5% change or difference when comparing across time and between municipalities and neighbourhoods. This will help you to not "over-interpret" small changes as being important. Statistically significant findings will be reported in the **KEY FINDINGS** boxes located frequently throughout the report.
- Several types of response bias have been identified related to self-report surveys. Caution should be exercised when interpreting the meaning of the findings within this report as some of the data has been generated through self-report surveys and may not be representative of all children and youth in Halton.
- Data presented in this report are meant to provide a snapshot of information on how Halton's children and youth are doing. It cannot present explanations of why an indicator is at a certain level. The Our Kids Network endeavours to follow-up on the results of this report.
- None of the data collected on 15-year olds from the Halton Youth Survey are available at a neighbourhood level. This is done to protect the confidentiality of the participating schools.

Feature Photos:

The 2008 Report Card features photography taken by Halton residents who participated in "Seeing Our Voices". The project builds awareness about important community issues by allowing participants to use cameras to capture and share their thoughts.



Data Sources

Key to the integrity of the indicators is the quality of the data. Good indicators are understandable to the general public and use plain and familiar language rather than specialized or scientific jargon. People should be able to easily relate indicators and data to their daily lives. The following data sources have been used for this report:

- **Early Development Instrument (EDI)**

The EDI is a developmental checklist completed by kindergarten teachers and designed to measure a child's developmental readiness as he/she begins school.

STUDENTS	2003	2006
Total	4514	4560
Response Rate	96%	98%

- **Kindergarten Parent Survey (KPS)**

The KPS is a Halton designed instrument that asks parents to respond to a variety of questions. The KPS provides detailed information about the experiences of children and families in Halton and allows for examination of a range of important child outcomes that are not measured in the EDI.

RESPONDENTS	2003	2006
Total	2713	2498
Response Rate	62%	56%

- **Halton Youth Survey (HYS)**

The HYS is a region-wide survey that monitors topics related to school engagement, participation in community activities, physical health, mental health, and participation in non-risk and risk related activities. All students in Grades 7 and 10 are invited to complete the survey.

STUDENTS 2006	Gr. 7	Gr. 10
Total	4354	3430
Response Rate	75%	57%

- **Education Quality and Accountability Office (EQAO)**

EQAO assess all students in Grades 3 and 6 in reading, writing and mathematics. EQAO also administers two secondary school assessments; the Ontario Secondary School Literacy Test (OSSLT) and the Grade 9 Assessment of Mathematics.

- **Integrated Services for Children Information System (ISCIS)**

ISCIS is a data system used for collecting information for Healthy Babies Healthy Children (HBHC), an early intervention prevention initiative. Data on newborn babies is collected by the hospital nurse and includes information about the birth of the baby and the status of the mother's health, social and family situation. Each baby is scored using this range of information. Babies that score above the assessment threshold are considered at-risk for future developmental difficulties and are given the opportunity to receive additional supports through the HBHC initiative.

RECORDS	2004	2005	2006
Babies Assessed	4165	4267	4619
Percent Screened	98%	91%	93%

- **Ontario Child Care Management System (OCCMS)**

The OCCMS is an administrative database containing information on the administration of child care licensing, fee assistance, wage subsidy, and special needs resourcing.

- **Halton Region Health Department, Children's Oral Health Programs Database**

The Health Department administrative database contains information on service utilization, health service needs and demands.

- **Children's Aid Society (CAS) of Halton**

The Children's Aid Society investigates cases where children are in need of protection. An administrative database containing information on the number of referrals made to the organization are recorded on an incoming basis.

- **Statistics Canada, Census of Canada**

Every 5 years Statistics Canada conducts a census to provide a statistical portrait of Canadians. The census includes every man, woman and child living in Canada on Census Day, as well as Canadians who are abroad, either on a military base, attached to a diplomatic mission, at sea or in port aboard Canadian-registered merchant vessels. Persons in Canada including those holding a temporary resident permit, study permit or work permit, and their dependents, are also part of the census.

Demographics

About Halton Region



Halton's Changing Demographics



Halton has experienced a significant amount of population growth in the past five years and continues to grow. According to the Provincial Places to

Grow Plan, the Ontario Ministry of Energy and Infrastructure anticipates Halton to double its population by the year 2031. Halton Region is reporting a current infrastructure deficit of nearly \$300 million. By 2031, this deficit will reach an estimated value of \$8.6 billion. Services have been unable to keep pace with the current population growth and Halton service providers are feeling the pressures of the growth with more to come and so far, little funding relief on the way. This will have a significant impact on Halton's children and youth as more services are needed to meet the demands of the population growth. This section of the report summarizes key changes that have taken place in Halton in the past five years.

Population Numbers

- Halton has experienced remarkable growth in children 0 to 18 years of age. In the past five years, Halton has had a 15% increase in the population of children aged 0 to 18 years. This translates into 14,700 more children in Halton in just 5 years. In comparison, the growth rate for children in Ontario was -3% over the past five years.
- While all four municipalities have seen increases in the numbers of young children, Milton has experienced tremendous growth and is considered the fastest growing community in Canada.

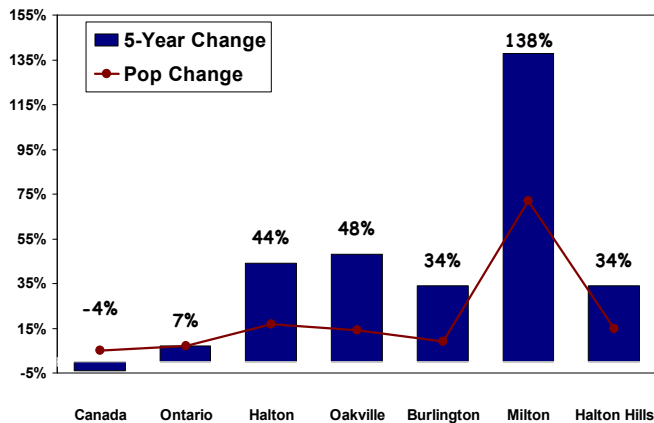
Economic Conditions

- There has been an increase of 44% in the number of families that are living below the low income cut-offs. This compares to an increase of 7% for Ontario and a decrease of -4% for Canada.
- While low income conditions have increased in all 4 of Halton municipalities, the largest increase is found in Milton.

Five-Year Growth in the Number of Children and Youth by Halton Municipalities
Census of Canada 2001 and 2006

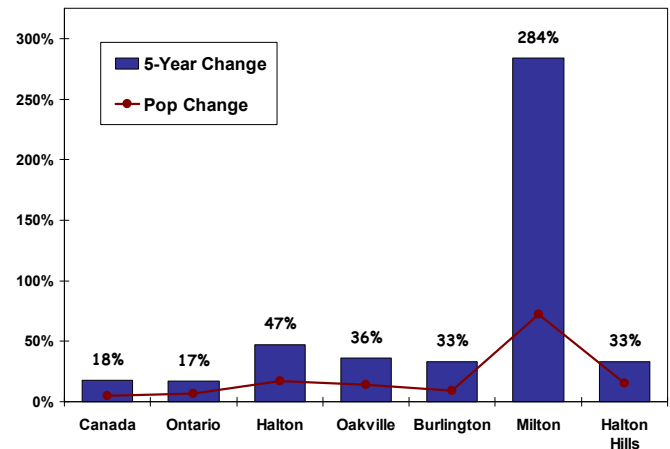
City	0 to 18 years of Age			0 to 6 Years of Age			7 to 12 Years of Age			13 to 19 Years of Age		
	2001	2006	Pct Change	2001	2006	Pct Change	2001	2006	Pct Change	2001	2006	Pct Change
Oakville	39,505	44,240	12%	13,325	14,705	10%	13,810	14,375	4%	14,215	17,425	23%
Burlington	36,390	38,325	5%	12,730	13,105	3%	12,160	12,340	1%	13,275	14,850	12%
Milton	7,810	13,955	79%	2,280	6,005	163%	2,585	4,105	59%	3,455	4,430	28%
Halton Hills	13,540	15,400	14%	4,945	5,215	5%	4,675	5,310	14%	4,465	5,525	24%
Halton	97,240	111,940	15%	33,275	39,030	17%	33,235	36,140	9%	35,405	42,240	19%
Ontario	3,172,575	2,880,890	-9%	975,030	950,565	-3%	948,830	925,990	-2%	1,078,305	1,167,350	8%
Canada	8,201,070	7,304,495	-11%	2,464,425	2,391,725	-3%	2,457,980	2,332,160	-5%	2,856,475	2,996,435	5%

5-Year Change in Families Living Below the Low Income Cut-Offs



Source: Statistics Canada, census of Canada

5-Year Change in Non-Official Mother Tongue



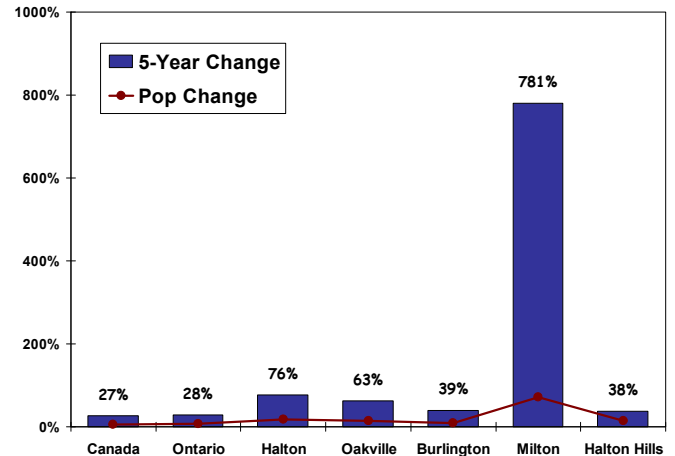
Source: Statistics Canada, Census of Canada

Diversity

The face of Halton's population is changing rapidly, leaving agencies and organisations struggling to provide service to larger numbers of people and meet the needs of a diverse community regardless of age, ethnicity or income.

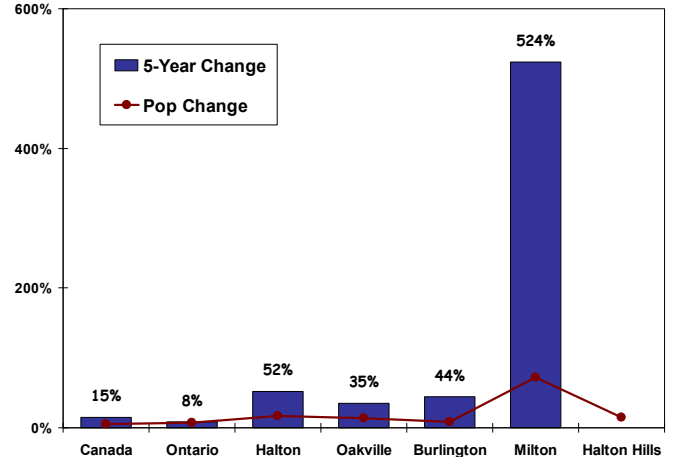
- In 1996, Halton had 46,680 people that had neither English nor French as their mother tongue language. By 2006, that number increased 73% to 80,755.
- There has been a 47% increase in non-official mother tongue languages. Milton has seen the largest change with a 284% increase.
- The top three non-official mother tongue languages for Halton are Polish, Italian, and Portuguese.
- There has been a 78% increase in visible minorities living in Halton with the largest growth in Milton.
- There has been a 52% increase in the number of recent immigrants (immigrated to Canada in past 5 years) living in Halton with Milton showing the largest increase.

5-Year Change in Visible Minorities



Source: Statistics Canada, Census of Canada

5-Year Change in Recent Immigrants



Source: Statistics Canada, Census of Canada

Background

The Our Kids Network



What is The Our Kids Network?

The Our Kids Network is a multi-sectoral collaborative working on behalf of children and youth in Halton. The Network represents Halton's commitment to the healthy development and well-being of all children in our community from prenatal to adolescence. The members of the Network are committed to working together to address the following vision and mission:

VISION All Children Thrive

MISSION To promote the healthy development, security and safety of all children, youth and families through neighbourhood collaboration, service integration and measuring results.

In 2004, the Our Kids Network published its first *A Vision for Children in Halton* Report Card. This Report Card was significant in Halton as it represented the first time a broad range of health, social, and economic data at a local level had been made readily available in one report. It also represented a significant shift in Halton and elsewhere towards “democratization of data” or sharing of information. Our major goal for sharing the information was to make the best available data accessible and comprehensible by all members of the community. This information could then be used by communities to understand local issues and determine the resources available to address them, to plan effective strategies, and evaluate progress toward meeting goals.

The 2008 *A Vision for Children in Halton* Report Card shows how the well-being of children and health of communities are promoted,



supported, and protected in each neighbourhood. This allows comparisons across neighbourhoods, making it a valuable tool to assist all communities in Halton in responding effectively to the needs of children and their families.

Awards

Much of the success of the Network has come from the core strength of relationships between partner agencies, leadership, and shared vision for children and youth. The United States-based Community Indicators Consortium recently recognized the Our Kids Network with a 2008 International Community Innovation Award for its leadership in community work and collaboration. For more information about the Our Kids Network visit www.ourkidsnetwork.ca.

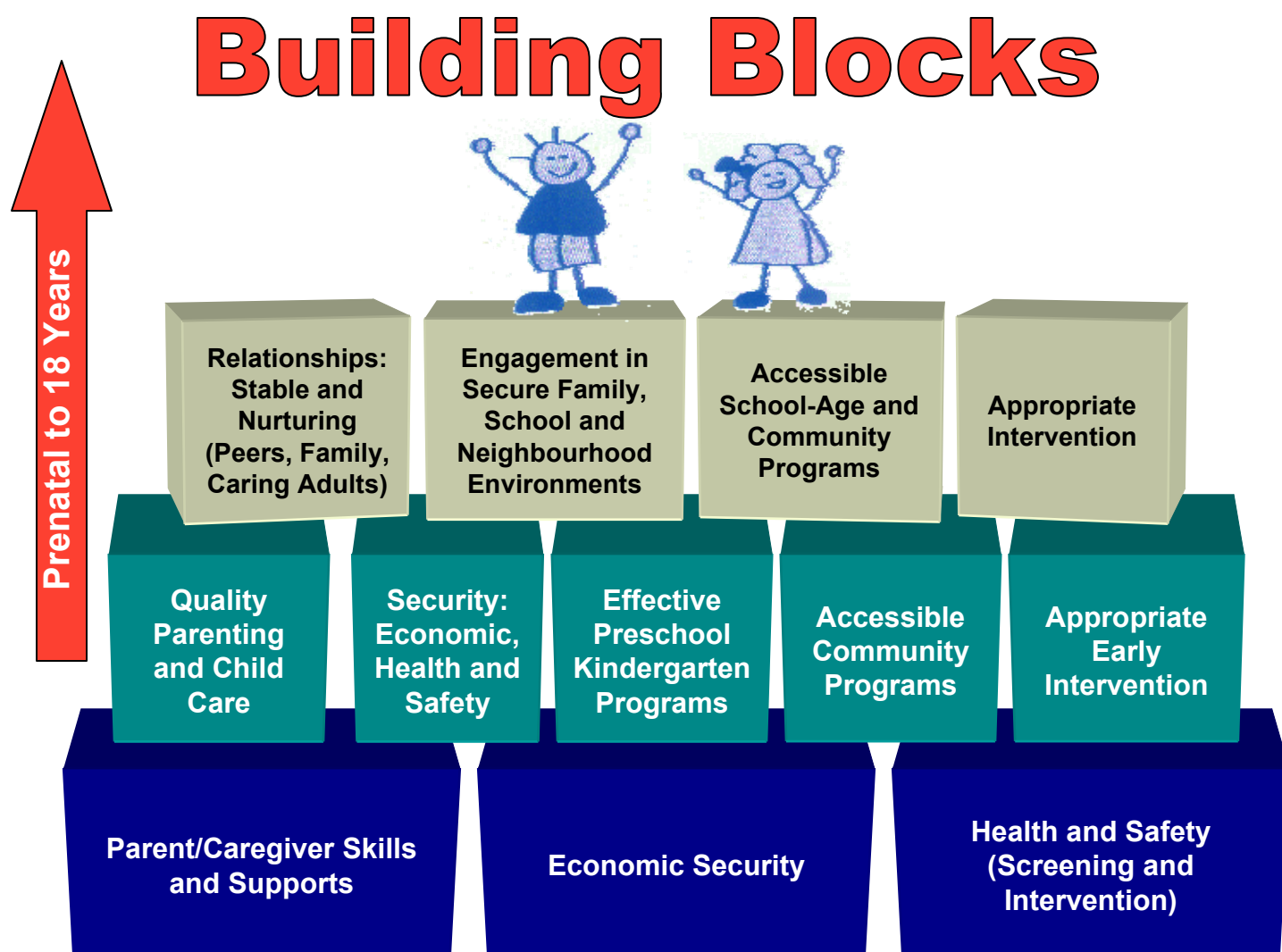
What All Children Need to Thrive

To clearly understand how our children are doing, we need to determine what the indicators of healthy growth and development are for all children and youth. In our first Report Card, we introduced the **Building Blocks**. The Building Blocks are based on the best evidence available and represent the critical elements required at each developmental stage of a child's life, if that child is to thrive and reach his/her full potential.

The first model of the Building Blocks captured the factors critical for children aged 0 to 6 years. The Our Kids Network has expanded its mandate to include children and youth aged 0 to 18 years. The Building Blocks have been updated to include the expanded age range.

The Building Blocks

At each stage of development, there are critical factors that must be present if children and youth are to thrive. Each subsequent developmental stage is dependent upon how well the milestones at the previous level have been met. The following graphic shows how the years from prenatal to 18 years build upon each other.



Developmental Assets

Developmental Assets are described as the positive experiences and personal qualities that children and youth need to grow up healthy, caring, and responsible. The framework, which was developed by the Search Institute (www.search-institute.org), is grounded in research showing children with more assets are more likely to develop positively and less likely to participate in risk-taking behaviours such as smoking, drug use, and criminal activities. The Search Institute identifies 40 Developmental Assets that are critical for children and youth. To view a description of the 40 Assets, please refer to Appendix B.

The Our Kids Network has adopted the Developmental Assets as our framework for promoting positive child and youth development. This means that our work is focused on children and youth and on building healthy families, peers, schools and neighbourhoods. A key concept within the Assets framework is the recognition that how children develop is a product of the interaction between the individual child and his/her environment. Based on this, the Network has shifted focus away from risk factors in children to promoting positive environments and strengthening children and youth through asset building.

BUILDING ASSETS IN YOUR COMMUNITY

Search Institute identifies 40 Developmental Assets that are critical for children and youth. Our Kids Network supports the promotion of all 40 of the Developmental Assets.

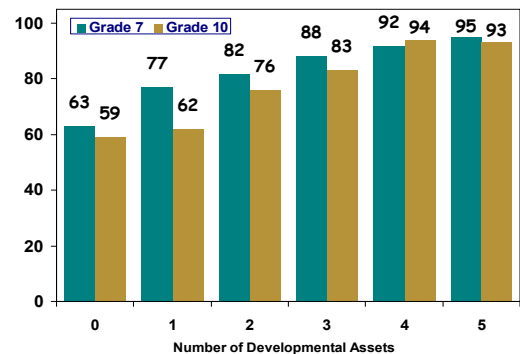
Included are some resources to help communities get started with intentional asset building. Some of the basics are:

- Learn more about the 40 Developmental Assets and the communities that have already built successful initiatives. Search Institute's Web site is a great source of information for published resources, trainings, and events (www.search-institute.org).
- Share the message of asset building. Talk to other parents, teachers, civic organisations, neighbours, congregation members, realtors, businesses, student clubs—anyone interested in the youth in your community.
- Gather together a group of people, including young people, who are willing to go deeper with assets. Develop a vision of what your community would look like if Developmental Assets were being nurtured throughout the community.

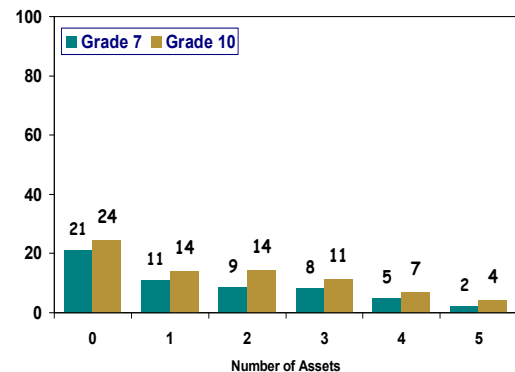
THE POWER OF ASSETS

Research Findings. The Halton Youth Survey, a study of 9000 students in Grades 7 and 10 reveals that assets are powerful influences on adolescent behaviour. Regardless of gender, ethnic heritage, economic situation or geographic location, assets are linked with positive behaviours and attitudes and help protect young people from many different problem behaviours. To illustrate, the graphs below show that young people with more assets are more likely to succeed, and those with less assets are more likely to engage in patterns of high-risk behaviour and more likely to report having negative attitudes and behaviours.

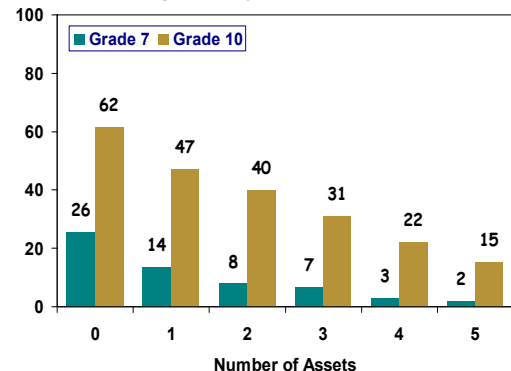
Percent of Students Reporting Provincial Standard Achievement Level (Mostly A's and B's) by Number of Developmental Assets



Percent of Students At-Risk of Depression by Number of Assets



Percent of Students Who Have Ever Smoked Cigarettes by Number of Assets



Source: HYS, 2006

Why Neighbourhoods Matter

Neighbourhoods and communities play a critical role in the healthy development of children and youth.^{1,2,3,4,5,6,7,8} There is growing evidence that strong, supportive communities help nurture healthy child development and that friends, neighbours, community organisations, institutions and businesses are all powerful influences. Together they provide children with the solid early foundations that lead to success in school and throughout their lives.⁹

Research tells us that:

- People are happier and children are better cared for in communities where people know and trust their neighbours.⁷
- Low-income neighbourhoods, due to limited resources, place children at higher risk of unfavourable developmental outcomes e.g. poor academic performance, negative social behaviour.^{4,6,10}
- All children and youth benefit when communities, agencies and individuals work together to provide resources, opportunities, support and ongoing nurturing.^{2,3,8,10}
- The behaviour and physical outcomes of children and youth appear to be linked to the level of unemployment in neighbourhoods.^{1,6}
- When community norms, standards or law enforcement appear to condone, stay silent or are unclear regarding negative behaviour, young people are more likely to engage in risky behaviours (e.g. substance use, delinquency, crime).³



This research underscores the importance of examining how children and youth are doing not only at the Regional level but also at the neighbourhood and community level. Examining influences at the neighbourhood level is essential as communities are very distinct and have strengths and challenges that differ greatly. By tracking, analyzing and mapping indicators of healthy development, we can build supports and capacity where they are needed. Community action often starts as a response to a local concern.

A Vision for Children in Halton Report Card 2004 identified **21 neighbourhoods**. The 2008 report card focuses on the same 21 neighbourhoods. The following map provides a look at the neighbourhoods.

What Have We Done Since the Release of the First Report Card

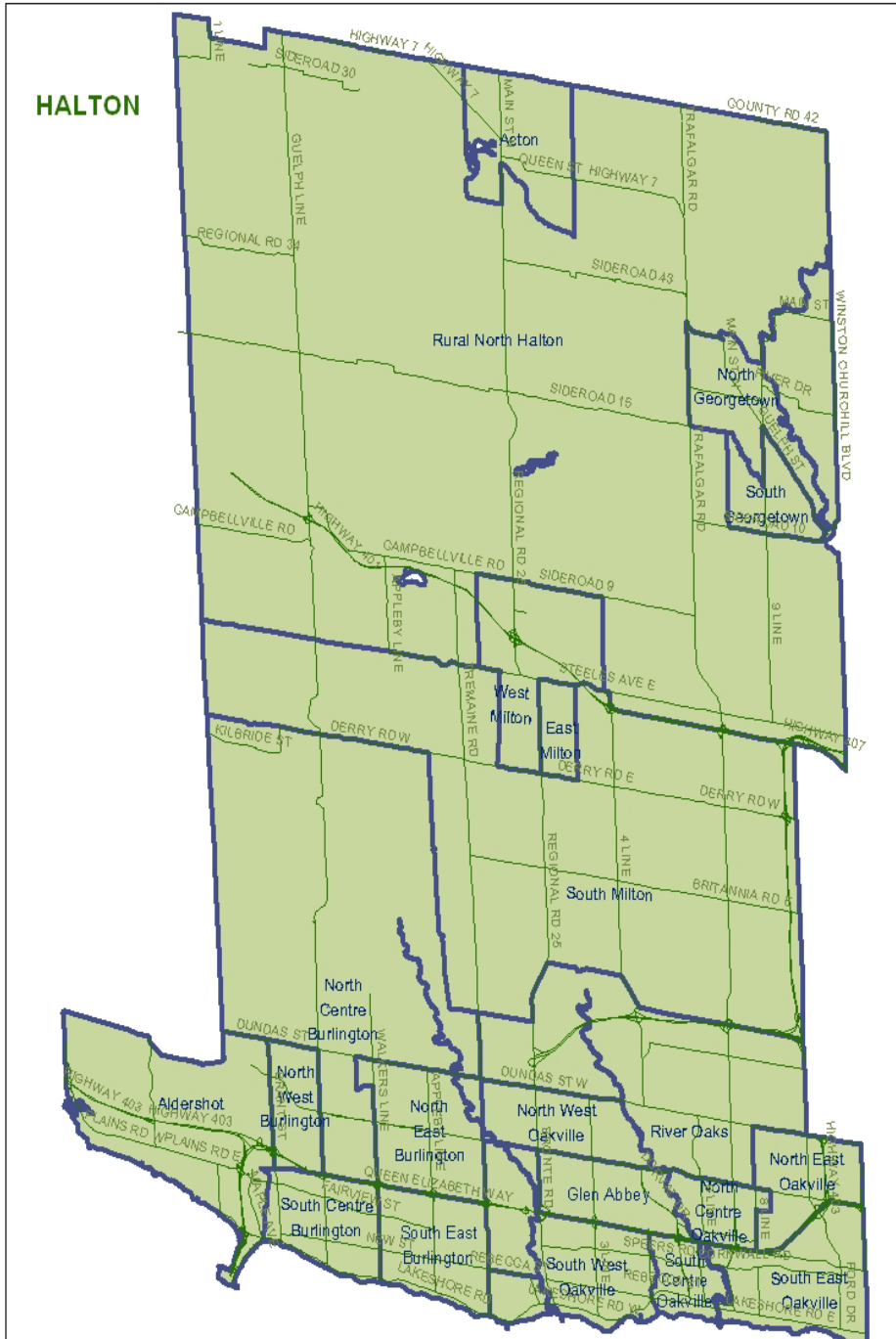
The 2004 *A Vision for Children in Halton* Report Card published a list of Recommendations for Action. In this section, a brief update will be provided on the actions undertaken by the Network to support our Vision that **All Children Thrive**.

One of the key recommendations from the first Report Card was to promote community collaboration, partnership and integration. The Our Kids Network has made significant gains through the formal signing of a partnership protocol agreement

between seven regional service providers. This protocol agreement is unique in Ontario and has provided the necessary infrastructure needed for service integration that is commonly difficult to obtain. Most notably, the agreement has facilitated the sharing of resources, the hiring of dedicated staff, and has led to the creation of four Our Kids Network neighbourhood Hubs.

Hubs provide a local, neighbourhood based resource and means for families, schools and the community to work together to ensure that all children thrive and reach their full potential. Community stakeholders work with local planning teams based within each Hub community to identify gaps and barriers preventing the community's young people from developing to their full potential. As gaps are identified, strategies are developed locally to reduce the barriers.

**See
Neighbourhood
Profiles
At A Glance
Page 62**



Other notable activities, in response to the 2004 Report Card include:

1. Development of the Halton Charter of Rights for Children and Youth. This Charter is in the first stages of development.
2. Creation of the Community Services Inventory. This popular database is available on the Network's website.
3. Organization of 4 community forums, one for each of Halton's municipalities. The purpose of the forums was to create awareness of the Network and its work. Participants were presented with an overview of the Network and an introduction to Developmental Assets, shown key pieces of data pertaining to the development of children and youth in Halton, and enjoyed a presentation by each Neighbourhood Coordinator on the activities currently underway in the four Hubs.



Feature Photos:

The 2008 Report Card features photos submitted to the Focus on Families Milton Early Years photography contest. The project and contest used photos to show the joy, vitality, and value of families and the crucial role of parents and caregivers in healthy child development.

4. To help address the challenges of rapid population growth in Milton, the Our Kids Network made an application to Human Resources and Social Development Canada (HRSDC) to become an Understanding the Early Years (UEY) site. The proposal was accepted for the period September, 2005 to October, 2008. The main purpose of the UEY initiative was to help communities better understand the needs of their young children and families by providing quality information and by helping communities move into action on behalf of their children. Over the past 3 years, the Milton UEY has completed a number of successful initiatives. Some of the key project highlights of the UEY included:

- **Early Years Roundtable:** In May 2007, the Early Years community came together for the first time to learn about the needs of families of young children, to learn about developmental assets, to network and to work towards community solutions.
- **Parent Education Events:** The Milton UEY co-hosted parent education events that featured well-known experts in parenting and child development.
- **Social Marketing:** The Milton UEY strongly emphasised social marketing, the building of social marketing skills within Milton organisations, and marketing of key early years messages to the general public. Workshops were conducted and early years marketing messages were published in local newspapers, advertisements, and as tip sheets. A photo contest was held that focused on the key areas of child development.
- **Developmental Assets:** To highlight the importance of Developmental Assets, the UEY co-sponsored a workshop that featured staff from Thrive Canada. Workshop participants were introduced to the Developmental Assets and were taught how to apply the Assets at home and at work.



Results Based Accountability

Our Kids Network has adopted the **Results Based Accountability (RBA)** framework in order to achieve our vision that **All Children Thrive**. RBA is a disciplined way of thinking and taking action which communities can use to improve the lives of children, families and the community as a whole. RBA is a unique process that begins with the ends and works backwards, step by step, towards the means. For communities, the ends are conditions of well-being for children, families and the community as a whole.

RBA makes an important distinction between population and performance accountability. In **population accountability**, the entire community including public and private sectors share the responsibility for achieving the conditions of well-being for children and families. In comparison, **performance accountability** is held at a program, agency or service level and focuses on whether the clients or customers of the program or service are better off. This distinction ensures that appropriate responsibility is attached to programs and services and there is not an expectation that one single program can produce large population level results.

The first step for communities adopting the RBA framework is to identify the key quality of life conditions or “results” they are working towards for a specified population. Members of the Halton Our Kids Network met in Spring 2008 to identify key results for children and youth and to select the indicators that would demonstrate Halton’s ability to successfully achieve those results. The table on the next two pages shows the results selected by the Network and the indicators that will be used to measure progress in achieving the results. The results and indicators are explained in more detail throughout the report.

THE LANGUAGE OF ACCOUNTABILITY

The most common problem in working together on behalf of our children and youth is the problem of language. People come to the table from many different disciplines and walks of life. As a result, the way in which we talk about programs, services and populations vary. A solution to exercising language discipline in this work is to agree on a set of definitions that **start with ideas and not words**.

The same idea can have many different labels. The following four ideas are the basis for definitions used in the Results Based Accountability (RBA) process.

1. **Results (or outcomes or goals)** are conditions of well-being for children, adults, families or communities. They are things that voters and taxpayers can understand. They are not about programs or agencies or government jargon.
2. **Indicators (or benchmarks)** are measures which help quantify the achievement of a result. They answer the question “How would we recognize these results in measurable terms if we fell over them?” So, for example, the rate of low-birthweight babies helps quantify whether we’re getting healthy births or not.
3. **Strategies** are coherent collections of actions which have a chance of improving results. Strategies are made up of our best thinking about what works, and include the contributions of many partners. No single action by any one agency can create the improved results we want and need.
4. **Performance Measures** are measures of how well public and private programs and agencies are working. The most important performance measures tell us whether the clients or customers of a service are better off.

The principal distinction is between the *ends and means*. Results and indicators are the *ends* we want for children and families, while strategies and performance measures are about the *means* to get there.



RESULT: Children Are Healthy	INDICATORS	PAGE 15
<p>Good health is a prerequisite for positive outcomes for children and youth. Both physical and emotional health are valued in this result. In addition, given the critical brain development that takes place in the first 12 months of life, infant health is closely monitored.</p>	<p>AT-RISK BIRTHS LOW BIRTH WEIGHT BREASTFEEDING HEALTHY EATING HEALTHY BODY WEIGHT DENTAL HEALTH PHYSICAL ACTIVITY MENTAL HEALTH: ANXIETY & DEPRESSION AIR QUALITY ENVIRONMENTAL TOBACCO SMOKE IN THE HOME AND IN THE CAR</p>	
RESULT: Children Are Learning	INDICATORS	PAGE 23
<p>Learning is one of the cornerstones for success in life and starts at birth. Community progress for this result will show that children are learning both in their preschool and school years.</p>	<p>PRESCHOOL LEARNING OPPORTUNITIES DEVELOPMENTAL READINESS AT KINDERGARTEN STUDENT ACHIEVEMENT (EQAO) ONTARIO SECONDARY SCHOOL LITERACY TEST (EQAO OSSLT)</p>	
RESULT: Children Are Positively Connected	INDICATORS	PAGE 29
<p>All children need positive connections to their parents/caregivers, peers, school and community.</p>	<p>PARENTAL NURTURING PARENTAL MONITORING PEER CONNECTEDNESS SCHOOL ENGAGEMENT VOLUNTEERISM SENSE OF BELONGING IN THE COMMUNITY</p>	
RESULT: Children Are Safe	INDICATORS	PAGE 35
<p>Safe environments benefit children by providing a sense of personal security that allows them to take maximum advantage of learning, playing and making new friendships.</p>	<p>SERIOUS INJURY INVOLVEMENT IN CRIMINAL ACTIVITY BINGE DRINKING BULLYING CHILD ABUSE</p>	

RESULT: Families Are Strong & Stable	INDICATORS	PAGE 41
<p>Children thrive in strong and stable families. Particular attention is paid to the economic well-being of the family, parenting capacity and the provision of child care and special needs services as a support for parents.</p>	<p>FAMILY POVERTY FAMILY STRUCTURE USE OF PARENTING COURSES CHILD CARE CAPACITY SUPPORT FOR CHILDREN WITH SPECIAL NEEDS QUALITY CHILD CARE</p>	
RESULT: Schools Are Connected to The Community	INDICATORS	PAGE 47
<p>Children spend a great deal of their first 18 years learning in schools, thus, how schools connect to their community is important. Progress in this area will show good connections between schools, parents, community resources and the local neighbourhood.</p>	<p>PARENT INVOLVEMENT IN SCHOOLS COMMUNITY USE OF SCHOOLS</p>	
RESULT: Neighbourhoods Are Where We Live, Work & Play	INDICATORS	PAGE 51
<p>Children thrive in neighbourhoods that are safe and connected. Neighbourhoods that can meet all of our needs are valued.</p>	<p>NEIGHBOURHOOD SAFETY NEIGHBOURHOOD COHESION HOUSING AFFORDABILITY COMMUTING TO WORK PUBLIC TRANSPORTATION WALKABILITY FRIENDLY SPACES</p>	



Children Are Healthy

Key Indicators in Halton

At-Risk Births

- At-risk for Developmental Difficulties
- Low Birth Weight
- Breastfeeding

Healthy Eating

- Daily Breakfast Intake

Physical Health

- Dental Health
- Healthy Body Weight
- Physical Activity

Mental Health

- Anxiety
- Depression

Harmful Environments

- Air Quality
- Environmental Tobacco Smoke



At-Risk Births

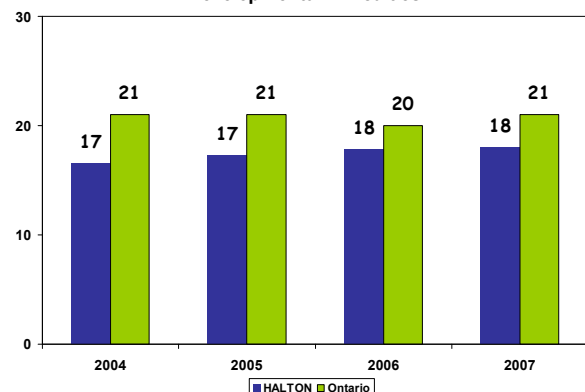
KEY FINDINGS

- Halton's percent of babies born at-risk is lower than the provincial average.
- There has been little change in the rate of babies born at risk for future developmental difficulties.
- Breastfeeding rates immediately following the birth of a baby are high and have remained stable since 2000.

The 2008 Report Card considers various issues associated with child health including low-birth weight, newborn and childhood screening, breastfeeding and nutrition, as well as physical activity, oral hygiene and mental health.

All families in Ontario are offered the Healthy Babies Healthy Children program by hospital staff and midwives with the birth of a baby. The Parkyn Screening Tool is used to identify mothers and babies at risk and in need of additional support after discharge from the hospital. In Halton, 90 percent of newborn babies were assessed using the Parkyn in 2007. Halton's overall percent of newborns born at risk for future developmental difficulties has increased slightly between 2004 and 2006, from 17 to 18 percent.

Percent of Newborns Born At-Risk for Future Developmental Difficulties



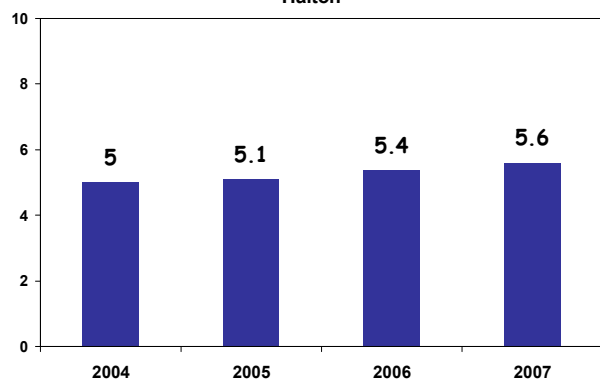
Source: ISCIS, 2004-2006

Low Birth Weight

Low birth weight is an important indicator of infant and child health. Low birth weight babies (less than 2500 grams) have an increased risk of neurological disabilities such as cerebral palsy, higher rates of brain dysfunctions such as poor attention span, language delays, poor visual memory, and more difficulty in learning to read.¹¹

Statistics Canada report the percent of low birth weight babies in Ontario is 5.9. The factors that contribute to low birth weight are complex. They include broad determinants of health, such as socio-economic status and poverty, social support and the beliefs and values of society. Other maternal factors include maternal age, multiple births, nutrition, work, personal habits such as smoking, alcohol and drug use and access to health services. Prematurity is also an important cause of low birth weight babies.

Percent of Infants Born with Low Birth Weight in Halton



Source: ISCIS, 2004-2006

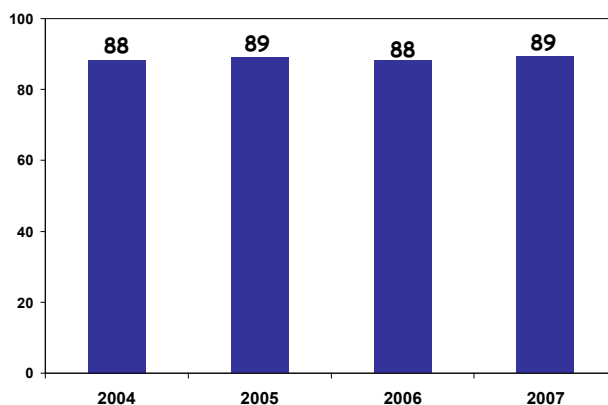


Breastfeeding

Supporting women to breastfeed in the first year of life is one of the most important public health strategies for improving child survival and health. Health Canada promotes breastfeeding as the best method of feeding infants as it provides optimal nutritional, immunological and emotional benefits for the growth and development of infants. The benefits of breastfeeding for infants include decreased incidence and severity of several infectious diseases, such as diarrhea, respiratory and ear infections. Other benefits include reduced incidence of asthma and reduced cost to the family. Breastfeeding also contributes to a healthier weight over the lifespan.^{12,13}

Breastfeeding has been shown to improve maternal health and can provide protective health benefits for the mother who breastfeeds frequently enough and for sufficient duration. There is strong evidence that breastfeeding helps mothers recover from childbirth and assists them to return to healthy body weight postpartum. Additional key benefits include decreased risk of some cancers and osteoporosis. In 2006, the rate for mothers who initiated breastfeeding at hospital discharge was 88 percent.

Percent of Mothers Initiating Breastfeeding at Hospital Discharge in Halton



Source: ISCIS, 2004-2006



Children Are Healthy

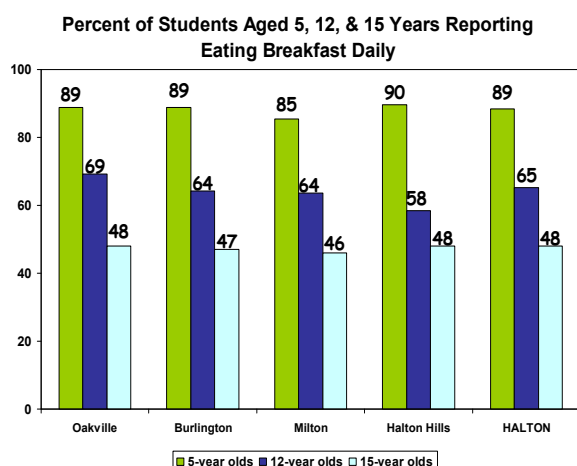
Healthy Eating

KEY FINDINGS

- Eating breakfast every day is highest for 5-year olds with statistically significant decreases in daily breakfast consumption as the child ages.
- Daily breakfast consumption does differ by municipality for 5-year olds and 15-year olds. For 12-year olds, the rate is significantly lower for children in Halton Hills.

Daily Breakfast Intake

Good nutrition is critical to a child's physical and emotional growth, health, and ability to learn. The importance of a nutritious breakfast is supported by several studies that link improved dietary status and enhanced school performance. Breakfast is linked to many health benefits including the maintenance of a healthy body weight, improved performance, and can affect children's growth, development and success in school.



Source: KPS, 2006; HYS, 2006

Physical Health

KEY FINDINGS

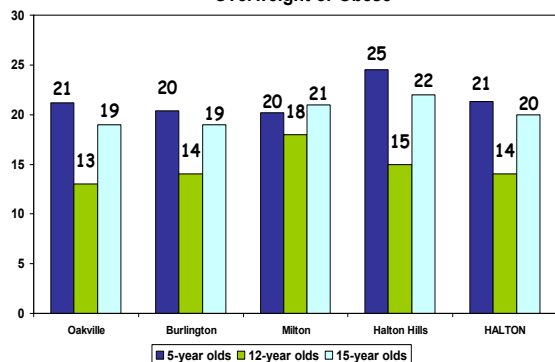
- The rates of childhood obesity in Halton are similar to the rates in Canada.
- Age comparisons show that rates of obesity are significantly higher for 5 and 15-year old children.
- The need for urgent dental care has remained around 4% from 2004 to 2006. There is little difference in the rate by the four Halton municipalities.
- Only 29% of 12-year olds and 17% of 15-year olds are completing Health Canada's recommended amounts of daily physical activity.
- Physical activity rates are significantly higher for 12-year olds as compared to 15-year olds. The rate does not differ between municipalities.

Healthy Body Weight

More and more school-aged children in Canada are becoming overweight. Nationally, childhood obesity has risen steadily in the last three decades. Canada now has one of the highest rates of obesity in the developed world, with 26 percent of Canadians aged 2-17 classified as overweight or obese. What is especially concerning is the emergence of data suggesting that even pre-school children as young as 3 years of age are showing signs of excess weight and its complications.¹⁴ The 2006 Kindergarten Parent Survey reveals 21 percent of 5-year olds living in Halton are reported by their parents to be overweight. The regional averages are lower for 12-year olds (14%). Childhood obesity is

associated with hypertension, high cholesterol, Type II diabetes, sleep apnea, orthopedic problems, depression and low self-esteem. Healthy eating and physical activity have a key role to play in obesity reduction.

Percent of 5, 12, and 15-Year Olds Considered to be Overweight or Obese

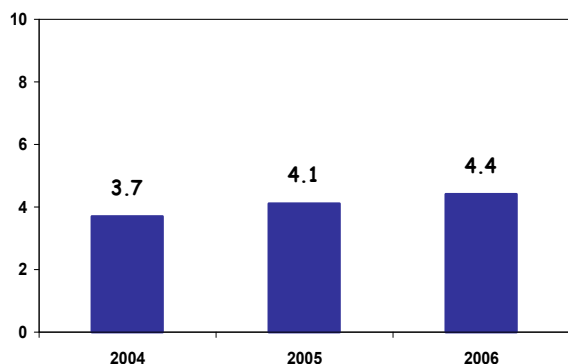


Source: KPS, 2006; HYS, 2006

Dental Health

Oral health is an important part of overall health. A child's first teeth are important for chewing food, learning to speak properly, providing space for adult teeth, good health, and appearance. Poor oral health can affect a child's self-image and self-esteem, and has been linked to sleeping problems as well as behavioural and developmental problems in children. Daily brushing and flossing, healthy eating, and regular dental check-ups help ensure a healthy mouth.

Percent of Students with Urgent Dental Needs in Halton

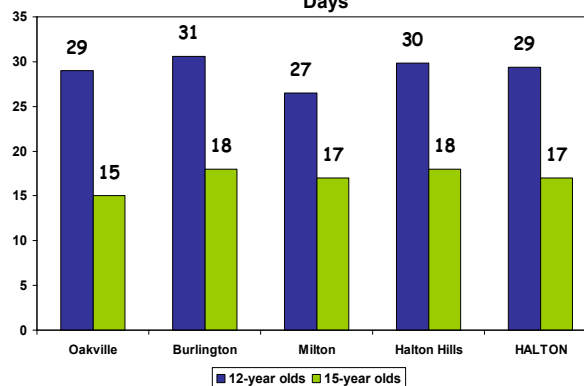


Source: Halton Region Health Department, Children's Oral Health Programs Database, 2004-2006

Physical Activity

Being active as a child will contribute to more positive health outcomes later in life. A child's activity level plays an essential role in the development of their physical and mental health. For children and youth, lack of enough physical activity is a critical health-related risk factor. Lack of physical activity can contribute to a young person being overweight, impair development of bones and muscles, and result in increased levels of stress. Regular physical activity assists children and young people to develop a healthy cardiovascular system, coordination and movement control, and is an important factor in reducing youth obesity. All children can be physically active whatever their age, ability or interest. Research indicates that children do not have to participate in organized sports to be physically active. Even moderate physical activity such as walking to school or playing outside with friends, on most days, if not on all days of the week can improve health, while young children ages 0 to 6 can benefit from participating in unstructured play. Current Canadian physical activity recommendations encourage children and youth to exercise for 90 minutes per day (can be cumulative), five days a week. In 2006, only 29 percent of 12-year olds and 17 percent of 15-year olds in Halton reported they exercised at the current recommended levels.

Percent of Students Aged 12 and 15 Years Reporting 90 Minutes of Daily Physical Activity in the Past 7 Days



Source: HYS, 2006



Children Are Healthy

Mental Health



KEY FINDINGS

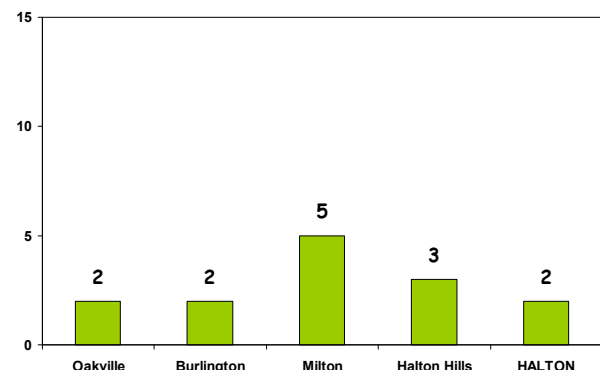
- In Halton, about 2% of 5-year olds are exhibiting anxious and fearful behaviours.
- Between 2-4% of 12 and 15-year olds are reporting signs of elevated anxiety. These rates are lower than the average percentage (6.5%) in Canada.
- Rates for signs of elevated anxiety among youth do not differ by municipality or by age.
- In 2006, 5% of 12-year olds and 10% of 15-year olds reported signs of elevated depression. Provincial rates of depression show a similar trend between ages 12 (3.7%) and 15 (6.1%).
- The percent of youth with signs of elevated depression does differ by municipality. Youth in Milton are more likely to report signs of depression.
- In reporting signs of depression, rates for older youth (15-year olds) are significantly higher in percentage than 5 and 12-year olds.

Mental health in childhood and adolescence is defined by secure attachments, satisfying social relationships, the achievement of social and emotional milestones, and effective coping skills. Mentally healthy children and adolescents function well at home, in school, and in their communities. While mental health and well-being are important concerns at any age, the first five years of life create the foundation for a child to have positive relationships, self-confidence, and the ability to meet change and challenges successfully.

At Age 5: Anxious & Fearful Behaviours

To grow and learn, children need good mental health as much as they need good physical health. Current best practices assert that a close parent or caregiver relationship is at the core of good mental health. In addition, identifying difficulties early, in the 0-to-5 years age range, and providing families with the proper assessments and interventions can make a difference in a child's earliest years and for many years thereafter. In 2007, 2 percent of 5-year olds in Halton were reported to be experiencing some form of anxious and fearful behaviour. National rates for anxiety are closer to 6.5 percent for children at age 5.

Percentage of 5 Year Olds At-Risk for Anxious and Fearful Behaviours

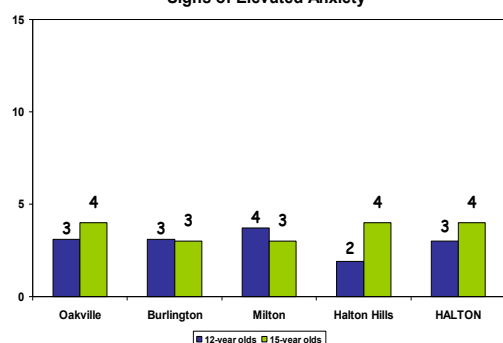


Source: KPS, 2006

At Ages 12 and 15: Anxiety & Depression

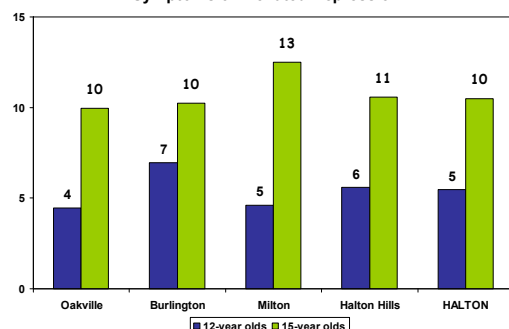
The promotion of positive mental health helps young people to understand and express their feelings, build their confidence and emotional resilience and therefore their capacity to learn. Mental health issues place youth at risk for school success difficulties, physical illness, substance abuse, future depressive episodes, suicide and interpersonal or psychosocial difficulties. In Halton, 2 to 4 percent of Grades 7 and 10 students reported feeling elevated levels of anxiety, lower than the average percentage (6.5%) in Canada. Signs and symptoms of depression, which includes feelings of sadness, loneliness and crying was higher among Grade 10 students (10%), in comparison to those in Grade 7 (5%). Provincial rates for elevated depression show a similar trend between the ages 12 (3.7%) and 15 (6.1%).

Percent of Students Aged 12 and 15 Years With
Signs of Elevated Anxiety



Source: HYS, 2006

Percent of Students Aged 12 and 15 Years With
Symptoms of Elevated Depression



Source: HYS, 2006

Harmful Environments

DATA NEEDS

- Air quality has been identified by the Our Kids Network as an area for indicator development. Currently, there is insufficient data to monitor the progress in this area.
- The Network will continue to monitor the area to improve existing data for future reports.

KEY FINDINGS

- Approximately 2-4% of 5-year olds in Halton are exposed to environmental tobacco smoke either in the home or in the car.
- Children living in Milton are significantly more likely to be exposed to ETS in the car.
- There are no differences in the rate of ETS exposure in the home by municipality.

Research is revealing the harmful effects of many natural and manufactured substances in our environment. Although some of this research may not be definitive, it is important that we adopt a precautionary approach and take action now to protect children. Governments at all levels, community institutions, parents, families and individuals have a role to play in developing policies and acting to support children's environmental health.

Air Quality

The air we breathe is not pure and may contain thousands of chemicals and substances emitted into the atmosphere by natural sources or human activity. In addition, these chemicals may react in the air to produce other pollutants. According to Health Canada, the health effects of poor air



Children Are Healthy

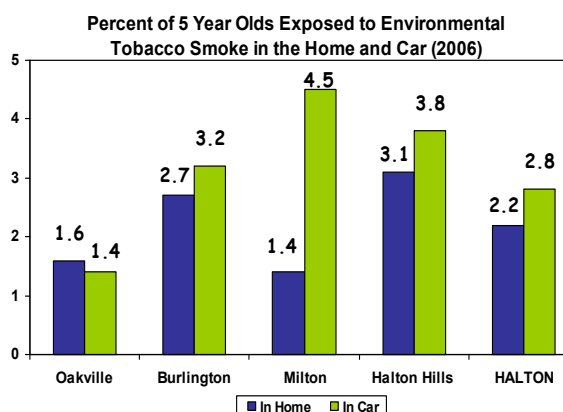
quality are far reaching, but primarily affect the body's respiratory system and the cardiovascular system. Individual reactions to air pollutants depend on the type of pollutant a person is exposed to, the degree of exposure, how much of the pollutant is present, and the individual's health status and genetics. Children and newborns are especially sensitive to the health effects of air pollution since they take in more air than adults for their body weight and consequently, a higher level of pollutants.

Exposure to Environmental Tobacco Smoke (ETS) in the Home and in the Car

Children are more vulnerable to toxic substances because of their smaller size, their different metabolism and behaviours, and the simple fact that they spend more time on or near the ground. Furthermore, greater air, food, and fluid intakes relative to body weight compared with the adult, increase a child's potential for excessive exposures. Children are especially vulnerable to ETS because, being smaller, they often sit near or on parents, family members or caregivers, thus sitting closer to the source of the pollutant than other passive smokers.

The World Health Organization reports that children living in a smoke-filled environment are more susceptible to coughing, wheezing, runny noses and throat infections. In addition, exposure to tobacco smoke causes a wide variety of adverse health effects in children, including lower respiratory tract infections such as pneumonia and bronchitis, worsening of asthma, and middle ear disease.

The 2007 Canadian Tobacco Use Monitoring Survey results show that in Ontario, the rate of exposure to ETS in the home was 5 percent. In comparison, approximately 2 to 4 percent of 5-year olds in Halton are exposed to tobacco smoke either in their home or while traveling in a car.



Source: KPS, 2003, 2006

Success Story | What's In Your Box?

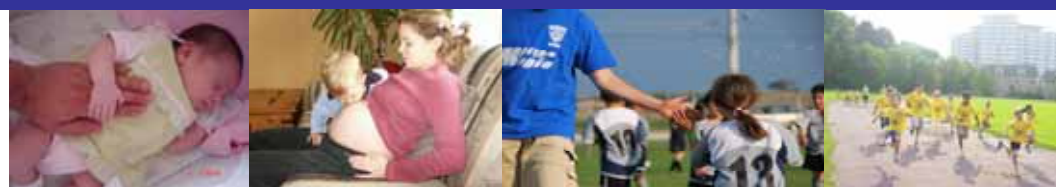
"...lettuce, onions, bananas, potatoes, spinach, carrots, apples, squash, broccoli, and tomatoes, all chosen in season when they are delicious, crisp, fresh, and at their peak in nutritional value."

Once a month, the community partners who organize the **Halton Fresh Food Box** buy top quality fresh produce from local farmers and wholesalers. Orders are taken for Fresh Food Boxes by local coordinators and in 2 weeks, the boxes arrive at a drop site throughout the region and refrigerated until pick-up.

Families and individuals living in Halton have an easy and convenient way to get high quality, healthy foods for a good price. As of September 2008, the Acton, Aldershot, Milton and River Oaks Hubs are all participants in the Fresh Food Box program. Each Hub acts as a drop site within their neighbourhood and takes the orders for the food boxes from community members and then organizes customer pick up. Volunteers of the program help to pack the orders into reusable boxes for distribution to the community Hubs and other sites participating in the program. What's in my box you ask? A fun way to eat nutritiously!

Summary Neighbourhood Profile

Children Are Healthy



Neighbourhood	% Newborns At-risk for Developmental Difficulties		% Newborns with Low Birth Weight (<2500 grams)		% Mothers Breastfeeding at Hospital Discharge		% Eating Daily Breakfast (Age 5)	% Eating Daily Breakfast (Age 12)	% Overweight or Obese (Age 5)		% Overweight or Obese (Age 12)	% Daily Physical Activity (Age 12)	% Anxious and Fearful (Age 5)	% Signs of Elevated Anxiety (Age 12)	% Symptoms of Elev. Depression (Age 12)	% Exposed to ETS in the Home (Age 5)	% Exposed to ETS in the Car (Age 5)
	2003	2006	2003	2006	2003	2006	2006	2006	2003	2006	2006	2006	2006	2006	2006	2006	2006
Aldershot	20%	26%	7%	5%	86%	82%	82%	66%	23%	16%	66%	34%	3%	3%	11%	6%	7%
South Central Burlington	21%	21%	6%	7%	86%	86%	87%	69%	22%	25%	69%	31%	3%	4%	5%	2%	2%
South East Burlington	15%	17%	6%	7%	89%	85%	91%	58%	26%	28%	58%	31%	2%	1%	7%	3%	3%
North West Burlington	18%	22%	7%	3%	85%	83%	88%	58%	27%	30%	58%	31%	1%	2%	10%	5%	5%
North Central Burlington	17%	24%	8%	8%	90%	85%	84%	73%	23%	20%	73%	24%	4%	5%	7%	3%	3%
North East Burlington	14%	11%	8%	7%	91%	93%	90%	63%	27%	25%	63%	28%	2%	3%	4%	0%	1%
South West Oakville	13%	11%	6%	4%	91%	93%	89%	71%	17%	13%	71%	30%	1%	3%	5%	1%	3%
South Central Oakville	21%	26%	6%	4%	82%	80%	82%	66%	18%	13%	66%	29%	4%	3%	9%	8%	8%
South East Oakville	19%	15%	6%	5%	92%	91%	87%	61%	17%	19%	61%	29%	0%	3%	3%	2%	1%
Glen Abbey	15%	10%	4%	3%	93%	91%	91%	72%	27%	28%	72%	33%	2%	2%	3%	2%	3%
North Central Oakville	18%	24%	6%	4%	88%	85%	86%	72%	25%	27%	72%	30%	4%	4%	3%	0%	0%
North East Oakville	21%	27%	6%	8%	86%	87%	91%	58%	23%	23%	58%	34%	1%	2%	6%	1%	0%
North West Oakville	16%	14%	7%	5%	88%	90%	85%	69%	20%	19%	69%	23%	2%	1%	3%	1%	0%
River Oaks	12%	12%	4%	2%	93%	90%	93%	70%	19%	21%	70%	28%	1%	3%	5%	1%	1%
South Milton	14%	14%	6%	6%	95%	91%	90%	62%	27%	23%	62%	34%	2%	4%	4%	2%	3%
West Milton	24%	20%	10%	3%	82%	73%	82%	65%	26%	25%	65%	27%	0%	2%	5%	0%	10%
East Milton	19%	27%	4%	6%	89%	82%	85%	64%	24%	22%	64%	28%	2%	8%	6%	3%	7%
Rural North Halton	14%	14%	1%	7%	94%	96%	84%	62%	23%	18%	62%	17%	1%	3%	6%	2%	0%
Acton	23%	22%	6%	9%	76%	84%	88%	63%	26%	25%	63%	20%	5%	2%	9%	4%	7%
South Georgetown	12%	19%	6%	5%	87%	92%	95%	55%	23%	16%	55%	27%	1%	2%	6%	0%	0%
North Georgetown	12%	17%	5%	5%	87%	88%	92%	62%	20%	20%	62%	32%	1%	5%	5%	5%	5%

* Use caution when comparing across time and between municipalities. When comparing data across years, it is best to include at least 3 time points. Much of the data in this report has only 2 time points so conclusions about changes should not be made based on these data alone.



Children Are Learning

Key Indicators in Halton

During Preschool Years

- Preschool Learning Opportunities

On Entry Into Grade 1

- Developmental Readiness at Kindergarten

During the School Years

- Student Achievement at Grades 3, 6 and 9
- Ontario Secondary Literacy Test



During Pre-School Years

KEY FINDINGS

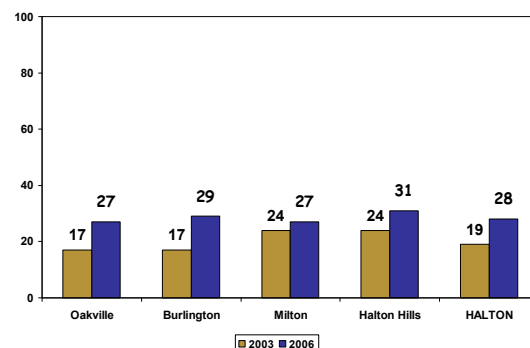
- Overall, there is an increasing trend for Halton families to involve their children more often in preschool learning opportunities. In fact, analyses show that the rates for all five types of opportunities has statistically increased between 2003 and 2006.
- Comparisons between municipalities show that Milton children are statistically less likely to participate in family reading programs, physical activity & recreation programs, and music, arts & dance programs.

Preschool years refer to the time before a child formally enters into the school system. It is the time when children are exposed to many new experiences. Research shows that the quality and quantity of those experiences lay the foundation for positive development. In short, preschool is a time to expose children to early learning opportunities both inside and outside of their homes.

Preschool Learning Opportunities

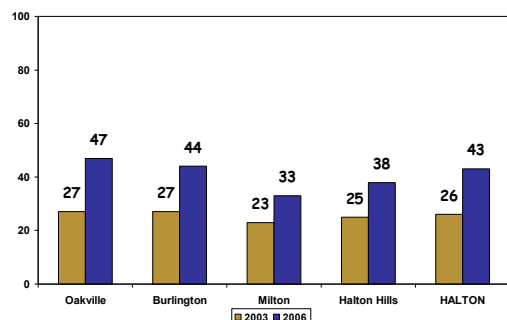
The early years are essential to a child's overall development, and set the stage for future health and success in life. Preschool opportunities lay the foundation for individuals to develop fully and to contribute to their communities in ways that foster economic growth, social stability, and prosperity. The following five graphs show the percent of children participating in various preschool learning opportunities.

Percent of 5-Year Old Children Attending a Children's Program in the Past 12 Months



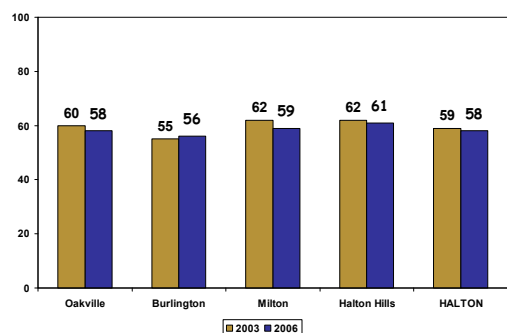
Source: KPS, 2003, 2006

Percent of 5-Year Old Children Attending a Family Reading Program in the Past 12 Months



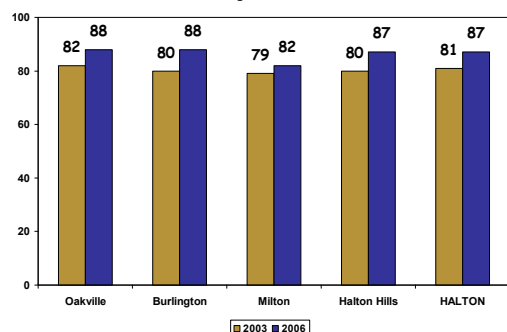
Source: KPS, 2003, 2006

Percent of 5-Year Old Children Participating in Team Sports in the Past 12 Months



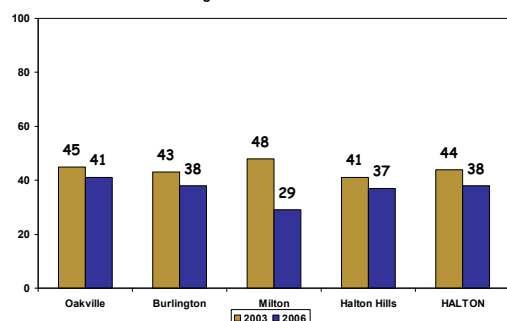
Source: KPS, 2003, 2006

Percent of 5-Year Old Children Participating in Physical Activity and Recreational Programs in the Past 12 Months



Source: KPS, 2003, 2006

Percent of 5-Year Old Children Participating in Music, Arts or Dance Programs in the Past 12 Months



Source: KPS, 2003, 2006



At Entry Into Grade 1

KEY FINDINGS

- While the percent of children developmentally vulnerable increased by 1% from 2003 to 2006, the number of children developmentally vulnerable has grown by 14% due to increased population growth in Halton.
- Two EDI domains, Communication & General Knowledge and Physical Health & Well-Being, saw the largest increases in vulnerability.
- Comparisons of the percent of vulnerable children show that similar rates exist between the four municipalities.

While kindergarten is a universal experience for most children in Canada, the knowledge and skills children bring to school vary widely. Some have had exposure to a vast range of quality preschool opportunities, while others have not. Current research in child development supports the idea that ongoing success in school is impacted by the developmental readiness of children as they make the transition to Grade 1.

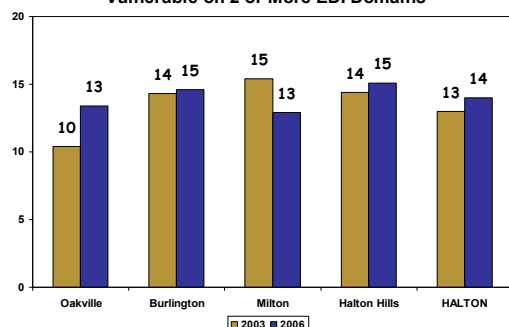


Children Are Learning

Developmental Readiness at Kindergarten

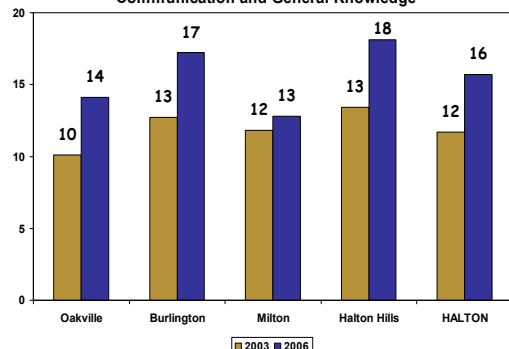
Developmental readiness refers to the child's ability to meet the task demands of school and benefit from the educational activities provided by the school. The current concept of developmental readiness encompasses much more than academic skills; children's physical, social, emotional, oral communication and cognitive skills contribute towards success in school.¹⁵ Communities wanting to determine how effectively they are meeting local needs or what supports and resources are needed to foster healthy child development can use the Early Development Instrument (EDI) to monitor children's readiness to learn on entry to Grade 1.

Percent of 5- Year Olds Developmentally Vulnerable on 2 or More EDI Domains



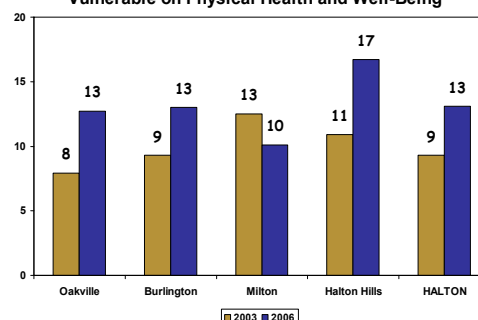
Source: EDI, 2003, 2006

Percent of 5- Year Olds Developmentally Vulnerable on Communication and General Knowledge



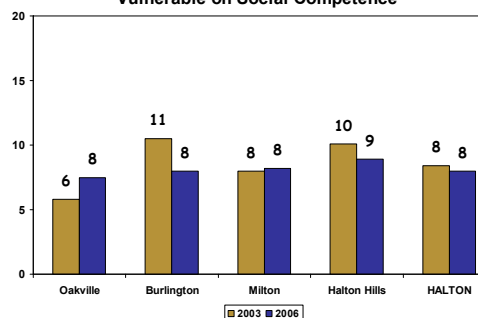
Source: EDI, 2003, 2006

Percent of 5- Year Olds Developmentally Vulnerable on Physical Health and Well-Being



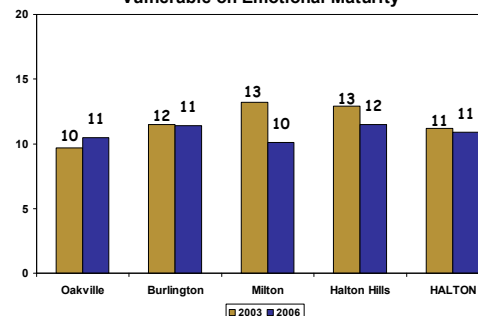
Source: EDI, 2003, 2006

Percent of 5- Year Olds Developmentally Vulnerable on Social Competence



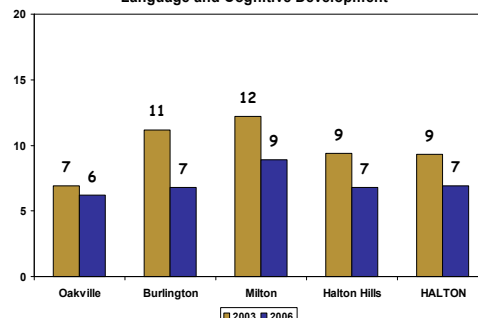
Source: EDI, 2003, 2006

Percent of 5- Year Olds Developmentally Vulnerable on Emotional Maturity



Source: EDI, 2003, 2006

Percent of 5- Year Olds Developmentally Vulnerable on Language and Cognitive Development



Source: EDI, 2003, 2006

During School Years

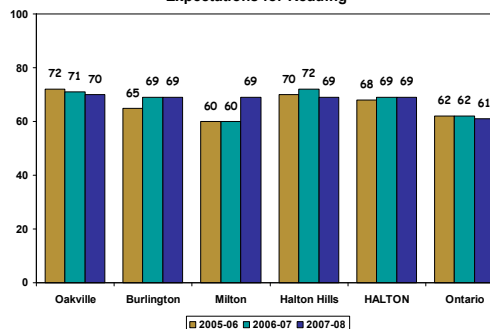
KEY FINDINGS

- Overall, students in Halton are meeting provincial expectations at greater rates than students living elsewhere in Ontario.
- Since 2005, student achievement rates in Halton and Ontario have remained relatively unchanged.
- About 90% of Grade 10 students in Halton have successfully completed the required literacy test on their first attempt. This compares to a rate of 84% for the province of Ontario.

School is a major part of any child's developmental experience. The academic success of a child throughout the school years paves the way for a smooth transition to adulthood. In Ontario, student achievement in Reading, Writing and Mathematics can be measured through standardized testing administered by the Province's Education Quality and Accountability Office (EQAO). Each year students in Grades 3, 6 and 9 complete provincial testing. This provides students, parents, schools and the public with information on how well students are doing in two academic subjects: Language and Mathematics. The Grades 3 and 6 assessments of Reading, Writing and Mathematics and Grade 9 Mathematics assessments are based on expectations outlined in the Ontario Curriculum.

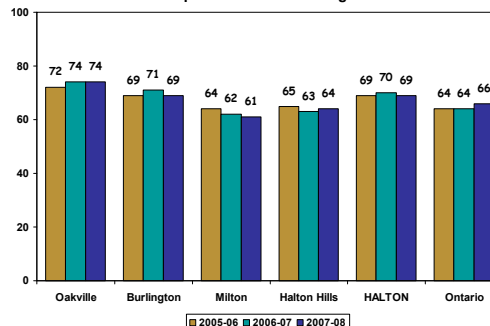
This report does not show results for Grade 3 and Grade 6 Writing and Mathematics. Only the results for Reading are shown as assessment of Reading is generally regarded as the most powerful indicator of academic progress. The results for Grade 9 Academic Math and Applied Math are shown separately in this report. The following charts show data according to area of residence and not according to the school in which a child attends.

Percent of Grade 3 Students Meeting Provincial Expectations for Reading



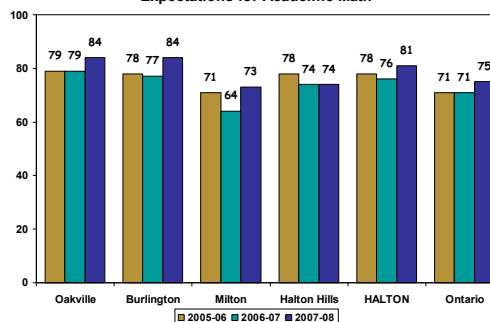
Source: EQAO, 2005, 2006, 2007

Percent of Grade 6 Students Meeting Provincial Expectations for Reading



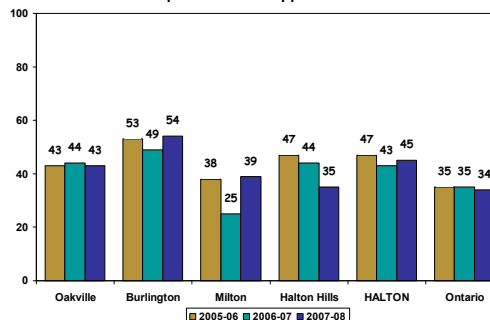
Source: EQAO, 2005-2007

Percent of Grade 9 Students Meeting Provincial Expectations for Academic Math



Source: EQAO, 2005-2007

Percent of Grade 9 Students Meeting Provincial Expectations for Applied Math

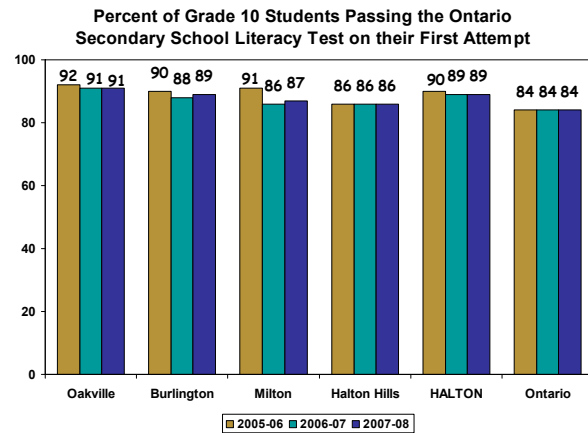


Source: EQAO, 2005-2007



Ontario Secondary School Literacy Test

Literacy is a fundamental life skill that is essential for young people if they are to succeed in life. Students who have well-developed reading and writing skills are better prepared for their future educational and professional careers. The EQAO Ontario Secondary School Literacy Test (OSSLT) is given every year to assess the reading and writing abilities of Grade 10 students. The OSSLT is a pass or fail test. Students who do not pass the test are given the opportunity to re-write the test or to fulfill the literacy requirements through the Ontario Secondary School Literacy Course (OSSLC). Successful completion of the OSSLT or OSSLC is a graduation requirement.



Source: EQAO, 2005-2007

Success Story

How is the Our Kids Network Helping Children Get Ready for Kindergarten?

Over a 4-week period, children in the **Even Start** program spend time singing, listening to stories, and joining their friends to play outdoors. For most, this is their first pre-school experience outside of their home. The main purpose of Even Start is to provide an opportunity for children to enhance their social skills and language development, while becoming familiar with the routines and structures of a kindergarten classroom.

How did they get it to work? The program got its start in 1997, when members of the Our Kids Network recognized the importance of making sure all children received some type of quality pre-school experience. In response, a program called Even Start was formed and specifically designed for children with no pre-school or child care experiences outside of their home. Children who had not had those experiences prior to starting kindergarten were having more difficulty adjusting to the routines of a more formal school setting.

In its first summer of operation, Even Start ran 1 program with 16 children in attendance. In 2008, Even Start ran 14 programs with about 300 children attending plus many more on a wait list.

Summary Neighbourhood Profile

Children Are Learning



Children Are Learning

Neighbourhood	% Attending Children's Programs (Age 5)		% Attending Reading Programs (Age 5)		% Participating in Team Sports (Age 5)		% Participating in Physical Activity (Age 5)		% Participating in Music Arts Dance Programs (Age 5)		% Developmentally Vulnerable on 2 or more EDI Domains (Age 5)		% EQAO Grade 3 Reading		% EQAO Grade 6 Reading		% EQAO Grade 9 Math (Academic)		% EQAO Grade 9 Math (Applied)		% OSSLT First Pass (Grade 10)	
	2003	2006	2003	2006	2003	2006	2003	2006	2003	2006	2003	2006	2005	2008	2005	2008	2005	2008	2005	2008	2005	2008
Aldershot	18%	34%	27%	43%	53%	53%	81%	85%	48%	34%	12%	16%	61%	69%	70%	65%	80%	82%	54%	52%	90%	85%
South Central Burlington	18%	33%	28%	46%	54%	52%	78%	88%	51%	43%	14%	16%	64%	68%	67%	67%	79%	85%	55%	47%	92%	91%
South East Burlington	24%	32%	30%	35%	62%	66%	85%	89%	46%	41%	10%	10%	65%	69%	65%	69%	72%	89%	56%	60%	91%	91%
North West Burlington	19%	27%	30%	48%	48%	45%	72%	82%	36%	26%	19%	20%	59%	63%	68%	60%	83%	75%	58%	50%	88%	85%
North Central Burlington	14%	31%	21%	41%	58%	57%	86%	89%	47%	39%	17%	15%	70%	72%	74%	75%	78%	85%	46%	69%	93%	93%
North East Burlington	11%	26%	23%	41%	67%	48%	91%	90%	57%	42%	14%	14%	70%	70%	71%	75%	79%	84%	45%	42%	90%	89%
South West Oakville	20%	26%	38%	43%	67%	58%	85%	90%	40%	44%	7%	19%	76%	71%	72%	66%	80%	82%	47%	52%	90%	92%
South Central Oakville	26%	36%	50%	59%	44%	38%	85%	72%	47%	31%	16%	19%	61%	47%	52%	58%	65%	74%	30%	38%	82%	85%
South East Oakville	22%	22%	22%	28%	57%	57%	73%	79%	57%	27%	16%	9%	80%	84%	74%	76%	80%	82%	46%	52%	95%	96%
Glen Abbey	8%	27%	23%	49%	59%	58%	80%	92%	42%	46%	8%	9%	78%	76%	79%	77%	83%	87%	51%	34%	93%	95%
North Central Oakville	12%	25%	25%	49%	55%	45%	77%	82%	38%	38%	15%	16%	68%	62%	64%	77%	81%	85%	42%	35%	89%	88%
North East Oakville	25%	34%	20%	47%	64%	59%	78%	86%	36%	37%	16%	12%	71%	73%	74%	80%	77%	85%	32%	43%	98%	93%
North West Oakville	21%	26%	26%	44%	56%	60%	77%	86%	36%	31%	8%	14%	72%	70%	76%	73%	71%	85%	32%	53%	90%	93%
River Oaks	19%	30%	26%	49%	62%	65%	84%	90%	47%	46%	12%	9%	64%	64%	72%	74%	84%	85%	51%	42%	93%	91%
South Milton	17%	25%	24%	48%	61%	66%	86%	89%	56%	48%	9%	14%	62%	69%	66%	64%	67%	70%	32%	36%	91%	91%
West Milton	23%	40%	22%	45%	68%	61%	80%	79%	45%	23%	25%	24%	56%	67%	61%	58%	66%	78%	43%	34%	89%	88%
East Milton	25%	36%	25%	33%	60%	62%	77%	87%	44%	34%	8%	19%	60%	65%	62%	52%	75%	68%	40%	46%	92%	88%
Rural North Halton	24%	22%	22%	36%	60%	56%	86%	93%	50%	40%	15%	11%	62%	77%	64%	64%	78%	82%	45%	33%	91%	90%
Acton	23%	26%	27%	30%	59%	60%	73%	85%	41%	33%	19%	27%	60%	65%	55%	53%	83%	76%	41%	42%	83%	81%
South Georgetown	18%	26%	33%	38%	60%	50%	82%	92%	40%	41%	12%	13%	75%	72%	73%	70%	82%	78%	49%	36%	90%	94%
North Georgetown	17%	25%	25%	47%	55%	67%	82%	91%	40%	40%	14%	12%	71%	67%	62%	65%	72%	65%	48%	32%	83%	84%

* Use caution when comparing across time and between municipalities. When comparing data across years, it is best to include at least 3 time points. Much of the data in this report has only 2 time points so conclusions about changes should not be made based on these data alone.



Children Are Positively Connected

Key Indicators in Halton

Connected To Parents

- Parental Nurturing
- Parental Monitoring

Connected To Peers

- Peer Connectedness

Connected To School

- School Engagement

Connected To Community

- Volunteerism
- Sense of Belonging

“Half of Canadian teens report a high level of parental nurturing; 8 out of 10 say that they feel very connected to their peers.”

Source: Canadian Institute for Health Information, Improving the Health of Young Canadians, 2005

A vital component of child and youth development is connecting with peers, parents, schools and communities. In the early years, parental connections form the secure base from which a child can explore her or his environment and develop a sense of competency. Youth who say that they have positive ties with family, school, peers and community tend to be in better health and have higher self-worth, according to a report from the Canadian Institute for Health Information.

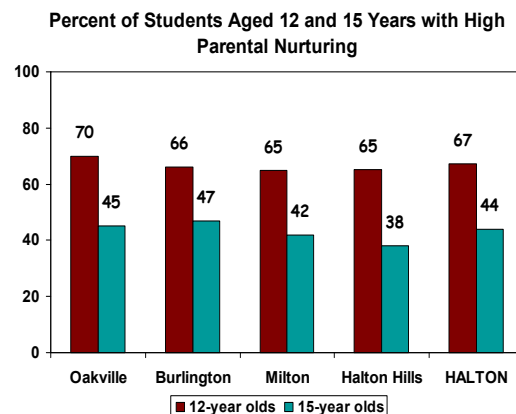
Connected To Parents

KEY FINDINGS

- Almost 70% of 12-year olds and 44% of 15-year olds report high levels of parental nurturing. Statistical comparisons between the four municipalities show that 12-year olds living in Milton and Halton Hills and 15-year olds living in Halton Hills are significantly less likely to report high levels of parental nurturing.
- Large decreases in connections to parents are found as children age from 12-years to 15-years.

Parental Nurturing

A basic responsibility of parents is to provide their children with love and support. Nurturing behaviour involves acts and attitudes that enhance the well-being of children and result in positive emotional relationships between parents and children. Young people who have these types of assets in their lives are less likely to participate in risk-taking behaviours. Especially for younger adolescents, parental caring and values are often cited as the most important reason why a young person does not experiment with alcohol, drugs, and other substances. In Halton, 67 percent of 12-year olds and 44 percent of 15-year old youth reported high levels of parental nurturing.



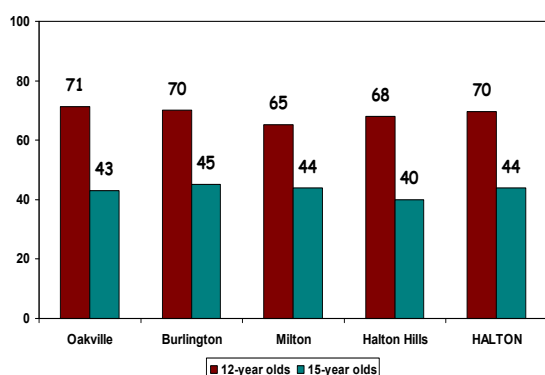
Source: HYS, 2006

Parental Monitoring

Parents who are positively connected to their children impact their children in positive ways. Parental monitoring is an appropriate strategy providing information to parents about the daily activities of their children. Parents who know what their children are doing are able to detect when the child is drifting into activities that might pose a risk.^{16,17} They are able to reduce opportunities for problems by steering their children away from risky situations.

Findings from Canada's 2005 National Longitudinal Survey of Children and Youth (NLSCY) show both parental involvement and monitoring have positive effects on various problems including adolescent depression, eating disorders, and academic achievement. Youth who reported higher levels of parental monitoring were less likely to report engaging in risky behaviours such as using tobacco, alcohol or marijuana. In 2006, nearly 70 percent of 12-year olds surveyed in Halton reported high levels of parental monitoring. By the time youth reach the age of 15, there is a large drop in the rate of monitoring to 44 percent.

Percent of Students Aged 12 and 15 Years with High Parental Monitoring



Source: HYS, 2006

Connected To Peers

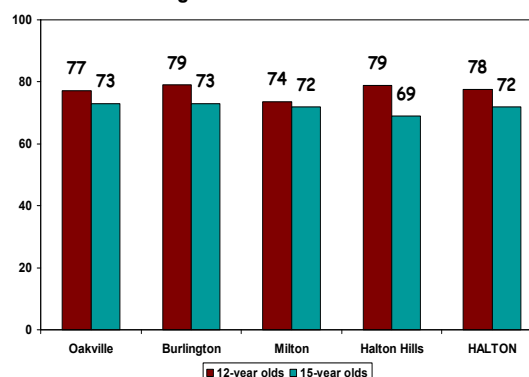
KEY FINDINGS

- Most of Halton's youth report that they are highly connected to their peers.
- Municipal comparisons show no difference in the percent of youth connected to their peers.

Peer Connectedness

Friendships become increasingly important as young people get older, and it has been suggested that adolescent friendships provide a space in which to develop social and emotional skills. Some research indicates that when youth interact with peers who model positive behaviours, these relationships contribute to good outcomes.¹⁸ Additionally, youth who report high levels of peer connectedness are more likely to report high self-worth, good health status and lower levels of anxiety. In 2006, 78 percent of 12-year olds and 72 percent of 15-year olds in Halton reported high levels of peer connectedness.

Percent of Students Aged 12 and 15 Years with High Peer Connectedness



Source: HYS, 2006



Children Are Positively Connected



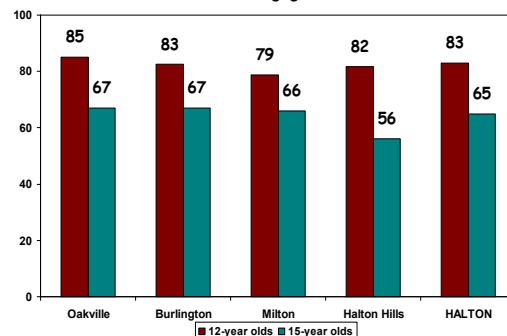
Connected To School

KEY FINDINGS

- In Halton, there are high rates of school connectedness with 83% of 12-year olds and 65% of 15-year olds reporting high rates of school connectedness.
- There are statistically significant decreases in the levels of school connectedness as the youth ages to 15-years.
- Statistically lower rates of school connectedness are found for 15-year old students in Halton Hills.

School connectedness or engagement refers to the degree of importance a youth places on doing well academically, developing positive social bonds, belonging, participating in extracurricular activities, getting involved with student council or similar groups and perceptions of safety. At school, youth can experience opportunities and challenges to the development of their academic, social, athletic and interpersonal skills. Measures of school belonging, membership, support, satisfaction and feeling safe at school have been linked to better physical health and emotional well-being and to less likelihood of risk-taking behaviours such as smoking, alcohol use, illicit drug use and crime.¹⁹ In Halton, rates of school connectedness are high with 83 percent of 12-year olds and 65 percent of 15-year olds reporting high school connectedness.

Percent of Students Aged 12 and 15 Years with High School Engagement



Source: HYS, 2006

Connected To Community

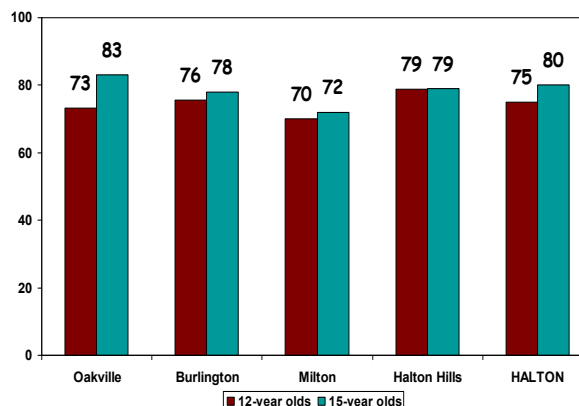
KEY FINDINGS

- Most of Halton's youth have done some type of volunteerism for their community.
- Milton youth are statistically less likely to have participated in some type of volunteer activity.
- There is a statistically large difference in sense of belonging in the community between 12 and 15-year olds. Three-quarters (75%) of 12-year olds in Halton reported high levels of community belonging, in comparison to only 60% of Halton's 15-year olds who reported a strong sense of belonging.

Volunteerism

The involvement of young people in activities that help promote their bonding to their community, and involvement which promotes participation on behalf of a greater civic good, is a goal of many youth development programs in Halton. What we know from research is that youth who feel respected and part of their community are less likely to participate in risky behaviours.^{19,20} Improving the Health of Young Canadians, a report published by the Canadian Institute for Health Information (2005), shows evidence to support that young people who are more involved in their community report higher feelings of self-worth, self-esteem, overall good health, and are significantly less likely to engage in sexual activity, violence, and use tobacco, drugs or alcohol. By providing young people with a variety of opportunities to improve their community, we can increase the likelihood of their involvement in other civic responsibilities (such as voting) as they become adults. In Ontario, all secondary school students are required to complete a minimum of 40 hours of community service in order to receive a graduation diploma. Seventy-five percent of 12-year olds and 80 percent of 15-year olds surveyed in Halton reported high levels of community engagement.

Percent of Students Aged 12 and 15 Years Who Have Volunteered in the Past 12 Months



Source: HYS, 2006

Sense of Belonging in the Community

Social participation as well as a sense of belonging are identified as indicators of well-being in Canada. According to Human Resources and Social Development Canada, a feeling of belonging to a country, region, and local community can influence people's sense of identity and the extent to which they participate in society. Generally, a strong sense of belonging is positively associated with better self-reported physical and mental health. A strong sense of belonging also contributes to individual and community well-being.

A sense of community can be defined as a feeling that members have of belonging and a feeling that members matter to one another and to the group. For young people, bonding to the community is a significant protective factor, helping them to avoid engaging in risk-taking behaviour.

Research shows that youth who participate in non-school activities such as community youth organisations have better self-reported health, higher perceived self-esteem and feelings of control.^{19,20} In Halton, community engagement and feelings of community belonging are



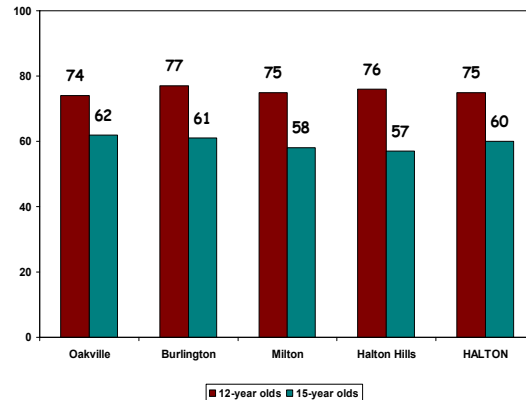
Children Are Positively Connected



facilitated through opportunities for youth to participate outside of school in clubs, sports, music, the arts, fundraising, volunteer activities and other neighbourhood organisations and activities.

Overall, 69 percent of students aged 12 years reported feeling a strong sense of belonging in their community. This compares to 60 percent of 15-year old youth.

Percent of Students Aged 12 and 15 Years Reporting a Strong Sense of Belonging in Their Community



Source: HYS, 2006

Success Story | Acton Youth's **Chance for Change**

On a sunny Saturday afternoon, a drum beat sounded in Acton's Prospect Park. A circle of drummers formed as two generations came together under a common rhythm. The drum circle was part of Acton Youth's Chance for Change, an event celebrating the important contributions made by Acton youth. The event included live music, performances, games, and plenty of food, as well as chance to learn about service providers in the Acton community.

"How exciting to see an entire community show up to celebrate youth," said the Acton Hub Coordinator. The youth led event highlighted their leadership skills and revealed a close connection amongst the youth, parents, and other adults who participated in the planning. Overwhelming support from the community added to the success of the day.

How did they make it work? The committee adopted a supportive environment where youth and adults openly communicated, shared ideas, and made decisions. It was never about "what" was done, but rather "how" the group accomplished a task together. The new relationships helped to engage and empower youth. Creating youth-friendly meetings was a priority for adult committee members. "The youth in our community have strong commitment and vision," says Off The Wall's Parent and Youth Program Support Coordinator. "It was inspiring to watch them use their strengths to organize an event that was meaningful to them and their peers."

Summary Neighbourhood Profile

Children Are Positively Connected



Neighbourhood	% High Parental Nurturing (Age 12)	% High Parental Monitoring (Age 12)	% High Peer Connectedness (Age 12)	% High School Engagement (Age 12)	% Volunteerism (Age 12)	% High Sense of Belonging (Age 12)
	2006	2006	2006	2006	2006	2006
Aldershot	73%	78%	69%	83%	74%	77%
South Central Burlington	65%	76%	62%	81%	70%	77%
South East Burlington	68%	81%	66%	83%	85%	79%
North West Burlington	65%	79%	58%	77%	80%	79%
North Central Burlington	73%	75%	69%	82%	73%	78%
North East Burlington	75%	82%	68%	88%	83%	71%
South West Oakville	75%	78%	76%	86%	74%	77%
South Central Oakville	72%	81%	75%	84%	71%	61%
South East Oakville	62%	76%	65%	84%	72%	77%
Glen Abbey	76%	81%	73%	87%	74%	75%
North Central Oakville	68%	80%	65%	84%	74%	71%
North East Oakville	70%	79%	69%	85%	78%	73%
North West Oakville	71%	81%	76%	87%	66%	77%
River Oaks	67%	78%	66%	85%	75%	78%
South Milton	68%	73%	62%	77%	71%	72%
West Milton	75%	79%	73%	73%	67%	75%
East Milton	68%	71%	63%	81%	72%	78%
Rural North Halton	60%	65%	57%	76%	70%	68%
Acton	64%	72%	54%	69%	70%	72%
South Georgetown	75%	71%	73%	90%	77%	70%
North Georgetown	73%	70%	66%	84%	77%	78%

* Use caution when comparing across time and between municipalities. When comparing data across years, it is best to include at least 3 time points. Much of the data in this report has only 2 time points so conclusions about changes should not be made based on these data alone.



Children Are Safe

Key Indicators in Halton

Safe From Injury

- Experience of Serious Injury

Safe From High-risk Behaviours

- Involvement in Criminal Activity
- Binge Drinking

Safe From Childhood Violence

- Exposure to Bullying

Safe From Domestic Violence and Abuse

- Child Abuse



Injury

KEY FINDINGS

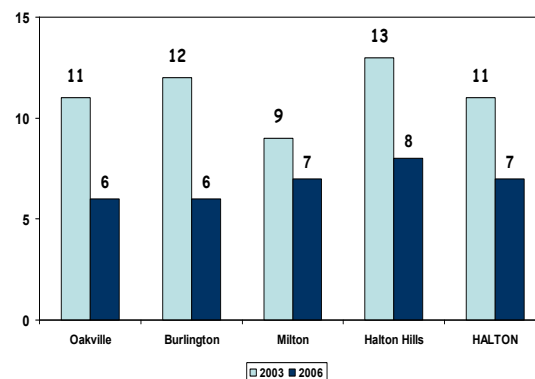
- Seven percent of Halton's 5-year old children have experienced a serious injury that required medical attention.
- There are no statistically significant differences in injury rates between the four municipalities.
- There have been significant declines in rates of injury between 2003 and 2006.

The 2008 Report Card considers many indicators in assessing children's safety at home, in school and in the community. Safe environments benefit children by providing a sense of personal security that allows them to take maximum advantage of learning and social opportunities.

Experience of Serious Injury

Each year injuries cause more deaths in Canadian children and youth over the age of one than all other causes of death in those age groups combined. Statistics Canada and recent studies report the top 15 major causes of unintentional injury deaths are: motor vehicle crashes, choking, drowning, pedestrian injuries, falling, poisoning, fire/burns, bikes, dog bites, suffocation, baby walkers, sports injuries, guns, power windows and toppling televisions.^{21,22} Injuries are largely preventable and action can be taken that will reduce the risk of severe injury among Halton children and youth. In Halton, about 7 percent of 5-year old children have experienced a serious injury that required medical attention.

Percent of 5-Year Old Children Who Have Experienced a Serious Injury



Source: KPS, 2003, 2006

High Risk Behaviours

KEY FINDINGS

- About 13% of 12-year olds and 34% of 15-year olds report some involvement in criminal activity. This is a significant difference in the rate between 12 and 15-year olds.
- Comparisons of the rate of self-reported criminal activity within the four municipalities show that youth living in Halton Hills are statistically more likely to report involvement in criminal activity, while youth living in Oakville are least likely to report the same behaviour.
- Half of all 15-year old students (50%) report that they have had at least one episode of binge drinking in the past 12 months. This rate is statistically higher than the rate of 10% for 12-year old students.
- There are statistical differences between municipalities for the rate of binge drinking for both 12 and 15-year old students. Binge drinking rates for both 12 and 15 year olds are highest in Halton Hills and lowest in Oakville.

Involvement in Criminal Activity

High-risk behaviours are those that can have adverse effects on the overall development and well-being of youth or that might prevent them from future successes and development. This includes behaviours that cause immediate physical injury (e.g., fighting), as well as behaviours with cumulative negative effects (e.g., substance use). Risk behaviours and exposure to criminal activity also can affect youth by disrupting normal development, impeding academic achievement, or preventing them from participating in typical experiences for their age group.²³

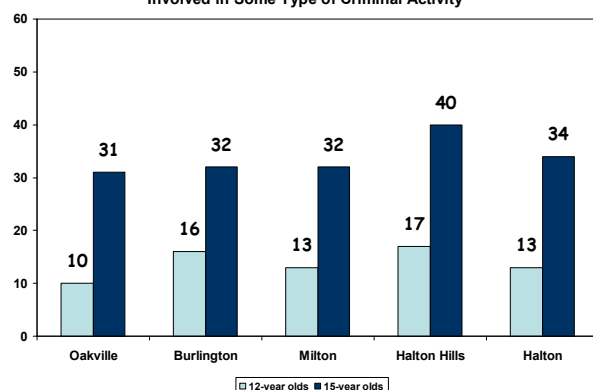
Youth involvement in any kind of criminal activity is evidence of at-risk behaviour. In 2006, Statistics Canada reported that nearly 180,000 young people were implicated in some violation of the *Criminal Code*, excluding traffic offences. This translates to a youth crime rate of 6,885 youth accused for every 100,000 young people in this age group.

The following chart shows the percent of Halton students aged 12 and 15-years old who reported being involved in some type of criminal activity. There are four related indicators which have been used to measure criminal activity. These are, being involved in damaging or destroying someone else's property, carriage of a weapon for use of defending oneself or use in a fight, selling of illicit substances (drugs), and being part of a gang that broke the law by stealing, causing harm to another, or damaging property. In 2006, 18 percent of 12-year old students reported being involved in some type of criminal activity. The rate for 15-year olds is almost double (34%).



Children Are Safe

Percent of Students Aged 12 and 15 Years Who Have Been Involved in Some Type of Criminal Activity

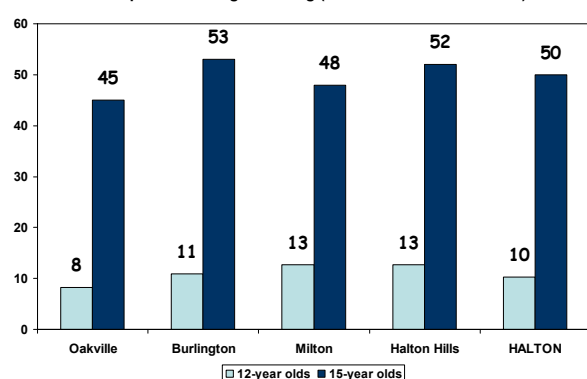


Source: HYS, 2006

Binge Drinking

Binge drinking is a research term defined as consuming five or more drinks on a single occasion. It is a useful term that is associated with a rise in alcohol related harms. Those who binge drink are at increased risk of fights, unwanted sexual advances and automotive collisions. According to a 2006 Ontario Student Drug Use Survey, 4 percent of students in Grade 7 and 30 percent of those in Grade 10 reported having at least one episode of binge drinking in the past month. In Halton, the prevalence rate among those 12-years of age is 10%, and by the time they reach 15-years of age the rate of binge drinking increases to 50 percent.

Percent of Students Aged 12 and 15 Years Reporting at Least One Episode of Binge Drinking (5+ drinks on one occasion)



Source: HYS, 2006

Childhood Violence

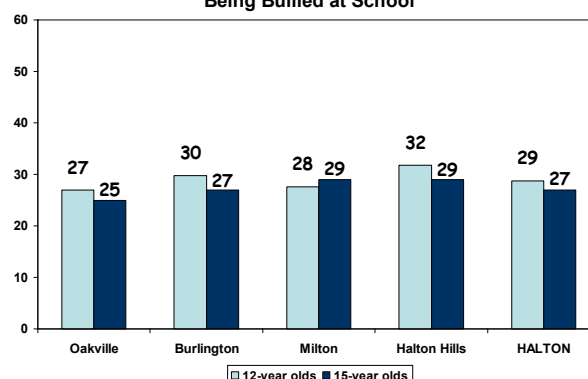
KEY FINDINGS

- In Halton, 29% of 12-year olds and 27% of 15-year olds have experienced some form of bullying. This is not a statistically significant difference between the two age groups.
- Comparisons of bullying rates show no statistical differences between the municipalities for 12 and 15-year olds.

Exposure to Bullying

Bullying is a serious anti-social behaviour that threatens schools, families, and communities. In Ontario, one third of students in grades 7 to 12 reported having been bullied at school and just under one third report having bullied someone else.²⁴ In comparison, only slightly fewer students in Halton (29%) reported being bullied at school than the provincial average. Bullying can have serious and long-term effects. Children who are bullied are more likely to be depressed, lonely, anxious, have low self-esteem, and think about suicide.

Percent of Students Aged 12 and 15 Years Reporting Being Bullied at School



Source: HYS, 2006

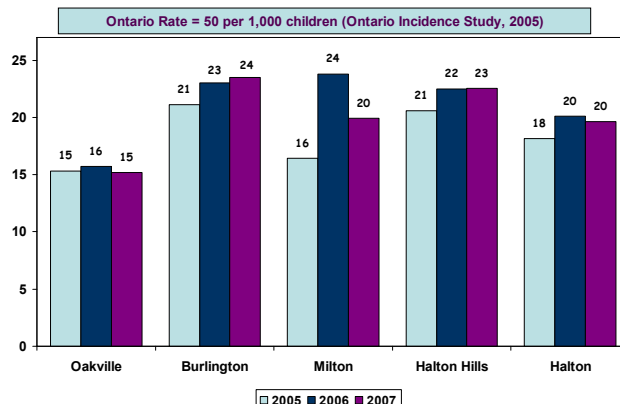
Child Abuse

KEY FINDINGS

- In 2007, Children's Aid Society investigated 20 cases of abuse and neglect for every 1,000 children aged 0 to 18 years in Halton. Of these 20 cases, 10 received services related to abuse and neglect.
- Halton's rates of investigation of child abuse and neglect are significantly lower (20 per 1,000 children) than the rate for Ontario (50 per 1,000 children).
- Child protection rates have remained relatively stable since 2005.
- Just over 3 children per every 1,000 have been exposed to domestic violence. This rate is significantly lower than the Ontario rate of 16 per 1,000 children.

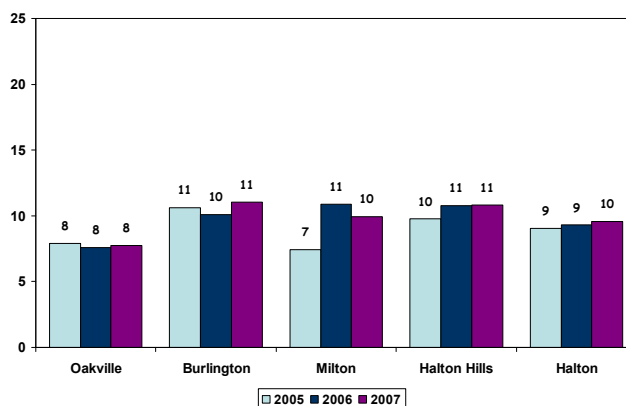
Family violence, which includes a range of abusive behaviours that occur within relationships based on kinship, intimacy, dependency or trust, continues to be a disturbingly common occurrence in the lives of Canadians. In 2005, the Ontario Incidence Study of Reported Child Abuse and Neglect found a rate of almost 50 cases of possible child abuse for every 1,000 children in Canada. Family violence exacts an enormous toll on victims, perpetrators, their families and communities. Children who are exposed to family violence are at high risk for emotional and behavioural problems and are less likely to participate in and contribute to community life.

Number of Investigations per 1,000 Children Aged 0-18 Years Related to Abuse and Neglect Through Children's Aid Society



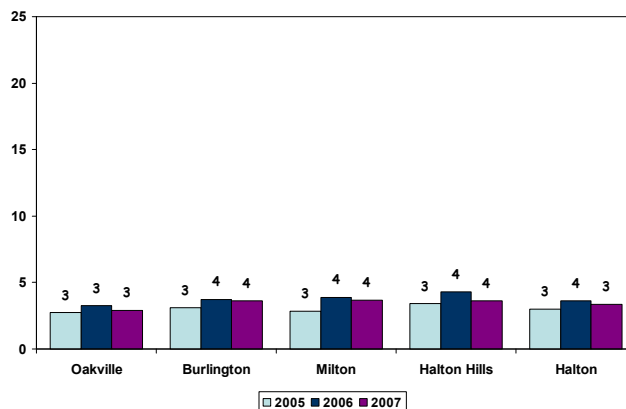
Source: Children's Aid Society of Halton, 2005-2007

Number of Children per 1,000 Children Aged 0 to 18 Years Receiving Services Related to Abuse and Neglect



Source: Children's Aid Society of Halton, 2005-2007

Number of Children per 1,000 Children Aged 0 to 18 Years Exposed to Domestic Violence



Source: Children's Aid Society of Halton, 2005-2007



Success Story

“Hello, is this the Our Kids Network Hub? Can you help?”



One day, a Children’s Aid Society (CAS) worker received a child protection referral regarding a mother who was having difficulty coping. She was responding to her young child inappropriately, calling him names, and ignoring his needs. The child was in obvious distress and his mother seemed unwilling to engage or comfort him in a nurturing way.

The CAS worker began to investigate but worried that she would be met with resistance. To her surprise, the mother was incredibly cooperative and spoke openly about her situation. The CAS worker was able to learn that the child had been diagnosed with Autism, and the mother did not know what to do or where to go for help. She was feeling powerless and unable to give her child the help and attention he needed.

Her story was full of frustration and struggle. The mother spoke and the worker listened, offering information about where to go for help, when she could. Among the list of various community supports for families with children with Autism was a contact to the Our Kids Network Hub. Grateful for the help, the mother continued to discuss her need for subsidized child care, realizing that the Our Kids Network Hub was an access point to many of the supports she needed.

Within months, the mother, who at the beginning of the story felt powerless in an endless struggle, had found herself a job, arranged child care, and was using the Hub as an access to food, clothing, and on-going support. She was able to turn her situation around with the support from her community.

Summary Neighbourhood Profile



Children Are Safe



Neighbourhood	% of 5-Year Olds Experiencing Serious Injury		% Involved in Criminal Activity (Age 12)	% Binge Drinking (Age 12)	% Exposed to Bullying (Age 12)
	2003	2006	2006	2006	2006
Aldershot	13%	9%	15%	12%	31%
South Central Burlington	12%	6%	18%	9%	35%
South East Burlington	9%	7%	19%	14%	26%
North West Burlington	13%	4%	23%	12%	29%
North Central Burlington	13%	4%	10%	9%	26%
North East Burlington	11%	7%	8%	7%	28%
South West Oakville	9%	6%	9%	11%	28%
South Central Oakville	18%	0%	13%	13%	32%
South East Oakville	8%	8%	11%	12%	20%
Glen Abbey	10%	11%	10%	6%	25%
North Central Oakville	13%	9%	13%	8%	32%
North East Oakville	16%	9%	15%	13%	34%
North West Oakville	10%	7%	6%	6%	26%
River Oaks	10%	6%	9%	8%	23%
South Milton	14%	3%	13%	14%	30%
West Milton	13%	11%	13%	9%	37%
East Milton	7%	5%	17%	9%	31%
Rural North Halton	9%	0%	12%	18%	30%
Acton	12%	9%	18%	10%	38%
South Georgetown	10%	7%	22%	16%	26%
North Georgetown	12%	7%	10%	6%	27%

* Use caution when making comparisons. Common practice is to include at least 3 data points when observing trends or changes. The Summary Neighbourhood Profile shows only 2 data points, so conclusions about improvements or declines should be made carefully. Generally, look for at least a 5% change when interpreting results.



Families Are Strong & Stable

Key Indicators in Halton

Economic Strength

- Family Poverty
- Family Structure

Parenting Capacity

- Use of Parenting Classes

Child Care Capacity

- Support for Children with Special Needs
- Quality Child Care



Economic Strength

KEY FINDINGS

- In Halton, 7% of families are living in poverty, in comparison to 12% in Ontario. Family poverty rates are highest in Oakville and Burlington and lowest in Milton and Halton Hills.
- A majority (79%) of Halton families are headed by a married couple which is higher than the provincial average of 74%. There has been a steadily decreasing trend for married couple families in both Halton and across the province.
- Both Ontario and Halton are showing increasing trends towards more lone parent families. In Halton, 12% of families are headed by a lone parent compared to 16% for Ontario.

Economic security is one of the most important elements of a child's life and is fundamental to providing a solid foundation for successful child development. Families with children born into low economic conditions often find it more difficult to ensure healthy, safe and encouraging environments than families with greater economic advantages. These conditions can lead to negative outcomes such as poor health, delayed development and poor academic performance during the school years.^{4,25}

Statistics Canada's Low-Income Cut-Off measure (LICO) is the most common unofficial poverty line used in Canada. Statistics Canada calculates the LICO by estimating the income threshold at which a family spends more on food, shelter, and clothing than the average family. The LICO is adjusted for varying community sizes, and looks at family size, not composition. The 2006 census was based on the 2005 low-income cut-offs before tax.

Low income cut-offs (2005) before tax					
Size of Family Unit	Rural Areas	URBAN AREAS			
		Less than 30,000	30,00 to 99,999	100,000 to 499,999	500,000 and over
1 person	14,303	16,273	17,784	17,895	20,778
2 persons	17,807	20,257	22,139	22,276	25,867
3 persons	21,891	24,904	27,217	27,386	31,801
4 persons	26,579	30,238	33,046	33,251	38,610
5 persons	30,145	34,295	37,480	37,711	43,791
6 persons	33,999	38,679	42,271	42,533	49,389
7 or more persons	37,853	43,063	47,063	47,354	54,987

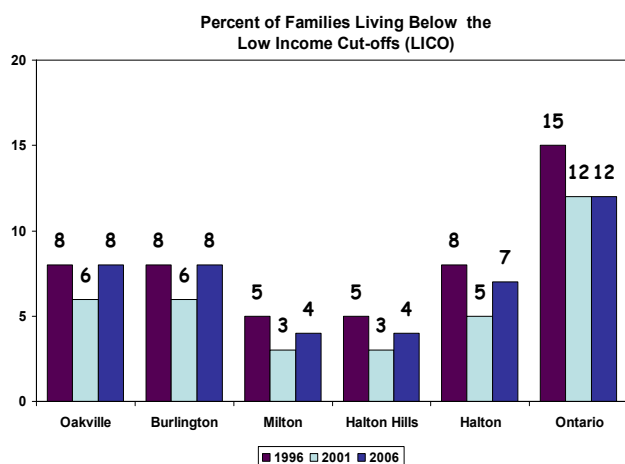
Source: Statistics Canada, 2006 Census of Canada

Family Income

Low-income families are at an increased likelihood of poor nutrition and other health problems, housing transience, unstable parent and caregiver relationships, negative peer group influences and other factors known to impact on educational achievement as well as

many other factors.^{21,25,26} Beyond a shortage of money to buy basic necessities such as food and shelter, families living in poverty often lack resources and may be cut off from interaction with mainstream social networks and role models. This can result in isolation and exclusion. These families may also experience overcrowding, lower levels of safety, and a less-desirable physical environment.^{21,25}

Survey results from Statistics Canada's NLSCY suggests that family income is closely related to educational opportunities and outcomes, especially when children are very young and when poverty is experienced over an extended period of time. Income has a direct impact on the affordability of and accessibility to education and recreation services for which fees are charged or for which transport or other costs are significant. Increased income and wealth provides access to a wider range of experiences and to resources that can support learning.²⁵



Source: Statistics Canada, 1996-2006 Census of Canada

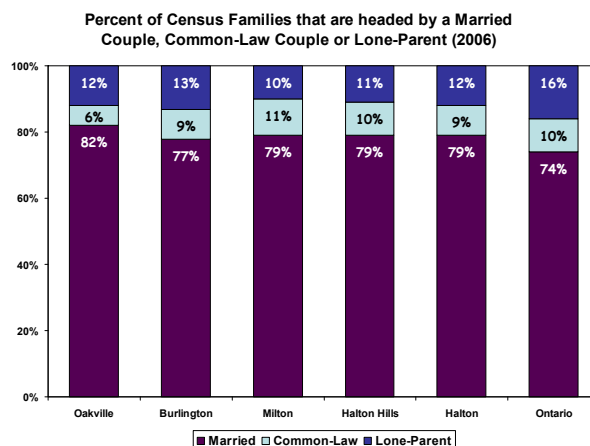
Family Structure

A 'family portrait' of Canada—a snapshot of families, marital status, households and living arrangements—was taken on May 16, 2006, by Statistics Canada. This analytical document describes how families and households are

changing and how children fit into Canada's evolving family structures. Most Canadians live with other people, and often this takes the form of being part of a census family—married, common-law, or lone-parent—generally as either a spouse, partner, parent or child.

While data from the 2006 Census shows that many of the trends observed for the past 20 years are continuing, the structure of Canadian families has become more diverse as a result of increases in separation, divorce, remarriage, common-law unions and lone-parent families.²⁶ Married couple families, for example, still constitute the largest majority of families in Canada, although their proportion has been steadily declining for the past two decades. Trends in Halton are similar to that reported across the country.

Historical comparisons for lone-parent families show the proportion of lone-parents has been increasing since 1966.²⁶ A lone-parent family consists of a mother or father, with no spouse or common-law partner present, living with one or more never-married children. In the past 5 years, Halton has seen the total number of families grow by 17 percent. In terms of lone-parent families, there has been a 24 percent growth in this type of family structure. This means there are almost 3000 more lone-parent families living in Halton than 5 years ago.



Source: Statistics Canada, 1996-2006 Census of Canada



Families Are Strong & Stable

Parenting Capacity

DATA NEEDS

- Parenting capacity has been identified by the Our Kids Network as an area for indicator development. Currently, there is insufficient data to monitor the progress in this area.
- The Network will continue to monitor the area to improve existing data for future reports.

KEY FINDINGS

- Half (50%) of Halton's families with young children have attended a parenting class intended to assist them in their role as parents. Rates of use significantly differ between the municipalities, with Oakville having the highest and Milton having the lowest rate of use of parenting workshops and courses.

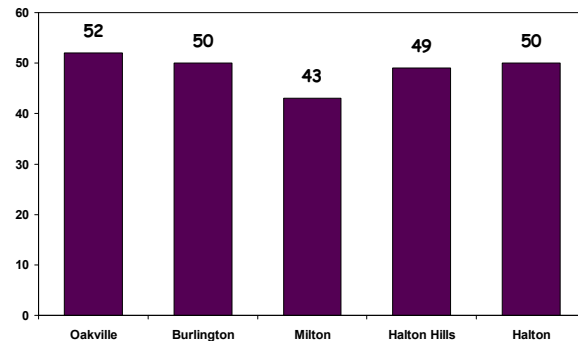
Use of Parenting Classes

Success in parenting is what all parents want. A sensitive, warm and responsive parent-child relationship is the key to positive child development; however it can be difficult for parents to provide if they do not have the confidence and skills to fulfill their role. People are not born with the knowledge of how to parent. Good parenting skills are learned. Many parents would benefit from additional information and support.

One of the best strategies for helping young children reach their full developmental potential is to provide parents with the support and information they need to raise their children. Parenting programs and workshops throughout Halton provide many potential benefits to parents and children and are able to positively impact family functioning, cohesion, communication, parents' levels of self-confidence, as well as

decrease levels of depression. In Halton, the uptake for parenting courses is 50 percent.

Percent of Halton Families with Young Children Who Have Ever Attended a Parenting Class



Source: KPS, 2006

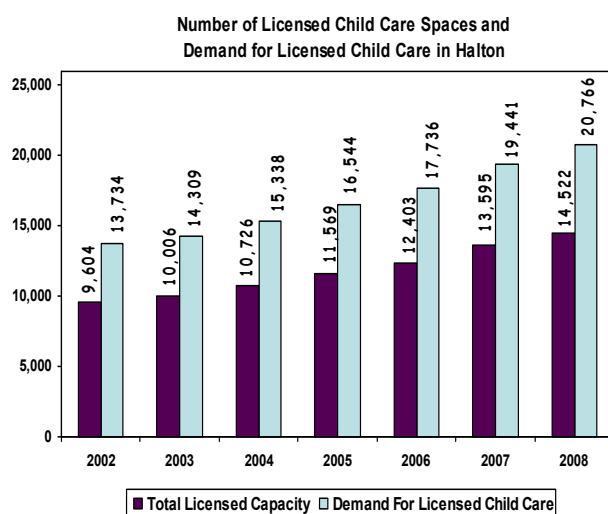
Child Care Capacity

KEY FINDINGS

- In Halton, the current demand for licensed child care is 20,766 spaces. Halton's current supply of spaces is 14,522, which means there is a shortage of 6,244 spaces.
- Due to population growth there has been relatively little change in the reduction in demand for spaces.
- Due to increased funding for children with special needs, there has been an increase in the capacity to serve children with special needs.
- In Halton, there are 2,060 licensed spaces that are participating in the Quality First Initiative. This represents 14% of the total child care spaces.
- Since the start of Quality First in 2005, the number of Early Childhood Educators participating in the initiative has grown from 16 to 316 in 2008.

Studies in child development identify the first five years of life as critical in a child's life. Therefore, it is important that high quality caregiving be available to infants, toddlers, preschoolers and school age children. Licensed, quality child care in Halton is an essential social and educational service that enriches early childhood learning opportunities while providing care to children. It allows parents to work or to receive education and training secure in the knowledge that their children are safe and well looked after. The Halton child care system also provides invaluable support to the families of children with a variety of special needs.

When demand for high quality child care is greater than supply, several social and economic reactions can occur. For example, reliance on social programs can increase, an underground economy can thrive, and parent dissatisfaction can grow. While early learning opportunities benefit both children and parents, families continue to face the challenge of finding reliable, safe, affordable, high-quality child care for their children. This is particularly difficult for low-income families who need supportive early care and early education to help overcome the disadvantages of poverty.

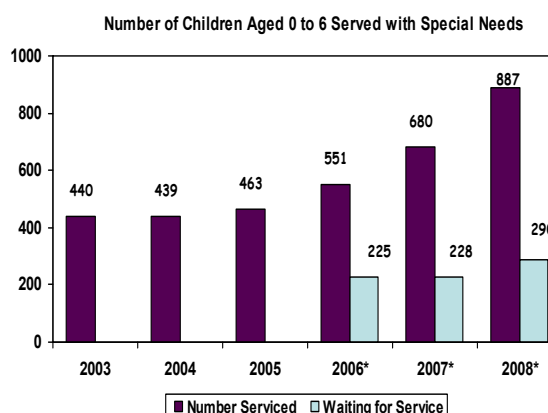


Source: OCCMS, 2002-2008; Halton Child Care Plan, 2007

Support for Children With Special Needs

The National Centre for Child Care Inclusion estimates that 10 percent of children have special needs that require some level of additional support and training to assure their full participation in "regular" child care programs. These children are characterised as having disabilities, delays or disorders in the areas of physical, social, intellectual, communicative, emotional and/or behavioural development.

Findings from the NLSCY suggest that the experience of young people with special needs at school is consistently less positive than it is for their peers without special needs. They miss more school, they change schools more often, they perceive themselves as not doing as well at school, and they feel somewhat less positively about school. The survey also suggests the needs of children and youth with special needs are not being served adequately. Barriers to service for these children and their families include inadequate funding, lack of financial resources and negative attitudes of the public and some professionals. In addition, there are physical attributes that still bar children from services, such as the physical inaccessibility of facilities and the lack of transportation. The chart below shows how many children with special needs (ages 0-6) were served and how many children (ages 0-6) are waiting for service.



Source: Halton Region, Children's Services, 2003-2008

*Certified Wait Lists began in 2006



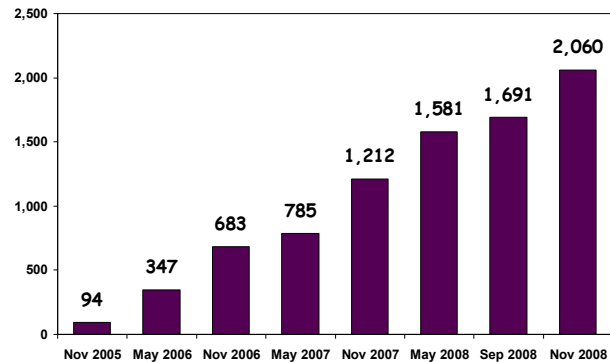
Families Are Strong & Stable

Quality Child Care

The majority of working parents depend on some form of child care – non-parental care either informally in the child's home, in someone else's home or formally in a child care centre. Recent studies show the positive impact of the amount and quality of child care on how children develop socially, intellectually and emotionally.²⁷

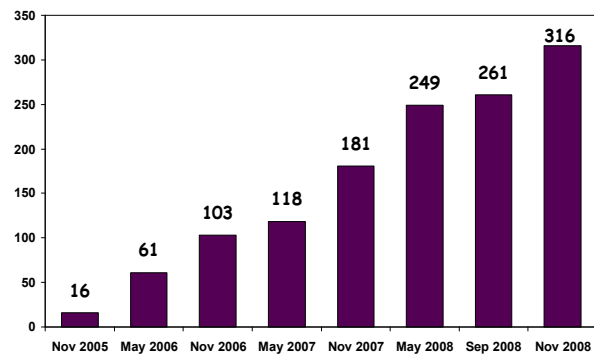
In Halton, the Quality First Initiative was launched in 2005 in recognition of the need to develop and support a high level of quality child care and education for young children and their families. Since the launch, there are more than 300 child care professionals and 71 child care centres across the region taking part in the program. The following charts show Halton's progress in promoting the Quality First Initiative.

Number of Licensed Child Care Spaces Participating in the Quality First Initiative



Source: Quality First Initiative, 2006-2008

Number of Early Childhood Educators Participating in the Quality First Initiative



Source: Quality First Initiative, 2006-2008

Success Story | Parents Want to Know...

Want a quick, up-to-date listing of workshops, courses and groups for families, children and teens in the Halton area? Check out the **Halton Parenting Directory**.

Many communities identify parent knowledge about available services as an important demand factor in service utilization. Research shows that certain groups of people do not make use of public services due to a lack of knowledge about available services. In addition, a decision to use services is influenced by characteristics such as an individual's income, gender and cultural background, meaning that just the presence of a service is not enough to ensure usage.

Halton parents indicate that many parents and caregivers lack information regarding programs and services available to them and their families. To increase awareness about available community resources, the Our Kids Network, in cooperation with a variety of community and not-for-profit organisations, created the Halton Parenting Directory to reduce barriers to access and to fill the demand for knowledge.

Summary Neighbourhood Profile

Neighbourhood	% Families Living Below the LICO		% Families Headed by a Married Couple		% Families Headed by a Common Law Couple		% Families Headed by a Lone Parent		% Ever Participated in a Parenting Class		# Licensed Child Care Spaces per 100 Children (Age 0-12)	
	2001	2006	2001	2006	2001	2006	2001	2006	2003	2006	2003	2006
Aldershot	9%	9%	78%	75%	10%	11%	13%	14%	81%	55%	18	26
South Central Burlington	6%	9%	76%	73%	10%	11%	14%	16%	73%	53%	18	14
South East Burlington	6%	3%	82%	79%	7%	8%	10%	9%	84%	50%	7	13
North West Burlington	5%	8%	78%	77%	8%	9%	13%	15%	75%	45%	11	12
North Central Burlington	4%	5%	83%	81%	6%	8%	11%	11%	83%	45%	9	19
North East Burlington	7%	5%	81%	80%	9%	9%	10%	11%	88%	48%	12	16
South West Oakville	2%	6%	83%	81%	7%	7%	10%	11%	81%	52%	15	16
South Central Oakville	14%	16%	73%	71%	10%	10%	16%	19%	65%	53%	22	27
South East Oakville	1%	4%	88%	86%	3%	5%	9%	7%	86%	40%	31	11
Glen Abbey	9%	9%	85%	81%	4%	5%	11%	14%	83%	44%	15	19
North Central Oakville	7%	9%	78%	76%	8%	9%	13%	15%	73%	56%	19	27
North East Oakville	4%	4%	85%	85%	4%	5%	11%	14%	82%	59%	17	17
North West Oakville	4%	7%	84%	85%	7%	7%	9%	8%	76%	47%	7	9
River Oaks	3%	7%	85%	83%	5%	5%	10%	12%	83%	57%	9	10
South Milton	6%	6%	82%	82%	11%	11%	7%	9%	90%	58%	18	29
West Milton	5%	5%	72%	70%	11%	13%	16%	17%	79%	45%	19	42
East Milton	2%	3%	80%	78%	6%	9%	13%	13%	84%	47%	15	25
Rural North Halton	3%	3%	83%	82%	10%	10%	7%	8%	91%	43%	2	3
Acton	5%	5%	75%	75%	11%	13%	14%	12%	79%	36%	3	9
South Georgetown	4%	7%	87%	85%	6%	5%	7%	13%	84%	53%	10	15
North Georgetown	4%	7%	77%	74%	11%	11%	12%	10%	83%	50%	5	11

* Use caution when comparing across time and between municipalities. When comparing data across years, it is best to include at least 3 time points. Much of the data in this report has only 2 time points so conclusions about changes should not be made based on these data alone.



**Families
Are
Strong &
Stable**

Families Are Strong & Stable



Schools Are Connected to the Community

Key Indicators in Halton

Connection to Parents

- Parent Involvement in Schools

Connection to Resources and Local Neighbourhoods

- Community Use of Schools



Schools with the most successful parent involvement programs are those which offer a variety of ways for parents to participate.

Connection to Parents

KEY FINDINGS

- When asked, 39% of Halton parents of kindergarten children reported high levels of involvement in their child's school.
- There are significant differences amongst the municipalities with Oakville parents reporting the highest connections to their child's school and parents in Milton reporting the lowest connections.
- More than half (51%) of parents reported that they have volunteered at least once in their child's school. Parents living in Oakville are statistically more likely to volunteer while parents in Milton have the lowest volunteerism rate.

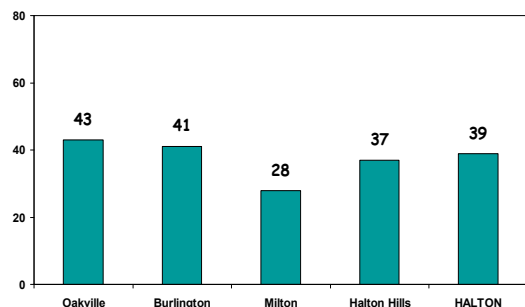
Research shows that when parents are actively involved in their school, the learning in school improves.^{28,29} Schools with involved parents engage those parents, communicate with them regularly, and incorporate them into the learning process. Various approaches have been developed to help schools gain greater parent volunteerism. Features of these approaches include programs that focus on parenting skills and the development of home conditions that support learning; school-to-home and home-to-school communication about school programs and children's progress; and the use of volunteers at school or in other locations to support the school and students.

Parent Involvement in Schools

Schools have a responsibility to encourage parents to be an integral part of the educational experience of their children. Parental involvement in school includes such acts as volunteering to help out with school activities or working in the classroom. Many educators believe parental involvement in school activities has a beneficial effect on children's school performance. They associate higher levels of parental involvement with greater monitoring of school and classroom activities, a closer coordination of teacher and parent efforts, greater teacher attention to the child, and earlier identification of problems that might inhibit learning. Moreover, increased parental involvement in school increases their role in the governance or decision-making necessary for the planning, developing, and providing of information for the community's children.

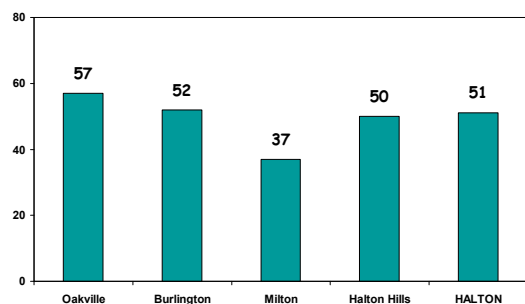
In two-parent families, parental involvement of both caregivers in their child's school is significantly associated with an increased likelihood of children in Grades 1 to 12 demonstrating academic success, and with a reduced likelihood that these children will ever repeat a grade.

Percent of Parents of 5-Year Old Children that Have High Parental Involvement in Their Child's Schooling



Source: KPS, 2006

Percent of Parents of 5-Year Old Children that Have Ever Volunteered in Their Child's School



Source: KPS, 2006

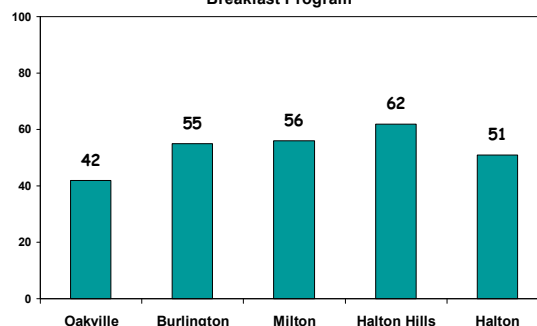
Connection to Resources & Local Neighbourhoods

Community Use of Schools

Enhancing the connection between families, schools and resources can result in better outcomes for children and their families. The Ontario Ministry of Education advocates that Ontario's schools are community hubs where all people can stay active, gather to learn, volunteer, and participate in the activities of community-based organisations. The government provides funding to school boards for community use of schools to support a positive climate for young people through the promotion of healthy, active lifestyles. Promoting the availability of programs and resources in Halton schools helps to ensure that students successfully learn, stay in school, and gain new life skills and experiences. When

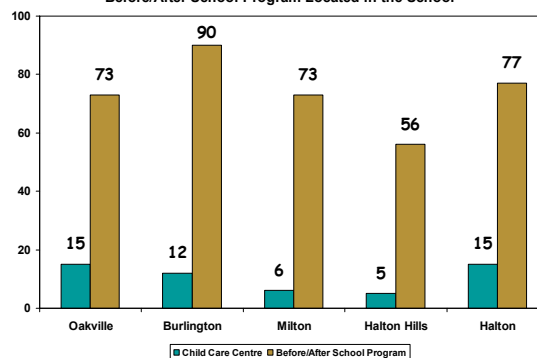
local resources and schools work both in partnership and close proximity, children and their families feel supported as they have less difficulty locating and accessing programs or services.

Percent of Halton Schools with a Food For Thought Breakfast Program



Source: Halton Food For Thought Breakfast Program, 2008

Percent of Halton Schools with a Child Care Centre or a Before/After School Program Located in the School



Source: OCCMS, 2008

A **Neighbourhood Hub** is a place where families and children can access a range of resources, services and programs in one location. The Our Kids Network Hubs provide a way for families, schools and the community to work together to support children, youth and their parents right in the neighbourhood where families live. Hubs serve as a place for agencies and organisations to offer programs promoting healthy community development. Coordinators work with their Hub partners to find creative solutions to problems affecting the growth, development and safety of children and youth, and ensure that the needs of the people in the community are being met in an integrated way.



Schools Are Connected to the Community

Success Story | Our Neighbourhood Hubs

Don't Forget to Visit the Hub!

The sidewalk in front of Our Lady of Victory Elementary School has painted footsteps leading to the **Milton Hub** entrance door. In August, families and individuals in Milton enjoyed a neighbourhood barbecue with food, entertainment, service provider information, and saw 40 new back packs filled with school supplies distributed to kids. In September, at the school's Open House, the Principal posted signs all over the school that read, "Don't forget to visit the Hub!" She and the Hub Coordinator wanted parents and students to know that the Hub is a beehive of activity every day of the month. Weekly excitement in the community is created by many of the Hub's clubs and programs including, the homework and social skills club, the Food For Thought snacks program, breastfeeding clinics for new mothers, and a Spanish Kindergarten class.

Positive values transpire when schools and communities connect and work with one another. Through unique programs and services that respond to the needs of families and individuals, the Our Kids Network Hubs provide a way for families, schools and the community to work together to support children, youth and their parents right in the neighbourhood where families live. Here are other examples of successful programs and initiatives facilitated by the Hubs that strengthen school and community connections:

The Acton Hub, in partnership with Literacy North Halton, has been providing an accessible adult evening program for the past 3-years. Other successful programs include Stay & Play, Social Skills Clubs and After School Environmental programs.

The Aldershot Hub has evolved to become the 'go to' spot for Burlington area residents looking for supports to access food, clothing, financial assistance, child care subsidy, housing, as well as sport and recreational programs. Soon, classes will be available on such topics such as 'cooking on a budget', for those with special interests and needs.

Once a month at the **Oakville Hub**, area residents can come to pick up a Fresh Food Box filled with local fruits and vegetables. Gatherings like these provide opportunities to learn about other exciting events taking place in the Hub and to meet and speak with staff from partnering agencies. For mothers with young children, access to the Mother Goose programs and Tots in Action, encourages mothers to get involved with early learning and language through music, play and books. Older children visiting the Hub can access the Book Nook supplied by the Oakville Public Library.

Summary Neighbourhood Profile



Schools Are Connected to the Community



Neighbourhood	% High Parent Involvement in Schools	% High Parent Volunteerism in Schools	% Schools with Food for Thought Breakfast Program	% Schools with Child Care Centres	% Elementary Schools with Before/After School Programs
	2006	2006	2008	2008	2008
Aldershot	32%	43%	100%	50%	100%
South Central	40%	52%	82%	0%	75%
South East Burlington	34%	56%	33%	20%	100%
North West Burlington	34%	44%	67%	0%	75%
North Central	51%	65%	38%	38%	83%
North East Burlington	40%	61%	20%	20%	100%
South West Oakville	38%	52%	22%	11%	67%
South Central Oakville	38%	43%	100%	25%	75%
South East Oakville	23%	29%	0%	22%	50%
Glen Abbey	47%	58%	57%	29%	60%
North Central Oakville	46%	51%	60%	10%	63%
North East Oakville	39%	52%	40%	20%	100%
North West Oakville	39%	51%	40%	0%	80%
River Oaks	42%	59%	40%	40%	100%
South Milton	56%	71%	20%	20%	80%
West Milton	32%	48%	100%	0%	83%
East Milton	34%	41%	40%	0%	75%
Rural North Halton	42%	60%	0%	0%	0%
Acton	36%	38%	100%	0%	33%
South Georgetown	35%	50%	14%	29%	75%
North Georgetown	46%	55%	73%	0%	44%

* Use caution when comparing across time and between municipalities. When comparing data across years, it is best to include at least 3 time points. Much of the data in this report has only 2 time points so conclusions about changes should not be made based on these data alone.



Neighbourhoods Are Where We Live, Work & Play

Key Indicators in Halton

Where We Live

- Neighbourhood Safety
- Neighbourhood Social Cohesion
- Housing Affordability

Where We Work

- Commuting to Work
- Public Transportation

Where We Play

- Walkability
- Friendly Spaces

Where We Live

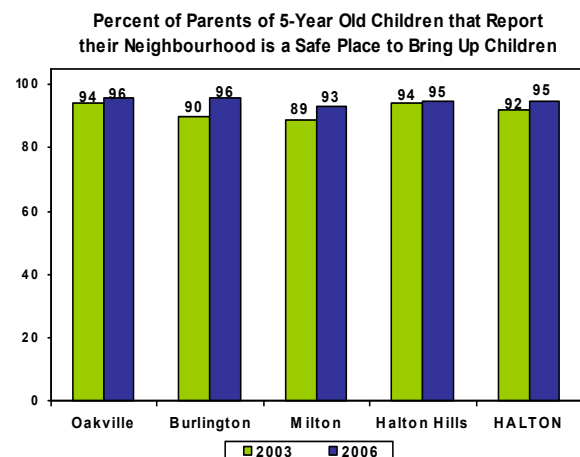
KEY FINDINGS

- Almost all (95%) Halton parents of 5-year old children report that their neighbourhood is a safe place to raise children.
- All four municipalities have similar perceptions of safety and all have seen small increases since 2003 in the percent reporting strong neighbourhood safety.
- One-fifth (20%) of Halton parents report very strong neighbourhood social cohesion. The rate of social cohesion is significantly higher in Oakville and lowest in Halton Hills.
- There are 43% of tenant occupied and 19% of owner occupied households that spend more than 30% of their total household income on housing. These rates are similar to provincial rates of 44% (tenant) and 21% (owner).
- Milton is showing the greatest increases in terms of issues in housing affordability. In 2006, 22% of owner occupied households spent more than 30% on housing payments. This is an increase of 8% in 5 years.
- All four municipalities have experienced increased affordability issues in both owner and tenant households since 2001.
- Monthly payments for both owner and tenant households in Halton are substantially higher than the Ontario averages. Monthly payments are \$1416 (owner) and \$1019 (tenant).

The social environment and neighbourhood vitality are strongly linked to the overall health of a community. Researchers have identified the neighbourhood as one significant determinant of success and well-being for individuals and families, specifying that neighbourhoods have an impact on children's learning and health outcomes.^{30,31,32}

Neighbourhood Safety

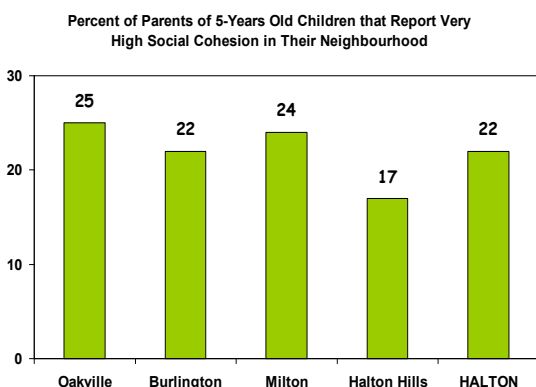
Canadians pride themselves on their safe communities, and most parents rate their neighbourhoods as good places to live and raise a family.^{30,32} Children and young people should be safe in their environments. Their experiences of safety and crime influence them and have lasting consequences. Crime prevention strategies in Canada make a connection between safe environments and the reduction of fear and actual harm.^{30,31} Overall, people feel safe in Halton, supporting national data on criminal activity which reveals that Halton is one of the safest communities in Canada.



Source: KPS, 2003, 2006

Neighbourhood Social Cohesion

Each of us, and particularly young children, need to connect with the wider community. Identifying with a community, feeling connected and having a sense of belonging leads to positive outcomes for children and their families. Simply stated, living in a connected neighbourhood can contribute to the successful development of children and youth as community members are more likely to exhibit “collect socialization” by monitoring and serving as role models for children who are not their own. Similarly, people who feel part of a vibrant, healthy community are themselves more likely to feel that they can contribute something worthwhile to that community.



Source: KPS, 2006

To measure social cohesion, a standardised scale was used on the KPS. The scale was then divided into people that reported very high social cohesion and those that reported very low social cohesion. The results for very high social cohesion are shown in the chart above.

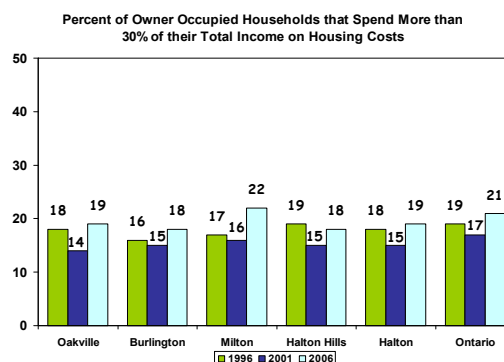
Housing Affordability

Housing is a foundation. People who are secure in their homes can plan for their future, invest in their jobs, and upgrade their skills. Affordable housing contributes to healthy communities, provides households with stability, and assures access to diverse styles of housing for people of all income levels – especially seniors, new immigrants, local renters, and students or youth who wish to make permanent homes in the community. Housing is a major expense for most

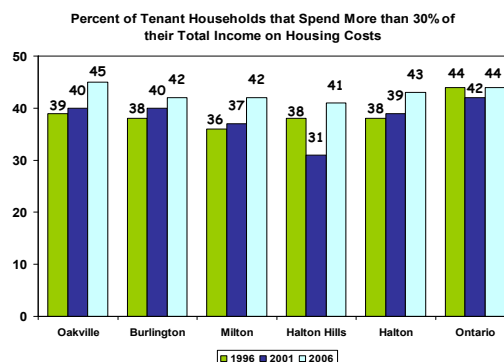
In Ontario, 1 in 4 tenant households are paying more than 50% of their total household income in rent.

(Ontario Non-Profit Housing Association, 2008).

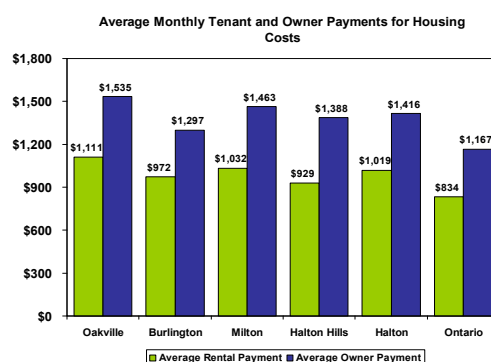
families. Spending more than 30 percent of income on housing may compromise the budget for other essential goods and services, and is a good measure of the state of affordable housing in a community.



Source: Statistics Canada, 1996-2006 Census of Canada



Source: Statistics Canada, 1996-2006 Census of Canada



Source: Statistics Canada, 2006 Census of Canada



Neighbourhoods Are Where We Live, Work & Play

Where We Work

Downtown, Georgetown



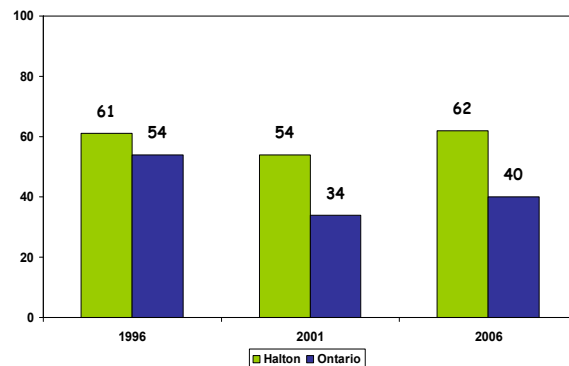
KEY FINDINGS

- The rate for Halton's use of public transportation has remained the same since 1996. In 2006, 9% of Halton's labour force used public transportation to get to work, compared to a rate of 13% for Ontario.
- Oakville residents are most likely to use public transportation while residents of Halton Hills are least likely to use public transportation.
- The majority of Halton's labour force works outside of the municipality in which they reside. In total, 62% of Halton workers commute to work, which is much higher than the average rate for Ontario (40%).
- Rates of commuting to work are highest in Milton and lowest in Burlington.

Commuting to Work

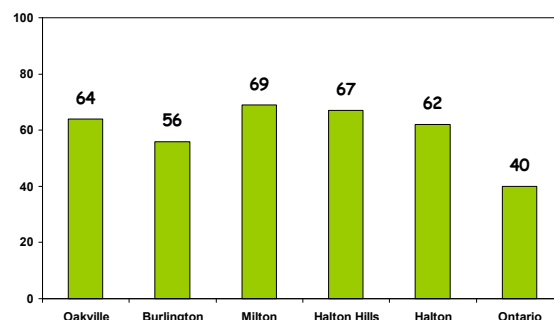
Improving transportation choice and the public transit service throughout Halton is of recognized importance to both commuters and politicians. From a sustainability perspective, Halton needs to bring housing and jobs closer together to reduce long commutes, by whatever mode of transportation. From a health perspective, commuting to work can be physically draining and cause emotional stress in both personal and professional relationships. A commute longer than thirty minutes can interfere with a work day, with family life, and limit or disrupt community involvement or social activities. People with long journeys to and from work often report lower job satisfaction, lower self well-being and perceive one's commute as having a negative impact on the quality of family life.

Percent of Halton's Working Population that Commutes Outside of Their Own Municipality of Residence to Work



Source: Statistics Canada, 2006 Census of Canada

Percent of Halton's Working Population that Commutes Outside of Their Own Municipality of Residence to Work

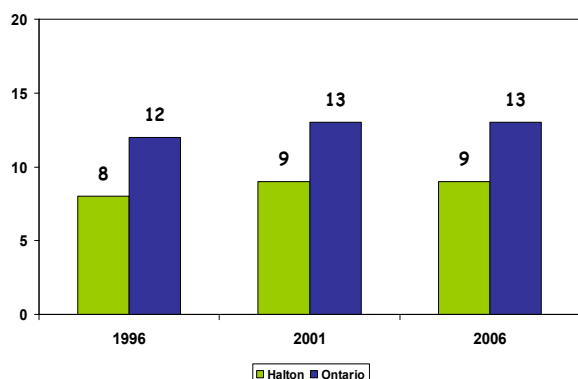


Source: Statistics Canada, 2006 Census of Canada

Public Transportation

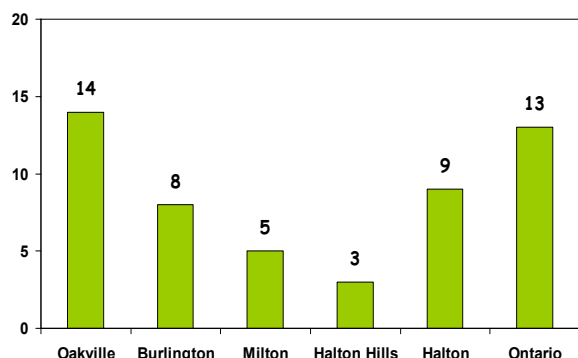
Public transportation in Halton consists of bus services and commuter trains. They provide personal mobility and freedom, as well as access to job opportunities, location of employment, health services and recreation and leisure venues for many Halton residents. Public transportation provides an affordable, and for some, necessary alternative to driving. Transit availability can reduce the need for a personal automobile or an additional car in a household. It is widely recognized that there is a growing need for transportation options and the importance of an accessible and affordable public transit system.

Percent of Halton's Working Population that Uses Public Transportation to Get to Work



Source: Statistics Canada, 1996-2006 Census of Canada

Percent of Halton's Working Population that Uses Public Transportation to Get to Work in 2006



Source: Statistics Canada, 2006 Census of Canada

Where We Play

KEY FINDINGS

- Less than 5% of Halton's labour force walks or bikes to work which is below the Ontario rate of 7%. This rate for Halton has not changed since 1996.
- The large majority of children and youth reported living within walking distance to a park. Children living in Milton and Halton Hills were less likely to report living within walking distance to a park.
- Just over half (53%) of 12-year old and 60% of 15-year old students reported a public library was nearby. Students from Oakville were most likely to report a library was nearby compared to students from Milton where only 36% of 12-year olds and 41% of 15-year olds reported a library within walking distance of their home.
- Twelve-year olds living in Milton are statistically less likely to report a community recreation centre nearby. Fifteen-year olds living in Oakville are more likely to report living close to a community recreation centre.
- The majority of 12 and 15-year olds reported living within walking distance to their school. Students living in Halton Hills were the least likely to report their school was nearby.
- Almost three-quarters (72%) of students 12 and 15-years old reported a shopping mall within walking distance of their home. Fewer students living in Halton Hills reported a shopping mall was nearby.

Walkability

Walking and walkability provide a variety of benefits, including basic mobility, cost savings, efficient land use, and improved fitness and physical health. Walkability in Halton can be



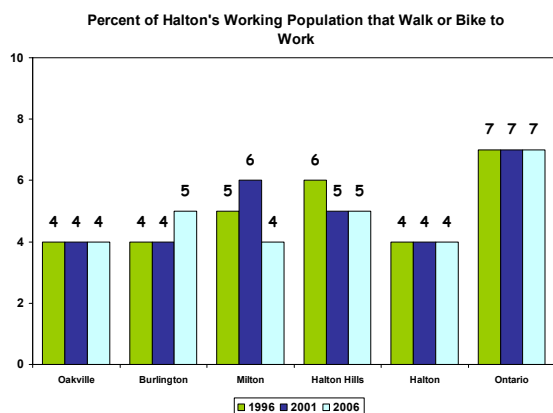
Neighbourhoods Are Where We Live, Work & Play

Glen Eden, Milton



defined as the extent to which our neighbourhoods are friendly to the presence of people living, working, visiting, enjoying and spending time in an area. In short, it is the quality of walking conditions, including safety, comfort and convenience.

Walking plays an increasingly important role as motorised travel increases. Equally important to transportation systems are access routes to those services and promoting pedestrian and cycling activity. In addition, many people want to walk or cycle for both transportation and recreational purposes. Walking conditions therefore have a growing impact on how people perceive their local environment and how they experience activities in their community.

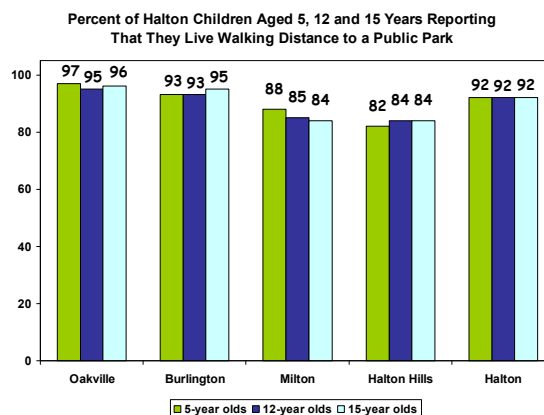


Source: Statistics Canada, 1996-2006 Census of Canada

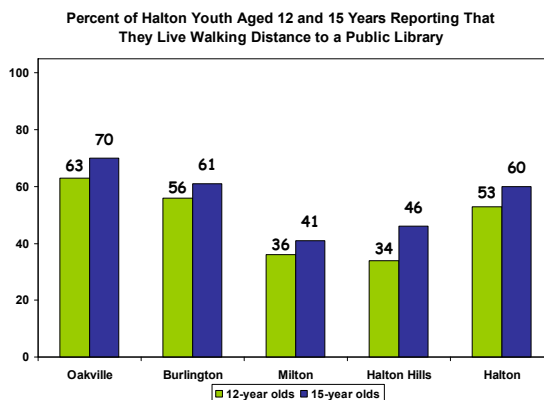
Friendly Spaces

The quality of the community, people's homes and their living experiences are influenced by the spaces around them. There is increased recognition that well designed and well-managed

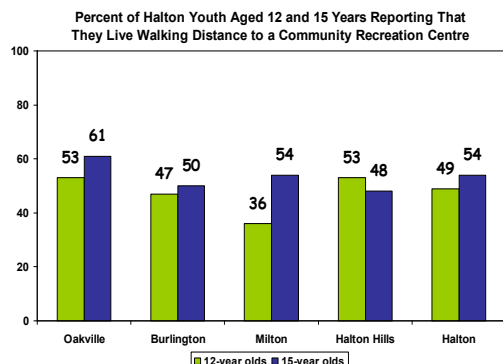
green spaces near housing are crucial to making neighbourhoods livable. Child friendly neighbourhoods provide a healthy, safe and exciting environment where children can develop their social and motor skills, which help them to gradually become independent and responsible participants in their communities. A neighbourhood friendly to children is a neighbourhood friendly for all.



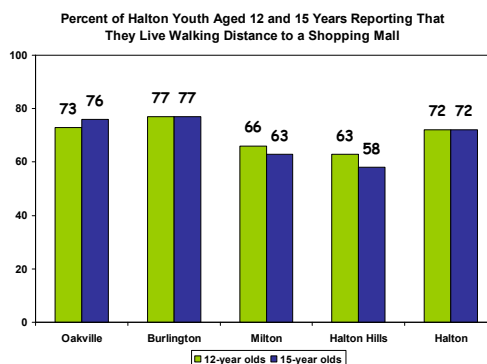
Source: KPS, 2006; HYS, 2006



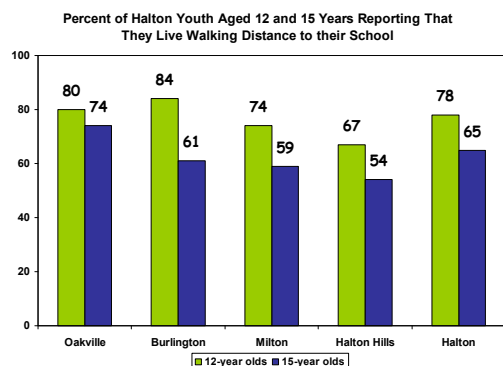
Source: HYS, 2006



Source: HYS, 2006



Source: HYS, 2006



Source: HYS, 2006

Success Story | Our Kids Our Camp

Nowadays, parents worry about their children spending too much time in front of a monitor, on the computer, watching television or playing video games. Children should be out playing, exploring, and spending energy with their family and friends. Our Kids Our Camp, a partnership between the Our Kids Network, Active Aldershot and several community-based organisations, has been providing fun and affordable opportunities for children to learn and be active right in their own neighbourhoods.

Each day at camp is filled with meeting new friends and enjoying various activities including running on the track, swimming in the Aldershot pool, spending time at the Hub and walking to the school field to participate in activities for the day. There are also yard games, judo classes, and trips to the library for some quiet time to read. The low staff-child ratio of 1:6 means that each child receives quality time, attention and care during all of the activities. Our Kids Our Camp is about all children learning and having fun! To have fun, there is to be no pushing, teasing, bullying, bad language, or being rude. These rules of fair play and cooperation are valued by the children and staff.

Our Kids Our Camp has been a huge success because of friendly spaces in our neighbourhood. Support from local libraries, parks and schools, as well as from community centres and public pools help make this program possible.

Summary Neighbourhood Profile

Neighbourhoods
Are
Where We
Live, Work &
Play



Neighbourhood	% Neighbourhood Safety (Parents of 5-yr olds)		% High Neighbourhood Cohesion	% Owners Spending More than 30% on Major Payments		% Tenants Spending More than 30% on Gross Rent		% Commuting to Work		% Using Public Transportation to Get to Work		% Walk or Bike to Work		% Walkability to Park (Age 5)	% Walkability to Park (Age 12)	% Walkability to Community Ctr. (Age 12)	% Walkability to School (Age 12)	% Walkability to Shopping Mall (Age 12)
	2003	2006		2001	2006	2001	2006	2001	2006	2001	2006	2001	2006					
Aldershot	82%	94%	24%	15%	19%	38%	41%	51%	51%	8%	8%	5%	5%	85%	88%	42%	67%	22%
South Central Burlington	87%	95%	17%	14%	16%	40%	44%	53%	50%	9%	10%	7%	7%	94%	95%	45%	91%	10%
South East Burlington	92%	95%	22%	14%	18%	48%	42%	62%	60%	8%	8%	5%	5%	96%	95%	30%	85%	14%
North West Burlington	88%	96%	16%	16%	21%	36%	39%	50%	50%	6%	7%	4%	4%	99%	96%	71%	91%	24%
North Central Burlington	91%	96%	25%	13%	16%	39%	35%	57%	56%	7%	6%	3%	3%	91%	91%	45%	80%	37%
North East Burlington	95%	97%	23%	18%	20%	27%	33%	70%	67%	9%	9%	2%	3%	94%	96%	53%	92%	24%
South West Oakville	93%	97%	19%	14%	18%	42%	46%	56%	58%	11%	13%	4%	4%	97%	93%	30%	82%	16%
South Central Oakville	85%	89%	30%	14%	23%	40%	49%	48%	45%	12%	14%	9%	9%	95%	98%	63%	64%	28%
South East Oakville	94%	99%	25%	12%	16%	42%	43%	69%	69%	15%	17%	4%	5%	99%	97%	28%	75%	31%
Glen Abbey	94%	95%	24%	14%	17%	32%	42%	60%	60%	14%	14%	3%	4%	93%	95%	66%	87%	25%
North Central Oakville	92%	92%	31%	16%	21%	44%	50%	59%	58%	12%	14%	5%	7%	94%	96%	51%	88%	12%
North East Oakville	91%	97%	24%	14%	20%	35%	32%	64%	71%	13%	12%	2%	2%	96%	98%	80%	74%	27%
North West Oakville	94%	94%	28%	19%	25%	37%	29%	73%	70%	15%	15%	1%	2%	98%	93%	51%	81%	32%
River Oaks	96%	97%	24%	15%	19%	35%	36%	68%	67%	14%	13%	2%	3%	98%	96%	62%	81%	35%
South Milton	86%	94%	30%	14%	25%	23%	40%	66%	83%	1%	6%	6%	2%	94%	93%	36%	85%	31%
West Milton	84%	90%	18%	17%	16%	40%	46%	48%	50%	4%	4%	8%	6%	92%	92%	41%	75%	22%
East Milton	90%	93%	20%	14%	17%	38%	34%	52%	53%	3%	3%	5%	6%	98%	84%	44%	84%	13%
Rural North Halton	95%	93%	7%	18%	21%	30%	36%	71%	67%	3%	3%	3%	4%	28%	43%	13%	22%	87%
Acton	90%	90%	13%	16%	22%	29%	39%	60%	65%	2%	3%	7%	5%	75%	81%	50%	75%	50%
South Georgetown	96%	99%	19%	13%	16%	29%	38%	73%	75%	3%	2%	3%	2%	99%	94%	75%	86%	22%
North Georgetown	94%	95%	19%	16%	17%	33%	45%	61%	62%	4%	4%	8%	6%	82%	80%	38%	51%	43%

* Use caution when comparing across time and between municipalities. When comparing data across years, it is best to include at least 3 time points. Much of the data in this report has only 2 time points so conclusions about changes should not be made based on these data alone.



Moving From Talk to Action

What is provided on the following pages is an easy tool designed by Mark Friedman (developer of Results Based Accountability) that can get you from talk to action in 45 to 60 minutes. We suggest you use this tool as a way to discuss the results in the Report Card.

As mentioned earlier in this report, the Our Kids Network has adopted the Results Based Accountability (RBA) framework in order to achieve our vision that all children thrive. A key advantage of using RBA is that it provides a process for moving from talk to action by answering key questions.

Ultimately, every person will have their own perspective on how well Halton is doing and some issues will be perceived as more important than others. Regardless of any perspective, the next step is to share the insights gained from this report and begin conversations about what is okay for our children and what is not okay. As a result of these conversations you will determine which issues you need to act upon. In RBA language, this is called “turning the curve”. In other words, you want to take action on indicators that reflect a negative trend in order to turn the trend or curve in a more positive direction.

Key Questions for “Turning the Curve”

Story Behind the Baseline (trend)

What are the causes and forces at work? Digging behind the pictures helps us get a handle on what's going on in our community and what might work to do better.

Partners

Who are the potential partners (people and agencies, public and private) who have a role to play in doing better?

What Works

What would it take to do better? What has worked in other places outside your community? What does research tell us? The answers should draw on the possible contributions of partners and should involve no-cost and low-cost ideas.

Criteria

What criteria should guide this selection process? Some criteria to think about include: specificity (Specific action not rhetoric?), leverage (Will it make a big or little difference?), values (Is it consistent with our personal and community values?), and reach (Is it feasible to do it this year or 3 to 10 years?).

Strategy, Action Plan and Budget

What do we propose to actually do? This should take the form of a multi-year strategy and action plan laying out what is to be accomplished by when. We can then assign responsibilities and get started.

Some Tips to Get You Started

1. Anywhere leads to everywhere. It doesn't matter where you start, you will eventually get to everything.
2. Start where people are passionate. Create tables where people can work on what they are passionate about. Use the RBA framework to keep these processes disciplined and make sure they get from talk to action quickly.
3. Don't let outsiders tell you where to start. Start where it feels right for your community.
4. Get from talk to action as quickly as possible. Make sure there is an action track to “turn a curve” early in the work.

TURNING THE CURVE

EXAMPLE ONLY *(not meant to be a complete example)*

1.

Population:

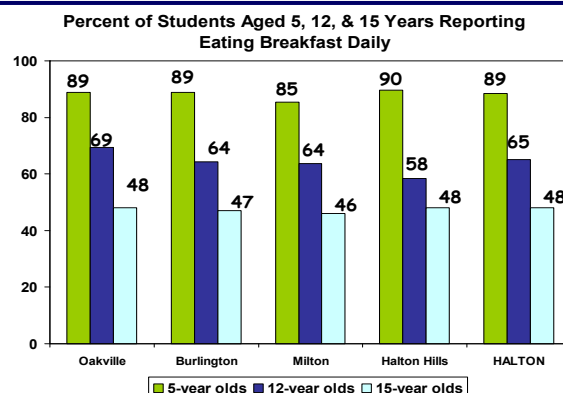
Children and youth aged 0 to 18 years in Halton

Result:

Children are Healthy

Indicator:

Percent of Children Reporting Eating Daily Breakfast



2.

Story Behind the Baseline (trend): The cause, the forces at work; the epidemiology of the baseline.

- Lack of time to prepare healthy breakfasts
- Lack of income to purchase healthy breakfast foods
- Lack of parental knowledge about the importance of eating breakfast
- Lack of knowledge about how to prepare healthy breakfast meals
- Absence of hunger early in the morning
- Parents do not eat breakfast themselves
- Breakfast foods are boring

3.

Partners

- Children
- Parents
- Health department
- Schools and school cafeterias
- Parks and Recreation Department
- YMCA
- Government
- Media
- Workplaces
- Local community groups (churches, clubs)
- Child Care Centres

4.

What Works

- Help parents create healthy eating habits for their children
- Educate children and parents about the importance of eating a healthy breakfast
- Provide subsidies for low-income children to purchase breakfast at school when available
- Allow community groups that promote healthy eating to use school facilities to distribute breakfast at school
- Encourage physicians to disseminate tools and information to patients to help achieve and maintain healthy eating habits
- Provide healthy breakfast foods in school cafeterias

5.

Action Plan and Budget

- Set an "action table" for Halton where all interested people can make a contribution to this result
- Select 2 to 3 low-cost ideas and act immediately

Results Based Accountability

Turning the Curve

1.

Population:

What is your population (e.g., children aged 0 to 18 years in Halton)

Result:

What is the Result? (e.g. , Children are Healthy, Children are Safe)

Indicator:

Insert the indicator for “turning the curve”. Include the graph! (e.g., percent of children reporting eating daily breakfast)

2.

Story behind the baseline (trend): The cause, the forces at work; the epidemiology of the baseline.

... HINT Look at the research, but don't be limited by research. Find out what has worked in other places to “turn the curve” you are working on. Research will never give us all or even most of the answers. Use common sense and knowledge of your community to decide what will work here.

3.

Partners with a role to play:

... HINT List all the partners that can have a role to play in turning the curve on a particular indicator.

Results Based Accountability

Turning the Curve

4. **What Works:** What would it take to turn the curve in this community? Best practices, best hunches.

... **HINT** Use the criteria below as a technique to assess your ideas about what works.

Specificity: Is the proposal specific about what will be done, when and by whom; or is it a rhetorical statement of need like “end poverty and cure disease”? Proposals need to take the form of an actionable item which can be implemented and funded, if necessary.

Leverage: How great an impact will this proposal have on the curves you are trying to turn? You are looking for actions which are high leverage, not token efforts.

Values: Is the proposal consistent with your personal and your community’s values? There are many proposals which are potentially effective which violate important principles of equity and fairness. The best approaches must be true to community values and must take into account differences in cultures and community norms.

Reach: Is it feasible and affordable? Can it be done this year, next year, or 3 to 10 years?

Ideas about what works can be rated on a worksheet against these criteria. Each proposal can be rated high, medium or low on these four criteria. Those that rise to the top can become the first year’s plan. Others that are high on the first three criteria, but lower on the fourth can be targeted for later years.

Consider no-cost and low-cost ideas. No-cost and low-cost ideas can be among the most powerful parts of your plan. We have a tendency to think about everything as a money problem. While money is certainly important, it is not the only way to turn a curve. There are many ways for partners to make contributions to this work (e.g. use of volunteers, advertising, family friendly policies by the business community, support groups, streamlined policy or procedure by public agencies etc.) that make a crucial contribution at low cost and without using public funding sources. When groups are given the challenge to “turn a curve” (and are asked to include at least one no-cost or low-cost idea), it often happens that half to two thirds of the good ideas are no-cost or low-cost. The simple act of asking for no-cost and low-cost ideas has the effect of changing people’s mindsets.

5. **Action Plan and Budget:**

... **HINT** Fit the pieces together. Having selected priorities for action is not the same as having a coherent plan. Consider how these pieces fit together in a system of services and supports, not just a loose confederation of good ideas.

21 Halton Neighbourhoods

Quick Reference



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Glen Abbey	83
North Central Oakville	85
North East Oakville	87
North West Oakville	89
River Oaks	91
South Milton	93
West Milton	95
East Milton	97
Rural North Halton	99
Acton	101
South Georgetown	103
North Georgetown	105



How to Read the Neighbourhood Profiles

The following neighbourhood profiles provide information on a wide range of indicators for each of the 21 Halton neighbourhoods. The indicators have been defined and described throughout sections of the report. A more detailed description of each indicator can be found in Appendix A.

The profiles are organized to show results by neighbourhood, by the municipality the neighbourhood is located in and by the entire region of Halton. This allows for easy comparison of the neighbourhood data to either the municipal or regional level data.

In reading neighbourhood profiles like this, there is often a tendency to debate the accuracy of individual numbers or their meanings. Some general guidelines for interpretation may be helpful:

- It is more useful to look for patterns of findings rather than to focus on a specific finding.
- While each indicator in this profile is important, using multiple indicators to form evidence of neighbourhood need is a much stronger approach.
- The following table shows the sample sizes for each of our major data source, organized alphabetically by neighbourhood. Use caution in interpreting the results when the sample size is small (less than 30). When considering small sample sizes, the percents provided in the profiles can become unreliable and relatively small differences can appear to be large. For example, a 20% difference can translate into only 1 or 2 children. Do not over-interpret large percent differences in small samples.

Total Sample Sizes by Neighbourhood and Data Source

Neighbourhood	ISCIS		KPS		EDI		HYS
	2004	2007	2003	2006	2003	2006	2006
Aldershot	278	238	164	122	270	249	198
South Central Burlington	202	216	141	113	225	184	198
South East Burlington	245	227	191	142	297	275	254
North West Burlington	187	170	135	103	231	176	210
North Central Burlington	188	168	159	124	251	215	304
North East Burlington	518	510	184	222	262	419	258
South West Oakville	214	233	105	118	192	205	246
South Central Oakville	82	102	34	39	89	69	64
South East Oakville	133	130	150	107	233	187	196
Glen Abbey	146	140	151	123	215	209	245
North Central Oakville	113	110	73	71	153	134	150
North East Oakville	109	134	81	69	108	131	199
North West Oakville	483	495	195	201	354	374	204
River Oaks	306	247	193	176	308	307	373
South Milton	567	786	37	201	62	345	205
West Milton	99	120	65	62	107	90	119
East Milton	94	91	93	61	131	98	92
Rural North Halton	57	62	58	55	72	82	105
Acton	138	158	83	103	141	165	115
South Georgetown	101	134	178	122	254	235	268
North Georgetown	246	175	187	148	304	293	310

Social Risk Index

The Social Risk Index is the “risk” for a certain neighbourhood based on the average characteristics of neighbourhoods in a larger area. Regarding the Social Risk Index, neighbourhoods in Halton have been compared to the average characteristics of all Ontario neighbourhoods. Thus, for the purpose of this report, social risk in Halton is relative to social risk in Ontario.

The Social Risk Index was developed by Statistics Canada and is calculated from nine census variables that relate to the socio-economic risk factors in a given neighbourhood. The nine census variables represent measures of education, employment, income, reliance on government subsidized incomes, unemployment, family structure, mobility, language and immigration. For each of the nine census variables (risk factors), neighbourhoods in Halton were compared to the average score for neighbourhoods in Ontario. A risk factor is considered present when the neighbourhood has a higher score on the census variable (i.e., a greater percentage of adult unemployment) than average neighbourhoods in Ontario. The Social Risk Index score for the neighbourhood increases by one point each time they have a higher score on a risk factor than the province. **The highest Social Risk Index score for a neighbourhood is 9 – this means that the neighbourhood had higher scores on all nine of the census variables than the province. If the Social Risk Index score is zero – the neighbourhood had lower scores on all nine of the census variables.** Generally, neighbourhoods with a Social Risk Index score greater than 4 are considered to be “high” on the risk index.

In the neighbourhood profiles, the data pertaining to the Social Risk Index and the Social Risk score are displayed at the top of each profile. Use the data from the Social Risk Index to develop your understanding of the key social and economic demographics of the people living in the neighbourhood.

Social Risk Index of Halton Municipalities

Neighbourhood	Oakville	Burlington	Milton	Halton Hills	HALTON	ONTARIO
Lone Parent Families	11.7%	13.2%	10.0%	11.5%	12.0%	15.8%
Low Income Cut-off Rate	7.8%	7.5%	3.9%	3.8%	6.7%	11.7%
Mother Tongue Not English or French	24.0%	15.4%	19.4%	10.6%	18.5%	26.1%
Recent Immigrants	13.6%	11.1%	13.9%	5.4%	12.1%	17.1%
Rent Their Home	15.9%	20.4%	11.9%	14.1%	17.0%	28.8%
1-Year Mobility Rate	11.9%	13.0%	19.6%	12.4%	13.3%	13.4%
Unemployment Rate	5.3%	4.6%	3.6%	4.1%	4.7%	6.4%
Population aged 25 and older with Less than High School	9.1%	11.4%	12.5%	14.3%	11.1%	18.7%
Income from Government Transfer Payments	4.3%	6.5%	5.1%	5.2%	5.3%	8.8%
Social Risk Index Score	0	1	1	0	0	

Aldershot

Neighbourhood Profile

32,235

Total Population

2,100

Age 0 - 6 Years

Change since 2001: -6%

2,105

Age 7 - 12 years

Change since 2001: -5%

2,305

Age 13 - 18 Years

Change since 2001: 2%



Social Index Score: 1

% Lone Parent Families	14.4%
Low Income Cut-off Rate	9.4%
Mother Tongue Not English or French	17.2%
Recent Immigrants	2.8%
Rent Their Home	28.8%
1-Year Mobility Rate	13.6%
Unemployment Rate	5.2%
% of Pop. Aged 25 and Older with < than High School	12.6%
% of Income from Government Transfer Payments	7.7%

Children Are Healthy

Indicator	Aldershot		Burlington		Halton	
	2003	2006	2003	2006	2003	2006
Percent of infants born at risk for developmental difficulties	20%	26%	16%	20%	16%	18%
Percent of newborns with a birthweight less than 2500 grams	7%	5%	6%	5%	6%	5%
Percent of mothers breastfeeding at hospital discharge	86%	82%	87%	87%	88%	88%
Percent of 5-year olds eating daily breakfast	-	82%	-	89%	-	89%
Percent of 12-year olds eating daily breakfast	-	66%	-	64%	-	65%
Percent of 5-year olds considered overweight or obese	23%	16%	23%	20%	23%	21%
Percent of 12-year olds considered overweight or obese	-	66%	-	64%	-	65%
Percent of 12-year olds doing 90 minutes of daily physical activity	-	34%	-	31%	-	29%
Percent of 5-year olds at-risk for anxious and fearful behaviour	-	3%	-	2%	-	2%
Percent of 12-year olds with signs of elevated anxiety	-	3%	-	3%	-	3%
Percent of 12-year olds with symptoms of elevated depression	-	11%	-	7%	-	5%
Percent of 5-year olds exposed to environmental tobacco smoke in the home	-	6%	-	3%	-	2%
Percent of 5-year olds exposed to environmental tobacco smoke in the car	-	7%	-	3%	-	3%

Children Are Learning

Indicator	Aldershot		Burlington		Halton	
	2003	2006	2003	2006	2003	2006
Percent of 5-year olds attending a children's program in the past 12 months	18%	34%	17%	29%	19%	28%
Percent of 5-year olds attending a family reading program in the past 12 months	27%	43%	27%	44%	26%	43%
Percent of 5-year olds participating in team sports in the past 12 months	53%	53%	55%	56%	59%	58%
Percent of 5-year olds participating in physical activity in the past 12 months	81%	85%	80%	88%	81%	87%
Percent of 5-year olds participating in Music, Arts or Dance programs in the past 12 months	48%	34%	43%	38%	44%	38%
Percent of 5-year olds developmentally vulnerable	12%	16%	14%	15%	13%	14%
Percent of Grade 3 students meeting provincial expectations for Reading	61%	69%	65%	69%	68%	69%
Percent of Grade 6 students meeting provincial expectations for Reading	70%	65%	69%	69%	69%	69%
Percent of Grade 9 students meeting provincial expectations for Academic Math	80%	82%	78%	84%	78%	81%
Percent of Grade 9 students meeting provincial expectations for Applied Math	54%	52%	53%	54%	47%	45%
Percent of Grade 10 students passing the OSSLT	90%	85%	90%	89%	90%	89%

† The values in the table above shows the most recent year for which data are available in each time period. Note that 2005 EQAO data are listed under 2003; 2001 Census data are listed under 2003; and 2008 data on school programs are listed under 2006.

- (data not available)

Children Are Positively Connected	Indicator	Aldershot		Burlington		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of 12-year olds with high parental nurturing	-	69%	-	66%	-	67%
	Percent of 12-year olds with high parental monitoring	-	73%	-	70%	-	70%
	Percent of 12-year olds with high peer connectedness	-	78%	-	79%	-	78%
	Percent of 12-year olds with high school engagement	-	83%	-	82%	-	83%
	Percent of 12-year olds who have volunteered in the past 12 months	-	74%	-	76%	-	75%
	Percent of 12-year olds with strong sense of belonging in their community	-	77%	-	77%	-	69%

Children Are Safe	Indicator	Aldershot		Burlington		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of children seriously injured in the past 12 months	13%	9%	12%	6%	11%	7%
	Percent of 12-year olds who have been involved in some type of criminal activity	-	15%	-	16%	-	13%
	Percent of 12-year olds who have had at least one episode of binge drinking (more than 5 drinks on one occasion)	-	12%	-	11%	-	10%
	Percent of 12-year olds who have been bullied at school	-	31%	-	30%	-	29%

Families Are Strong & Stable	Indicator	Aldershot		Burlington		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of families living below the low income cut-offs (LICOs)	9%	9%	6%	8%	5%	7%
	Percent of census families that are headed by a married couple	78%	75%	80%	77%	81%	79%
	Percent of census families that are headed by a common law couple	10%	11%	8%	9%	8%	9%
	Percent of census families that are headed by a lone parent	12%	14%	12%	13%	11%	12%
	Percent of families participating in parenting courses	81%	55%	80%	50%	81%	50%
	Number of licensed child care spaces per 100 children aged 0 to 12 years	18	26	12	17	12	16

Schools Are Connected to the Community	Indicator	Aldershot		Burlington		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of parents that have high parental involvement in their child's school	-	32%	-	41%	-	39%
	Percent of parents that have high parental volunteerism in their child's school	-	43%	-	52%	-	51%
	Percent of schools that have a Food For Thought breakfast program	-	100%	-	55%	-	51%
	Percent of schools that have a child care program located in the school	-	50%	-	12%	-	15%
	Percent of Elementary schools that have a Before/After School program located in the school	-	100%	-	86%	-	74%

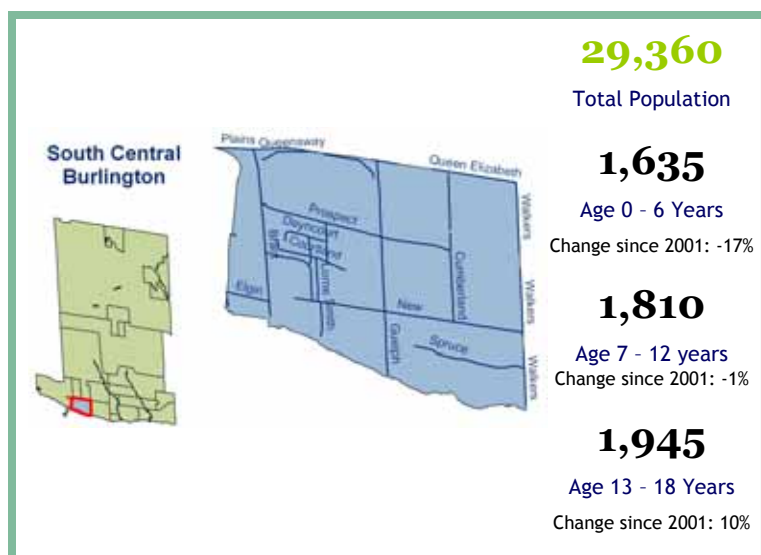
Neighbourhoods Are Where We Live, Work & Play	Indicator	Aldershot		Burlington		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of parents who feel their neighbourhood is safe for children	82%	94%	90%	96%	92%	95%
	Percent reporting high social cohesion in their neighbourhood where they live	-	24%	-	22%	-	22%
	Percent of owners spending more than 30% on major payments	15%	19%	15%	18%	15%	19%
	Percent of tenants spending more than 30% on gross rent	38%	41%	40%	42%	39%	43%
	Percent of Halton's working population who commute to work	51%	51%	51%	56%	54%	62%
	Percent of Halton's working population who use public transportation to get to work	8%	8%	8%	8%	9%	9%
	Percent of Halton's working population who walk or bike to work	5%	5%	4%	5%	4%	4%
	Percent of 5-year olds living walking distance to public park	-	85%	-	93%	-	92%
	Percent of 12-year olds living walking distance to a public park	-	88%	-	93%	-	92%
	Percent of children living walking distance to a public library	-	59%	-	56%	-	53%
	Percent of children living walking distance to a community centre	-	42%	-	47%	-	49%
	Percent of children living walking distance to their school	-	67%	-	84%	-	79%
	Percent of children living walking distance to a shopping mall	-	22%	-	23%	-	28%

† The values in the table above shows the most recent year for which data are available in each time period. Note that 2005 EQAO data are listed under 2003; 2001 Census data are listed under 2003; and 2008 data on school programs are listed under 2006.

- (data not available)

South Central Burlington

Neighbourhood Profile



Social Index Score: 3

% Lone Parent Families	15.6%
Low Income Cut-off Rate	8.6%
Mother Tongue Not English or French	14.4%
Recent Immigrants	2.7%
Rent Their Home	42.0%
1-Year Mobility Rate	14.1%
Unemployment Rate	4.6%
% of Pop. Aged 25 and Older with < than High School	14.6%
% of Income from Government Transfer Payments	9.0%

Indicator	SC Burlington		Burlington		Halton	
	2003	2006	2003	2006	2003	2006
Percent of infants born at risk for developmental difficulties	21%	21%	16%	20%	16%	18%
Percent of newborns with a birthweight less than 2500 grams	6%	7%	6%	5%	6%	5%
Percent of mothers breastfeeding at hospital discharge	86%	86%	87%	87%	88%	88%
Percent of 5-year olds eating daily breakfast	-	87%	-	89%	-	89%
Percent of 12-year olds eating daily breakfast	-	69%	-	64%	-	65%
Percent of 5-year olds considered overweight or obese	22%	25%	23%	20%	23%	21%
Percent of 12-year olds considered overweight or obese	-	69%	-	64%	-	65%
Percent of 12-year olds doing 90 minutes of daily physical activity	-	31%	-	31%	-	29%
Percent of 5-year olds at-risk for anxious and fearful behaviour	-	3%	-	2%	-	2%
Percent of 12-year olds with signs of elevated anxiety	-	4%	-	3%	-	3%
Percent of 12-year olds with symptoms of elevated depression	-	5%	-	7%	-	5%
Percent of 5-year olds exposed to environmental tobacco smoke in the home	-	2%	-	3%	-	2%
Percent of 5-year olds exposed to environmental tobacco smoke in the car	-	2%	-	3%	-	3%

Indicator	SC Burlington		Burlington		Halton	
	2003	2006	2003	2006	2003	2006
Percent of 5-year olds attending a children's program in the past 12 months	18%	33%	17%	29%	19%	28%
Percent of 5-year olds attending a family reading program in the past 12 months	28%	46%	27%	44%	26%	43%
Percent of 5-year olds participating in team sports in the past 12 months	54%	52%	55%	56%	59%	58%
Percent of 5-year olds participating in physical activity in the past 12 months	78%	88%	80%	88%	81%	87%
Percent of 5-year olds participating in Music, Arts or Dance programs in the past 12 months	51%	43%	43%	38%	44%	38%
Percent of 5-year olds developmentally vulnerable	14%	16%	14%	15%	13%	14%
Percent of Grade 3 students meeting provincial expectations for Reading	64%	68%	65%	69%	68%	69%
Percent of Grade 6 students meeting provincial expectations for Reading	67%	67%	69%	69%	69%	69%
Percent of Grade 9 students meeting provincial expectations for Academic Math	79%	85%	78%	84%	78%	81%
Percent of Grade 9 students meeting provincial expectations for Applied Math	55%	47%	53%	54%	47%	45%
Percent of Grade 10 students passing the Ontario Secondary School Literacy Test	92%	91%	90%	89%	90%	89%

† The values in the table above shows the most recent year for which data are available in each time period. Note that 2005 EQAO data are listed under 2003; 2001 Census data are listed under 2003; and 2008 data on school programs are listed under 2006. - (data not available)

Children Are Positively Connected	Indicator	SC Burlington		Burlington		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of 12-year olds with high parental nurturing	-	62%	-	66%	-	67%
	Percent of 12-year olds with high parental monitoring	-	65%	-	70%	-	70%
	Percent of 12-year olds with high peer connectedness	-	76%	-	79%	-	78%
	Percent of 12-year olds with high school engagement	-	81%	-	82%	-	83%
	Percent of 12-year olds who have volunteered in the past 12 months	-	70%	-	76%	-	75%
	Percent of 12-year olds with strong sense of belonging in their community	-	77%	-	77%	-	69%

Children Are Safe	Indicator	SC Burlington		Burlington		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of children seriously injured in the past 12 months	12%	6%	12%	6%	11%	7%
	Percent of 12-year olds who have been involved in some type of criminal activity	-	18%	-	16%	-	13%
	Percent of 12-year olds who have had at least one episode of binge drinking (more than 5 drinks on one occasion)	-	9%	-	11%	-	10%
	Percent of 12-year olds who have been bullied at school	-	35%	-	30%	-	29%

Families Are Strong & Stable	Indicator	SC Burlington		Burlington		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of families living below the low income cut-offs (LICOs)	6%	9%	6%	8%	5%	7%
	Percent of census families that are headed by a married couple	76%	73%	80%	77%	81%	79%
	Percent of census families that are headed by a common law couple	10%	11%	8%	9%	8%	9%
	Percent of census families that are headed by a lone parent	14%	16%	12%	13%	11%	12%
	Percent of families participating in parenting courses	73%	53%	80%	50%	81%	50%
	Number of licensed child care spaces per 100 children aged 0 to 12 years	18	14	12	17	12	16

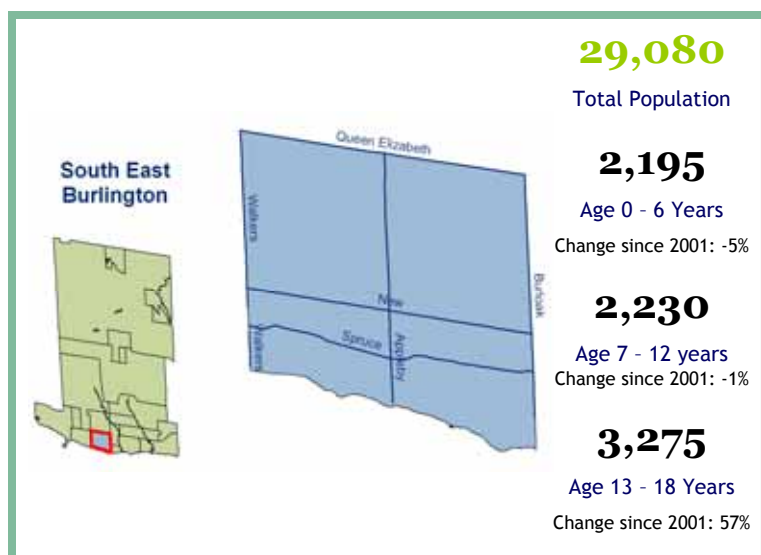
Schools Are Connected to the Community	Indicator	SC Burlington		Burlington		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of parents that have high parental involvement in their child's school	-	40%	-	41%	-	39%
	Percent of parents that have high parental volunteerism in their child's school	-	52%	-	52%	-	51%
	Percent of schools that have a Food For Thought breakfast program	-	82%	-	55%	-	51%
	Percent of schools that have a child care program located in the school	-	0%	-	12%	-	15%
	Percent of Elementary schools that have a Before/After School program located in the school	-	75%	-	86%	-	74%

Neighbourhoods Are Where We Live, Work & Play	Indicator	SC Burlington		Burlington		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of parents who feel their neighbourhood is safe for children	87%	95%	90%	96%	92%	95%
	Percent reporting high social cohesion in their neighbourhood where they live	-	17%	-	22%	-	22%
	Percent of owners spending more than 30% on major payments	14%	16%	15%	18%	15%	19%
	Percent of tenants spending more than 30% on gross rent	40%	44%	40%	42%	39%	43%
	Percent of Halton's working population who commute to work	53%	50%	51%	56%	54%	62%
	Percent of Halton's working population who use public transportation to get to work	9%	10%	8%	8%	9%	9%
	Percent of Halton's working population who walk or bike to work	7%	7%	4%	5%	4%	4%
	Percent of 5-year olds living walking distance to public park	-	94%	-	93%	-	92%
	Percent of 12-year olds living walking distance to a public park	-	95%	-	93%	-	92%
	Percent of children living walking distance to a public library	-	65%	-	56%	-	53%
	Percent of children living walking distance to a community centre	-	45%	-	47%	-	49%
	Percent of children living walking distance to their school	-	91%	-	84%	-	79%
	Percent of children living walking distance to a shopping mall	-	10%	-	23%	-	28%

† The values in the table above shows the most recent year for which data are available in each time period. Note that 2005 EQAO data are listed under 2003; 2001 Census data are listed under 2003; and 2008 data on school programs are listed under 2006. - (data not available)

South East Burlington

Neighbourhood Profile



Social Index Score: 0

% Lone Parent Families	12.9%
Low Income Cut-off Rate	6.6%
Mother Tongue Not English or French	11.8%
Recent Immigrants	1.8%
Rent Their Home	13.3%
1-Year Mobility Rate	10.2%
Unemployment Rate	4.6%
% of Pop. Aged 25 and Older with < than High School	11.8%
% of Income from Government Transfer Payments	8.3%

Indicator	SE Burlington		Burlington		Halton	
	2003	2006	2003	2006	2003	2006
Percent of infants born at risk for developmental difficulties	15%	17%	16%	20%	16%	18%
Percent of newborns with a birthweight less than 2500 grams	6%	7%	6%	5%	6%	5%
Percent of mothers breastfeeding at hospital discharge	89%	85%	87%	87%	88%	88%
Percent of 5-year olds eating daily breakfast	-	91%	-	89%	-	89%
Percent of 12-year olds eating daily breakfast	-	58%	-	64%	-	65%
Percent of 5-year olds considered overweight or obese	26%	28%	23%	20%	23%	21%
Percent of 12-year olds considered overweight or obese	-	58%	-	64%	-	65%
Percent of 12-year olds doing 90 minutes of daily physical activity	-	31%	-	31%	-	29%
Percent of 5-year olds at-risk for anxious and fearful behaviour	-	2%	-	2%	-	2%
Percent of 12-year olds with signs of elevated anxiety	-	1%	-	3%	-	3%
Percent of 12-year olds with symptoms of elevated depression	-	7%	-	7%	-	5%
Percent of 5-year olds exposed to environmental tobacco smoke in the home	-	3%	-	3%	-	2%
Percent of 5-year olds exposed to environmental tobacco smoke in the car	-	3%	-	3%	-	3%

Indicator	SE Burlington		Burlington		Halton	
	2003	2006	2003	2006	2003	2006
Percent of 5-year olds attending a children's program in the past 12 months	24%	32%	17%	29%	19%	28%
Percent of 5-year olds attending a family reading program in the past 12 months	30%	35%	27%	44%	26%	43%
Percent of 5-year olds participating in team sports in the past 12 months	62%	66%	55%	56%	59%	58%
Percent of 5-year olds participating in physical activity in the past 12 months	85%	89%	80%	88%	81%	87%
Percent of 5-year olds participating in Music, Arts or Dance programs in the past 12 months	46%	41%	43%	38%	44%	38%
Percent of 5-year olds developmentally vulnerable	10%	10%	14%	15%	13%	14%
Percent of Grade 3 students meeting provincial expectations for Reading	65%	69%	65%	69%	68%	69%
Percent of Grade 6 students meeting provincial expectations for Reading	65%	69%	69%	69%	69%	69%
Percent of Grade 9 students meeting provincial expectations for Academic Math	72%	89%	78%	84%	78%	81%
Percent of Grade 9 students meeting provincial expectations for Applied Math	56%	60%	53%	54%	47%	45%
Percent of Grade 10 students passing the Ontario Secondary School Literacy Test	91%	91%	90%	89%	90%	89%

† The values in the table above shows the most recent year for which data are available in each time period. Note that 2005 EQAO data are listed under 2003; 2001 Census data are listed under 2003; and 2008 data on school programs are listed under 2006.

- (data not available)

Children Are Positively Connected	Indicator	SE Burlington		Burlington		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of 12-year olds with high parental nurturing	-	66%	-	66%	-	67%
	Percent of 12-year olds with high parental monitoring	-	68%	-	70%	-	70%
	Percent of 12-year olds with high peer connectedness	-	81%	-	79%	-	78%
	Percent of 12-year olds with high school engagement	-	83%	-	82%	-	83%
	Percent of 12-year olds who have volunteered in the past 12 months	-	85%	-	76%	-	75%
	Percent of 12-year olds with strong sense of belonging in their community	-	79%	-	77%	-	69%

Children Are Safe	Indicator	SE Burlington		Burlington		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of children seriously injured in the past 12 months	9%	7%	12%	6%	11%	7%
	Percent of 12-year olds who have been involved in some type of criminal activity	-	19%	-	16%	-	13%
	Percent of 12-year olds who have had at least one episode of binge drinking (more than 5 drinks on one occasion)	-	14%	-	11%	-	10%
	Percent of 12-year olds who have been bullied at school	-	26%	-	30%	-	29%

Families Are Strong & Stable	Indicator	SE Burlington		Burlington		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of families living below the low income cut-offs (LICOs)	6%	3%	6%	8%	5%	7%
	Percent of census families that are headed by a married couple	82%	79%	80%	77%	81%	79%
	Percent of census families that are headed by a common law couple	7%	8%	8%	9%	8%	9%
	Percent of census families that are headed by a lone parent	10%	9%	12%	13%	11%	12%
	Percent of families participating in parenting courses	84%	50%	80%	50%	81%	50%
	Number of licensed child care spaces per 100 children aged 0 to 12 years	7	13	12	17	12	16

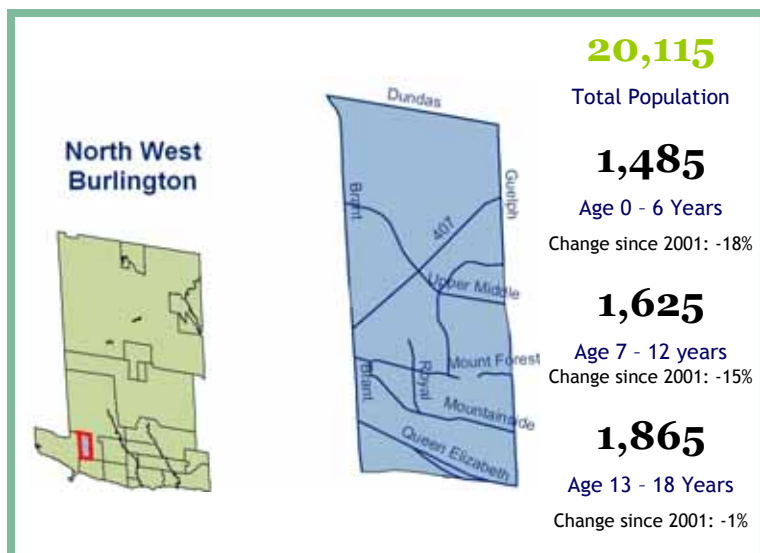
Schools Are Connected to the Community	Indicator	SE Burlington		Burlington		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of parents that have high parental involvement in their child's school	-	34%	-	41%	-	39%
	Percent of parents that have high parental volunteerism in their child's school	-	56%	-	52%	-	51%
	Percent of schools that have a Food For Thought breakfast program	-	33%	-	55%	-	51%
	Percent of schools that have a child care program located in the school	-	20%	-	12%	-	15%
	Percent of Elementary schools that have a Before/After School program located in the school	-	100%	-	86%	-	74%

Neighbourhoods Are Where We Live, Work & Play	Indicator	SE Burlington		Burlington		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of parents who feel their neighbourhood is safe for children	92%	95%	90%	96%	92%	95%
	Percent reporting high social cohesion in their neighbourhood where they live	-	22%	-	22%	-	22%
	Percent of owners spending more than 30% on major payments	14%	18%	15%	18%	15%	19%
	Percent of tenants spending more than 30% on gross rent	48%	42%	40%	42%	39%	43%
	Percent of Halton's working population who commute to work	62%	60%	51%	56%	54%	62%
	Percent of Halton's working population who use public transportation to get to work	8%	8%	8%	8%	9%	9%
	Percent of Halton's working population who walk or bike to work	5%	5%	4%	5%	4%	4%
	Percent of 5-year olds living walking distance to public park	-	96%	-	93%	-	92%
	Percent of 12-year olds living walking distance to a public park	-	95%	-	93%	-	92%
	Percent of children living walking distance to a public library	-	44%	-	56%	-	53%
	Percent of children living walking distance to a community centre	-	30%	-	47%	-	49%
	Percent of children living walking distance to their school	-	85%	-	84%	-	79%
	Percent of children living walking distance to a shopping mall	-	14%	-	23%	-	28%

† The values in the table above shows the most recent year for which data are available in each time period. Note that 2005 EQAO data are listed under 2003; 2001 Census data are listed under 2003; and 2008 data on school programs are listed under 2006. - (data not available)

North West Burlington

Neighbourhood Profile



Social Index Score: 1

% Lone Parent Families	14.7%
Low Income Cut-off Rate	7.6%
Mother Tongue Not English or French	12.3%
Recent Immigrants	1.5%
Rent Their Home	13.8%
1-Year Mobility Rate	10.3%
Unemployment Rate	5.3%
% of Pop. Aged 25 and Older with < than High School	12.3%
% of Income from Government Transfer Payments	10.1%

Children Are Healthy	Indicator	NW Burlington		Burlington		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of infants born at risk for developmental difficulties	18%	22%	16%	20%	16%	18%
	Percent of newborns with a birthweight less than 2500 grams	7%	3%	6%	5%	6%	5%
	Percent of mothers breastfeeding at hospital discharge	85%	83%	87%	87%	88%	88%
	Percent of 5-year olds eating daily breakfast	-	88%	-	89%	-	89%
	Percent of 12-year olds eating daily breakfast	-	58%	-	64%	-	65%
	Percent of 5-year olds considered overweight or obese	27%	30%	23%	20%	23%	21%
	Percent of 12-year olds considered overweight or obese	-	58%	-	64%	-	65%
	Percent of 12-year olds doing 90 minutes of daily physical activity	-	31%	-	31%	-	29%
	Percent of 5-year olds at-risk for anxious and fearful behaviour	-	1%	-	2%	-	2%
	Percent of 12-year olds with signs of elevated anxiety	-	2%	-	3%	-	3%
	Percent of 12-year olds with symptoms of elevated depression	-	10%	-	7%	-	5%
	Percent of 5-year olds exposed to environmental tobacco smoke in the home	-	5%	-	3%	-	2%
	Percent of 5-year olds exposed to environmental tobacco smoke in the car	-	5%	-	3%	-	3%

Children Are Learning	Indicator	NW Burlington		Burlington		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of 5-year olds attending a children's program in the past 12 months	19%	27%	17%	29%	19%	28%
	Percent of 5-year olds attending a family reading program in the past 12 months	30%	48%	27%	44%	26%	43%
	Percent of 5-year olds participating in team sports in the past 12 months	48%	45%	55%	56%	59%	58%
	Percent of 5-year olds participating in physical activity in the past 12 months	72%	82%	80%	88%	81%	87%
	Percent of 5-year olds participating in Music, Arts or Dance programs in the past 12 months	36%	26%	43%	38%	44%	38%
	Percent of 5-year olds developmentally vulnerable	19%	20%	14%	15%	13%	14%
	Percent of Grade 3 students meeting provincial expectations for Reading	59%	63%	65%	69%	68%	69%
	Percent of Grade 6 students meeting provincial expectations for Reading	68%	60%	69%	69%	69%	69%
	Percent of Grade 9 students meeting provincial expectations for Academic Math	83%	75%	78%	84%	78%	81%
	Percent of Grade 9 students meeting provincial expectations for Applied Math	58%	50%	53%	54%	47%	45%
	Percent of Grade 10 students passing the Ontario Secondary School Literacy Test	88%	85%	90%	89%	90%	89%

† The values in the table above shows the most recent year for which data are available in each time period. Note that 2005 EQAO data are listed under 2003; 2001 Census data are listed under 2003; and 2008 data on school programs are listed under 2006.

- (data not available)

Children Are Positively Connected	Indicator	NW Burlington		Burlington		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of 12-year olds with high parental nurturing	-	58%	-	66%	-	67%
	Percent of 12-year olds with high parental monitoring	-	65%	-	70%	-	70%
	Percent of 12-year olds with high peer connectedness	-	79%	-	79%	-	78%
	Percent of 12-year olds with high school engagement	-	77%	-	82%	-	83%
	Percent of 12-year olds who have volunteered in the past 12 months	-	80%	-	76%	-	75%
	Percent of 12-year olds with strong sense of belonging in their community	-	79%	-	77%	-	69%

Children Are Safe	Indicator	NW Burlington		Burlington		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of children seriously injured in the past 12 months	13%	4%	12%	6%	11%	7%
	Percent of 12-year olds who have been involved in some type of criminal activity	-	23%	-	16%	-	13%
	Percent of 12-year olds who have had at least one episode of binge drinking (more than 5 drinks on one occasion)	-	12%	-	11%	-	10%
	Percent of 12-year olds who have been bullied at school	-	29%	-	30%	-	29%

Families Are Strong & Stable	Indicator	NW Burlington		Burlington		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of families living below the low income cut-offs (LICOs)	5%	8%	6%	8%	5%	7%
	Percent of census families that are headed by a married couple	78%	77%	80%	77%	81%	79%
	Percent of census families that are headed by a common law couple	8%	9%	8%	9%	8%	9%
	Percent of census families that are headed by a lone parent	13%	15%	12%	13%	11%	12%
	Percent of families participating in parenting courses	75%	45%	80%	50%	81%	50%
	Number of licensed child care spaces per 100 children aged 0 to 12 years	11	12	12	17	12	16

Schools Are Connected to the Community	Indicator	NW Burlington		Burlington		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of parents that have high parental involvement in their child's school	-	34%	-	41%	-	39%
	Percent of parents that have high parental volunteerism in their child's school	-	44%	-	52%	-	51%
	Percent of schools that have a Food For Thought breakfast program	-	67%	-	55%	-	51%
	Percent of schools that have a child care program located in the school	-	0%	-	12%	-	15%
	Percent of Elementary schools that have a Before/After School program located in the school	-	75%	-	86%	-	74%

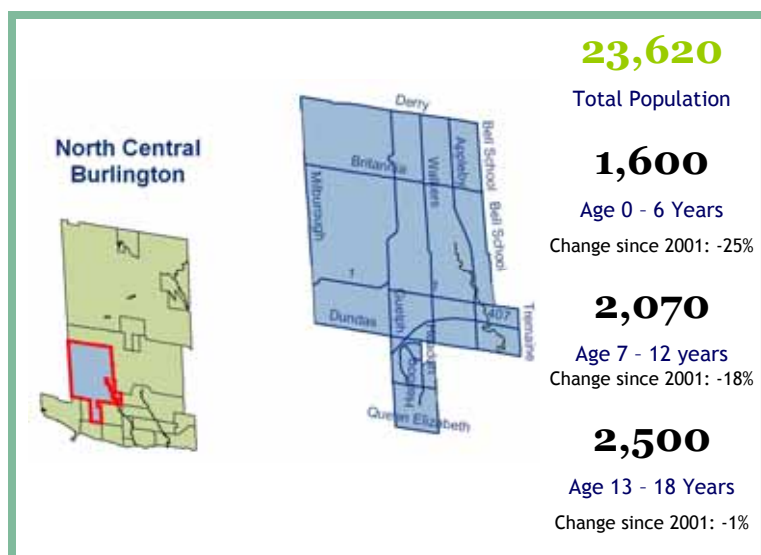
Neighbourhoods Are Where We Live, Work & Play	Indicator	NW Burlington		Burlington		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of parents who feel their neighbourhood is safe for children	88%	96%	90%	96%	92%	95%
	Percent reporting high social cohesion in their neighbourhood where they live	-	16%	-	22%	-	22%
	Percent of owners spending more than 30% on major payments	16%	21%	15%	18%	15%	19%
	Percent of tenants spending more than 30% on gross rent	36%	39%	40%	42%	39%	43%
	Percent of Halton's working population who commute to work	50%	50%	51%	56%	54%	62%
	Percent of Halton's working population who use public transportation to get to work	6%	7%	8%	8%	9%	9%
	Percent of Halton's working population who walk or bike to work	4%	4%	4%	5%	4%	4%
	Percent of 5-year olds living walking distance to public park	-	99%	-	93%	-	92%
	Percent of 12-year olds living walking distance to a public park	-	96%	-	93%	-	92%
	Percent of children living walking distance to a public library	-	67%	-	56%	-	53%
	Percent of children living walking distance to a community centre	-	71%	-	47%	-	49%
	Percent of children living walking distance to their school	-	91%	-	84%	-	79%
	Percent of children living walking distance to a shopping mall	-	24%	-	23%	-	28%

† The values in the table above shows the most recent year for which data are available in each time period. Note that 2005 EQAO data are listed under 2003; 2001 Census data are listed under 2003; and 2008 data on school programs are listed under 2006.

- (data not available)

North Central Burlington

Neighbourhood Profile



Social Index Score: 0

% Lone Parent Families	11.3%
Low Income Cut-off Rate	5.3%
Mother Tongue Not English or French	14.7%
Recent Immigrants	1.5%
Rent Their Home	7.4%
1-Year Mobility Rate	7.8%
Unemployment Rate	4.0%
% of Pop. Aged 25 and Older with < than High School	9.7%
% of Income from Government Transfer Payments	4.8%

Children Are Healthy	Indicator	NC Burlington		Burlington		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of infants born at risk for developmental difficulties	17%	24%	16%	20%	16%	18%
	Percent of newborns with a birthweight less than 2500 grams	8%	8%	6%	5%	6%	5%
	Percent of mothers breastfeeding at hospital discharge	90%	85%	87%	87%	88%	88%
	Percent of 5-year olds eating daily breakfast	-	84%	-	89%	-	89%
	Percent of 12-year olds eating daily breakfast	-	73%	-	64%	-	65%
	Percent of 5-year olds considered overweight or obese	23%	20%	23%	20%	23%	21%
	Percent of 12-year olds considered overweight or obese	-	73%	-	64%	-	65%
	Percent of 12-year olds doing 90 minutes of daily physical activity	-	24%	-	31%	-	29%
	Percent of 5-year olds at-risk for anxious and fearful behaviour	-	4%	-	2%	-	2%
	Percent of 12-year olds with signs of elevated anxiety	-	5%	-	3%	-	3%
	Percent of 12-year olds with symptoms of elevated depression	-	7%	-	7%	-	5%
	Percent of 5-year olds exposed to environmental tobacco smoke in the home	-	3%	-	3%	-	2%
	Percent of 5-year olds exposed to environmental tobacco smoke in the car	-	3%	-	3%	-	3%

Children Are Learning	Indicator	NC Burlington		Burlington		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of 5-year olds attending a children's program in the past 12 months	14%	31%	17%	29%	19%	28%
	Percent of 5-year olds attending a family reading program in the past 12 months	21%	41%	27%	44%	26%	43%
	Percent of 5-year olds participating in team sports in the past 12 months	58%	57%	55%	56%	59%	58%
	Percent of 5-year olds participating in physical activity in the past 12 months	86%	89%	80%	88%	81%	87%
	Percent of 5-year olds participating in Music, Arts or Dance programs in the past 12 months	47%	39%	43%	38%	44%	38%
	Percent of 5-year olds developmentally vulnerable	17%	15%	14%	15%	13%	14%
	Percent of Grade 3 students meeting provincial expectations for Reading	70%	72%	65%	69%	68%	69%
	Percent of Grade 6 students meeting provincial expectations for Reading	74%	75%	69%	69%	69%	69%
	Percent of Grade 9 students meeting provincial expectations for Academic Math	78%	85%	78%	84%	78%	81%
	Percent of Grade 9 students meeting provincial expectations for Applied Math	46%	69%	53%	54%	47%	45%
	Percent of Grade 10 students passing the Ontario Secondary School Literacy Test	93%	93%	90%	89%	90%	89%

† The values in the table above shows the most recent year for which data are available in each time period. Note that 2005 EQAO data are listed under 2003; 2001 Census data are listed under 2003; and 2008 data on school programs are listed under 2006.

- (data not available)

Children Are Positively Connected	Indicator	NC Burlington		Burlington		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of 12-year olds with high parental nurturing	-	69%	-	66%	-	67%
	Percent of 12-year olds with high parental monitoring	-	73%	-	70%	-	70%
	Percent of 12-year olds with high peer connectedness	-	75%	-	79%	-	78%
	Percent of 12-year olds with high school engagement	-	82%	-	82%	-	83%
	Percent of 12-year olds who have volunteered in the past 12 months	-	73%	-	76%	-	75%
	Percent of 12-year olds with strong sense of belonging in their community	-	78%	-	77%	-	69%

Children Are Safe	Indicator	NC Burlington		Burlington		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of children seriously injured in the past 12 months	13%	4%	12%	6%	11%	7%
	Percent of 12-year olds who have been involved in some type of criminal activity	-	10%	-	16%	-	13%
	Percent of 12-year olds who have had at least one episode of binge drinking (more than 5 drinks on one occasion)	-	9%	-	11%	-	10%
	Percent of 12-year olds who have been bullied at school	-	26%	-	30%	-	29%

Families Are Strong & Stable	Indicator	NC Burlington		Burlington		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of families living below the low income cut-offs (LICOs)	4%	5%	6%	8%	5%	7%
	Percent of census families that are headed by a married couple	83%	81%	80%	77%	81%	79%
	Percent of census families that are headed by a common law couple	6%	8%	8%	9%	8%	9%
	Percent of census families that are headed by a lone parent	11%	11%	12%	13%	11%	12%
	Percent of families participating in parenting courses	83%	45%	80%	50%	81%	50%
	Number of licensed child care spaces per 100 children aged 0 to 12 years	9	19	12	17	12	16

Schools Are Connected to the Community	Indicator	NC Burlington		Burlington		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of parents that have high parental involvement in their child's school	-	51%	-	41%	-	39%
	Percent of parents that have high parental volunteerism in their child's school	-	65%	-	52%	-	51%
	Percent of schools that have a Food For Thought breakfast program	-	38%	-	55%	-	51%
	Percent of schools that have a child care program located in the school	-	38%	-	12%	-	15%
	Percent of Elementary schools that have a Before/After School program located in the school	-	83%	-	86%	-	74%

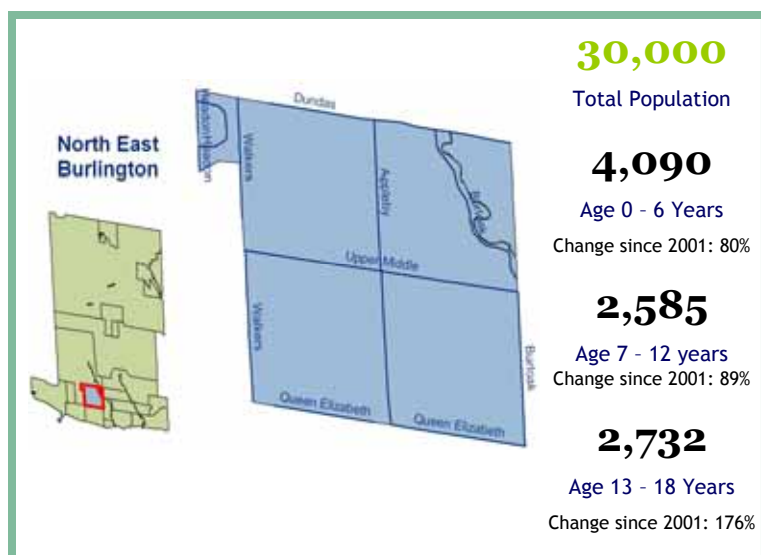
Neighbourhoods Are Where We Live, Work & Play	Indicator	NC Burlington		Burlington		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of parents who feel their neighbourhood is safe for children	91%	96%	90%	96%	92%	95%
	Percent reporting high social cohesion in their neighbourhood where they live	-	25%	-	22%	-	22%
	Percent of owners spending more than 30% on major payments	13%	16%	15%	18%	15%	19%
	Percent of tenants spending more than 30% on gross rent	39%	35%	40%	42%	39%	43%
	Percent of Halton's working population who commute to work	57%	56%	51%	56%	54%	62%
	Percent of Halton's working population who use public transportation to get to work	7%	6%	8%	8%	9%	9%
	Percent of Halton's working population who walk or bike to work	3%	3%	4%	5%	4%	4%
	Percent of 5-year olds living walking distance to public park	-	91%	-	93%	-	92%
	Percent of 12-year olds living walking distance to a public park	-	91%	-	93%	-	92%
	Percent of children living walking distance to a public library	-	49%	-	56%	-	53%
	Percent of children living walking distance to a community centre	-	45%	-	47%	-	49%
	Percent of children living walking distance to their school	-	80%	-	84%	-	79%
	Percent of children living walking distance to a shopping mall	-	37%	-	23%	-	28%

† The values in the table above shows the most recent year for which data are available in each time period. Note that 2005 EQAO data are listed under 2003; 2001 Census data are listed under 2003; and 2008 data on school programs are listed under 2006.

- (data not available)

North East Burlington

Neighbourhood Profile



Social Index Score: 1

% Lone Parent Families	10.4%
Low Income Cut-off Rate	6.7%
Mother Tongue Not English or French	20.8%
Recent Immigrants	4.1%
Rent Their Home	5%
1-Year Mobility Rate	19.7%
Unemployment Rate	4.1%
% of Pop. Aged 25 and Older with < than High School	6.9%
% of Income from Government Transfer Payments	4.1%

Indicator	NE Burlington		Burlington		Halton	
	2003	2006	2003	2006	2003	2006
Percent of infants born at risk for developmental difficulties	14%	11%	16%	20%	16%	18%
Percent of newborns with a birthweight less than 2500 grams	8%	7%	6%	5%	6%	5%
Percent of mothers breastfeeding at hospital discharge	91%	93%	87%	87%	88%	88%
Percent of 5-year olds eating daily breakfast	-	90%	-	89%	-	89%
Percent of 12-year olds eating daily breakfast	-	63%	-	64%	-	65%
Percent of 5-year olds considered overweight or obese	27%	25%	23%	20%	23%	21%
Percent of 12-year olds considered overweight or obese	-	63%	-	64%	-	65%
Percent of 12-year olds doing 90 minutes of daily physical activity	-	28%	-	31%	-	29%
Percent of 5-year olds at-risk for anxious and fearful behaviour	-	2%	-	2%	-	2%
Percent of 12-year olds with signs of elevated anxiety	-	3%	-	3%	-	3%
Percent of 12-year olds with symptoms of elevated depression	-	4%	-	7%	-	5%
Percent of 5-year olds exposed to environmental tobacco smoke in the home	-	0%	-	3%	-	2%
Percent of 5-year olds exposed to environmental tobacco smoke in the car	-	1%	-	3%	-	3%

Indicator	NE Burlington		Burlington		Halton	
	2003	2006	2003	2006	2003	2006
Percent of 5-year olds attending a children's program in the past 12 months	11%	26%	17%	29%	19%	28%
Percent of 5-year olds attending a family reading program in the past 12 months	23%	41%	27%	44%	26%	43%
Percent of 5-year olds participating in team sports in the past 12 months	67%	48%	55%	56%	59%	58%
Percent of 5-year olds participating in physical activity in the past 12 months	91%	90%	80%	88%	81%	87%
Percent of 5-year olds participating in Music, Arts or Dance programs in the past 12 months	57%	42%	43%	38%	44%	38%
Percent of 5-year olds developmentally vulnerable	14%	14%	14%	15%	13%	14%
Percent of Grade 3 students meeting provincial expectations for Reading	70%	70%	65%	69%	68%	69%
Percent of Grade 6 students meeting provincial expectations for Reading	71%	75%	69%	69%	69%	69%
Percent of Grade 9 students meeting provincial expectations for Academic Math	79%	84%	78%	84%	78%	81%
Percent of Grade 9 students meeting provincial expectations for Applied Math	45%	42%	53%	54%	47%	45%
Percent of Grade 10 students passing the Ontario Secondary School Literacy Test	90%	89%	90%	89%	90%	89%

† The values in the table above shows the most recent year for which data are available in each time period. Note that 2005 EQAO data are listed under 2003; 2001 Census data are listed under 2003; and 2008 data on school programs are listed under 2006.

- (data not available)

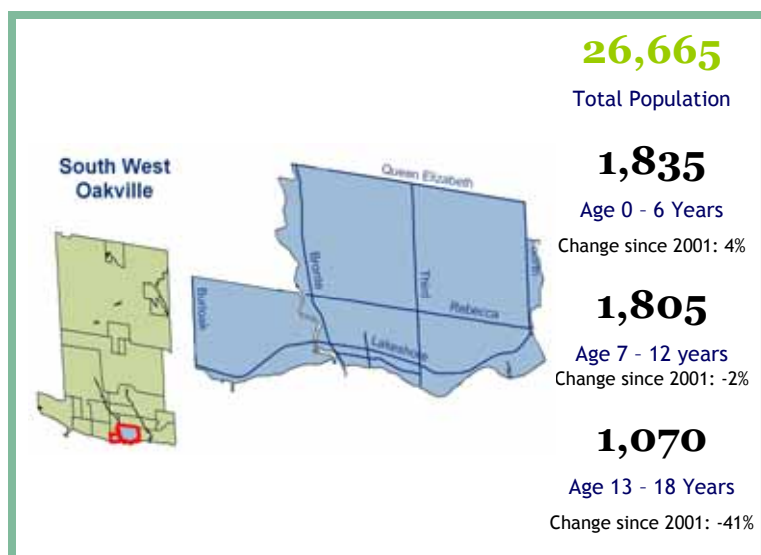
	Indicator	NE Burlington		Burlington		Halton	
		2003	2006	2003	2006	2003	2006
Children Are Positively Connected	Percent of 12-year olds with high parental nurturing	-	68%	-	66%	-	67%
	Percent of 12-year olds with high parental monitoring	-	75%	-	70%	-	70%
	Percent of 12-year olds with high peer connectedness	-	82%	-	79%	-	78%
	Percent of 12-year olds with high school engagement	-	88%	-	82%	-	83%
	Percent of 12-year olds who have volunteered in the past 12 months	-	83%	-	76%	-	75%
	Percent of 12-year olds with strong sense of belonging in their community	-	71%	-	77%	-	69%
	Indicator	NE Burlington		Burlington		Halton	
		2003	2006	2003	2006	2003	2006
Children Are Safe	Percent of children seriously injured in the past 12 months	11%	7%	12%	6%	11%	7%
	Percent of 12-year olds who have been involved in some type of criminal activity	-	8%	-	16%	-	13%
	Percent of 12-year olds who have had at least one episode of binge drinking (more than 5 drinks on one occasion)	-	7%	-	11%	-	10%
	Percent of 12-year olds who have been bullied at school	-	28%	-	30%	-	29%
	Indicator	NE Burlington		Burlington		Halton	
		2003	2006	2003	2006	2003	2006
Families Are Strong & Stable	Percent of families living below the low income cut-offs (LICOs)	7%	5%	6%	8%	5%	7%
	Percent of census families that are headed by a married couple	81%	80%	80%	77%	81%	79%
	Percent of census families that are headed by a common law couple	9%	9%	8%	9%	8%	9%
	Percent of census families that are headed by a lone parent	8%	11%	12%	13%	11%	12%
	Percent of families participating in parenting courses	88%	48%	80%	50%	81%	50%
	Number of licensed child care spaces per 100 children aged 0 to 12 years	12	16	12	17	12	16
	Indicator	NE Burlington		Burlington		Halton	
		2003	2006	2003	2006	2003	2006
Schools Are Connected to the Community	Percent of parents that have high parental involvement in their child's school	-	40%	-	41%	-	39%
	Percent of parents that have high parental volunteerism in their child's school	-	61%	-	52%	-	51%
	Percent of schools that have a Food For Thought breakfast program	-	20%	-	55%	-	51%
	Percent of schools that have a child care program located in the school	-	20%	-	12%	-	15%
	Percent of Elementary schools that have a Before/After School program located in the school	-	100%	-	86%	-	74%
	Indicator	NE Burlington		Burlington		Halton	
		2003	2006	2003	2006	2003	2006
Neighbourhoods Are Where We Live, Work & Play	Percent of parents who feel their neighbourhood is safe for children	95%	97%	90%	96%	92%	95%
	Percent reporting high social cohesion in their neighbourhood where they live	-	23%	-	22%	-	22%
	Percent of owners spending more than 30% on major payments	18%	20%	15%	18%	15%	19%
	Percent of tenants spending more than 30% on gross rent	27%	33%	40%	42%	39%	43%
	Percent of Halton's working population who commute to work	70%	67%	51%	56%	54%	62%
	Percent of Halton's working population who use public transportation to get to work	9%	9%	8%	8%	9%	9%
	Percent of Halton's working population who walk or bike to work	2%	3%	4%	5%	4%	4%
	Percent of 5-year olds living walking distance to public park	-	94%	-	93%	-	92%
	Percent of 12-year olds living walking distance to a public park	-	96%	-	93%	-	92%
	Percent of children living walking distance to a public library	-	58%	-	56%	-	53%
	Percent of children living walking distance to a community centre	-	53%	-	47%	-	49%
	Percent of children living walking distance to their school	-	92%	-	84%	-	79%
	Percent of children living walking distance to a shopping mall	-	24%	-	23%	-	28%

† The values in the table above shows the most recent year for which data are available in each time period. Note that 2005 EQAO data are listed under 2003; 2001 Census data are listed under 2003; and 2008 data on school programs are listed under 2006.

– (data not available)

South West Oakville

Neighbourhood Profile



Social Index Score: 0

% Lone Parent Families	11.1%
Low Income Cut-off Rate	6.4%
Mother Tongue Not English or French	17.4%
Recent Immigrants	2.3%
Rent Their Home	16.1%
1-Year Mobility Rate	12.0%
Unemployment Rate	4.6%
% of Pop. Aged 25 and Older with < than High School	11.8%
% of Income from Government Transfer Payments	8.0%

Indicator	SW Oakville		Oakville		Halton	
	2003	2006	2003	2006	2003	2006
Percent of infants born at risk for developmental difficulties	13%	11%	15%	14%	16%	18%
Percent of newborns with a birthweight less than 2500 grams	6%	4%	6%	4%	6%	5%
Percent of mothers breastfeeding at hospital discharge	91%	93%	90%	90%	88%	88%
Percent of 5-year olds eating daily breakfast	-	89%	-	89%	-	89%
Percent of 12-year olds eating daily breakfast	-	71%	-	69%	-	65%
Percent of 5-year olds considered overweight or obese	17%	13%	22%	21%	23%	21%
Percent of 12-year olds considered overweight or obese	-	71%	-	69%	-	65%
Percent of 12-year olds doing 90 minutes of daily physical activity	-	30%	-	29%	-	29%
Percent of 5-year olds at-risk for anxious and fearful behaviour	-	1%	-	2%	-	2%
Percent of 12-year olds with signs of elevated anxiety	-	3%	-	3%	-	3%
Percent of 12-year olds with symptoms of elevated depression	-	5%	-	4%	-	5%
Percent of 5-year olds exposed to environmental tobacco smoke in the home	-	1%	-	2%	-	2%
Percent of 5-year olds exposed to environmental tobacco smoke in the car	-	3%	-	1%	-	3%

Indicator	SW Oakville		Oakville		Halton	
	2003	2006	2003	2006	2003	2006
Percent of 5-year olds attending a children's program in the past 12 months	20%	26%	17%	27%	19%	28%
Percent of 5-year olds attending a family reading program in the past 12 months	38%	43%	27%	47%	26%	43%
Percent of 5-year olds participating in team sports in the past 12 months	67%	58%	60%	58%	59%	58%
Percent of 5-year olds participating in physical activity in the past 12 months	85%	90%	82%	88%	81%	87%
Percent of 5-year olds participating in Music, Arts or Dance programs in the past 12 months	40%	44%	45%	41%	44%	38%
Percent of 5-year olds developmentally vulnerable	7%	19%	10%	13%	13%	14%
Percent of Grade 3 students meeting provincial expectations for Reading	76%	71%	72%	70%	68%	69%
Percent of Grade 6 students meeting provincial expectations for Reading	72%	66%	72%	74%	69%	69%
Percent of Grade 9 students meeting provincial expectations for Academic Math	80%	82%	79%	84%	78%	81%
Percent of Grade 9 students meeting provincial expectations for Applied Math	47%	52%	43%	43%	47%	45%
Percent of Grade 10 students passing the Ontario Secondary School Literacy Test	90%	92%	92%	91%	90%	89%

† The values in the table above shows the most recent year for which data are available in each time period. Note that 2005 EQAO data are listed under 2003; 2001 Census data are listed under 2003; and 2008 data on school programs are listed under 2006.

- (data not available)

Children Are Positively Connected	Indicator	SW Oakville		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of 12-year olds with high parental nurturing	-	76%	-	70%	-	67%
	Percent of 12-year olds with high parental monitoring	-	75%	-	71%	-	70%
	Percent of 12-year olds with high peer connectedness	-	78%	-	77%	-	78%
	Percent of 12-year olds with high school engagement	-	86%	-	85%	-	83%
	Percent of 12-year olds who have volunteered in the past 12 months	-	74%	-	73%	-	75%
	Percent of 12-year olds with strong sense of belonging in their community	-	77%	-	74%	-	69%

Children Are Safe	Indicator	SW Oakville		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of children seriously injured in the past 12 months	9%	6%	11%	6%	11%	7%
	Percent of 12-year olds who have been involved in some type of criminal activity	-	9%	-	10%	-	13%
	Percent of 12-year olds who have had at least one episode of binge drinking (more than 5 drinks on one occasion)	-	11%	-	8%	-	10%
	Percent of 12-year olds who have been bullied at school	-	28%	-	27%	-	29%

Families Are Strong & Stable	Indicator	SW Oakville		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of families living below the low income cut-offs (LICOs)	2%	6%	6%	8%	5%	7%
	Percent of census families that are headed by a married couple	83%	81%	83%	82%	81%	79%
	Percent of census families that are headed by a common law couple	7%	7%	6%	6%	8%	9%
	Percent of census families that are headed by a lone parent	10%	11%	11%	12%	11%	12%
	Percent of families participating in parenting courses	81%	52%	81%	52%	81%	50%
	Number of licensed child care spaces per 100 children aged 0 to 12 years	15	16	14	17	12	16

Schools Are Connected to the Community	Indicator	SW Oakville		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of parents that have high parental involvement in their child's school	-	38%	-	43%	-	39%
	Percent of parents that have high parental volunteerism in their child's school	-	52%	-	57%	-	51%
	Percent of schools that have a Food For Thought breakfast program	-	22%	-	42%	-	51%
	Percent of schools that have a child care program located in the school	-	11%	-	15%	-	15%
	Percent of Elementary schools that have a Before/After School program located in the school	-	67%	-	70%	-	74%

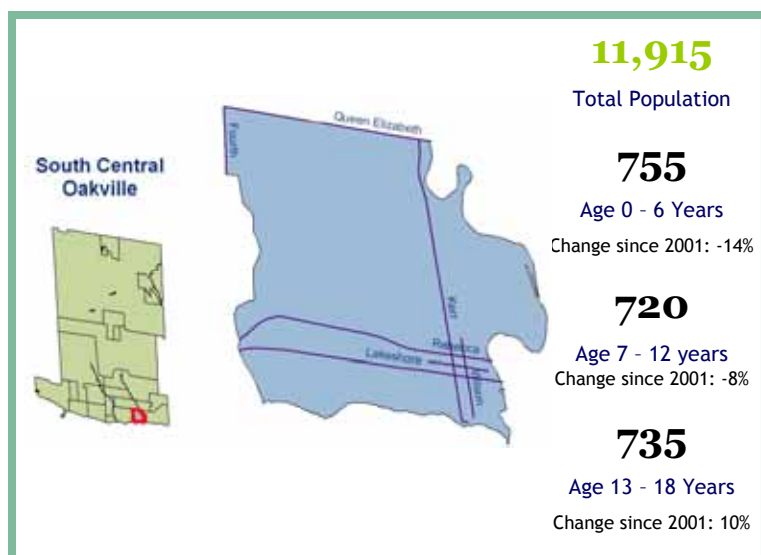
Neighbourhoods Are Where We Live, Work & Play	Indicator	SW Oakville		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of parents who feel their neighbourhood is safe for children	93%	97%	94%	96%	92%	95%
	Percent reporting high social cohesion in their neighbourhood where they live	-	19%	-	25%	-	22%
	Percent of owners spending more than 30% on major payments	14%	18%	14%	19%	15%	19%
	Percent of tenants spending more than 30% on gross rent	42%	46%	40%	45%	39%	43%
	Percent of Halton's working population who commute to work	56%	58%	56%	64%	54%	62%
	Percent of Halton's working population who use public transportation to get to work	11%	13%	13%	14%	9%	9%
	Percent of Halton's working population who walk or bike to work	4%	4%	4%	4%	4%	4%
	Percent of 5-year olds living walking distance to public park	-	97%	-	97%	-	92%
	Percent of 12-year olds living walking distance to a public park	-	93%	-	95%	-	92%
	Percent of children living walking distance to a public library	-	58%	-	63%	-	53%
	Percent of children living walking distance to a community centre	-	30%	-	53%	-	49%
	Percent of children living walking distance to their school	-	82%	-	80%	-	79%
	Percent of children living walking distance to a shopping mall	-	16%	-	27%	-	28%

† The values in the table above shows the most recent year for which data are available in each time period. Note that 2005 EQAO data are listed under 2003; 2001 Census data are listed under 2003; and 2008 data on school programs are listed under 2006.

- (data not available)

South Central Oakville

Neighbourhood Profile



Social Index Score: 7

% Lone Parent Families	18.6%
Low Income Cut-off Rate	16.1%
Mother Tongue Not English or French	32.9%
Recent Immigrants	6.4%
Rent Their Home	47.9%
1-Year Mobility Rate	17.8%
Unemployment Rate	4.7%
% of Pop. Aged 25 and Older with < than High School	20.1%
% of Income from Government Transfer Payments	9.2%

Indicator	SC Oakville		Oakville		Halton	
	2003	2006	2003	2006	2003	2006
Percent of infants born at risk for developmental difficulties	21%	26%	15%	14%	16%	18%
Percent of newborns with a birthweight less than 2500 grams	6%	4%	6%	4%	6%	5%
Percent of mothers breastfeeding at hospital discharge	82%	80%	90%	90%	88%	88%
Percent of 5-year olds eating daily breakfast	-	82%	-	89%	-	89%
Percent of 12-year olds eating daily breakfast	-	66%	-	69%	-	65%
Percent of 5-year olds considered overweight or obese	18%	13%	22%	21%	23%	21%
Percent of 12-year olds considered overweight or obese	-	66%	-	69%	-	65%
Percent of 12-year olds doing 90 minutes of daily physical activity	-	29%	-	29%	-	29%
Percent of 5-year olds at-risk for anxious and fearful behaviour	-	4%	-	2%	-	2%
Percent of 12-year olds with signs of elevated anxiety	-	3%	-	3%	-	3%
Percent of 12-year olds with symptoms of elevated depression	-	9%	-	4%	-	5%
Percent of 5-year olds exposed to environmental tobacco smoke in the home	-	8%	-	2%	-	2%
Percent of 5-year olds exposed to environmental tobacco smoke in the car	-	8%	-	1%	-	3%

Indicator	SC Oakville		Oakville		Halton	
	2003	2006	2003	2006	2003	2006
Percent of 5-year olds attending a children's program in the past 12 months	26%	36%	17%	27%	19%	28%
Percent of 5-year olds attending a family reading program in the past 12 months	50%	59%	27%	47%	26%	43%
Percent of 5-year olds participating in team sports in the past 12 months	44%	38%	60%	58%	59%	58%
Percent of 5-year olds participating in physical activity in the past 12 months	85%	72%	82%	88%	81%	87%
Percent of 5-year olds participating in Music, Arts or Dance programs in the past 12 months	47%	31%	45%	41%	44%	38%
Percent of 5-year olds developmentally vulnerable	16%	19%	10%	13%	13%	14%
Percent of Grade 3 students meeting provincial expectations for Reading	61%	47%	72%	70%	68%	69%
Percent of Grade 6 students meeting provincial expectations for Reading	52%	58%	72%	74%	69%	69%
Percent of Grade 9 students meeting provincial expectations for Academic Math	65%	74%	79%	84%	78%	81%
Percent of Grade 9 students meeting provincial expectations for Applied Math	30%	38%	43%	43%	47%	45%
Percent of Grade 10 students passing the Ontario Secondary School Literacy Test	82%	85%	92%	91%	90%	89%

† The values in the table above shows the most recent year for which data are available in each time period. Note that 2005 EQAO data are listed under 2003; 2001 Census data are listed under 2003; and 2008 data on school programs are listed under 2006.

- (data not available)

Children Are Positively Connected	Indicator	SC Oakville		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of 12-year olds with high parental nurturing	-	75%	-	70%	-	67%
	Percent of 12-year olds with high parental monitoring	-	72%	-	71%	-	70%
	Percent of 12-year olds with high peer connectedness	-	81%	-	77%	-	78%
	Percent of 12-year olds with high school engagement	-	84%	-	85%	-	83%
	Percent of 12-year olds who have volunteered in the past 12 months	-	71%	-	73%	-	75%
	Percent of 12-year olds with strong sense of belonging in their community	-	61%	-	74%	-	69%

Children Are Safe	Indicator	SC Oakville		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of children seriously injured in the past 12 months	18%	0%	11%	6%	11%	7%
	Percent of 12-year olds who have been involved in some type of criminal activity	-	13%	-	10%	-	13%
	Percent of 12-year olds who have had at least one episode of binge drinking (more than 5 drinks on one occasion)	-	13%	-	8%	-	10%
	Percent of 12-year olds who have been bullied at school	-	32%	-	27%	-	29%

Families Are Strong & Stable	Indicator	SC Oakville		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of families living below the low income cut-offs (LICOs)	14%	16%	6%	8%	5%	7%
	Percent of census families that are headed by a married couple	73%	71%	83%	82%	81%	79%
	Percent of census families that are headed by a common law couple	10%	10%	6%	6%	8%	9%
	Percent of census families that are headed by a lone parent	16%	19%	11%	12%	11%	12%
	Percent of families participating in parenting courses	65%	53%	81%	52%	81%	50%
	Number of licensed child care spaces per 100 children aged 0 to 12 years	22	27	14	17	12	16

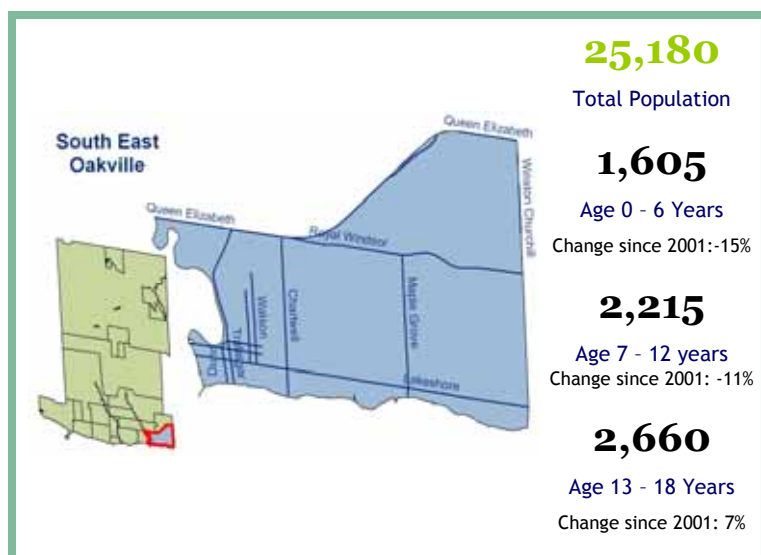
Schools Are Connected to the Community	Indicator	SC Oakville		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of parents that have high parental involvement in their child's school	-	38%	-	43%	-	39%
	Percent of parents that have high parental volunteerism in their child's school	-	43%	-	57%	-	51%
	Percent of schools that have a Food For Thought breakfast program	-	100%	-	42%	-	51%
	Percent of schools that have a child care program located in the school	-	25%	-	15%	-	15%
	Percent of Elementary schools that have a Before/After School program located in the school	-	75%	-	70%	-	74%

Neighbourhoods Are Where We Live, Work & Play	Indicator	SC Oakville		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of parents who feel their neighbourhood is safe for children	85%	89%	94%	96%	92%	95%
	Percent reporting high social cohesion in their neighbourhood where they live	-	30%	-	25%	-	22%
	Percent of owners spending more than 30% on major payments	14%	23%	14%	19%	15%	19%
	Percent of tenants spending more than 30% on gross rent	40%	49%	40%	45%	39%	43%
	Percent of Halton's working population who commute to work	48%	45%	56%	64%	54%	62%
	Percent of Halton's working population who use public transportation to get to work	12%	14%	13%	14%	9%	9%
	Percent of Halton's working population who walk or bike to work	9%	9%	4%	4%	4%	4%
	Percent of 5-year olds living walking distance to public park	-	95%	-	97%	-	92%
	Percent of 12-year olds living walking distance to a public park	-	98%	-	95%	-	92%
	Percent of children living walking distance to a public library	-	68%	-	63%	-	53%
	Percent of children living walking distance to a community centre	-	63%	-	53%	-	49%
	Percent of children living walking distance to their school	-	64%	-	80%	-	79%
	Percent of children living walking distance to a shopping mall	-	28%	-	27%	-	28%

† The values in the table above shows the most recent year for which data are available in each time period. Note that 2005 EQAO data are listed under 2003; 2001 Census data are listed under 2003; and 2008 data on school programs are listed under 2006. - (data not available)

South East Oakville

Neighbourhood Profile



Social Index Score: 0

% Lone Parent Families	9.0%
Low Income Cut-off Rate	6.4%
Mother Tongue Not English or French	18.2%
Recent Immigrants	1.6%
Rent Their Home	14.0%
1-Year Mobility Rate	9.4%
Unemployment Rate	5.8%
% of Pop. Aged 25 and Older with < than High School	6.5%
% of Income from Government Transfer Payments	2.9%

Indicator	SE Oakville		Oakville		Halton	
	2003	2006	2003	2006	2003	2006
Percent of infants born at risk for developmental difficulties	19%	15%	15%	14%	16%	18%
Percent of newborns with a birthweight less than 2500 grams	6%	5%	6%	4%	6%	5%
Percent of mothers breastfeeding at hospital discharge	92%	91%	90%	90%	88%	88%
Percent of 5-year olds eating daily breakfast	-	87%	-	89%	-	89%
Percent of 12-year olds eating daily breakfast	-	61%	-	69%	-	65%
Percent of 5-year olds considered overweight or obese	17%	19%	22%	21%	23%	21%
Percent of 12-year olds considered overweight or obese	-	61%	-	69%	-	65%
Percent of 12-year olds doing 90 minutes of daily physical activity	-	29%	-	29%	-	29%
Percent of 5-year olds at-risk for anxious and fearful behaviour	-	0%	-	2%	-	2%
Percent of 12-year olds with signs of elevated anxiety	-	3%	-	3%	-	3%
Percent of 12-year olds with symptoms of elevated depression	-	3%	-	4%	-	5%
Percent of 5-year olds exposed to environmental tobacco smoke in the home	-	2%	-	2%	-	2%
Percent of 5-year olds exposed to environmental tobacco smoke in the car	-	1%	-	1%	-	3%

Indicator	SE Oakville		Oakville		Halton	
	2003	2006	2003	2006	2003	2006
Percent of 5-year olds attending a children's program in the past 12 months	22%	22%	17%	27%	19%	28%
Percent of 5-year olds attending a family reading program in the past 12 months	22%	28%	27%	47%	26%	43%
Percent of 5-year olds participating in team sports in the past 12 months	57%	57%	60%	58%	59%	58%
Percent of 5-year olds participating in physical activity in the past 12 months	73%	79%	82%	88%	81%	87%
Percent of 5-year olds participating in Music, Arts or Dance programs in the past 12 months	57%	27%	45%	41%	44%	38%
Percent of 5-year olds developmentally vulnerable	16%	9%	10%	13%	13%	14%
Percent of Grade 3 students meeting provincial expectations for Reading	80%	84%	72%	70%	68%	69%
Percent of Grade 6 students meeting provincial expectations for Reading	74%	76%	72%	74%	69%	69%
Percent of Grade 9 students meeting provincial expectations for Academic Math	80%	82%	79%	84%	78%	81%
Percent of Grade 9 students meeting provincial expectations for Applied Math	46%	52%	43%	43%	47%	45%
Percent of Grade 10 students passing the Ontario Secondary School Literacy Test	95%	96%	92%	91%	90%	89%

† The values in the table above shows the most recent year for which data are available in each time period. Note that 2005 EQAO data are listed under 2003; 2001 Census data are listed under 2003; and 2008 data on school programs are listed under 2006.

- (data not available)

Children Are Positively Connected	Indicator	SE Oakville		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of 12-year olds with high parental nurturing	-	65%	-	70%	-	67%
	Percent of 12-year olds with high parental monitoring	-	62%	-	71%	-	70%
	Percent of 12-year olds with high peer connectedness	-	76%	-	77%	-	78%
	Percent of 12-year olds with high school engagement	-	84%	-	85%	-	83%
	Percent of 12-year olds who have volunteered in the past 12 months	-	72%	-	73%	-	75%
	Percent of 12-year olds with strong sense of belonging in their community	-	77%	-	74%	-	69%

Children Are Safe	Indicator	SE Oakville		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of children seriously injured in the past 12 months	8%	8%	11%	6%	11%	7%
	Percent of 12-year olds who have been involved in some type of criminal activity	-	11%	-	10%	-	13%
	Percent of 12-year olds who have had at least one episode of binge drinking (more than 5 drinks on one occasion)	-	12%	-	8%	-	10%
	Percent of 12-year olds who have been bullied at school	-	20%	-	27%	-	29%

Families Are Strong & Stable	Indicator	SE Oakville		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of families living below the low income cut-offs (LICOs)	1%	4%	6%	8%	5%	7%
	Percent of census families that are headed by a married couple	88%	86%	83%	82%	81%	79%
	Percent of census families that are headed by a common law couple	3%	5%	6%	6%	8%	9%
	Percent of census families that are headed by a lone parent	9%	7%	11%	12%	11%	12%
	Percent of families participating in parenting courses	86%	40%	81%	52%	81%	50%
	Number of licensed child care spaces per 100 children aged 0 to 12 years	31	11	14	17	12	16

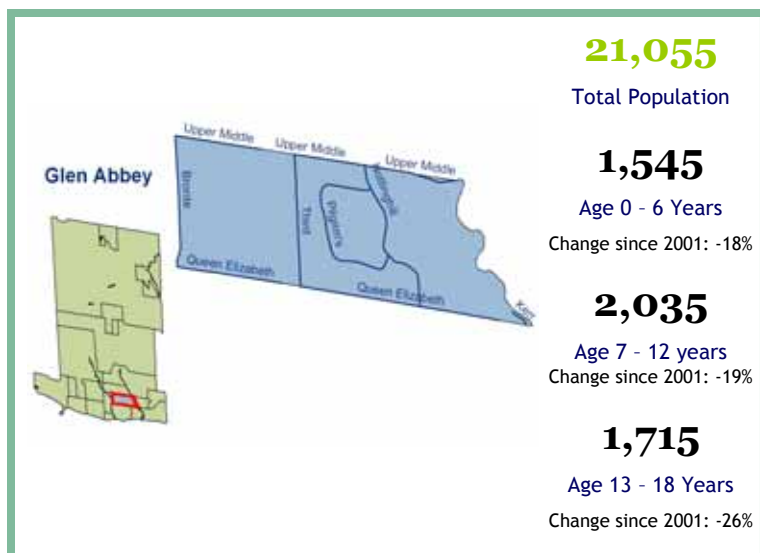
Schools Are Connected to the Community	Indicator	SE Oakville		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of parents that have high parental involvement in their child's school	-	23%	-	43%	-	39%
	Percent of parents that have high parental volunteerism in their child's school	-	29%	-	57%	-	51%
	Percent of schools that have a Food For Thought breakfast program	-	0%	-	42%	-	51%
	Percent of schools that have a child care program located in the school	-	22%	-	15%	-	15%
	Percent of Elementary schools that have a Before/After School program located in the school	-	50%	-	70%	-	74%

Neighbourhoods Are Where We Live, Work & Play	Indicator	SE Oakville		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of parents who feel their neighbourhood is safe for children	94%	99%	94%	96%	92%	95%
	Percent reporting high social cohesion in their neighbourhood where they live	-	25%	-	25%	-	22%
	Percent of owners spending more than 30% on major payments	12%	16%	14%	19%	15%	19%
	Percent of tenants spending more than 30% on gross rent	42%	43%	40%	45%	39%	43%
	Percent of Halton's working population who commute to work	69%	69%	56%	64%	54%	62%
	Percent of Halton's working population who use public transportation to get to work	15%	17%	13%	14%	9%	9%
	Percent of Halton's working population who walk or bike to work	4%	5%	4%	4%	4%	4%
	Percent of 5-year olds living walking distance to public park	-	99%	-	97%	-	92%
	Percent of 12-year olds living walking distance to a public park	-	97%	-	95%	-	92%
	Percent of children living walking distance to a public library	-	33%	-	63%	-	53%
	Percent of children living walking distance to a community centre	-	28%	-	53%	-	49%
	Percent of children living walking distance to their school	-	75%	-	80%	-	79%
	Percent of children living walking distance to a shopping mall	-	31%	-	27%	-	28%

† The values in the table above shows the most recent year for which data are available in each time period. Note that 2005 EQAO data are listed under 2003; 2001 Census data are listed under 2003; and 2008 data on school programs are listed under 2006. - (data not available)

Glen Abbey

Neighbourhood Profile



Social Index Score: 0

% Lone Parent Families	13.9%
Low Income Cut-off Rate	9.2%
Mother Tongue Not English or French	22.9%
Recent Immigrants	4.8%
Rent Their Home	14.6%
1-Year Mobility Rate	9.7%
Unemployment Rate	5.6%
% of Pop. Aged 25 and Older with < than High School	7.1%
% of Income from Government Transfer Payments	3.2%

Children Are Healthy	Indicator	Glen Abbey		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of infants born at risk for developmental difficulties	15%	10%	15%	14%	16%	18%
	Percent of newborns with a birthweight less than 2500 grams	4%	3%	6%	4%	6%	5%
	Percent of mothers breastfeeding at hospital discharge	93%	91%	90%	90%	88%	88%
	Percent of 5-year olds eating daily breakfast	-	91%	-	89%	-	89%
	Percent of 12-year olds eating daily breakfast	-	72%	-	69%	-	65%
	Percent of 5-year olds considered overweight or obese	27%	28%	22%	21%	23%	21%
	Percent of 12-year olds considered overweight or obese	-	72%	-	69%	-	65%
	Percent of 12-year olds doing 90 minutes of daily physical activity	-	33%	-	29%	-	29%
	Percent of 5-year olds at-risk for anxious and fearful behaviour	-	2%	-	2%	-	2%
	Percent of 12-year olds with signs of elevated anxiety	-	2%	-	3%	-	3%
	Percent of 12-year olds with symptoms of elevated depression	-	3%	-	4%	-	5%
	Percent of 5-year olds exposed to environmental tobacco smoke in the home	-	2%	-	2%	-	2%
	Percent of 5-year olds exposed to environmental tobacco smoke in the car	-	3%	-	1%	-	3%

Children Are Learning	Indicator	Glen Abbey		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of 5-year olds attending a children's program in the past 12 months	8%	27%	17%	27%	19%	28%
	Percent of 5-year olds attending a family reading program in the past 12 months	23%	49%	27%	47%	26%	43%
	Percent of 5-year olds participating in team sports in the past 12 months	59%	58%	60%	58%	59%	58%
	Percent of 5-year olds participating in physical activity in the past 12 months	80%	92%	82%	88%	81%	87%
	Percent of 5-year olds participating in Music, Arts or Dance programs in the past 12 months	42%	46%	45%	41%	44%	38%
	Percent of 5-year olds developmentally vulnerable	8%	9%	10%	13%	13%	14%
	Percent of Grade 3 students meeting provincial expectations for Reading	78%	76%	72%	70%	68%	69%
	Percent of Grade 6 students meeting provincial expectations for Reading	79%	77%	72%	74%	69%	69%
	Percent of Grade 9 students meeting provincial expectations for Academic Math	83%	87%	79%	84%	78%	81%
	Percent of Grade 9 students meeting provincial expectations for Applied Math	51%	34%	43%	43%	47%	45%
	Percent of Grade 10 students passing the Ontario Secondary School Literacy Test	93%	95%	92%	91%	90%	89%

† The values in the table above shows the most recent year for which data are available in each time period. Note that 2005 EQAO data are listed under 2003; 2001 Census data are listed under 2003; and 2008 data on school programs are listed under 2006.

- (data not available)

Children Are Positively Connected	Indicator	Glen Abbey		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of 12-year olds with high parental nurturing	-	73%	-	70%	-	67%
	Percent of 12-year olds with high parental monitoring	-	76%	-	71%	-	70%
	Percent of 12-year olds with high peer connectedness	-	81%	-	77%	-	78%
	Percent of 12-year olds with high school engagement	-	87%	-	85%	-	83%
	Percent of 12-year olds who have volunteered in the past 12 months	-	74%	-	73%	-	75%
	Percent of 12-year olds with strong sense of belonging in their community	-	75%	-	74%	-	69%

Children Are Safe	Indicator	Glen Abbey		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of children seriously injured in the past 12 months	10%	11%	11%	6%	11%	7%
	Percent of 12-year olds who have been involved in some type of criminal activity	-	10%	-	10%	-	13%
	Percent of 12-year olds who have had at least one episode of binge drinking (more than 5 drinks on one occasion)	-	6%	-	8%	-	10%
	Percent of 12-year olds who have been bullied at school	-	25%	-	27%	-	29%

Families Are Strong & Stable	Indicator	Glen Abbey		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of families living below the low income cut-offs (LICOs)	9%	9%	6%	8%	5%	7%
	Percent of census families that are headed by a married couple	85%	81%	83%	82%	81%	79%
	Percent of census families that are headed by a common law couple	4%	5%	6%	6%	8%	9%
	Percent of census families that are headed by a lone parent	10%	14%	11%	12%	11%	12%
	Percent of families participating in parenting courses	83%	44%	81%	52%	81%	50%
	Number of licensed child care spaces per 100 children aged 0 to 12 years	15	19	14	17	12	16

Schools Are Connected to the Community	Indicator	Glen Abbey		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of parents that have high parental involvement in their child's school	-	47%	-	43%	-	39%
	Percent of parents that have high parental volunteerism in their child's school	-	58%	-	57%	-	51%
	Percent of schools that have a Food For Thought breakfast program	-	57%	-	42%	-	51%
	Percent of schools that have a child care program located in the school	-	29%	-	15%	-	15%
	Percent of Elementary schools that have a Before/After School program located in the school	-	60%	-	70%	-	74%

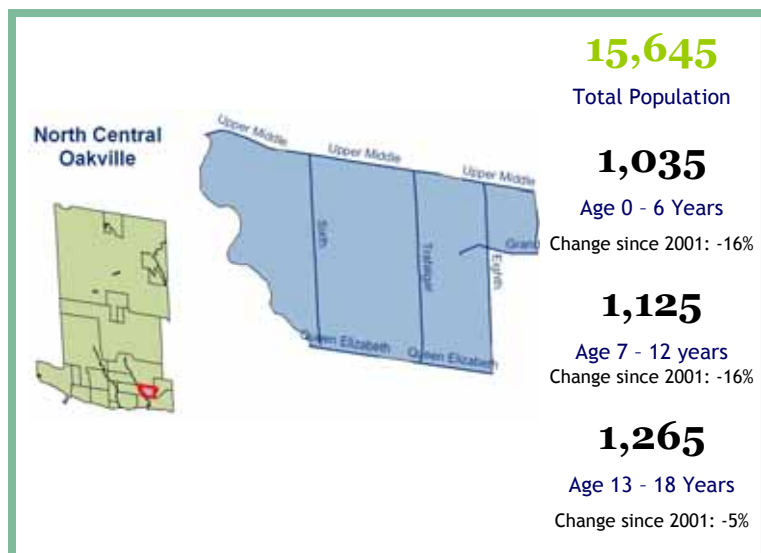
Neighbourhoods Are Where We Live, Work & Play	Indicator	Glen Abbey		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of parents who feel their neighbourhood is safe for children	94%	95%	94%	96%	92%	95%
	Percent reporting high social cohesion in their neighbourhood where they live	-	24%	-	25%	-	22%
	Percent of owners spending more than 30% on major payments	14%	17%	14%	19%	15%	19%
	Percent of tenants spending more than 30% on gross rent	32%	42%	40%	45%	39%	43%
	Percent of Halton's working population who commute to work	60%	60%	56%	64%	54%	62%
	Percent of Halton's working population who use public transportation to get to work	14%	14%	13%	14%	9%	9%
	Percent of Halton's working population who walk or bike to work	3%	4%	4%	4%	4%	4%
	Percent of 5-year olds living walking distance to public park	-	93%	-	97%	-	92%
	Percent of 12-year olds living walking distance to a public park	-	95%	-	95%	-	92%
	Percent of children living walking distance to a public library	-	76%	-	63%	-	53%
	Percent of children living walking distance to a community centre	-	66%	-	53%	-	49%
	Percent of children living walking distance to their school	-	87%	-	80%	-	79%
	Percent of children living walking distance to a shopping mall	-	25%	-	27%	-	28%

† The values in the table above shows the most recent year for which data are available in each time period. Note that 2005 EQAO data are listed under 2003; 2001 Census data are listed under 2003; and 2008 data on school programs are listed under 2006.

– (data not available)

North Central Oakville

Neighbourhood Profile



Social Index Score: 1

% Lone Parent Families	15.0%
Low Income Cut-off Rate	9.4%
Mother Tongue Not English or French	22.2%
Recent Immigrants	4.3%
Rent Their Home	26.6%
1-Year Mobility Rate	14.9%
Unemployment Rate	6.0%
% of Pop. Aged 25 and Older with < than High School	11.9%
% of Income from Government Transfer Payments	7.1%

Children Are Healthy	Indicator	NC Oakville		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of infants born at risk for developmental difficulties	18%	24%	15%	14%	16%	18%
	Percent of newborns with a birthweight less than 2500 grams	6%	4%	6%	4%	6%	5%
	Percent of mothers breastfeeding at hospital discharge	88%	85%	90%	90%	88%	88%
	Percent of 5-year olds eating daily breakfast	-	86%	-	89%	-	89%
	Percent of 12-year olds eating daily breakfast	-	72%	-	69%	-	65%
	Percent of 5-year olds considered overweight or obese	25%	27%	22%	21%	23%	21%
	Percent of 12-year olds considered overweight or obese	-	72%	-	69%	-	65%
	Percent of 12-year olds doing 90 minutes of daily physical activity	-	30%	-	29%	-	29%
	Percent of 5-year olds at-risk for anxious and fearful behaviour	-	4%	-	2%	-	2%
	Percent of 12-year olds with signs of elevated anxiety	-	4%	-	3%	-	3%
	Percent of 12-year olds with symptoms of elevated depression	-	3%	-	4%	-	5%
	Percent of 5-year olds exposed to environmental tobacco smoke in the home	-	0%	-	2%	-	2%
	Percent of 5-year olds exposed to environmental tobacco smoke in the car	-	0%	-	1%	-	3%

Children Are Learning	Indicator	NC Oakville		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of 5-year olds attending a children's program in the past 12 months	12%	25%	17%	27%	19%	28%
	Percent of 5-year olds attending a family reading program in the past 12 months	25%	49%	27%	47%	26%	43%
	Percent of 5-year olds participating in team sports in the past 12 months	55%	45%	60%	58%	59%	58%
	Percent of 5-year olds participating in physical activity in the past 12 months	77%	82%	82%	88%	81%	87%
	Percent of 5-year olds participating in Music, Arts or Dance programs in the past 12 months	38%	38%	45%	41%	44%	38%
	Percent of 5-year olds developmentally vulnerable	15%	16%	10%	13%	13%	14%
	Percent of Grade 3 students meeting provincial expectations for Reading	68%	62%	72%	70%	68%	69%
	Percent of Grade 6 students meeting provincial expectations for Reading	64%	77%	72%	74%	69%	69%
	Percent of Grade 9 students meeting provincial expectations for Academic Math	81%	85%	79%	84%	78%	81%
	Percent of Grade 9 students meeting provincial expectations for Applied Math	42%	35%	43%	43%	47%	45%
	Percent of Grade 10 students passing the Ontario Secondary School Literacy Test	89%	88%	92%	91%	90%	89%

† The values in the table above shows the most recent year for which data are available in each time period. Note that 2005 EQAO data are listed under 2003; 2001 Census data are listed under 2003; and 2008 data on school programs are listed under 2006.

- (data not available)

Children Are Positively Connected	Indicator	NC Oakville		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of 12-year olds with high parental nurturing	-	65%	-	70%	-	67%
	Percent of 12-year olds with high parental monitoring	-	68%	-	71%	-	70%
	Percent of 12-year olds with high peer connectedness	-	80%	-	77%	-	78%
	Percent of 12-year olds with high school engagement	-	84%	-	85%	-	83%
	Percent of 12-year olds who have volunteered in the past 12 months	-	74%	-	73%	-	75%
	Percent of 12-year olds with strong sense of belonging in their community	-	71%	-	74%	-	69%

Children Are Safe	Indicator	NC Oakville		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of children seriously injured in the past 12 months	13%	9%	11%	6%	11%	7%
	Percent of 12-year olds who have been involved in some type of criminal activity	-	13%	-	10%	-	13%
	Percent of 12-year olds who have had at least one episode of binge drinking (more than 5 drinks on one occasion)	-	8%	-	8%	-	10%
	Percent of 12-year olds who have been bullied at school	-	32%	-	27%	-	29%

Families Are Strong & Stable	Indicator	NC Oakville		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of families living below the low income cut-offs (LICOs)	7%	9%	6%	8%	5%	7%
	Percent of census families that are headed by a married couple	78%	76%	83%	82%	81%	79%
	Percent of census families that are headed by a common law couple	8%	9%	6%	6%	8%	9%
	Percent of census families that are headed by a lone parent	13%	15%	11%	12%	11%	12%
	Percent of families participating in parenting courses	73%	56%	81%	52%	81%	50%
	Number of licensed child care spaces per 100 children aged 0 to 12 years	19	27	14	17	12	16

Schools Are Connected to the Community	Indicator	NC Oakville		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of parents that have high parental involvement in their child's school	-	46%	-	43%	-	39%
	Percent of parents that have high parental volunteerism in their child's school	-	51%	-	57%	-	51%
	Percent of schools that have a Food For Thought breakfast program	-	60%	-	42%	-	51%
	Percent of schools that have a child care program located in the school	-	10%	-	15%	-	15%
	Percent of Elementary schools that have a Before/After School program located in the school	-	63%	-	70%	-	74%

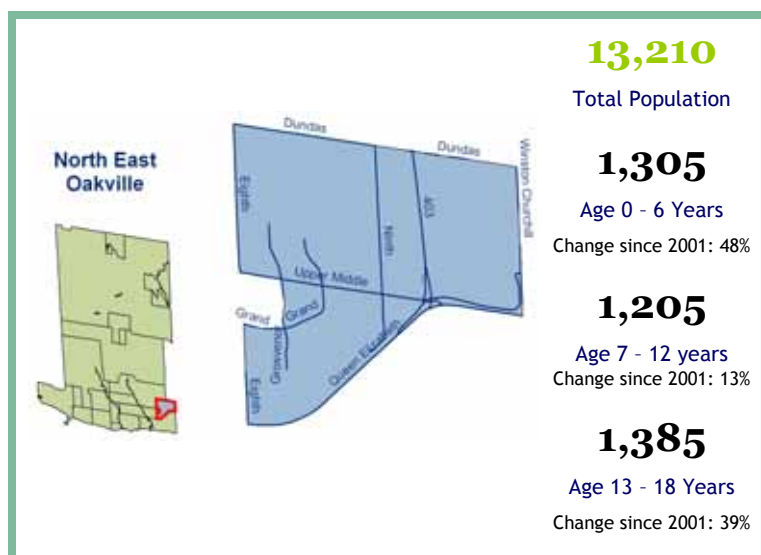
Neighbourhoods Are Where We Live, Work & Play	Indicator	NC Oakville		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of parents who feel their neighbourhood is safe for children	92%	92%	94%	96%	92%	95%
	Percent reporting high social cohesion in their neighbourhood where they live	-	31%	-	25%	-	22%
	Percent of owners spending more than 30% on major payments	16%	21%	14%	19%	15%	19%
	Percent of tenants spending more than 30% on gross rent	44%	50%	40%	45%	39%	43%
	Percent of Halton's working population who commute to work	59%	58%	56%	64%	54%	62%
	Percent of Halton's working population who use public transportation to get to work	12%	14%	13%	14%	9%	9%
	Percent of Halton's working population who walk or bike to work	5%	7%	4%	4%	4%	4%
	Percent of 5-year olds living walking distance to public park	-	94%	-	97%	-	92%
	Percent of 12-year olds living walking distance to a public park	-	96%	-	95%	-	92%
	Percent of children living walking distance to a public library	-	86%	-	63%	-	53%
	Percent of children living walking distance to a community centre	-	51%	-	53%	-	49%
	Percent of children living walking distance to their school	-	88%	-	80%	-	79%
	Percent of children living walking distance to a shopping mall	-	12%	-	27%	-	28%

† The values in the table above shows the most recent year for which data are available in each time period. Note that 2005 EQAO data are listed under 2003; 2001 Census data are listed under 2003; and 2008 data on school programs are listed under 2006.

– (data not available)

North East Oakville

Neighbourhood Profile



Social Index Score: 0

% Lone Parent Families	10.6%
Low Income Cut-off Rate	4.6%
Mother Tongue Not English or French	26.0%
Recent Immigrants	4.0%
Rent Their Home	2.8%
1-Year Mobility Rate	11.0%
Unemployment Rate	4.3%
% of Pop. Aged 25 and Older with < than High School	6.6%
% of Income from Government Transfer Payments	3.0%

Indicator	NE Oakville		Oakville		Halton	
	2003	2006	2003	2006	2003	2006
Percent of infants born at risk for developmental difficulties	21%	27%	15%	14%	16%	18%
Percent of newborns with a birthweight less than 2500 grams	6%	8%	6%	4%	6%	5%
Percent of mothers breastfeeding at hospital discharge	86%	87%	90%	90%	88%	88%
Percent of 5-year olds eating daily breakfast	-	91%	-	89%	-	89%
Percent of 12-year olds eating daily breakfast	-	58%	-	69%	-	65%
Percent of 5-year olds considered overweight or obese	23%	23%	22%	21%	23%	21%
Percent of 12-year olds considered overweight or obese	-	58%	-	69%	-	65%
Percent of 12-year olds doing 90 minutes of daily physical activity	-	34%	-	29%	-	29%
Percent of 5-year olds at-risk for anxious and fearful behaviour	-	1%	-	2%	-	2%
Percent of 12-year olds with signs of elevated anxiety	-	2%	-	3%	-	3%
Percent of 12-year olds with symptoms of elevated depression	-	6%	-	4%	-	5%
Percent of 5-year olds exposed to environmental tobacco smoke in the home	-	1%	-	2%	-	2%
Percent of 5-year olds exposed to environmental tobacco smoke in the car	-	0%	-	1%	-	3%

Indicator	NE Oakville		Oakville		Halton	
	2003	2006	2003	2006	2003	2006
Percent of 5-year olds attending a children's program in the past 12 months	25%	34%	17%	27%	19%	28%
Percent of 5-year olds attending a family reading program in the past 12 months	20%	47%	27%	47%	26%	43%
Percent of 5-year olds participating in team sports in the past 12 months	64%	59%	60%	58%	59%	58%
Percent of 5-year olds participating in physical activity in the past 12 months	78%	86%	82%	88%	81%	87%
Percent of 5-year olds participating in Music, Arts or Dance programs in the past 12 months	36%	37%	45%	41%	44%	38%
Percent of 5-year olds developmentally vulnerable	16%	12%	10%	13%	13%	14%
Percent of Grade 3 students meeting provincial expectations for Reading	71%	73%	72%	70%	68%	69%
Percent of Grade 6 students meeting provincial expectations for Reading	74%	80%	72%	74%	69%	69%
Percent of Grade 9 students meeting provincial expectations for Academic Math	77%	85%	79%	84%	78%	81%
Percent of Grade 9 students meeting provincial expectations for Applied Math	32%	43%	43%	43%	47%	45%
Percent of Grade 10 students passing the Ontario Secondary School Literacy Test	98%	93%	92%	91%	90%	89%

† The values in the table above shows the most recent year for which data are available in each time period. Note that 2005 EQAO data are listed under 2003; 2001 Census data are listed under 2003; and 2008 data on school programs are listed under 2006.

- (data not available)

Children Are Positively Connected	Indicator	NE Oakville		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of 12-year olds with high parental nurturing	-	69%	-	70%	-	67%
	Percent of 12-year olds with high parental monitoring	-	70%	-	71%	-	70%
	Percent of 12-year olds with high peer connectedness	-	79%	-	77%	-	78%
	Percent of 12-year olds with high school engagement	-	85%	-	85%	-	83%
	Percent of 12-year olds who have volunteered in the past 12 months	-	78%	-	73%	-	75%
	Percent of 12-year olds with strong sense of belonging in their community	-	73%	-	74%	-	69%

Children Are Safe	Indicator	NE Oakville		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of children seriously injured in the past 12 months	16%	9%	11%	6%	11%	7%
	Percent of 12-year olds who have been involved in some type of criminal activity	-	15%	-	10%	-	13%
	Percent of 12-year olds who have had at least one episode of binge drinking (more than 5 drinks on one occasion)	-	13%	-	8%	-	10%
	Percent of 12-year olds who have been bullied at school	-	34%	-	27%	-	29%

Families Are Strong & Stable	Indicator	NE Oakville		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of census families living below the low income cut-offs (LICOs)	4%	4%	6%	8%	5%	7%
	Percent of census families that are headed by a married couple	85%	85%	83%	82%	81%	79%
	Percent of census families that are headed by a common law couple	4%	5%	6%	6%	8%	9%
	Percent of census families that are headed by a lone parent	11%	14%	11%	12%	11%	12%
	Percent of families participating in parenting courses	82%	59%	81%	52%	81%	50%
	Number of licensed child care spaces per 100 children aged 0 to 12 years	17	17	14	17	12	16

Schools Are Connected to the Community	Indicator	NE Oakville		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of parents that have high parental involvement in their child's school	-	39%	-	43%	-	39%
	Percent of parents that have high parental volunteerism in their child's school	-	52%	-	57%	-	51%
	Percent of schools that have a Food For Thought breakfast program	-	40%	-	42%	-	51%
	Percent of schools that have a child care program located in the school	-	20%	-	15%	-	15%
	Percent of Elementary schools that have a Before/After School program located in the school	-	100%	-	70%	-	74%

Neighbourhoods Are Where We Live, Work & Play	Indicator	NE Oakville		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of parents who feel their neighbourhood is safe for children	91%	97%	94%	96%	92%	95%
	Percent reporting high social cohesion in their neighbourhood where they live	-	24%	-	25%	-	22%
	Percent of owners spending more than 30% on major payments	14%	20%	14%	19%	15%	19%
	Percent of tenants spending more than 30% on gross rent	35%	32%	40%	45%	39%	43%
	Percent of Halton's working population who commute to work	64%	71%	56%	64%	54%	62%
	Percent of Halton's working population who use public transportation to get to work	13%	12%	13%	14%	9%	9%
	Percent of Halton's working population who walk or bike to work	2%	2%	4%	4%	4%	4%
	Percent of 5-year olds living walking distance to public park	-	96%	-	97%	-	92%
	Percent of 12-year olds living walking distance to a public park	-	98%	-	95%	-	92%
	Percent of children living walking distance to a public library	-	84%	-	63%	-	53%
	Percent of children living walking distance to a community centre	-	80%	-	53%	-	49%
	Percent of children living walking distance to their school	-	74%	-	80%	-	79%
	Percent of children living walking distance to a shopping mall	-	27%	-	27%	-	28%

† The values in the table above shows the most recent year for which data are available in each time period. Note that 2005 EQAO data are listed under 2003; 2001 Census data are listed under 2003; and 2008 data on school programs are listed under 2006.

– (data not available)

North West Oakville

Neighbourhood Profile

25,530

Total Population

4,000

Age 0 - 6 Years

Change since 2001: 120%

2,470

Age 7 - 12 years

Change since 2001: 126%

1,725

Age 13 - 18 Years

Change since 2001: 138%

North West
Oakville



Social Index Score: 2

% Lone Parent Families	8.1%
Low Income Cut-off Rate	7.0%
Mother Tongue Not English or French	31.7%
Recent Immigrants	6.5%
Rent Their Home	5.1%
1-Year Mobility Rate	15.8%
Unemployment Rate	5.6%
% of Pop. Aged 25 and Older with < than High School	4.5%
% of Income from Government Transfer Payments	3.6%

	Indicator	NW Oakville		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
Children Are Healthy	Percent of infants born at risk for developmental difficulties	16%	14%	15%	14%	16%	18%
	Percent of newborns with a birthweight less than 2500 grams	7%	5%	6%	4%	6%	5%
	Percent of mothers breastfeeding at hospital discharge	88%	90%	90%	90%	88%	88%
	Percent of 5-year olds eating daily breakfast	-	85%	-	89%	-	89%
	Percent of 12-year olds eating daily breakfast	-	69%	-	69%	-	65%
	Percent of 5-year olds considered overweight or obese	20%	19%	22%	21%	23%	21%
	Percent of 12-year olds considered overweight or obese	-	69%	-	69%	-	65%
	Percent of 12-year olds doing 90 minutes of daily physical activity	-	23%	-	29%	-	29%
	Percent of 5-year olds at-risk for anxious and fearful behaviour	-	2%	-	2%	-	2%
	Percent of 12-year olds with signs of elevated anxiety	-	1%	-	3%	-	3%
	Percent of 12-year olds with symptoms of elevated depression	-	3%	-	4%	-	5%
	Percent of 5-year olds exposed to environmental tobacco smoke in the home	-	1%	-	2%	-	2%
	Percent of 5-year olds exposed to environmental tobacco smoke in the car	-	0%	-	1%	-	3%

	Indicator	NW Oakville		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
Children Are Learning	Percent of 5-year olds attending a children's program in the past 12 months	21%	26%	17%	27%	19%	28%
	Percent of 5-year olds attending a family reading program in the past 12 months	26%	44%	27%	47%	26%	43%
	Percent of 5-year olds participating in team sports in the past 12 months	56%	60%	60%	58%	59%	58%
	Percent of 5-year olds participating in physical activity in the past 12 months	77%	86%	82%	88%	81%	87%
	Percent of 5-year olds participating in Music, Arts or Dance programs in the past 12 months	36%	31%	45%	41%	44%	38%
	Percent of 5-year olds developmentally vulnerable	8%	14%	10%	13%	13%	14%
	Percent of Grade 3 students meeting provincial expectations for Reading	72%	70%	72%	70%	68%	69%
	Percent of Grade 6 students meeting provincial expectations for Reading	76%	73%	72%	74%	69%	69%
	Percent of Grade 9 students meeting provincial expectations for Academic Math	71%	85%	79%	84%	78%	81%
	Percent of Grade 9 students meeting provincial expectations for Applied Math	32%	53%	43%	43%	47%	45%
	Percent of Grade 10 students passing the Ontario Secondary School Literacy Test	90%	93%	92%	91%	90%	89%

† The values in the table above shows the most recent year for which data are available in each time period. Note that 2005 EQAO data are listed under 2003; 2001 Census data are listed under 2003; and 2008 data on school programs are listed under 2006.

- (data not available)

Children Are Positively Connected	Indicator	NW Oakville		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of 12-year olds with high parental nurturing	-	76%	-	70%	-	67%
	Percent of 12-year olds with high parental monitoring	-	71%	-	71%	-	70%
	Percent of 12-year olds with high peer connectedness	-	81%	-	77%	-	78%
	Percent of 12-year olds with high school engagement	-	87%	-	85%	-	83%
	Percent of 12-year olds who have volunteered in the past 12 months	-	66%	-	73%	-	75%
	Percent of 12-year olds with strong sense of belonging in their community	-	77%	-	74%	-	69%

Children Are Safe	Indicator	NW Oakville		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of children seriously injured in the past 12 months	10%	7%	11%	6%	11%	7%
	Percent of 12-year olds who have been involved in some type of criminal activity	-	6%	-	10%	-	13%
	Percent of 12-year olds who have had at least one episode of binge drinking (more than 5 drinks on one occasion)	-	6%	-	8%	-	10%
	Percent of 12-year olds who have been bullied at school	-	26%	-	27%	-	29%

Families Are Strong & Stable	Indicator	NW Oakville		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of families living below the low income cut-offs (LICOs)	4%	7%	6%	8%	5%	7%
	Percent of census families that are headed by a married couple	84%	85%	83%	82%	81%	79%
	Percent of census families that are headed by a common law couple	7%	7%	6%	6%	8%	9%
	Percent of census families that are headed by a lone parent	9%	8%	11%	12%	11%	12%
	Percent of families participating in parenting courses	76%	47%	81%	52%	81%	50%
	Number of licensed child care spaces per 100 children aged 0 to 12 years	7	9	14	17	12	16

Schools Are Connected to the Community	Indicator	NW Oakville		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of parents that have high parental involvement in their child's school	-	39%	-	43%	-	39%
	Percent of parents that have high parental volunteerism in their child's school	-	51%	-	57%	-	51%
	Percent of schools that have a Food For Thought breakfast program	-	40%	-	42%	-	51%
	Percent of schools that have a child care program located in the school	-	0%	-	15%	-	15%
	Percent of Elementary schools that have a Before/After School program located in the school	-	80%	-	70%	-	74%

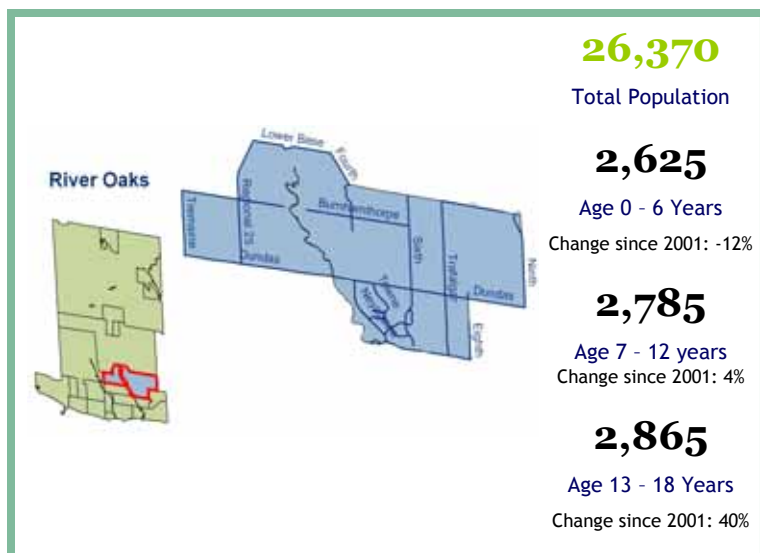
Neighbourhoods Are Where We Live, Work & Play	Indicator	NW Oakville		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of parents who feel their neighbourhood is safe for children	94%	94%	94%	96%	92%	95%
	Percent reporting high social cohesion in their neighbourhood where they live	-	28%	-	25%	-	22%
	Percent of owners spending more than 30% on major payments	19%	25%	14%	19%	15%	19%
	Percent of tenants spending more than 30% on gross rent	37%	29%	40%	45%	39%	43%
	Percent of Halton's working population who commute to work	73%	70%	56%	64%	54%	62%
	Percent of Halton's working population who use public transportation to get to work	15%	15%	13%	14%	9%	9%
	Percent of Halton's working population who walk or bike to work	1%	2%	4%	4%	4%	4%
	Percent of 5-year olds living walking distance to public park	-	98%	-	97%	-	92%
	Percent of 12-year olds living walking distance to a public park	-	93%	-	95%	-	92%
	Percent of children living walking distance to a public library	-	58%	-	63%	-	53%
	Percent of children living walking distance to a community centre	-	51%	-	53%	-	49%
	Percent of children living walking distance to their school	-	81%	-	80%	-	79%
	Percent of children living walking distance to a shopping mall	-	32%	-	27%	-	28%

† The values in the table above shows the most recent year for which data are available in each time period. Note that 2005 EQAO data are listed under 2003; 2001 Census data are listed under 2003; and 2008 data on school programs are listed under 2006.

– (data not available)

River Oaks

Neighbourhood Profile



Social Index Score: 0

% Lone Parent Families	11.8%
Low Income Cut-off Rate	7.5%
Mother Tongue Not English or French	25.7%
Recent Immigrants	4.5%
Rent Their Home	7.1%
1-Year Mobility Rate	8.3%
Unemployment Rate	5.2%
% of Pop. Aged 25 and Older with < than High School	7.8%
% of Income from Government Transfer Payments	4.2%

	Indicator	River Oaks		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
Children Are Healthy	Percent of infants born at risk for developmental difficulties	12%	12%	15%	14%	16%	18%
	Percent of newborns with a birthweight less than 2500 grams	4%	2%	6%	4%	6%	5%
	Percent of mothers breastfeeding at hospital discharge	93%	90%	90%	90%	88%	88%
	Percent of 5-year olds eating daily breakfast	-	93%	-	89%	-	89%
	Percent of 12-year olds eating daily breakfast	-	70%	-	69%	-	65%
	Percent of 5-year olds considered overweight or obese	19%	21%	22%	21%	23%	21%
	Percent of 12-year olds considered overweight or obese	-	70%	-	69%	-	65%
	Percent of 12-year olds doing 90 minutes of daily physical activity	-	28%	-	29%	-	29%
	Percent of 5-year olds at-risk for anxious and fearful behaviour	-	1%	-	2%	-	2%
	Percent of 12-year olds with signs of elevated anxiety	-	3%	-	3%	-	3%
	Percent of 12-year olds with symptoms of elevated depression	-	5%	-	4%	-	5%
	Percent of 5-year olds exposed to environmental tobacco smoke in the home	-	1%	-	2%	-	2%
	Percent of 5-year olds exposed to environmental tobacco smoke in the car	-	1%	-	1%	-	3%

	Indicator	River Oaks		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
Children Are Learning	Percent of 5-year olds attending a children's program in the past 12 months	19%	30%	17%	27%	19%	28%
	Percent of 5-year olds attending a family reading program in the past 12 months	26%	49%	27%	47%	26%	43%
	Percent of 5-year olds participating in team sports in the past 12 months	62%	65%	60%	58%	59%	58%
	Percent of 5-year olds participating in physical activity in the past 12 months	84%	90%	82%	88%	81%	87%
	Percent of 5-year olds participating in Music, Arts or Dance programs in the past 12 months	47%	46%	45%	41%	44%	38%
	Percent of 5-year olds developmentally vulnerable	12%	9%	10%	13%	13%	14%
	Percent of Grade 3 students meeting provincial expectations for Reading	64%	64%	72%	70%	68%	69%
	Percent of Grade 6 students meeting provincial expectations for Reading	72%	74%	72%	74%	69%	69%
	Percent of Grade 9 students meeting provincial expectations for Academic Math	84%	85%	79%	84%	78%	81%
	Percent of Grade 9 students meeting provincial expectations for Applied Math	51%	42%	43%	43%	47%	45%
	Percent of Grade 10 students passing the Ontario Secondary School Literacy Test	93%	91%	92%	91%	90%	89%

† The values in the table above shows the most recent year for which data are available in each time period. Note that 2005 EQAO data are listed under 2003; 2001 Census data are listed under 2003; and 2008 data on school programs are listed under 2006.

- (data not available)

Children Are Positively Connected	Indicator	River Oaks		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of 12-year olds with high parental nurturing	-	66%	-	70%	-	67%
	Percent of 12-year olds with high parental monitoring	-	67%	-	71%	-	70%
	Percent of 12-year olds with high peer connectedness	-	78%	-	77%	-	78%
	Percent of 12-year olds with high school engagement	-	85%	-	85%	-	83%
	Percent of 12-year olds who have volunteered in the past 12 months	-	75%	-	73%	-	75%
	Percent of 12-year olds with strong sense of belonging in their community	-	78%	-	74%	-	69%

Children Are Safe	Indicator	River Oaks		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of children seriously injured in the past 12 months	10%	6%	11%	6%	11%	7%
	Percent of 12-year olds who have been involved in some type of criminal activity	-	9%	-	10%	-	13%
	Percent of 12-year olds who have had at least one episode of binge drinking (more than 5 drinks on one occasion)	-	8%	-	8%	-	10%
	Percent of 12-year olds who have been bullied at school	-	23%	-	27%	-	29%

Families Are Strong & Stable	Indicator	River Oaks		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of families living below the low income cut-offs (LICOs)	3%	7%	6%	8%	5%	7%
	Percent of census families that are headed by a married couple	85%	83%	83%	82%	81%	79%
	Percent of census families that are headed by a common law couple	5%	5%	6%	6%	8%	9%
	Percent of census families that are headed by a lone parent	10%	12%	11%	12%	11%	12%
	Percent of families participating in parenting courses	83%	57%	81%	52%	81%	50%
	Number of licensed child care spaces per 100 children aged 0 to 12 years	9	10	14	17	12	16

Schools Are Connected to the Community	Indicator	River Oaks		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of parents that have high parental involvement in their child's school	-	42%	-	43%	-	39%
	Percent of parents that have high parental volunteerism in their child's school	-	59%	-	57%	-	51%
	Percent of schools that have a Food For Thought breakfast program	-	40%	-	42%	-	51%
	Percent of schools that have a child care program located in the school	-	40%	-	15%	-	15%
	Percent of Elementary schools that have a Before/After School program located in the school	-	100%	-	70%	-	74%

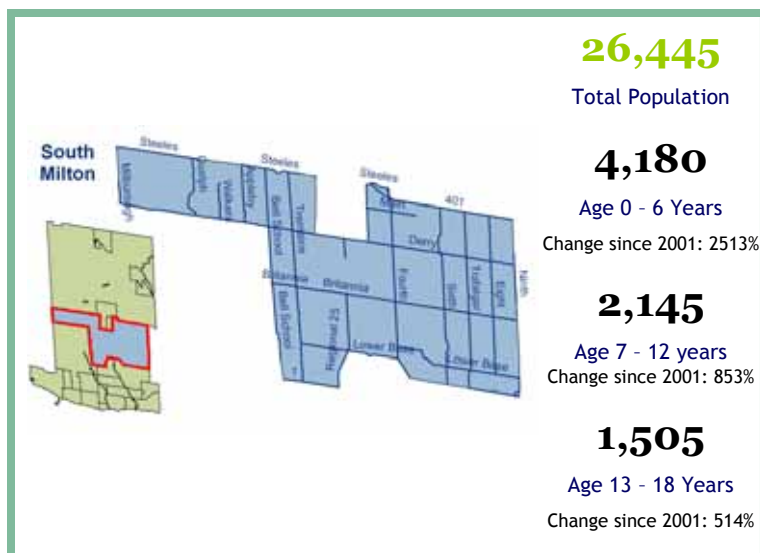
Neighbourhoods Are Where We Live, Work & Play	Indicator	River Oaks		Oakville		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of parents who feel their neighbourhood is safe for children	96%	97%	94%	96%	92%	95%
	Percent reporting high social cohesion in their neighbourhood where they live	-	24%	-	25%	-	22%
	Percent of owners spending more than 30% on major payments	15%	19%	14%	19%	15%	19%
	Percent of tenants spending more than 30% on gross rent	35%	36%	40%	45%	39%	43%
	Percent of Halton's working population who commute to work	68%	67%	56%	64%	54%	62%
	Percent of Halton's working population who use public transportation to get to work	14%	13%	13%	14%	9%	9%
	Percent of Halton's working population who walk or bike to work	2%	3%	4%	4%	4%	4%
	Percent of 5-year olds living walking distance to public park	-	98%	-	97%	-	92%
	Percent of 12-year olds living walking distance to a public park	-	96%	-	95%	-	92%
	Percent of children living walking distance to a public library	-	54%	-	63%	-	53%
	Percent of children living walking distance to a community centre	-	62%	-	53%	-	49%
	Percent of children living walking distance to their school	-	81%	-	80%	-	79%
	Percent of children living walking distance to a shopping mall	-	35%	-	27%	-	28%

† The values in the table above shows the most recent year for which data are available in each time period. Note that 2005 EQAO data are listed under 2003; 2001 Census data are listed under 2003; and 2008 data on school programs are listed under 2006.

– (data not available)

South Milton

Neighbourhood Profile



Social Index Score: 2

% Lone Parent Families	6.8%
Low Income Cut-off Rate	3.8%
Mother Tongue Not English or French	29.5%
Recent Immigrants	5.6%
Rent Their Home	3.9%
1-Year Mobility Rate	29.8%
Unemployment Rate	3.4%
% of Pop. Aged 25 and Older with < than High School	8.4%
% of Income from Government Transfer Payments	5.2%

Indicator	South Milton		Milton		Halton	
	2003	2006	2003	2006	2003	2006
Percent of infants born at risk for developmental difficulties	14%	14%	19%	17%	16%	18%
Percent of newborns with a birthweight less than 2500 grams	6%	6%	6%	5%	6%	5%
Percent of mothers breastfeeding at hospital discharge	95%	91%	90%	89%	88%	88%
Percent of 5-year olds eating daily breakfast	-	90%	-	85%	-	89%
Percent of 12-year olds eating daily breakfast	-	62%	-	64%	-	65%
Percent of 5-year olds considered overweight or obese	27%	23%	22%	20%	23%	21%
Percent of 12-year olds considered overweight or obese	-	62%	-	64%	-	65%
Percent of 12-year olds doing 90 minutes of daily physical activity	-	34%	-	27%	-	29%
Percent of 5-year olds at-risk for anxious and fearful behaviour	-	2%	-	5%	-	2%
Percent of 12-year olds with signs of elevated anxiety	-	4%	-	4%	-	3%
Percent of 12-year olds with symptoms of elevated depression	-	4%	-	5%	-	5%
Percent of 5-year olds exposed to environmental tobacco smoke in the home	-	2%	-	1%	-	2%
Percent of 5-year olds exposed to environmental tobacco smoke in the car	-	3%	-	5%	-	3%

Indicator	South Milton		Milton		Halton	
	2003	2006	2003	2006	2003	2006
Percent of 5-year olds attending a children's program in the past 12 months	17%	25%	24%	27%	19%	28%
Percent of 5-year olds attending a family reading program in the past 12 months	24%	48%	23%	33%	26%	43%
Percent of 5-year olds participating in team sports in the past 12 months	61%	66%	62%	59%	59%	58%
Percent of 5-year olds participating in physical activity in the past 12 months	86%	89%	79%	82%	81%	87%
Percent of 5-year olds participating in Music, Arts or Dance programs in the past 12 months	56%	48%	48%	29%	44%	38%
Percent of 5-year olds developmentally vulnerable	9%	14%	15%	13%	13%	14%
Percent of Grade 3 students meeting provincial expectations for Reading	62%	69%	60%	69%	68%	69%
Percent of Grade 6 students meeting provincial expectations for Reading	66%	64%	64%	61%	69%	69%
Percent of Grade 9 students meeting provincial expectations for Academic Math	67%	70%	71%	73%	78%	81%
Percent of Grade 9 students meeting provincial expectations for Applied Math	32%	36%	38%	39%	47%	45%
Percent of Grade 10 students passing the Ontario Secondary School Literacy Test	91%	91%	91%	87%	90%	89%

† The values in the table above shows the most recent year for which data are available in each time period. Note that 2005 EQAO data are listed under 2003; 2001 Census data are listed under 2003; and 2008 data on school programs are listed under 2006.

- (data not available)

Children Are Positively Connected	Indicator	South Milton		Milton		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of 12-year olds with high parental nurturing	-	62%	-	65%	-	67%
	Percent of 12-year olds with high parental monitoring	-	68%	-	65%	-	70%
	Percent of 12-year olds with high peer connectedness	-	73%	-	74%	-	78%
	Percent of 12-year olds with high school engagement	-	77%	-	79%	-	83%
	Percent of 12-year olds who have volunteered in the past 12 months	-	71%	-	70%	-	75%
	Percent of 12-year olds with strong sense of belonging in their community	-	72%	-	75%	-	69%

Children Are Safe	Indicator	South Milton		Milton		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of children seriously injured in the past 12 months	14%	3%	9%	7%	11%	7%
	Percent of 12-year olds who have been involved in some type of criminal activity	-	13%	-	13%	-	13%
	Percent of 12-year olds who have had at least one episode of binge drinking (more than 5 drinks on one occasion)	-	14%	-	13%	-	10%
	Percent of 12-year olds who have been bullied at school	-	30%	-	28%	-	29%

Families Are Strong & Stable	Indicator	South Milton		Milton		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of families living below the low income cut-offs (LICOs)	6%	6%	3%	4%	5%	7%
	Percent of census families that are headed by a married couple	82%	82%	78%	79%	81%	79%
	Percent of census families that are headed by a common law couple	11%	11%	9%	11%	8%	9%
	Percent of census families that are headed by a lone parent	7%	9%	13%	10%	11%	12%
	Percent of families participating in parenting courses	90%	58%	85%	43%	81%	50%
	Number of licensed child care spaces per 100 children aged 0 to 12 years	18	29	15	18	12	16

Schools Are Connected to the Community	Indicator	South Milton		Milton		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of parents that have high parental involvement in their child's school	-	56%	-	28%	-	39%
	Percent of parents that have high parental volunteerism in their child's school	-	71%	-	37%	-	51%
	Percent of schools that have a Food For Thought breakfast program	-	20%	-	56%	-	51%
	Percent of schools that have a child care program located in the school	-	20%	-	6%	-	15%
	Percent of Elementary schools that have a Before/After School program located in the school	-	80%	-	73%	-	74%

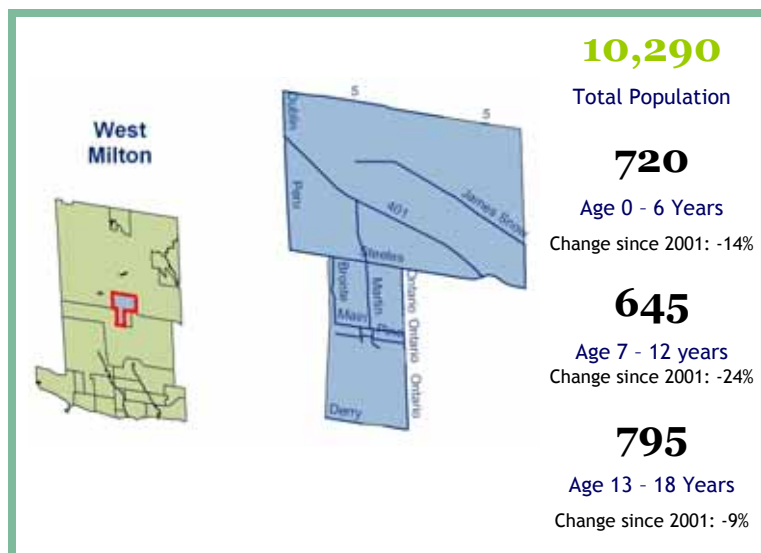
Neighbourhoods Are Where We Live, Work & Play	Indicator	South Milton		Milton		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of parents who feel their neighbourhood is safe for children	86%	94%	89%	93%	92%	95%
	Percent reporting high social cohesion in their neighbourhood where they live	-	30%	-	24%	-	22%
	Percent of owners spending more than 30% on major payments	14%	25%	16%	22%	15%	19%
	Percent of tenants spending more than 30% on gross rent	23%	40%	37%	42%	39%	43%
	Percent of Halton's working population who commute to work	66%	83%	49%	69%	54%	62%
	Percent of Halton's working population who use public transportation to get to work	1%	6%	3%	5%	9%	9%
	Percent of Halton's working population who walk or bike to work	6%	2%	6%	4%	4%	4%
	Percent of 5-year olds living walking distance to public park	-	94%	-	88%	-	92%
	Percent of 12-year olds living walking distance to a public park	-	93%	-	85%	-	92%
	Percent of children living walking distance to a public library	-	23%	-	36%	-	53%
	Percent of children living walking distance to a community centre	-	36%	-	36%	-	49%
	Percent of children living walking distance to their school	-	85%	-	74%	-	79%
	Percent of children living walking distance to a shopping mall	-	31%	-	34%	-	28%

† The values in the table above shows the most recent year for which data are available in each time period. Note that 2005 EQAO data are listed under 2003; 2001 Census data are listed under 2003; and 2008 data on school programs are listed under 2006.

– (data not available)

West Milton

Neighbourhood Profile



Social Index Score: 3

% Lone Parent Families	17.0%
Low Income Cut-off Rate	5.4%
Mother Tongue Not English or French	9.9%
Recent Immigrants	1.5%
Rent Their Home	31.5%
1-Year Mobility Rate	13.1%
Unemployment Rate	4.5%
% of Pop. Aged 25 and Older with < than High School	19.8%
% of Income from Government Transfer Payments	7.3%

Indicator	West Milton		Milton		Halton	
	2003	2006	2003	2006	2003	2006
Percent of infants born at risk for developmental difficulties	24%	20%	19%	17%	16%	18%
Percent of newborns with a birthweight less than 2500 grams	10%	3%	6%	5%	6%	5%
Percent of mothers breastfeeding at hospital discharge	82%	73%	90%	89%	88%	88%
Percent of 5-year olds eating daily breakfast	-	82%	-	85%	-	89%
Percent of 12-year olds eating daily breakfast	-	65%	-	64%	-	65%
Percent of 5-year olds considered overweight or obese	26%	25%	22%	20%	23%	21%
Percent of 12-year olds considered overweight or obese	-	65%	-	64%	-	65%
Percent of 12-year olds doing 90 minutes of daily physical activity	-	27%	-	27%	-	29%
Percent of 5-year olds at-risk for anxious and fearful behaviour	-	0%	-	5%	-	2%
Percent of 12-year olds with signs of elevated anxiety	-	2%	-	4%	-	3%
Percent of 12-year olds with symptoms of elevated depression	-	5%	-	5%	-	5%
Percent of 5-year olds exposed to environmental tobacco smoke in the home	-	0%	-	1%	-	2%
Percent of 5-year olds exposed to environmental tobacco smoke in the car	-	10%	-	5%	-	3%

Indicator	West Milton		Milton		Halton	
	2003	2006	2003	2006	2003	2006
Percent of 5-year olds attending a children's program in the past 12 months	23%	40%	24%	27%	19%	28%
Percent of 5-year olds attending a family reading program in the past 12 months	22%	45%	23%	33%	26%	43%
Percent of 5-year olds participating in team sports in the past 12 months	68%	61%	62%	59%	59%	58%
Percent of 5-year olds participating in physical activity in the past 12 months	80%	79%	79%	82%	81%	87%
Percent of 5-year olds participating in Music, Arts or Dance programs in the past 12 months	45%	23%	48%	29%	44%	38%
Percent of 5-year olds developmentally vulnerable	25%	24%	15%	13%	13%	14%
Percent of Grade 3 students meeting provincial expectations for Reading	56%	67%	60%	69%	68%	69%
Percent of Grade 6 students meeting provincial expectations for Reading	61%	58%	64%	61%	69%	69%
Percent of Grade 9 students meeting provincial expectations for Academic Math	66%	78%	71%	73%	78%	81%
Percent of Grade 9 students meeting provincial expectations for Applied Math	43%	34%	38%	39%	47%	45%
Percent of Grade 10 students passing the Ontario Secondary School Literacy Test	89%	88%	91%	87%	90%	89%

† The values in the table above shows the most recent year for which data are available in each time period. Note that 2005 EQAO data are listed under 2003; 2001 Census data are listed under 2003; and 2008 data on school programs are listed under 2006.

- (data not available)

Children Are Positively Connected	Indicator	West Milton		Milton		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of 12-year olds with high parental nurturing	-	73%	-	65%	-	67%
	Percent of 12-year olds with high parental monitoring	-	75%	-	65%	-	70%
	Percent of 12-year olds with high peer connectedness	-	79%	-	74%	-	78%
	Percent of 12-year olds with high school engagement	-	73%	-	79%	-	83%
	Percent of 12-year olds who have volunteered in the past 12 months	-	67%	-	70%	-	75%
	Percent of 12-year olds with strong sense of belonging in their community	-	75%	-	75%	-	69%

Children Are Safe	Indicator	West Milton		Milton		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of children seriously injured in the past 12 months	13%	11%	9%	7%	11%	7%
	Percent of 12-year olds who have been involved in some type of criminal activity	-	13%	-	13%	-	13%
	Percent of 12-year olds who have had at least one episode of binge drinking (more than 5 drinks on one occasion)	-	9%	-	13%	-	10%
	Percent of 12-year olds who have been bullied at school	-	37%	-	28%	-	29%

Families Are Strong & Stable	Indicator	West Milton		Milton		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of families living below the low income cut-offs (LICOs)	5%	5%	3%	4%	5%	7%
	Percent of census families that are headed by a married couple	72%	70%	78%	79%	81%	79%
	Percent of census families that are headed by a common law couple	11%	13%	9%	11%	8%	9%
	Percent of census families that are headed by a lone parent	16%	17%	13%	10%	11%	12%
	Percent of families participating in parenting courses	79%	45%	85%	43%	81%	50%
	Number of licensed child care spaces per 100 children aged 0 to 12 years	19	42	15	18	12	16

Schools Are Connected to the Community	Indicator	West Milton		Milton		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of parents that have high parental involvement in their child's school	-	32%	-	28%	-	39%
	Percent of parents that have high parental volunteerism in their child's school	-	48%	-	37%	-	51%
	Percent of schools that have a Food For Thought breakfast program	-	100%	-	56%	-	51%
	Percent of schools that have a child care program located in the school	-	0%	-	6%	-	15%
	Percent of Elementary schools that have a Before/After School program located in the school	-	83%	-	73%	-	74%

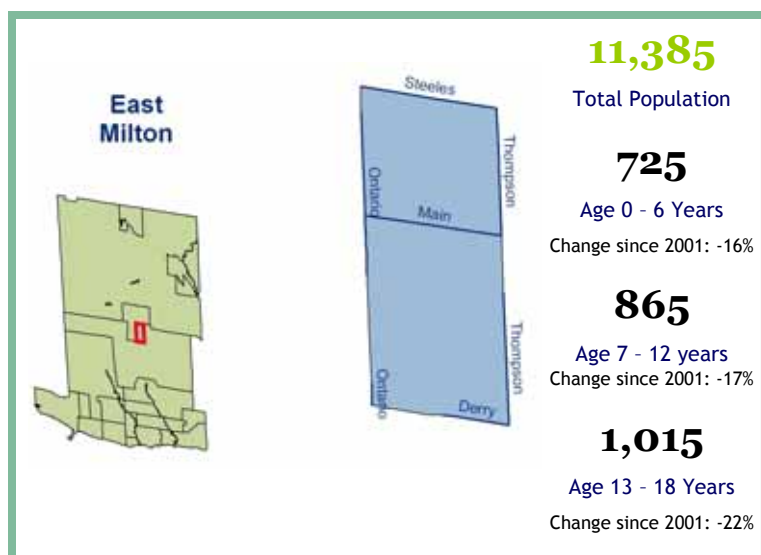
Neighbourhoods Are Where We Live, Work & Play	Indicator	West Milton		Milton		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of parents who feel their neighbourhood is safe for children	84%	90%	89%	93%	92%	95%
	Percent reporting high social cohesion in their neighbourhood where they live	-	18%	-	24%	-	22%
	Percent of owners spending more than 30% on major payments	17%	16%	16%	22%	15%	19%
	Percent of tenants spending more than 30% on gross rent	40%	46%	37%	42%	39%	43%
	Percent of Halton's working population who commute to work	48%	50%	49%	69%	54%	62%
	Percent of Halton's working population who use public transportation to get to work	4%	4%	3%	5%	9%	9%
	Percent of Halton's working population who walk or bike to work	8%	6%	6%	4%	4%	4%
	Percent of 5-year olds living walking distance to public park	-	92%	-	88%	-	92%
	Percent of 12-year olds living walking distance to a public park	-	92%	-	85%	-	92%
	Percent of children living walking distance to a public library	-	54%	-	36%	-	53%
	Percent of children living walking distance to a community centre	-	41%	-	36%	-	49%
	Percent of children living walking distance to their school	-	75%	-	74%	-	79%
	Percent of children living walking distance to a shopping mall	-	22%	-	34%	-	28%

† The values in the table above shows the most recent year for which data are available in each time period. Note that 2005 EQAO data are listed under 2003; 2001 Census data are listed under 2003; and 2008 data on school programs are listed under 2006.

– (data not available)

East Milton

Neighbourhood Profile



Social Index Score: 0

% Lone Parent Families	13.1%
Low Income Cut-off Rate	2.9%
Mother Tongue Not English or French	8.5%
Recent Immigrants	1.4%
Rent Their Home	11.7%
1-Year Mobility Rate	8.6%
Unemployment Rate	3.6%
% of Pop. Aged 25 and Older with < than High School	13.5%
% of Income from Government Transfer Payments	5.3%

Children Are Healthy	Indicator	East Milton		Milton		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of infants born at risk for developmental difficulties	19%	27%	19%	17%	16%	18%
	Percent of newborns with a birthweight less than 2500 grams	4%	6%	6%	5%	6%	5%
	Percent of mothers breastfeeding at hospital discharge	89%	82%	90%	89%	88%	88%
	Percent of 5-year olds eating daily breakfast	-	85%	-	85%	-	89%
	Percent of 12-year olds eating daily breakfast	-	64%	-	64%	-	65%
	Percent of 5-year olds considered overweight or obese	24%	22%	22%	20%	23%	21%
	Percent of 12-year olds considered overweight or obese	-	64%	-	64%	-	65%
	Percent of 12-year olds doing 90 minutes of daily physical activity	-	28%	-	27%	-	29%
	Percent of 5-year olds at-risk for anxious and fearful behaviour	-	2%	-	5%	-	2%
	Percent of 12-year olds with signs of elevated anxiety	-	8%	-	4%	-	3%
	Percent of 12-year olds with symptoms of elevated depression	-	6%	-	5%	-	5%
	Percent of 5-year olds exposed to environmental tobacco smoke in the home	-	3%	-	1%	-	2%
	Percent of 5-year olds exposed to environmental tobacco smoke in the car	-	7%	-	5%	-	3%

Children Are Learning	Indicator	East Milton		Milton		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of 5-year olds attending a children's program in the past 12 months	25%	36%	24%	27%	19%	28%
	Percent of 5-year olds attending a family reading program in the past 12 months	25%	33%	23%	33%	26%	43%
	Percent of 5-year olds participating in team sports in the past 12 months	60%	62%	62%	59%	59%	58%
	Percent of 5-year olds participating in physical activity in the past 12 months	77%	87%	79%	82%	81%	87%
	Percent of 5-year olds participating in Music, Arts or Dance programs in the past 12 months	44%	44%	48%	29%	44%	38%
	Percent of 5-year olds developmentally vulnerable	8%	19%	15%	13%	13%	14%
	Percent of Grade 3 students meeting provincial expectations for Reading	60%	65%	60%	69%	68%	69%
	Percent of Grade 6 students meeting provincial expectations for Reading	62%	52%	64%	61%	69%	69%
	Percent of Grade 9 students meeting provincial expectations for Academic Math	75%	68%	71%	73%	78%	81%
	Percent of Grade 9 students meeting provincial expectations for Applied Math	40%	46%	38%	39%	47%	45%
	Percent of Grade 10 students passing the Ontario Secondary School Literacy Test	92%	88%	91%	87%	90%	89%

† The values in the table above shows the most recent year for which data are available in each time period. Note that 2005 EQAO data are listed under 2003; 2001 Census data are listed under 2003; and 2008 data on school programs are listed under 2006.

- (data not available)

Children Are Positively Connected	Indicator	East Milton		Milton		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of 12-year olds with high parental nurturing	-	63%	-	65%	-	67%
	Percent of 12-year olds with high parental monitoring	-	68%	-	65%	-	70%
	Percent of 12-year olds with high peer connectedness	-	71%	-	74%	-	78%
	Percent of 12-year olds with high school engagement	-	81%	-	79%	-	83%
	Percent of 12-year olds who have volunteered in the past 12 months	-	72%	-	70%	-	75%
	Percent of 12-year olds with strong sense of belonging in their community	-	78%	-	75%	-	69%

Children Are Safe	Indicator	East Milton		Milton		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of children seriously injured in the past 12 months	7%	5%	9%	7%	11%	7%
	Percent of 12-year olds who have been involved in some type of criminal activity	-	17%	-	13%	-	13%
	Percent of 12-year olds who have had at least one episode of binge drinking (more than 5 drinks on one occasion)	-	9%	-	13%	-	10%
	Percent of 12-year olds who have been bullied at school	-	31%	-	28%	-	29%

Families Are Strong & Stable	Indicator	East Milton		Milton		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of families living below the low income cut-offs (LICOs)	2%	3%	3%	4%	5%	7%
	Percent of census families that are headed by a married couple	80%	78%	78%	79%	81%	79%
	Percent of census families that are headed by a common law couple	6%	9%	9%	11%	8%	9%
	Percent of census families that are headed by a lone parent	13%	13%	13%	10%	11%	12%
	Percent of families participating in parenting courses	84%	47%	85%	43%	81%	50%
	Number of licensed child care spaces per 100 children aged 0 to 12 years	15	25	15	18	12	16

Schools Are Connected to the Community	Indicator	East Milton		Milton		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of parents that have high parental involvement in their child's school	-	34%	-	28%	-	39%
	Percent of parents that have high parental volunteerism in their child's school	-	41%	-	37%	-	51%
	Percent of schools that have a Food For Thought breakfast program	-	40%	-	56%	-	51%
	Percent of schools that have a child care program located in the school	-	0%	-	6%	-	15%
	Percent of Elementary schools that have a Before/After School program located in the school	-	75%	-	73%	-	74%

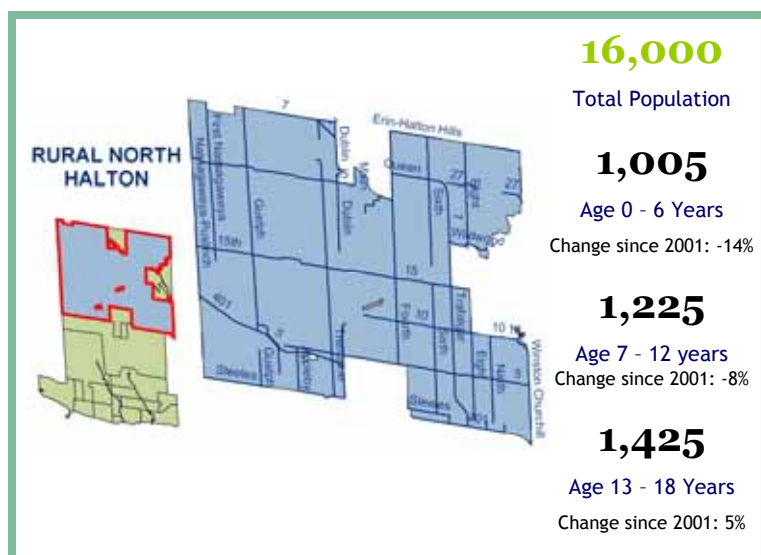
Neighbourhoods Are Where We Live, Work & Play	Indicator	East Milton		Milton		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of parents who feel their neighbourhood is safe for children	90%	93%	89%	93%	92%	95%
	Percent reporting high social cohesion in their neighbourhood where they live	-	20%	-	24%	-	22%
	Percent of owners spending more than 30% on major payments	14%	17%	16%	22%	15%	19%
	Percent of tenants spending more than 30% on gross rent	38%	34%	37%	42%	39%	43%
	Percent of Halton's working population who commute to work	52%	53%	49%	69%	54%	62%
	Percent of Halton's working population who use public transportation to get to work	3%	3%	3%	5%	9%	9%
	Percent of Halton's working population who walk or bike to work	5%	6%	6%	4%	4%	4%
	Percent of 5-year olds living walking distance to public park	-	98%	-	88%	-	92%
	Percent of 12-year olds living walking distance to a public park	-	84%	-	85%	-	92%
	Percent of children living walking distance to a public library	-	60%	-	36%	-	53%
	Percent of children living walking distance to a community centre	-	44%	-	36%	-	49%
	Percent of children living walking distance to their school	-	84%	-	74%	-	79%
	Percent of children living walking distance to a shopping mall	-	13%	-	34%	-	28%

† The values in the table above shows the most recent year for which data are available in each time period. Note that 2005 EQAO data are listed under 2003; 2001 Census data are listed under 2003; and 2008 data on school programs are listed under 2006.

– (data not available)

Rural North Halton

Neighbourhood Profile



Social Index Score: 0

% Lone Parent Families	8.0%
Low Income Cut-off Rate	3.1%
Mother Tongue Not English or French	13.9%
Recent Immigrants	0.9%
Rent Their Home	8.6%
1-Year Mobility Rate	6.2%
Unemployment Rate	3.5%
% of Pop. Aged 25 and Older with < than High School	16.7%
% of Income from Government Transfer Payments	5.0%

Indicator	Rural N Halton		Halton Hills		Halton	
	2003	2006	2003	2006	2003	2006
Percent of infants born at risk for developmental difficulties	14%	14%	20%	23%	16%	18%
Percent of newborns with a birthweight less than 2500 grams	1%	7%	6%	8%	6%	5%
Percent of mothers breastfeeding at hospital discharge	94%	96%	85%	86%	88%	88%
Percent of 5-year olds eating daily breakfast	-	84%	-	90%	-	89%
Percent of 12-year olds eating daily breakfast	-	62%	-	58%	-	65%
Percent of 5-year olds considered overweight or obese	23%	18%	25%	25%	23%	21%
Percent of 12-year olds considered overweight or obese	-	62%	-	58%	-	65%
Percent of 12-year olds doing 90 minutes of daily physical activity	-	17%	-	30%	-	29%
Percent of 5-year olds at-risk for anxious and fearful behaviour	-	1%	-	3%	-	2%
Percent of 12-year olds with signs of elevated anxiety	-	3%	-	2%	-	3%
Percent of 12-year olds with symptoms of elevated depression	-	6%	-	6%	-	5%
Percent of 5-year olds exposed to environmental tobacco smoke in the home	-	2%	-	3%	-	2%
Percent of 5-year olds exposed to environmental tobacco smoke in the car	-	0%	-	4%	-	3%

Indicator	Rural N Halton		Halton Hills		Halton	
	2003	2006	2003	2006	2003	2006
Percent of 5-year olds attending a children's program in the past 12 months	24%	22%	24%	31%	19%	28%
Percent of 5-year olds attending a family reading program in the past 12 months	22%	36%	25%	38%	26%	43%
Percent of 5-year olds participating in team sports in the past 12 months	60%	56%	62%	61%	59%	58%
Percent of 5-year olds participating in physical activity in the past 12 months	86%	93%	80%	87%	81%	87%
Percent of 5-year olds participating in Music, Arts or Dance programs in the past 12 months	50%	40%	41%	37%	44%	38%
Percent of 5-year olds developmentally vulnerable	15%	11%	14%	15%	13%	14%
Percent of Grade 3 students meeting provincial expectations for Reading	62%	77%	70%	69%	68%	69%
Percent of Grade 6 students meeting provincial expectations for Reading	64%	64%	65%	64%	69%	69%
Percent of Grade 9 students meeting provincial expectations for Academic Math	78%	82%	78%	74%	78%	81%
Percent of Grade 9 students meeting provincial expectations for Applied Math	45%	33%	47%	35%	47%	45%
Percent of Grade 10 students passing the Ontario Secondary School Literacy Test	91%	90%	86%	86%	90%	89%

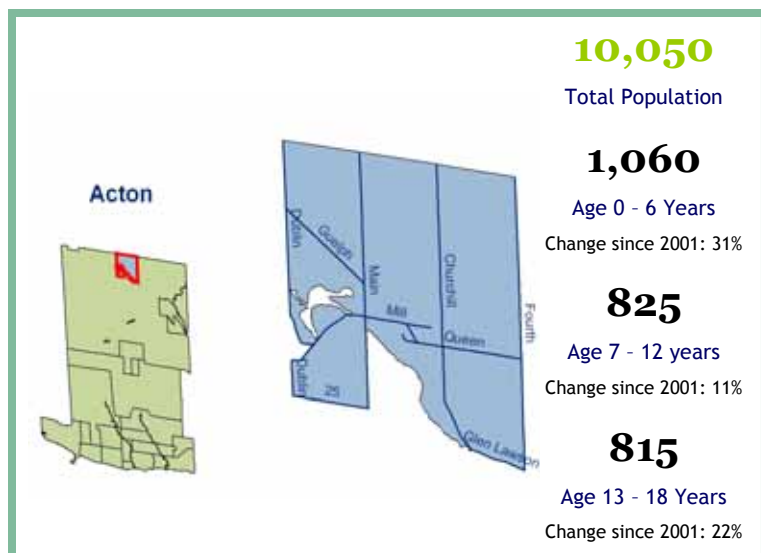
† The values in the table above shows the most recent year for which data are available in each time period. Note that 2005 EQAO data are listed under 2003; 2001 Census data are listed under 2003; and 2008 data on school programs are listed under 2006.

- (data not available)

Children Are Positively Connected	Indicator	Rural N Halton		Halton Hills		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of 12-year olds with high parental nurturing	-	57%	-	65%	-	67%
	Percent of 12-year olds with high parental monitoring	-	60%	-	68%	-	70%
	Percent of 12-year olds with high peer connectedness	-	65%	-	79%	-	78%
	Percent of 12-year olds with high school engagement	-	76%	-	82%	-	83%
	Percent of 12-year olds who have volunteered in the past 12 months	-	70%	-	79%	-	75%
	Percent of 12-year olds with strong sense of belonging in their community	-	68%	-	75%	-	69%
Children Are Safe	Indicator	Rural N Halton		Halton Hills		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of children seriously injured in the past 12 months	9%	0%	13%	8%	11%	7%
	Percent of 12-year olds who have been involved in some type of criminal activity	-	12%	-	17%	-	13%
	Percent of 12-year olds who have had at least one episode of binge drinking (more than 5 drinks on one occasion)	-	18%	-	13%	-	10%
	Percent of 12-year olds who have been bullied at school	-	30%	-	32%	-	29%
Families Are Strong & Stable	Indicator	Rural N Halton		Halton Hills		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of families living below the low income cut-offs (LICOs)	3%	3%	3%	4%	5%	7%
	Percent of census families that are headed by a married couple	83%	82%	81%	79%	81%	79%
	Percent of census families that are headed by a common law couple	10%	10%	10%	10%	8%	9%
	Percent of census families that are headed by a lone parent	7%	8%	10%	10%	11%	12%
	Percent of families participating in parenting courses	91%	43%	82%	49%	81%	50%
	Number of licensed child care spaces per 100 children aged 0 to 12 years	2	3	9	13	12	16
Schools Are Connected to the Community	Indicator	Rural N Halton		Halton Hills		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of parents that have high parental involvement in their child's school	-	42%	-	37%	-	39%
	Percent of parents that have high parental volunteerism in their child's school	-	60%	-	37%	-	51%
	Percent of schools that have a Food For Thought breakfast program	-	0%	-	62%	-	51%
	Percent of schools that have a child care program located in the school	-	0%	-	5%	-	15%
	Percent of Elementary schools that have a Before/After School program located in the school	-	0%	-	53%	-	74%
Neighbourhoods Are Where We Live, Work & Play	Indicator	Rural N Halton		Halton Hills		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of parents who feel their neighbourhood is safe for children	95%	93%	94%	95%	92%	95%
	Percent reporting high social cohesion in their neighbourhood where they live	-	7%	-	17%	-	22%
	Percent of owners spending more than 30% on major payments	18%	21%	15%	18%	15%	19%
	Percent of tenants spending more than 30% on gross rent	30%	36%	31%	41%	39%	43%
	Percent of Halton's working population who commute to work	71%	67%	59%	67%	54%	62%
	Percent of Halton's working population who use public transportation to get to work	3%	3%	3%	3%	9%	9%
	Percent of Halton's working population who walk or bike to work	3%	4%	5%	5%	4%	4%
	Percent of 5-year olds living walking distance to public park	-	28%	-	82%	-	92%
	Percent of 12-year olds living walking distance to a public park	-	43%	-	84%	-	92%
	Percent of children living walking distance to a public library	-	11%	-	34%	-	53%
	Percent of children living walking distance to a community centre	-	13%	-	53%	-	49%
	Percent of children living walking distance to their school	-	22%	-	67%	-	79%
	Percent of children living walking distance to a shopping mall	-	87%	-	37%	-	28%

† The values in the table above shows the most recent year for which data are available in each time period. Note that 2005 EQAO data are listed under 2003; 2001 Census data are listed under 2003; and 2008 data on school programs are listed under 2006.

– (data not available)



Social Index Score: 1

% Lone Parent Families	11.6%
Low Income Cut-off Rate	5.0%
Mother Tongue Not English or French	7.6%
Recent Immigrants	0.2%
Rent Their Home	18.8%
1-Year Mobility Rate	10.6%
Unemployment Rate	4.2%
% of Pop. Aged 25 and Older with < than High School	18.9%
% of Income from Government Transfer Payments	6.9%

Children Are Healthy	Indicator	Acton		Halton Hills		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of infants born at risk for developmental difficulties	23%	22%	20%	23%	16%	18%
	Percent of newborns with a birthweight less than 2500 grams	6%	9%	6%	8%	6%	5%
	Percent of mothers breastfeeding at hospital discharge	76%	84%	85%	86%	88%	88%
	Percent of 5-year olds eating daily breakfast	-	88%	-	90%	-	89%
	Percent of 12-year olds eating daily breakfast	-	63%	-	58%	-	65%
	Percent of 5-year olds considered overweight or obese	26%	25%	25%	25%	23%	21%
	Percent of 12-year olds considered overweight or obese	-	63%	-	58%	-	65%
	Percent of 12-year olds doing 90 minutes of daily physical activity	-	20%	-	30%	-	29%
	Percent of 5-year olds at-risk for anxious and fearful behaviour	-	5%	-	3%	-	2%
	Percent of 12-year olds with signs of elevated anxiety	-	2%	-	2%	-	3%
	Percent of 12-year olds with symptoms of elevated depression	-	9%	-	6%	-	5%
	Percent of 5-year olds exposed to environmental tobacco smoke in the home	-	4%	-	3%	-	3%
	Percent of 5-year olds exposed to environmental tobacco smoke in the car	-	7%	-	4%	-	2%

Children Are Learning	Indicator	Acton		Halton Hills		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of 5-year olds attending a children's program in the past 12 months	23%	26%	24%	31%	19%	28%
	Percent of 5-year olds attending a family reading program in the past 12 months	27%	30%	25%	38%	26%	43%
	Percent of 5-year olds participating in team sports in the past 12 months	59%	60%	62%	61%	59%	58%
	Percent of 5-year olds participating in physical activity in the past 12 months	73%	85%	80%	87%	81%	87%
	Percent of 5-year olds participating in Music, Arts or Dance programs in the past 12 months	41%	33%	41%	37%	44%	38%
	Percent of 5-year olds developmentally vulnerable	19%	27%	14%	15%	13%	14%
	Percent of Grade 3 students meeting provincial expectations for Reading	60%	65%	70%	69%	68%	69%
	Percent of Grade 6 students meeting provincial expectations for Reading	55%	53%	65%	64%	69%	69%
	Percent of Grade 9 students meeting provincial expectations for Academic Math	83%	76%	78%	74%	78%	81%
	Percent of Grade 9 students meeting provincial expectations for Applied Math	41%	42%	47%	35%	47%	45%
	Percent of Grade 10 students passing the Ontario Secondary School Literacy Test	83%	81%	86%	86%	90%	89%

† The values in the table above shows the most recent year for which data are available in each time period. Note that 2005 EQAO data are listed under 2003; 2001 Census data are listed under 2003; and 2008 data on school programs are listed under 2006.

- (data not available)

Children Are Positively Connected	Indicator	Acton		Halton Hills		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of 12-year olds with high parental nurturing	-	54%	-	65%	-	67%
	Percent of 12-year olds with high parental monitoring	-	64%	-	68%	-	70%
	Percent of 12-year olds with high peer connectedness	-	72%	-	79%	-	78%
	Percent of 12-year olds with high school engagement	-	69%	-	82%	-	83%
	Percent of 12-year olds who have volunteered in the past 12 months	-	70%	-	79%	-	75%
	Percent of 12-year olds with strong sense of belonging in their community	-	72%	-	75%	-	69%

Children Are Safe	Indicator	Acton		Halton Hills		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of children seriously injured in the past 12 months	12%	9%	13%	8%	11%	7%
	Percent of 12-year olds who have been involved in some type of criminal activity	-	18%	-	17%	-	13%
	Percent of 12-year olds who have had at least one episode of binge drinking (more than 5 drinks on one occasion)	-	10%	-	13%	-	10%
	Percent of 12-year olds who have been bullied at school	-	38%	-	32%	-	29%

Families Are Strong & Stable	Indicator	Acton		Halton Hills		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of families living below the low income cut-offs (LICOs)	5%	5%	3%	4%	5%	7%
	Percent of census families that are headed by a married couple	75%	75%	81%	79%	81%	79%
	Percent of census families that are headed by a common law couple	11%	13%	10%	10%	8%	9%
	Percent of census families that are headed by a lone parent	14%	12%	10%	10%	11%	12%
	Percent of families participating in parenting courses	79%	36%	82%	49%	81%	50%
	Number of licensed child care spaces per 100 children aged 0 to 12 years	3	9	9	13	12	16

Schools Are Connected to the Community	Indicator	Acton		Halton Hills		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of parents that have high parental involvement in their child's school	-	36%	-	50%	-	39%
	Percent of parents that have high parental volunteerism in their child's school	-	38%	-	37%	-	51%
	Percent of schools that have a Food For Thought breakfast program	-	100%	-	62%	-	51%
	Percent of schools that have a child care program located in the school	-	0%	-	5%	-	15%
	Percent of Elementary schools that have a Before/After School program located in the school	-	33%	-	53%	-	74%

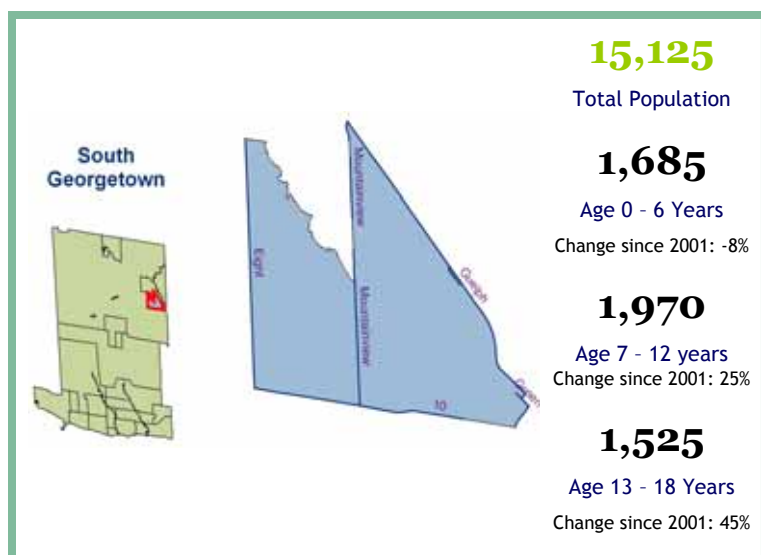
Neighbourhoods Are Where We Live, Work & Play	Indicator	Acton		Halton Hills		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of parents who feel their neighbourhood is safe for children	90%	90%	94%	95%	92%	95%
	Percent reporting high social cohesion in their neighbourhood where they live	-	13%	-	17%	-	22%
	Percent of owners spending more than 30% on major payments	16%	22%	15%	18%	15%	19%
	Percent of tenants spending more than 30% on gross rent	29%	39%	31%	41%	39%	43%
	Percent of Halton's working population who commute to work	60%	65%	59%	67%	54%	62%
	Percent of Halton's working population who use public transportation to get to work	2%	3%	3%	3%	9%	9%
	Percent of Halton's working population who walk or bike to work	7%	5%	94%	94%	4%	4%
	Percent of 5-year olds living walking distance to public park	-	75%	-	82%	-	92%
	Percent of 12-year olds living walking distance to a public park	-	81%	-	84%	-	92%
	Percent of children living walking distance to a public library	-	62%	-	34%	-	53%
	Percent of children living walking distance to a community centre	-	50%	-	53%	-	49%
	Percent of children living walking distance to their school	-	75%	-	67%	-	79%
	Percent of children living walking distance to a shopping mall	-	50%	-	37%	-	28%

† The values in the table above shows the most recent year for which data are available in each time period. Note that 2005 EQAO data are listed under 2003; 2001 Census data are listed under 2003; and 2008 data on school programs are listed under 2006.

– (data not available)

South Georgetown

Neighbourhood Profile



Social Index Score: 1

% Lone Parent Families	9.2%
Low Income Cut-off Rate	2.6%
Mother Tongue Not English or French	11.3%
Recent Immigrants	0.7%
Rent Their Home	4.9%
1-Year Mobility Rate	15.6%
Unemployment Rate	4.7%
% of Pop. Aged 25 and Older with < than High School	7.9%
% of Income from Government Transfer Payments	4.2%

	Indicator	S Georgetown		Halton Hills		Halton	
		2003	2006	2003	2006	2003	2006
Children Are Healthy	Percent of infants born at risk for developmental difficulties	12%	19%	20%	23%	16%	18%
	Percent of newborns with a birthweight less than 2500 grams	6%	5%	6%	8%	6%	5%
	Percent of mothers breastfeeding at hospital discharge	87%	92%	85%	86%	88%	88%
	Percent of 5-year olds eating daily breakfast	-	95%	-	90%	-	89%
	Percent of 12-year olds eating daily breakfast	-	55%	-	58%	-	65%
	Percent of 5-year olds considered overweight or obese	23%	16%	25%	25%	23%	21%
	Percent of 12-year olds considered overweight or obese	-	55%	-	58%	-	65%
	Percent of 12-year olds doing 90 minutes of daily physical activity	-	27%	-	30%	-	29%
	Percent of 5-year olds at-risk for anxious and fearful behaviour	-	1%	-	3%	-	2%
	Percent of 12-year olds with signs of elevated anxiety	-	2%	-	2%	-	3%
	Percent of 12-year olds with symptoms of elevated depression	-	6%	-	6%	-	5%
	Percent of 5-year olds exposed to environmental tobacco smoke in the home	-	0%	-	3%	-	2%
	Percent of 5-year olds exposed to environmental tobacco smoke in the car	-	0%	-	4%	-	3%

	Indicator	S Georgetown		Halton Hills		Halton	
		2003	2006	2003	2006	2003	2006
Children Are Learning	Percent of 5-year olds attending a children's program in the past 12 months	18%	26%	24%	31%	19%	28%
	Percent of 5-year olds attending a family reading program in the past 12 months	33%	38%	25%	38%	26%	43%
	Percent of 5-year olds participating in team sports in the past 12 months	60%	50%	62%	61%	59%	58%
	Percent of 5-year olds participating in physical activity in the past 12 months	82%	92%	80%	87%	81%	87%
	Percent of 5-year olds participating in Music, Arts or Dance programs in the past 12 months	40%	41%	41%	37%	44%	38%
	Percent of 5-year olds developmentally vulnerable	12%	13%	14%	15%	13%	14%
	Percent of Grade 3 students meeting provincial expectations for Reading	75%	72%	70%	69%	68%	69%
	Percent of Grade 6 students meeting provincial expectations for Reading	73%	70%	65%	64%	69%	69%
	Percent of Grade 9 students meeting provincial expectations for Academic Math	82%	78%	78%	74%	78%	81%
	Percent of Grade 9 students meeting provincial expectations for Applied Math	49%	36%	47%	35%	47%	45%
	Percent of Grade 10 students passing the Ontario Secondary School Literacy Test	90%	94%	86%	86%	90%	89%

† The values in the table above shows the most recent year for which data are available in each time period. Note that 2005 EQAO data are listed under 2003; 2001 Census data are listed under 2003; and 2008 data on school programs are listed under 2006.

- (data not available)

Children Are Positively Connected	Indicator	S Georgetown		Halton Hills		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of 12-year olds with high parental nurturing	-	73%	-	65%	-	67%
	Percent of 12-year olds with high parental monitoring	-	75%	-	68%	-	70%
	Percent of 12-year olds with high peer connectedness	-	71%	-	79%	-	78%
	Percent of 12-year olds with high school engagement	-	90%	-	82%	-	83%
	Percent of 12-year olds who have volunteered in the past 12 months	-	77%	-	79%	-	75%
	Percent of 12-year olds with strong sense of belonging in their community	-	70%	-	75%	-	69%

Children Are Safe	Indicator	S Georgetown		Halton Hills		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of children seriously injured in the past 12 months	10%	7%	13%	8%	11%	7%
	Percent of 12-year olds who have been involved in some type of criminal activity	-	22%	-	17%	-	13%
	Percent of 12-year olds who have had at least one episode of binge drinking (more than 5 drinks on one occasion)	-	16%	-	13%	-	10%
	Percent of 12-year olds who have been bullied at school	-	26%	-	32%	-	29%

Families Are Strong & Stable	Indicator	S Georgetown		Halton Hills		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of families living below the low income cut-offs (LICOs)	4%	7%	3%	4%	5%	7%
	Percent of census families that are headed by a married couple	87%	85%	81%	79%	81%	79%
	Percent of census families that are headed by a common law couple	6%	5%	10%	10%	8%	9%
	Percent of census families that are headed by a lone parent	7%	13%	10%	10%	11%	12%
	Percent of families participating in parenting courses	84%	53%	82%	49%	81%	50%
	Number of licensed child care spaces per 100 children aged 0 to 12 years	10	15	9	13	12	16

Schools Are Connected to the Community	Indicator	S Georgetown		Halton Hills		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of parents that have high parental involvement in their child's school	-	35%	-	37%	-	39%
	Percent of parents that have high parental volunteerism in their child's school	-	50%	-	37%	-	51%
	Percent of schools that have a Food For Thought breakfast program	-	14%	-	62%	-	51%
	Percent of schools that have a child care program located in the school	-	29%	-	5%	-	15%
	Percent of Elementary schools that have a Before/After School program located in the school	-	75%	-	53%	-	74%

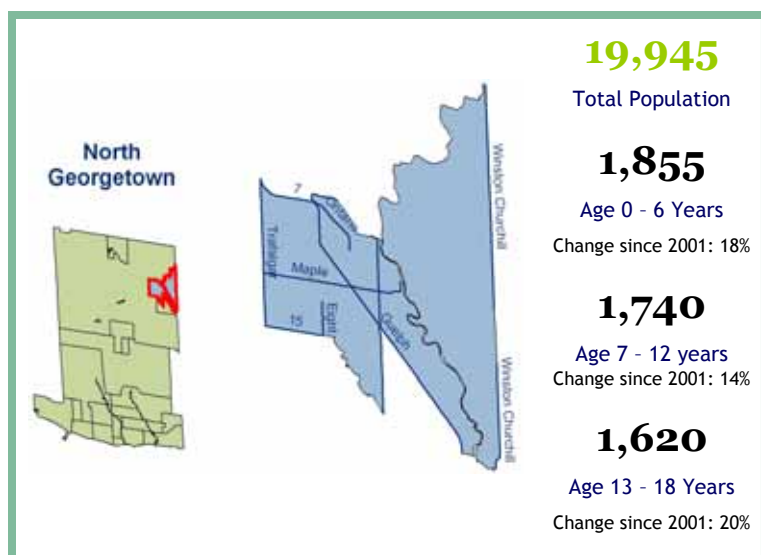
Neighbourhoods Are Where We Live, Work & Play	Indicator	S Georgetown		Halton Hills		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of parents who feel their neighbourhood is safe for children	96%	99%	94%	95%	92%	95%
	Percent reporting high social cohesion in their neighbourhood where they live	-	19%	-	17%	-	22%
	Percent of owners spending more than 30% on major payments	13%	16%	15%	18%	15%	19%
	Percent of tenants spending more than 30% on gross rent	29%	38%	31%	41%	39%	43%
	Percent of Halton's working population who commute to work	73%	75%	59%	67%	54%	62%
	Percent of Halton's working population who use public transportation to get to work	3%	2%	3%	3%	9%	9%
	Percent of Halton's working population who walk or bike to work	3%	2%	5%	5%	4%	4%
	Percent of 5-year olds living walking distance to public park	-	99%	-	82%	-	92%
	Percent of 12-year olds living walking distance to a public park	-	94%	-	84%	-	92%
	Percent of children living walking distance to a public library	-	16%	-	34%	-	53%
	Percent of children living walking distance to a community centre	-	75%	-	53%	-	49%
	Percent of children living walking distance to their school	-	86%	-	67%	-	79%
	Percent of children living walking distance to a shopping mall	-	22%	-	37%	-	28%

† The values in the table above shows the most recent year for which data are available in each time period. Note that 2005 EQAO data are listed under 2003; 2001 Census data are listed under 2003; and 2008 data on school programs are listed under 2006.

– (data not available)

North Georgetown

Neighbourhood Profile



Social Index Score: 1

% Lone Parent Families	14.2%
Low Income Cut-off Rate	4.1%
Mother Tongue Not English or French	8.8%
Recent Immigrants	1.1%
Rent Their Home	19.7%
1-Year Mobility Rate	14.0%
Unemployment Rate	4.0%
% of Pop. Aged 25 and Older with < than High School	14.8%
% of Income from Government Transfer Payments	6.3%

Children Are Healthy	Indicator	N Georgetown		Halton Hills		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of infants born at risk for developmental difficulties	12%	17%	20%	23%	16%	18%
	Percent of newborns with a birthweight less than 2500 grams	5%	5%	6%	8%	6%	5%
	Percent of mothers breastfeeding at hospital discharge	87%	88%	85%	86%	88%	88%
	Percent of 5-year olds eating daily breakfast	-	92%	-	90%	-	89%
	Percent of 12-year olds eating daily breakfast	-	62%	-	58%	-	65%
	Percent of 5-year olds considered overweight or obese	20%	20%	25%	25%	23%	21%
	Percent of 12-year olds considered overweight or obese	-	62%	-	58%	-	65%
	Percent of 12-year olds doing 90 minutes of daily physical activity	-	32%	-	30%	-	29%
	Percent of 5-year olds at-risk for anxious and fearful behaviour	-	1%	-	3%	-	2%
	Percent of 12-year olds with signs of elevated anxiety	-	5%	-	2%	-	3%
	Percent of 12-year olds with symptoms of elevated depression	-	5%	-	6%	-	5%
	Percent of 5-year olds exposed to environmental tobacco smoke in the home	-	5%	-	3%	-	2%
	Percent of 5-year olds exposed to environmental tobacco smoke in the car	-	5%	-	4%	-	3%

Children Are Learning	Indicator	N Georgetown		Halton Hills		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of 5-year olds attending a children's program in the past 12 months	17%	25%	24%	31%	19%	28%
	Percent of 5-year olds attending a family reading program in the past 12 months	25%	47%	25%	38%	26%	43%
	Percent of 5-year olds participating in team sports in the past 12 months	55%	67%	62%	61%	59%	58%
	Percent of 5-year olds participating in physical activity in the past 12 months	82%	91%	80%	87%	81%	87%
	Percent of 5-year olds participating in Music, Arts or Dance programs in the past 12 months	40%	40%	41%	37%	44%	38%
	Percent of 5-year olds developmentally vulnerable	14%	12%	14%	15%	13%	14%
	Percent of Grade 3 students meeting provincial expectations for Reading	71%	67%	70%	69%	68%	69%
	Percent of Grade 6 students meeting provincial expectations for Reading	62%	65%	65%	64%	69%	69%
	Percent of Grade 9 students meeting provincial expectations for Academic Math	72%	65%	78%	74%	78%	81%
	Percent of Grade 9 students meeting provincial expectations for Applied Math	48%	32%	47%	35%	47%	45%
	Percent of Grade 10 students passing the Ontario Secondary School Literacy Test	83%	84%	86%	86%	90%	89%

† The values in the table above shows the most recent year for which data are available in each time period. Note that 2005 EQAO data are listed under 2003; 2001 Census data are listed under 2003; and 2008 data on school programs are listed under 2006.

- (data not available)

Children Are Positively Connected	Indicator	N Georgetown		Halton Hills		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of 12-year olds with high parental nurturing	-	66%	-	65%	-	67%
	Percent of 12-year olds with high parental monitoring	-	73%	-	68%	-	70%
	Percent of 12-year olds with high peer connectedness	-	70%	-	79%	-	78%
	Percent of 12-year olds with high school engagement	-	84%	-	82%	-	83%
	Percent of 12-year olds who have volunteered in the past 12 months	-	77%	-	79%	-	75%
	Percent of 12-year olds with strong sense of belonging in their community	-	78%	-	75%	-	69%

Children Are Safe	Indicator	N Georgetown		Halton Hills		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of children seriously injured in the past 12 months	12%	7%	13%	8%	11%	7%
	Percent of 12-year olds who have been involved in some type of criminal activity	-	10%	-	17%	-	13%
	Percent of 12-year olds who have had at least one episode of binge drinking (more than 5 drinks on one occasion)	-	6%	-	13%	-	10%
	Percent of 12-year olds who have been bullied at school	-	27%	-	32%	-	29%

Families Are Strong & Stable	Indicator	N Georgetown		Halton Hills		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of families living below the low income cut-offs (LICOs)	4%	7%	3%	4%	5%	7%
	Percent of census families that are headed by a married couple	77%	74%	81%	79%	81%	79%
	Percent of census families that are headed by a common law couple	11%	11%	10%	10%	8%	9%
	Percent of census families that are headed by a lone parent	12%	10%	10%	10%	11%	12%
	Percent of families participating in parenting courses	83%	50%	82%	49%	81%	50%
	Number of licensed child care spaces per 100 children aged 0 to 12 years	5	11	9	13	12	16

Schools Are Connected to the Community	Indicator	N Georgetown		Halton Hills		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of parents that have high parental involvement in their child's school	-	46%	-	37%	-	39%
	Percent of parents that have high parental volunteerism in their child's school	-	55%	-	37%	-	51%
	Percent of schools that have a Food For Thought breakfast program	-	73%	-	62%	-	51%
	Percent of schools that have a child care program located in the school	-	0%	-	5%	-	15%
	Percent of Elementary schools that have a Before/After School program located in the school	-	44%	-	53%	-	74%

Neighbourhoods Are Where We Live, Work & Play	Indicator	N Georgetown		Halton Hills		Halton	
		2003	2006	2003	2006	2003	2006
	Percent of parents who feel their neighbourhood is safe for children	94%	95%	94%	95%	92%	95%
	Percent reporting high social cohesion in their neighbourhood where they live	-	19%	-	17%	-	22%
	Percent of owners spending more than 30% on major payments	16%	17%	15%	18%	15%	19%
	Percent of tenants spending more than 30% on gross rent	33%	45%	31%	41%	39%	43%
	Percent of Halton's working population who commute to work	61%	62%	59%	67%	54%	62%
	Percent of Halton's working population who use public transportation to get to work	4%	4%	3%	3%	9%	9%
	Percent of Halton's working population who walk or bike to work	8%	6%	5%	5%	4%	4%
	Percent of 5-year olds living walking distance to public park	-	82%	-	82%	-	92%
	Percent of 12-year olds living walking distance to a public park	-	80%	-	84%	-	92%
	Percent of children living walking distance to a public library	-	41%	-	34%	-	53%
	Percent of children living walking distance to a community centre	-	38%	-	53%	-	49%
	Percent of children living walking distance to their school	-	51%	-	67%	-	79%
	Percent of children living walking distance to a shopping mall	-	43%	-	37%	-	28%

† The values in the table above shows the most recent year for which data are available in each time period. Note that 2005 EQAO data are listed under 2003; 2001 Census data are listed under 2003; and 2008 data on school programs are listed under 2006.

- (data not available)

Appendix



DESCRIPTION OF INDICATORS

List of Abbreviations

ISCIS – Integrated Services for Children Information System
KPS – Kindergarten Parent Survey
EDI – Early Development Instrument
HYS – Halton Youth Survey
OCCMS – Ontario Child Care Management System

Total population aged 0 to 6 years: total number of children aged 0 to 6 years that live within the neighbourhood (Data Source: Census of Canada, 2001).

Percent of population not able to understand either official language: percent of total population that has no knowledge of either English or French (Data Source: Census of Canada, 2001).

Percent of recent immigrants: percent of total population that have immigrated to Canada in the past 5 years (Data Source: Census of Canada, 2001 & 2006).

One-year mobility rate: percent of residents that have moved in the past year (Data Source: Census of Canada, 2001 & 2006).

Family poverty rate: percent of census families below the low income cut-offs (Data Source: Census of Canada, 2001 & 2006).

Unemployment rate: percent of people actively seeking employment that are currently unemployed (Data Source: Census of Canada, 2001 & 2006).

Percent of population aged 20 and older without a high school diploma: percent of total population aged 20 and older without a high school diploma (Data Source: Census of Canada, 2001 & 2006).

Children Are Healthy

AT-RISK BIRTHS: percent of infants that score greater than 9 on the Parkyn Screening Tool (Data Source: ISCIS, 2004-2007).

LOW BIRTH WEIGHT: percent of infants born weighing less than 2500 grams (5lbs. 8oz.) (Data Source: ISCIS, 2004-2007).

BREASTFEEDING: percent of mothers who are breastfeeding their baby at hospital discharge (Data Source: ISCIS, 2004-07).

HEALTHY EATING: percent of 5-year old children that eat breakfast daily (Data Source: KPS, 2006).

HEALTHY BODY WEIGHT: percent of children and youth scoring above the 85th percentile for body mass index adjusted for age and gender – WHO 2006 guidelines (Data Source: KPS, 2003 & 2006; HYS 2006).

DENTAL HEALTH: percent of school-aged children assessed through in-school dental screening in need of urgent care (Data Source: Halton Health Department, 2004-2007).

PHYSICAL ACTIVITY: percent of youth reporting at least 90 minutes of physical activity per day in the past 7 days (Data Source: HYS, 2006).

ANXIETY: percent of students with a t-score above 65 using the Multidimensional Anxiety Scale for Children (Data Source: HYS, 2006).

DEPRESSION: percent of students reporting usually or often on the four symptoms of the Centre for Epidemiologic Studies Depression Scale (Data Source: HYS, 2006).

Children Are Learning

ENVIRONMENTAL TOBACCO SMOKE IN THE HOME: percent of parents of 5-year old children that allow smoking in their home (Data Source: KPS, 2003).

ENVIRONMENTAL TOBACCO SMOKE IN THE CAR: percent of parents of 5-year old children that allow someone to smoke in their car (Data Source: KPS, 2003).

PRESCHOOL OPPORTUNITIES: percent of parents reporting that in the past 12 months, their 5-year child has participated in a children's program, family reading program, organized team sports, physical activity or recreation program or a music, arts, or dance program (Data Source: KPS, 2003 & 2006).

DEVELOPMENTAL READINESS AT KINDERGARTEN: percent of 5-year old children assessed in the lowest 10th percentile on two or more EDI domains (Data Source: EDI, 2002-03 and 2006).

STUDENT ACHIEVEMENT: percent of Grade 3 and Grade 6 students who have met provincial expectation (Levels 3 and 4) in reading and percent of grade 9 students who have met provincial expectations in math (Levels 3 and 4). This percent includes all eligible students including those that did not participate in the EQAO assessment (Data Source: EQAO, 2005-2007).

ONTARIO SECONDARY LITERACY TEST: percent of Grade 10 students who have passed the provincial literacy test on their first attempt (Data Source: EQAO, 2005-07).

Children Are Positively Connected

PARENTAL NURTURING: percent of Grade 7 and Grade 10 students reporting high levels of parental nurturing as measured through a seven item scale: My parents... smile at me; praise me; make me feel appreciated; speak of the good things I do; seem proud of the things I do; listen to my ideas and opinions; solve a problem together with me whenever we disagree about something. The total score is the sum of the response (0-4) to each of the 7 items. Students with a score of 21 or more are considered to have high levels (Data Source: HYS, 2006).

PARENTAL MONITORING: percent of Grade 7 and Grade 10 students reporting high levels of parental monitoring as measured through a 5-item scale, with a score for each question of 0-4. Students with a score of 15 or more are considered to have high levels. The scale asks for the youth's agreement with the following statements: My parents... want to know exactly where I am and what I am doing; tell me what time to be home when I go out; let me go out any evening I want (reversed response codes); take an interest in where I am going and who I am with; find out about my misbehaviour (Data Source: HYS, 2006).

PEER CONNECTEDNESS: percent of Grades 7 and 10 students reporting high levels of peer connectedness as measured through a 4-item scale. The 4 items in the peer connectedness scale are: I have many friends; I get along easily with others my age; others my age want me to be their friend; most others my age like me. The possible score for each of the 4 items is 0-4, and students with a score of 12 or more are considered to have high levels (Data Source: HYS, 2006).

SCHOOL ENGAGEMENT: percent of Grades 7 and 10 students reporting high levels of school engagement as measured through a 7-item scale. Youth were asked for the degree of importance they place on the following (at school): getting good grades; making friends; participating in extra-curricular activities; getting to class on time; learning new things; expressing one's opinion in class; and getting involved in the student council or other similar groups. The total score is the sum of the response to each of the 7 items. A score of 14 or more means the school engagement score is high and the student would be counted as having high levels of school engagement (Data Source: HYS, 2006).

VOLUNTEERISM: percent of Grades 7 and 10 students reporting involvement in some type of volunteer activity in the past 12 months. (Data Source: HYS, 2006).

Children Are Safe

SENSE OF BELONGING IN THE COMMUNITY: percent of Grades 7 and 10 students reporting that their sense of belonging in the community is either “somewhat strong” or “very strong” (Data Source: HYS, 2006).

SERIOUS INJURY: percent of parents of children aged 5 years reporting that their child has been seriously injured (requiring medical attention by a doctor, nurse, or dentist) in the past 12 months (Data Source: KPS, 2003 & 2006).

INVOLVEMENT IN CRIMINAL ACTIVITY: percent of Grade 7 and Grade 10 students reporting any involvement in the following activities in the past 12 months: damaged or destroyed property that did not belong to you; carried a weapon for the purpose of defending yourself or using it in a fight; sold any drugs; or been part of a gang that broke the law by stealing, hurting someone, or damaging property (Data Source: HYS 2006).

BINGE DRINKING: percent of Grade 7 and Grade 10 students reporting at least one episode in the past 12 months of drinking more than 5 alcoholic drinks on one occasion (Data Source: HYS, 2006).

BULLYING: percent of Grade 7 and Grade 10 students reporting that they have been bullied in the past 12 months. Bullying could be any type including comments about their race or colour, comments about their religion, inappropriate sexual comments or gestures, or bullied for being gay, lesbian or bisexual. (Data Source: HYS, 2006).

INVESTIGATIONS FOR CHILD ABUSE AND NEGLECT: number of investigations per 1000 children aged 0 to 18 years (Census, 2006) related to abuse and neglect through the Halton Children’s Aid Society. These investigations are not confirmed cases of child abuse and neglect but referrals for investigation. (Data Source: Halton Children’s Aid Society)

RECEIVING SERVICES FOR CHILD ABUSE AND NEGLECT: number of children per 1000 children aged 0 to 18 years (Census, 2006) receiving services related to abuse and neglect. These numbers represent confirmed cases of child abuse and neglect. (Data Source: Halton Children’s Aid Society)

EXPOSURE TO DOMESTIC VIOLENCE: number of children per 1000 children aged 0 to 18 years (Census 2006) exposed to domestic violence. (Data Source: Halton Children’s Aid Society)

POVERTY: percent of total census families in Halton with a household income before taxes that falls below the low income cut-offs as defined by Statistics Canada (Data Source: Census of Canada, 2001 & 2006).

FAMILY STRUCTURE: percent of total census families that are headed by a married couple, common-law couple or by a lone parent (Data Source: Census of Canada, 2001 & 2006).

PARENTING CAPACITY: percent of parents of 5-year old children reporting that they have ever attended a parenting course or workshop (Data Source: KPS, 2006).

LICENSED CHILD CARE SPACES: number of licensed child care spaces (Data Source: OCCMS, 2008).

DEMAND FOR LICENSED CHILD CARE: number of spaces in demand for licensed child care in Halton (Data Source: Halton Child Care Plan, 2007)

SUPPORT FOR CHILDREN WITH SPECIAL NEEDS: total number of children (ages 0-6) with special needs served and waiting to be served (Data Source: Halton Region, Children’s Services, 2003-2008).

QUALITY CHILD CARE: total number of licensed child care spaces and early childhood educators participating in the Quality First Initiative (Data Source: Quality First Initiative, 2006-2008).

Families Are Strong & Stable

Schools Are Connected to the Community

PARENT INVOLVEMENT IN SCHOOLS: percent of parents of 5-year old children reporting high levels of parent involvement as measured by a 4-item scale. The 4 items include attending a general school meeting, attending a parent-teacher conference, attending a school or class event and volunteering in the school. Each of the 4 items were scored on a 3-point scale with 1 being never, 2 once or twice and 3 more than three times. These 4 items were summed together and those parents that scored 9 and above were considered to have high parental involvement in the school (Data Source: KPS, 2006).

BREAKFAST PROGRAMS: percent of Halton schools (Public, Catholic, French Public, and French Catholic) with a Food for Thought Breakfast program (Data Source: Food for Thought, 2008).

CHILD CARE PROGRAMS: percent of Halton schools (Public, Catholic, French Public, and French Catholic) that have a child care centre located in the school (Data Source: OCCMS, 2008).

BEFORE OR AFTER SCHOOL PROGRAMS: percent of Halton Elementary (Grade 6 and younger) schools (Public, Catholic, French Public and French Catholic) that have a before or after school program located in the school (Data Source: OCCMS, 2008).

Neighbourhoods Are Where We Live, Work & Play

NEIGHBOURHOOD SAFETY: percent of parents of 5-year old children reporting that their neighbourhood is a safe place to raise children (Data Source: KPS, 2003 & 2006).

NEIGHBOURHOOD COHESION: percent of parents of 5-year old children reporting high neighbourhood cohesion as measured by a 6-item scale. Parents were asked to indicate their level of agreement on the following statements: (1) people in the neighbourhood get together to discuss community problems; (2) there are adults in the neighbourhood my child(ren) can look up to; (3) people in my neighbourhood help each other; (4) I can count on my neighbours to watch that children are safe and out of trouble; (5) I feel my neighbourhood is a safe place to bring up children; (6) When we are away, my neighbours look out for possible trouble. The 6 items were given a score of 1 to 4 with 1 being given for a strongly disagree response and 4 being given for a strongly agree response. Scores of 22 or greater are considered to show high levels of neighbourhood cohesion (Data Source: KPS, 2006).

HOUSING AFFORDABILITY: percent of households in Halton that spend more than 30% of their total income on either housing rental costs or major housing payments (Data Source: Census of Canada, 1996, 2001, 2006).

COMMUTING TO WORK: percent of Halton's working population that commutes outside of their municipality of residence to work (Data Source: Census of Canada, 2006).

PUBLIC TRANSPORTATION: percent of Halton's working population that uses public transportation to get to work (Data Source: Census of Canada, 2006).

WALKABILITY: percent of Halton's working population that walk or bike to work (Data Source: Census of Canada, 1996, 2001, 2006).

FRIENDLY SPACES: percent of parents of 5-year old children and Grade 7 and Grade 10 students reporting that they live walking distance to a park, public library, community recreation centre, school and a shopping mall (Data Source: KPS, 2006; HYS, 2006).

40 Developmental Assets for Early Childhood (Ages 3~5)

SUPPORT		EMPOWERMENT		BOUNDARIES & EXPECTATIONS		CONSTRUCTIVE USE OF TIME		COMMITMENT TO LEARNING		POSITIVE VALUES		SOCIAL COMPETENCIES		POSITIVE IDENTITY	
1	Family Support	7	Community values youth	11	Family boundaries	17	Creative Activities	21	Achievement motivation	26	Caring	32	Planning and decision making	37	Personal power
2	Positive family communication	8	Youth as resources	12	School boundaries	18	Youth programs	22	School engagement	27	Equality and social justice	33	Interpersonal competence	38	Self-esteem
3	Other adult relationships	9	Service to others	13	Neighbourhood boundaries	19	Religions community	23	Homework	28	Integrity	34	Cultural competence	39	Sense of purpose
4	Caring neighbourhood	10	Safety	14	Adult role models	20	Time at home	24	Bonding to school	29	Honesty	35	Resistance skills	40	Positive view of personal future
5	Caring school climate			15	Positive peer influence			25	Reading for pleasure	30	Responsibility	36	Peaceful conflict resolution		
6	Parent involvement in schooling			16	High expectations					31	Restraint				

EXTERNAL ASSETS

Support

1. Parent(s) and/or primary caregiver(s) provide the child with high levels of consistent and predictable love, physical care, and positive attention in ways that are responsive to the child's individuality.
2. Parent(s) and/or primary caregiver(s) express themselves positively and respectfully, engaging young children in conversations that invite input.
3. With the family's support, the child experiences consistent, caring relationships with adults outside the family.
4. The child's network of relationships includes neighbours who provide emotional support and a sense of belonging.
5. Caregivers and teachers create environments that are nurturing, accepting, encouraging, and secure.
6. Parent(s), caregivers, and teachers together create a consistent and supportive approach to fostering the child's successful growth.

Empowerment

7. Children are welcomed and included throughout community life.
8. The community demonstrates that children are valuable resources by investing in a child-rearing system of family support and high-quality activities and resources to meet children's physical, social, and emotional needs.
9. The child has opportunities to perform simple but meaningful and caring action for others.
10. Parent(s), caregiver(s), teachers, neighbours, and the community take action to ensure children's health and safety.

Boundaries & Expectations

11. The family provides consistent supervision for the child and maintains reasonable guidelines for behaviour that the child can understand and achieve.
12. Caregivers and educators use positive approaches to discipline and natural consequences to encourage self-regulation and acceptable behaviours.
13. Neighbours encourage the child in positive, acceptable behaviour, as well as intervene in negative behaviour in a supportive, non-threatening way.
14. Parent(s), caregivers, and other adults model self-control, social skills, engagement in learning, and healthy lifestyles.
15. Parent(s) and caregivers seek to provide opportunities for the child to interact positively with other children.
16. Parent(s), caregivers, and teachers encourage and support the child in behaving appropriately, undertaking challenging tasks, and performing activities to the best of her or his abilities.

Constructive Use of Time

17. The child has daily opportunities to play in ways that allow self-expression, physical activity, and interaction with others.
18. The child experiences well-designed programs led by competent, caring adults in well maintained settings.
19. The child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development.
20. The child spends most of her or his time at home participating in family activities and plays constructively, with parent(s) guiding TV and electronic game use.

40 Developmental Assets for Early Childhood (Ages 3~5)

SUPPORT		EMPOWERMENT		BOUNDARIES & EXPECTATIONS		CONSTRUCTIVE USE OF TIME		COMMITMENT TO LEARNING		POSITIVE VALUES		SOCIAL COMPETENCIES		POSITIVE IDENTITY	
1	Family Support	7	Community values youth	11	Family boundaries	17	Creative Activities	21	Achievement motivation	26	Caring	32	Planning and decision making	37	Personal power
2	Positive family communication	8	Youth as resources	12	School boundaries	18	Youth programs	22	School engagement	27	Equality and social justice	33	Interpersonal competence	38	Self-esteem
3	Other adult relationships	9	Service to others	13	Neighbourhood boundaries	19	Religions community	23	Homework	28	Integrity	34	Cultural competence	39	Sense of purpose
4	Caring neighbourhood	10	Safety	14	Adult role models	20	Time at home	24	Bonding to school	29	Honesty	35	Resistance skills	40	Positive view of personal future
5	Caring school climate			15	Positive peer influence			25	Reading for pleasure	30	Responsibility	36	Peaceful conflict resolution		
6	Parent involvement in schooling			16	High expectations					31	Restraint				

INTERNAL ASSETS

Commitment to Learning

21. The child responds to new experiences with curiosity and energy, resulting in the pleasure of mastering new learning and skills.
22. The child fully participates in a variety of activities that offer opportunities for learning.
23. The child experiences security, consistency, and connections between home and out-of-home care programs and learning activities.
24. The child forms meaningful connections with out-of-home care and educational programs.
25. The child enjoys a variety of pre-reading activities, including adults reading to her or him daily, looking at and handling books, playing with a variety of media, and showing interest in pictures, letters, and numbers.

Positive Values

26. The child begins to show empathy, understanding, and awareness of others' feelings.
27. The child begins to show concern for people who are excluded from play and other activities or not treated fairly because they are different.
28. The child begins to express her or his views appropriately and to stand up for a growing sense of what is fair and right.
29. The child begins to understand the difference between truth and lies, and is truthful to the extent of her or his understanding.
30. The child begins to follow through on simple tasks to take care of her- or himself and to help others.
31. The child increasingly can identify, regulate, and control her or his behaviours in healthy ways, using adult support constructively in particularly stressful situations.

Social Competencies

32. The child begins to plan for the immediate future, choosing from among several options and trying to solve problems.
33. The child cooperates, shares, plays harmoniously, and comforts others in distress.
34. The child begins to learn about her or his own cultural identity and to show acceptance of people who are racially, physically, culturally, or ethnically different from her or him..
35. The child begins to sense danger accurately, to seek help from trusted adults, and to resist pressure from peers to participate in unacceptable or risky behaviour.
36. The child begins to compromise and resolve conflicts without using physical aggression or hurtful language.

Positive Identity

37. The child can make choices that give a sense of having some influence over things that happen in her or his life.
38. The child likes her- or himself and has a growing sense of being valued by others.
39. The child anticipates new opportunities, experiences, and milestones in growing up.
40. The child finds the world interesting and enjoyable, and feels that he or she has a positive place in it.

40 Developmental Assets for Middle Childhood (Ages 6~11)

SUPPORT		EMPOWERMENT		BOUNDARIES & EXPECTATIONS		CONSTRUCTIVE USE OF TIME		COMMITMENT TO LEARNING		POSITIVE VALUES		SOCIAL COMPETENCIES		POSITIVE IDENTITY	
1	Family Support	7	Community values youth	11	Family boundaries	17	Creative Activities	21	Achievement motivation	26	Caring	32	Planning and decision making	37	Personal power
2	Positive family communication	8	Youth as resources	12	School boundaries	18	Youth programs	22	School engagement	27	Equality and social justice	33	Interpersonal competence	38	Self-esteem
3	Other adult relationships	9	Service to others	13	Neighbourhood boundaries	19	Religions community	23	Homework	28	Integrity	34	Cultural competence	39	Sense of purpose
4	Caring neighbourhood	10	Safety	14	Adult role models	20	Time at home	24	Bonding to school	29	Honesty	35	Resistance skills	40	Positive view of personal future
5	Caring school climate			15	Positive peer influence			25	Reading for pleasure	30	Responsibility	36	Peaceful conflict resolution		
6	Parent involvement in schooling			16	High expectations					31	Restraint				

EXTERNAL ASSETS

Support

1. Family life provides high levels of love and support.
2. Parent(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s).
3. Child receives support from adults other than her or his parent(s).
4. Child experiences caring neighbours.
5. Relationships with teachers and peers provide a caring, encouraging environment.
6. Parent(s) are actively involved in helping the child succeed in school.

Empowerment

7. Child feels valued and appreciated by adults in the community.
8. Child is included in decisions at home and in the community.
9. Child has opportunities to help others in the community.
10. Child feels safe at home, at school, and in his or her neighbourhood.

Boundaries & Expectations

11. Family has clear and consistent rules and consequences and monitors the child's whereabouts.
12. School provides clear rules and consequences.
13. Neighbours take responsibility for monitoring the child's behaviour.
14. Parent(s) and other adults in the child's family, as well as non-family adults, model positive, responsible behaviour.
15. Child's closest friends model positive, responsible behaviour.
16. Parent(s) and teachers expect the child to do her or his best at school and in other activities.

Constructive Use of Time

17. Child participates in music, art, drama, or creative writing two or more times per week.
18. Child participates two or more times per week in co-curricular school activities or structured community programs for children.
19. Child attends religious programs or services one or more times per week.
20. Child spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or playing video games.

40 Developmental Assets for Middle Childhood (Ages 6~11)

SUPPORT		EMPOWERMENT		BOUNDARIES & EXPECTATIONS		CONSTRUCTIVE USE OF TIME		COMMITMENT TO LEARNING		POSITIVE VALUES		SOCIAL COMPETENCIES		POSITIVE IDENTITY	
1	Family Support	7	Community values youth	11	Family boundaries	17	Creative Activities	21	Achievement motivation	26	Caring	32	Planning and decision making	37	Personal power
2	Positive family communication	8	Youth as resources	12	School boundaries	18	Youth programs	22	School engagement	27	Equality and social justice	33	Interpersonal competence	38	Self-esteem
3	Other adult relationships	9	Service to others	13	Neighbourhood boundaries	19	Religions community	23	Homework	28	Integrity	34	Cultural competence	39	Sense of purpose
4	Caring neighbourhood	10	Safety	14	Adult role models	20	Time at home	24	Bonding to school	29	Honesty	35	Resistance skills	40	Positive view of personal future
5	Caring school climate			15	Positive peer influence			25	Reading for pleasure	30	Responsibility	36	Peaceful conflict resolution		
6	Parent involvement in schooling			16	High expectations					31	Restraint				

INTERNAL ASSETS

Commitment to Learning

21. Child is motivated and strives to do well in school.
22. Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.
23. Child usually hands in homework on time.
24. Child cares about teachers and other adults at school.
25. Child enjoys and engages in reading for fun most days of the week.

Positive Values

26. Parent(s) tell the child it is important to help other people.
27. Parent(s) tell the child it is important to speak up for equal rights for all people.
28. Parent(s) tell the child it is important to stand up for one's beliefs.
29. Parent(s) tell the child it is important to tell the truth.
30. Parent(s) tell the child it is important to accept personal responsibility for behaviour.
31. Parent(s) tell the child it is important to have good health habits and an understanding of healthy sexuality.

Social Competencies

32. Child thinks about decisions and is usually happy with results of her or his decisions.
33. Child cares about and is affected by other people's feelings, enjoys making friends, and, when frustrated or angry, tries to calm her- or himself.
34. Child knows and is comfortable with people of different racial, ethnic, and cultural backgrounds and with her or his own cultural identity.
35. Child can stay away from people who are likely to get her or him in trouble and is able to say no to doing wrong or dangerous things.
36. Child seeks to resolve conflict non-violently.

Positive Identity

37. Child feels he or she has some influence over things that happen in her or his life.
38. Child likes and is proud to be the person that he or she is.
39. Child sometimes thinks about what life means and whether there is a purpose for her or his life.
40. Child is optimistic about his or her personal future.

40 Developmental Assets for Adolescents (Ages 12~18)

SUPPORT		EMPOWERMENT		BOUNDARIES & EXPECTATIONS		CONSTRUCTIVE USE OF TIME		COMMITMENT TO LEARNING		POSITIVE VALUES		SOCIAL COMPETENCIES		POSITIVE IDENTITY	
1	Family Support	7	Community values youth	11	Family boundaries	17	Creative Activities	21	Achievement motivation	26	Caring	32	Planning and decision making	37	Personal power
2	Positive family communication	8	Youth as resources	12	School boundaries	18	Youth programs	22	School engagement	27	Equality and social justice	33	Interpersonal competence	38	Self-esteem
3	Other adult relationships	9	Service to others	13	Neighbourhood boundaries	19	Religions community	23	Homework	28	Integrity	34	Cultural competence	39	Sense of purpose
4	Caring neighbourhood	10	Safety	14	Adult role models	20	Time at home	24	Bonding to school	29	Honesty	35	Resistance skills	40	Positive view of personal future
5	Caring school climate			15	Positive peer influence			25	Reading for pleasure	30	Responsibility	36	Peaceful conflict resolution		
6	Parent involvement in schooling			16	High expectations					31	Restraint				

EXTERNAL ASSETS

Support

1. Family life provides high levels of love and support.
2. Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
3. Young person receives support from three or more non-parent adults.
4. Young person experiences caring neighbours.
5. School provides a caring, encouraging environment.
6. Parent(s) are actively involved in helping the young person succeed in school.

Empowerment

7. Young person perceives that adults in the community value youth.
8. Young people are given useful roles in the community.
9. Young person serves in the community one hour or more per week.
10. Young person feels safe at home, school, and in the neighbourhood.

Boundaries & Expectations

11. Family has clear rules and consequences and monitors the young person's whereabouts.
12. School provides clear rules and consequences.
13. Neighbours take responsibility for monitoring young people's behaviour.
14. Parent(s) and other adults model positive, responsible behaviour.
15. Young person's best friends model responsible behaviour.
16. Both parent(s) and teachers encourage the young person to do well.

Constructive Use of Time

17. Young person spends three or more hours per week in lessons or practice in music, theatre, or other arts.
18. Young person spends three or more hours per week in sports, clubs, or organisations at school and/or in the community.
19. Young person spends one or more hours per week in activities in a religious institution.
20. Young person is out with friends "with nothing special to do" two or fewer nights per week.

40 Developmental Assets for Adolescents (Ages 12~18)

SUPPORT		EMPOWERMENT		BOUNDARIES & EXPECTATIONS		CONSTRUCTIVE USE OF TIME		COMMITMENT TO LEARNING		POSITIVE VALUES		SOCIAL COMPETENCIES		POSITIVE IDENTITY	
1	Family Support	7	Community values youth	11	Family boundaries	17	Creative Activities	21	Achievement motivation	26	Caring	32	Planning and decision making	37	Personal power
2	Positive family communication	8	Youth as resources	12	School boundaries	18	Youth programs	22	School engagement	27	Equality and social justice	33	Interpersonal competence	38	Self-esteem
3	Other adult relationships	9	Service to others	13	Neighbourhood boundaries	19	Religions community	23	Homework	28	Integrity	34	Cultural competence	39	Sense of purpose
4	Caring neighbourhood	10	Safety	14	Adult role models	20	Time at home	24	Bonding to school	29	Honesty	35	Resistance skills	40	Positive view of personal future
5	Caring school climate			15	Positive peer influence			25	Reading for pleasure	30	Responsibility	36	Peaceful conflict resolution		
6	Parent involvement in schooling			16	High expectations					31	Restraint				

INTERNAL ASSETS

Commitment to Learning

21. Young person is motivated to do well in school.
22. Young person is actively engaged in learning.
23. Young person reports doing at least one hour of homework every school day.
24. Young person cares about her or his school.
25. Young person reads for pleasure three or more hours per week.

Positive Values

26. Young person places high value on helping other people.
27. Young person places high value on promoting equality and reducing hunger and poverty.
28. Young person acts on convictions and stands up for her or his beliefs.
29. Young person "tells the truth even when it is not easy."
30. Young person accepts and takes personal responsibility.
31. Young person believes it is important not to be sexually active or to use alcohol or other drugs.

Social Competencies

32. Young person knows how to plan ahead and make choices.
33. Young person has empathy, sensitivity, and friendship skills.
34. Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
35. Young person can resist negative peer pressure and dangerous situations.
36. Young person seeks to resolve conflict non-violently.

Positive Identity

37. Young person feels he or she has control over "things that happen to me."
38. Young person reports having high self-esteem.
39. Young person reports that "my life has a purpose."
40. Young person is optimistic about her or his personal future.

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