Data Portal 2.0 – Data Indicators Dictionary

October 2026

Summary

DEMOGRAPHICS: Population counts 8
- Population aged 0 - 6 years old 8
- Population aged 7 - 12 years old 8
- Population aged 13 - 18 years old 8

Demographics: Ontario Marginalization Index (ON-Marg) 8
- Households and Dwellings 9
- Material Resources 10
- Age and Labour Force 10
- Racialized and Newcomer Populations 10

DEMOGRAPHICS: Demographics by Neighbourhood 10
- Social Risk Index 10
- One-parent families 12
- LICO 12
- No knowledge of official languages 13
- Recent immigrants 14
- Rent home 14

1-Year mobility rate 15
Unemployment rate 16
Population aged 25 to 64 without HS education 16
Government transfer payments 16
Mother tongue 17
Racialized population 18
Commuting 19
Shelter 19
Low Income (LIM-AT) 20
Children are Healthy: At-Risk Births 21
Low birth weight 21
Live birth rate 21
Children are Healthy: Physical Health 21
Children eating daily breakfast 21
Children physically active 21
Physical activity - youth 22
Screen time - youth 23
Self-rated physical health 24
Hours of sleep - youth 24
Children are Healthy: Mental Health 25
Anxiety - Youth 25
Self-rated mental health 25
Diagnosed mood or anxiety disorder 26
Youth stress levels 26
Personal Power 26
Self-esteem 26
High positive mental health 28

Positive emotional well-being 29
Happiness 29
General interest in life 29
Living best life possible 29
Life satisfaction (2021) 29
Life satisfaction (2023) 29
Children are Learning: Preschool Learning 29
Children's programs attendance 29
Children are Learning: Developmental Readiness at Kindergarten 30
Developmental vulnerability 30
Children are Learning: Student Achievement (EQAO) 30
Student achievement - Gr 3 reading 30
Student achievement - Gr 6 reading 30
Student achievement - Gr 9 academic math 30
Student achievement - Gr 9 applied math 30
Children are Learning: School Engagement 30
Kindergarten school engagement 30
Youth - learning engagement 31
Online school 31
Extracurricular activities 31
School work 31
Children are Connected: Social Competencies 31
Kindergarten peer interaction 31
Youth self-expression 31
Children are Connected: Caring Neighbourhood 32
Youth community engagement 32
Caring neighbours 32

Children are Connected: Caring School Climate 32
Supportive teachers 32
Children are Connected: Positive Peer Influence 33
Supportive friends 33
Children are Connected: Connectedness 33
Positive belonging 33
Positive relationships 33
Peer support for learning 33
Loneliness 34
Social isolation 34
Internet access 35
Supportive relationships 35
Children are Connected: COVID-19 Impact 35
Impact of COVID-19 on activity 35
Children are Safe: Serious Injury 35
Serious injury - kindergarten children 36
Serious injury - youth 36
Children are Safe: Safety from Harm 36
School safety - kindergarten children 36
School safety - youth 36
Bullying 36
Discrimination 37
Children are Safe: Risky behaviours 37
Alcohol use 37
Families: Parenting Capacity 37
Parenting advice 37
Parenting social network 37

Families: Quality Time at Home 37
Family meals - kindergarten children 38
Family meals - youth 38
Family support 38
Parent involvement 38
Families: Stability 39
Food security 39
Schools Are Connected: Caring Schools 39
Welcoming schools - kindergarten 39
Welcoming schools - youth 39
Fair schools - youth 39
School inclusion and belonging 40
Bonding to school - youth 41
Schools Are Connected: Sports 41
School sports 41
Neighbourhoods: Safe & Supportive Neighbourhoods 41
Safe neighbourhoods - parents 41
Safe neighbourhoods - youth 41
Neighbourhoods: Social Cohesion 41
High Neighbourhood cohesion 41
Positive Neighbourhood Cohesion 42
Community belonging 43
Youth civic engagement 43
Neighbourhoods: Environment 43
Natural environment 43
Youth environmentalism 44
Neighbourhoods: Community Programs and Services 44

Youth engagement in community groups 44
Cultural activities attendance 44
Library visits 44
Accessibility of heath services 44
Quality of health services 44
Accessibility of mental heath services 44
Quality of mental health services 45
Barriers to participation 45

Acronym	Explanation
EDI	**Early Development Instrument** The Early Development Instrument (EDI) is a population-based measure of a child's ability to meet age-appropriate developmental expectations in five domains (social competence, emotional maturity, language, communication, and physical health). For more information about the Early Development Instrument, see: https://ourkidsnetwork.ca/wp-content/uploads/2025/06/OKN-EDI-Report-2023_Design_FINAL.pdf
EQAO	**Education Quality and Accountability Office** EQAO assesses how well Ontario's public **education** system is developing students' reading, writing and math skills. For more information, see: https://www.eqao.com/
HHS	**Halton Student Survey** A total of 6,304 Grade 7 students participated in the 2024-25 School Climate Survey conducted by the Halton District School Board (HDSB) and the Halton Catholic District School Board (HCDSB). The Halton School Climate Survey is a biennial survey administered by both boards to assess students' perceptions and experiences related to school climate. Survey topics include school connectedness, relationships, safety and bullying, academic engagement, health and well-being, self-esteem, substance use and other risk behaviours, and demographic characteristics.
HYIS	**Halton Youth Impact Survey** The CY-Survey is a youth-friendly, validated tool developed by UNICEF Canada. The survey was branded the Halton Youth Impact Survey (HYIS) for administration in Halton Region. It includes children and youth ages 9-18. Sample size (2021) = 2516. For more information about the Halton Youth Impact Survey, see: https://ourkidsnetwork.ca/Public/HYIS-Results
KPS	**Kindergarten Parent Survey** The KPS is a triennial social survey administered to parents or guardians of senior kindergarten children in the Halton District School Board and the Halton Catholic District School Board. For more information about the KPS, see: https://ourkidsnetwork.ca/2026-kindergarten-parent-survey-highlights/
MHS	**Student Mental Health Survey** In spring 2023, 4,425 grade seven students and 2,869 grade ten students from the Halton District School Board (HDSB) and Halton Catholic District School Board (HCDSB) participated in a set of surveys, which included questions about their general mental health and related factors, including relationships with peers and parents, community belonging, safety, bullying, sleep, screen-time, and substance use. Data displayed on the Data Portal covers 7th-grade students. For 10th-grade student data, refer to the URL below. For more information about the Student Mental Health Survey, see: https://ourkidsnetwork.ca/youth-mental-health-report/
TTFM	**Tell Them From Me** Developed and coordinated by the Learning Bar Inc., 2009, measures experiences at school, and physical and mental wellbeing. For more information about the Tell Them From Me survey, see: https://ourkidsnetwork.ca/wp-content/uploads/2023/04/OKN-TTFM-Reports_Elementary-03.04.18.pdf

Indicator	Specifications	Data Source	Years	Caution/Notes
DEMOGRAPHICS: Population counts				
Population aged 0 - 6 years old	Population counts by age group	Statistics Canada	2001, 2006, 2011, 2016, 2021	Available by census tract, 2015 and 2023 OKN neighbourhoods, and by municipality.
Population aged 7 - 12 years old	Population counts by age group	Statistics Canada	2001, 2006, 2011, 2016, 2021	Available by census tract, 2015 and 2023 OKN neighbourhoods, and by municipality.
Population aged 13 - 18 years old	Population counts by age group	Statistics Canada	2001, 2006, 2011, 2016, 2021	Available by census tract, 2015 and 2023 OKN neighbourhoods, and by municipality.

Demographics: Ontario Marginalization Index (ON-Marg)

The Ontario Marginalization Index (ON- Marg) is an area-based index that shows differences in marginalization between geographic areas and helps understand inequalities in various health and social well-being outcomes, either between population groups or geographical areas. It can be used for planning and needs assessment, resource allocation, monitoring of inequities, and research.

The Ontario Marginalization Index was created jointly by the Centre for Urban Solutions at St. Michael's Hospital and Public Health Ontario. Refer to the ON-Marg Index User Guide for a detailed understanding of each dimension and how to use the index. (see link under Source URL below)

What's on the Data Portal?

The Data Portal shows each dimension of the Index (Households and Dwellings, Material Resources, Age and Labour Force, and Racialized and Newcomer Populations) by neighbourhood or census tract.

How to view data:

- For census tracts, check the quintile classification. Marginalization scores are also available.

Indicator	Specifications	Data Source	Years	Caution/Notes
	- For neighborhoods, see the population count or percentage in each quintile. Be cautious with scores; population counts give a more accurate picture. Neighbourhood-level scores can hide dissemination area-level variability and marginalization pockets (see note on calculations below). **What are marginalization quintiles?** Quintiles divide a range of data into five equal parts. In the ON-Marg Index, quintiles were created by sorting geographic areas into five groups, ranked from one (least marginalized) to five (most marginalized). Each quintile contains one-fifth of the total geographic areas, organized from lowest marginalization score to highest. For instance, a census tract ranking 1 indicates that it falls within 20% of Ontario's least marginalized census tracts. A similar rationale is applied to neighbourhood-level data: the population count or the percentage of the population in the 1st quintile refers to the count/percentage of people in the neighbourhood living in dissemination areas that rank in Ontario's 20% least marginalized dissemination areas. Note that a quintile ranking of one does not always indicate a positive status, and a five ranking does not necessarily imply a negative status. Sometimes, one marginalization dimension may have a protective effect on a particular outcome. This can be seen, for example, in the healthy immigrant effect, where newcomer concentration may have a protective effect on a health outcome, while other marginalization dimensions may have the opposite effect. **Note on neighbourhood-level calculations**: neighbourhood-level data is based on ON-Marg numbers released for dissemination areas. Each OKN neighbourhood contains multiple Statistics Canada dissemination areas. *Neighbourhood scores* were calculated using average weighted scores. Each dissemination area had its score multiplied by its population, then the weighted scores were added, and then the sum was divided by the total population in that neighbourhood. *Population counts and percentage by quintile* were calculated by adding the population in dissemination areas with the same quintile ranking in the ON-Marg. *If you need help using this index, click on the Support and Feedback button at the top!* **Data Source:** 2016: Matheson FI, van Ingen T. 2016 Ontario marginalization index. Toronto, ON: St. Michael's Hospital; 2018. Joint publication with Public Health Ontario. 2021: Matheson FI (Unity Health Toronto), Moloney G (Unity Health Toronto), van Ingen T (Public Health Ontario). 2021 Ontario marginalization index. Toronto, ON: St. Michael's Hospital (Unity Health Toronto); 2023. Joint publication with Public Health Ontario.			
Households and Dwellings	The households and dwellings dimension of ON-Marg relates to family and neighbourhood stability and cohesiveness. The indicators included in this dimension measure the types and density of residential accommodations, as well as certain	See above	2016, 2021	Available by census tract, and 2023 OKN neighbourhoods.

Indicator	Specifications	Data Source	Years	Caution/Notes
	characteristics of family structure. (User Guide: 2021 Ontario Marginalization Index (publichealthontario.ca)			
Material Resources	The material resources dimension is closely connected to poverty and refers to the inability for individuals and communities to access and attain basic material needs relating to housing, food, clothing, and education. Higher socioeconomic position provides more opportunities to address barriers to good health and wellness, including access to education to make informed decisions about health, better access to preventative health care (such as cancer screening) and the resources to cope with stressful situations. User Guide: 2021 Ontario Marginalization Index (publichealthontario.ca)	See above	2016, 2021	Available by census tract, and 2023 OKN neighbourhoods.
Age and Labour Force	The age and labour force dimension of ON-Marg relates to the impacts of disability and dependence. It refers to area-level concentrations of people who do not have income from employment, including older adults, children, adults whose work is not compensated and/or those unable to work due to disability. User Guide: 2021 Ontario Marginalization Index (publichealthontario.ca)	See above	2016, 2021	Available by census tract, and 2023 OKN neighbourhoods.
Racialized and Newcomer Populations	The racialized and newcomer populations dimension measures the proportion of newcomers and/or non-white, non-Indigenous populations, and relates to the impacts of racialization and xenophobia. “Race” is a social construct without a biological meaning. […] Disparities across this measure are the result of interpersonal and structural racism, and not the result of individual-level causal factors.. User Guide: 2021 Ontario Marginalization Index (publichealthontario.ca)	See above	2016, 2021	Available by census tract, and 2023 OKN neighbourhoods.
DEMOGRAPHICS: Demographics by Neighbourhood				
Social Risk Index	Human Resources Development Canada developed the conceptual model for the Social Risk Index in 2003 as a tool for providing a general picture of potential risks in communities. The index is calculated from nine census variables relating to a neighbourhood's socioeconomic risk	Statistics Canada	2016, 2021	The reference period for census income data is the calendar year preceding the census. The

Indicator	Specifications	Data Source	Years	Caution/Notes
	factors. The neighbourhoods received one point for each variable where the neighbourhood result was higher than the provincial average (e.g., greater unemployment rate). The score ranges from 0 to 9. Generally, neighbourhoods with a Social Risk Index score greater than four are considered to be "high" on the risk index. Variables used in the SRI: One-Parent Families (formerly lone-parent families): Percentage of Census families that are one-parent families. According to Statistics Canada, a one-parent family is a mother or a father, with no spouse or common-law partner present, living in a dwelling with one or more never-married. LICO: Percentage of Census families living at or below the Low-Income Cut-Off Rate (LICO). Statistics Canada's LICO measure is the most common unofficial poverty line used in Canada. Statistics Canada calculates the LICO by estimating the income threshold which a family spends more on food, shelter, and clothing than the average family. LICOs are calculated for families and communities of different sizes. No knowledge of official languages: Percentage of people who cannot conduct a conversation in English nor French. For a child who has not yet learned to speak, this includes the languages that the child is learning to speak at home. Recent Immigrants: Percentage of families that have recently immigrated to Canada. Recent immigration is defined as those who have settled in Canada less than five years ago. Rent Home: Percentage of families that rent, rather than own, their home. 1-Year Mobility Rate: Percentage of the population who, on Census Day, were living at a different address than the one at which they resided one year earlier.			demographic variables collected on the questionnaire, such as age and family status, reflect respondent's characteristics on the census reference day (May 10, 2016, and May 11, 2021). Caution is advised when comparing different Census years, as methodologies may vary from one year to another.

Indicator	Specifications	Data Source	Years	Caution/Notes
	Unemployment Rate: Percentage of the labour force aged 15 or older who did not have a job during the Census reference period. Pop aged 25 to 64 without HS Education: Percentage of the population aged 25 and older who have not completed high school education. Government Transfer Payments: Percentage of total income of the population aged 15 and over in private households that is composed by government transfer payments in a specific area.			
One-parent families	One-Parent Families (formerly lone-parent families): Percentage of Census families that are one-parent families. According to Statistics Canada, a one-parent family is a mother or a father, with no spouse or common law partner present, living in a dwelling with one or more never-married.	Statistics Canada	2016, 2021	The reference period for census income data is the calendar year preceding the census. The demographic variables collected on the questionnaire, such as age and family status, reflect respondent's characteristics on the census reference day (May 10, 2016, and May 11, 2021). Caution is advised when comparing different Census years, as methodologies may vary from one year to another.
LICO	Percentage of Census families living at or below the Low-Income Cut-Off Rate (LICO). Statistics Canada's LICO measure is the most common unofficial poverty line used in Canada. Statistics Canada calculates the LICO by estimating	Statistics Canada	2016, 2021	The reference period for census income data is the calendar year preceding the

Indicator	Specifications	Data Source	Years	Caution/Notes
	the income threshold which a family spends more on food, shelter, and clothing than the average family. LICOs are calculated for families and communities of different sizes.			census. The demographic variables collected on the questionnaire, such as age and family status, reflect respondent's characteristics on the census reference day (May 10, 2016, and May 11, 2021). Caution is advised when comparing different Census years, as methodologies may vary from one year to another.
No knowledge of official languages	Percentage of people who cannot conduct a conversation in English nor French. For a child who has not yet learned to speak, this includes the languages that the child is learning to speak at home.	Statistics Canada	2016, 2021	The reference period for census income data is the calendar year preceding the census. The demographic variables collected on the questionnaire, such as age and family status, reflect respondent's characteristics on the census reference day (May 10, 2016, and May 11, 2021). Caution is advised

Indicator	Specifications	Data Source	Years	Caution/Notes
				when comparing different Census years, as methodologies may vary from one year to another.
Recent immigrants	Percentage of families that have recently immigrated to Canada. Recent immigration is defined as those who have settled in Canada less than five years ago.	Statistics Canada	2016, 2021	The reference period for census income data is the calendar year preceding the census. The demographic variables collected on the questionnaire, such as age and family status, reflect respondent's characteristics on the census reference day (May 10, 2016, and May 11, 2021). Caution is advised when comparing different Census years, as methodologies may vary from one year to another.
Rent home	Percentage of families that rent, rather than own, their home.	Statistics Canada	2016, 2021	The reference period for census income data is the calendar year preceding the census. The demographic

Indicator	Specifications	Data Source	Years	Caution/Notes
				variables collected on the questionnaire, such as age and family status, reflect respondent's characteristics on the census reference day (May 10, 2016, and May 11, 2021). Caution is advised when comparing different Census years, as methodologies may vary from one year to another.
1-Year mobility rate	Percentage of the population who, on Census Day, were living at a different address than the one at which they resided one year earlier.	Statistics Canada	2016, 2021	The reference period for census income data is the calendar year preceding the census. The demographic variables collected on the questionnaire, such as age and family status, reflect respondent's characteristics on the census reference day (May 10, 2016, and May 11, 2021). Caution is advised when comparing different Census

Indicator	Specifications	Data Source	Years	Caution/Notes
				years, as methodologies may vary from one year to another.
Unemployment rate	Percentage of the labour force aged 15 or older who did not have a job during the Census reference period.	Statistics Canada	2016, 2021	The reference period for census income data is the calendar year preceding the census. The demographic variables collected on the questionnaire, such as age and family status, reflect respondent's characteristics on the census reference day (May 10, 2016, and May 11, 2021). Caution is advised when comparing different Census years, as methodologies may vary from one year to another.
Population aged 25 to 64 without HS education	Percentage of the population aged 25 and older who have not completed high school education.	Statistics Canada	2016, 2021	
Government transfer payments	Percentage of total income of the population aged 15 and over in private households that is composed by government transfer payments* in a specific area.	Statistics Canada	2016, 2021	The reference period for census income data is the calendar year preceding the census. The

Indicator	Specifications	Data Source	Years	Caution/Notes
	*Government transfers - All cash benefits received from federal, provincial, territorial, or municipal governments during the reference period. It includes: Old Age Security pension, Guaranteed Income Supplement, Allowance or Allowance for the Survivor; retirement, disability and survivor benefits from Canada Pension Plan and Québec Pension Plan; benefits from Employment Insurance and Québec parental insurance plan; child benefits from federal and provincial programs; social assistance benefits; workers' compensation benefits; Canada workers benefit (CWB); Goods and services tax credit and harmonized sales tax credit; other income from government sources. For the 2021 Census, this includes various benefits from new and existing federal, provincial, and territorial government income programs intended to provide financial support to individuals affected by the COVID-19 pandemic and the public health measures implemented to minimize the spread of the virus.			demographic variables collected on the questionnaire, such as age and family status, reflect respondent's characteristics on the census reference day (May 10, 2016, and May 11, 2021). Caution is advised when comparing different Census years, as methodologies may vary from one year to another.
Mother tongue	Non-Official Mother Tongue: Percentage of families whose mother tongue is not English or French. According to Statistics Canada, mother tongue is defined as the first language learned at home in childhood and still understood by the person at the time the data was collected.	Statistics Canada	2016, 2021	The reference period for census income data is the calendar year preceding the census. The demographic variables collected on the questionnaire, such as age and family status, reflect respondent's characteristics on the census reference day (May 10, 2016, and May 11, 2021). Caution is advised

Indicator	Specifications	Data Source	Years	Caution/Notes
				when comparing different Census years, as methodologies may vary from one year to another.
Racialized population	'Visible minority' refers to whether a person is a visible minority or not, as defined by the Employment Equity Act. The Employment Equity Act defines visible minorities as "persons, other than Aboriginal peoples, who are non-Caucasian in race or non-white in colour." The visible minority population consists mainly of the following groups: South Asian, Chinese, Black, Filipino, Arab, Latin American, Southeast Asian, West Asian, Korean and Japanese. In 2021 Census analytical and communications products, the term "visible minority" has been replaced by the terms "racialized population" or "racialized groups", reflecting the increased use of these terms in the public sphere. Response categories in the population group question included 11 mark-in circles and one write-in space. Respondents were asked “Is this person:” and were instructed to mark more than one of the following response categories, or to specify another group, if applicable: White; South Asian (e.g., East Indian, Pakistani, Sri Lankan); Chinese; Black; Filipino; Arab; Latin American; Southeast Asian (e.g., Vietnamese, Cambodian, Laotian, Thai); West Asian (e.g., Iranian, Afghan); Korean; Japanese; Other group—specify. A note on the census questionnaire informed respondents that “This question collects information in accordance with the Employment Equity Act and its Regulations and Guidelines to support programs that promote equal opportunity for	Statistics Canada	2016, 2021	The reference period for census income data is the calendar year preceding the census. The demographic variables collected on the questionnaire, such as age and family status, reflect respondent's characteristics on the census reference day (May 10, 2016, and May 11, 2021). Caution is advised when comparing different Census years, as methodologies may vary from one year to another.

Indicator	Specifications	Data Source	Years	Caution/Notes
	everyone to share in the social, cultural and economic life of Canada." Additional instructions on how to complete the 2021 population group question were provided to respondents via a help button available in the electronic questionnaire.			
Commuting	Percentage of the employed labour force aged 15 years and over with a usual place of work or no fixed workplace address that spends 45 minutes or more commuting - 25% census sample data. Note: Commuting duration refers to the length of time, in minutes, usually required by a person to travel to their place of work.	Statistics Canada	2016, 2021	The reference period for census income data is the calendar year preceding the census. The demographic variables collected on the questionnaire, such as age and family status, reflect respondent's characteristics on the census reference day (May 10, 2016, and May 11, 2021). Caution is advised when comparing different Census years, as methodologies may vary from one year to another.
Shelter	Percentage of the population* spending 30% or more of their income with shelter costs. *Owner and tenant households with household total income greater than zero, in non-farm, non-reserve private dwellings by shelter-cost-to-income ratio - 25% census sample data	Statistics Canada	2016, 2021	The reference period for census income data is the calendar year preceding the census. The demographic variables collected on the questionnaire,

Indicator	Specifications	Data Source	Years	Caution/Notes
				such as age and family status, reflect respondent's characteristics on the census reference day (May 10, 2016, and May 11, 2021). Caution is advised when comparing different Census years, as methodologies may vary from one year to another.
Low Income (LIM-AT)	The Low-income measure, after tax, refers to a fixed percentage (50%) of median-adjusted after-tax income of private households. The household after-tax income is adjusted by an equivalence scale to take economies of scale into account. This adjustment for different household sizes reflects the fact that a household's needs increase, but at a decreasing rate, as the number of members increases. When the unadjusted after-tax income of household pertaining to a person falls below the threshold applicable to the person based on household size, the person is considered to be in low income according to LIM-AT. Since the LIM-AT threshold and household income are unique within each household, low-income status based on LIM-AT can also be reported for households. Note: Prior to the 2021 Census, the LIM thresholds and the LIM low-income statistics were derived and reported for the population residing outside of the territories and off reserve only. It was based on the consideration that the income, prices, and expenditure patterns could be quite different in the territories and on reserve, and thus, could make the	Statistics Canada	2016, 2021	The reference period for census income data is the calendar year preceding the census. The demographic variables collected on the questionnaire, such as age and family status, reflect respondent's characteristics on the census reference day (May 10, 2016, and May 11, 2021). Caution is advised when comparing different Census years, as methodologies may

Indicator	Specifications	Data Source	Years	Caution/Notes
	interpretation of the LIM low-income statistics difficult. Since the 2016 Census, there were research studies that analyzed the feasibility of defining LIM thresholds that include the population living in the territories and on reserve and examined the aspects that should be considered when interpreting low-income statistics based on this definition. With the guidance and support of such research, the 2021 Census expanded the coverage of the LIM concept to all regions in Canada, making it the only low-income concept that is applicable to the population living in the territories and on reserve.			vary from one year to another.
Children are Healthy: At-Risk Births				
Low birth weight	Percentage of live births with a birth weight of < 2500 grams (5lbs. 8oz.) at the time of delivery per total live births.	IntelliHEALTH	2015/16	
Live birth rate	Total number of live births per 1,000 population in a given time period. Crude birth rates are presented using hospital discharge data for newborns.	IntelliHEALTH	2015/16	
Children are Healthy: Physical Health				
Children eating daily breakfast	Percentage of parents of 5-year-olds that report that their child eats breakfast daily.	KPS	2015, 2018, 2023, 2026	
Children physically active	Percentage of parents of kindergarten children that report that their child is physically active for 60 minutes per day.	KPS	2015, 2018, 2023, 2026	Note 1: Results for this indicator were higher than expected in 2023 and are considered an outlier for reasons that are not fully understood. Comparisons between 2023 and other KPS cycles

Indicator	Specifications	Data Source	Years	Caution/Notes
				should be interpreted with caution. Factors that may have contributed to these results include the promotion of outdoor activities during the COVID-19 pandemic and a later-than-usual spring data collection period. Note 2: In 2026, the explanatory text accompanying this question was revised to improve clarity. Although the question remained unchanged, the revised wording may have affected respondent interpretation. Caution is advised when comparing 2026 results with previous cycles.
Physical activity - youth	This indicator combines information from different surveys. Please check the interpretations below for the year/survey you are exploring. Percentage of elementary students reporting at least 30 minutes of intense physical activity (e.g., physical activity that makes you sweat or out of breath) after school each day.	TTFM HYIS	TTFM (2015/16, 2018) HYIS (2021)	Elementary students are students in grades 4 – 6 enrolled in the Halton Catholic District School Board and the Halton

Indicator	Specifications	Data Source	Years	Caution/Notes
	TTFM, 2015/16, 2018. Percentage of youth reporting at least one hour of physical activity every day. HYIS, 2021. Sample size = 2516.			District School Board. Please use caution when comparing across years, as the surveys were different in how they captured and measured physical activity.
Screen time - youth	Percentage reporting excessing screen time (please refer to each survey below for specific definitions) **TTFM (2015/16):** Percentage of elementary students* reporting 2 hours or more of screen time each day. TTFM 2015/16. *Elementary students are students in grades 4 – 6 enrolled in the Halton Catholic District School Board and the Halton District School Board. **HYIS (2021):** Percentage of youth reporting a higher number of daily screen time hours. Youth reported the number of hours spent daily on each of these medias: internet (searching the internet for interest); playing computer or video games; using social media to connect with friends; watching television, online movies or videos, or live streams. All the hours reported were added. The median was of 7 hours of screen time per day, and about 25% of the youth reporting the highest number of daily screen time hours were considered to be spending a higher number of hours on screens (10 hours or more on screens). Please note that this threshold is arbitrary and established from the sample distribution. The	TTFM HYIS MHS	TTFM (2015/16) HYIS (2021) MHS (2023)	Elementary students are students in grades 4 – 6 enrolled in the Halton Catholic District School Board and the Halton District School Board Please use caution when comparing across years, as the surveys were different in how they captured and measured screen time.

Indicator	Specifications	Data Source	Years	Caution/Notes
	percentages are more useful when comparing between neighbourhoods **MHS (2023):** Percentage of 7th-grade students spending more than 2 hours per day of recreational screen-time in the last seven days. Recreational screen-time is time spent on watching TV/movies/videos, playing video games, texting, messaging, posting, or surfing the internet in your free time (include time on any screen, such as a smartphone, tablet, TV, gaming device, computer or wearable technology) during the student's free time. Question source: Ontario Student Drug Use and Health Survey			
Self-rated physical health	Self-rated physical health, ranging from "Poor" to "Excellent". Percentage of youth who perceived their physical health as very good or excellent.	HYIS	2021	
Hours of sleep - youth	Percentage sleeping the minimum recommended hours per day. The Canadian 24 Hour Movement Guidelines recommend getting an uninterrupted 9 to 11 hours of sleep per night for those aged 5-13 years and 8 to 10 hours per night for those aged 14-17 years, with consistent bed and wake-up times. (https://csepguidelines.ca/guidelines/children-youth) **HYIS (2021):** For 9-13-year-olds, at least 9 hours of sleep, and for 14-18-year-olds at least 8 hours of sleep for meeting minimum sleep-hours. **Note:** the recommendations are for uninterrupted hours of sleep per night, and the question in the survey included naps (Thinking about nighttime sleep and naps, how many hours of sleep do you usually get per day?. Caution is recommended when using these results.	HYIS MHS	HYIS (2021) MHS (2023)	The recommendations are for uninterrupted hours of sleep per night, and the question in the survey included naps "(Thinking about nighttime sleep and naps, how many hours of sleep do you usually get per day?)". Caution is recommended when using these results. Data for this indicator originated from two

Indicator	Specifications	Data Source	Years	Caution/Notes
	Student Mental Health Survey (2023): For grade 7 students, those who indicated that they were getting 9 or more hours of sleep per night were considered to be getting the recommended minimum hours of sleep for their age. Question: On an average school night, how many hours of sleep do you get? Question source: Ontario Student Drug Use and Health Survey			different surveys. Please use caution when comparing across years as sampling strategies are different.
Children are Healthy: Mental Health				
Anxiety - Youth	Percentage of elementary students reporting moderate to high anxiety. This indicator is based on a series of survey items that assess a student's feelings of worry, such as "I worry more than most kids."	TTFM	2015/16	Elementary students are students in grades 4 – 6 enrolled in the Halton Catholic District School Board and the Halton District School Board The criteria used in these calculations are not equivalent to those used in clinical diagnoses. High ratings of anxiety should not be confused with high rates of clinical anxiety in Halton students.
Self-rated mental health	Percentage of youth who perceived their mental health as very good or excellent. (Self-rated mental health, ranging from poor to excellent).	HYIS MHS HSS	HYIS (2021) Student MHS (2023) HSS	Comparisons across years, particularly with 2021, should be interpreted with caution. The 2023 and 2025 surveys

Indicator	Specifications	Data Source	Years	Caution/Notes
			(2025)	included only Grade 7 students, while the 2021 survey represented a broader age range and had limited participation from children in the Grade 7 age range. Differences in survey administration due to COVID-19-related public health restrictions may also affect comparability over time.
Diagnosed mood or anxiety disorder	Percentage of youth that reported they had been diagnosed for a mood disorder (e.g., depression, bipolar disorder, mania) or anxiety disorder (e.g., a phobia, obsessive-compulsive disorder, panic disorder).	HYIS	2021	
Youth stress levels	Percentage of youth reporting that their lives are quite a bit or extremely stressful when asked about their amount of stress on most days.	HYIS	2021	
Personal Power	Same scale/procedure adopted for HYIS 2012. The percentage of youth reporting that they feel they have agency over things that happen to them. This asset is comprised of 3 items: "I deal with frustrations in positive ways", "I overcome challenges/problems in positive ways" and "I feel in control of my life". Each item has a 5-point response scale, ranging from "Never" to "Always", where "Never" is scored as zero. Scores of 8 (out of 12) and above are considered as high Personal Power.	HYIS	2021	
Self-esteem	Percentage of students reporting positive self-esteem.	HYIS MHS	HYIS (2021)	Note 1: Comparisons across years,

Indicator	Specifications	Data Source	Years	Caution/Notes
	Positive self-esteem is measured using a six-item scale with a 5-point response scale ranging from Never to Always. To support comparability across survey years, the indicator was calculated using a consistent methodology for 2021, 2023, and 2025. Please note that two of the items used in 2021 differed slightly in wording from the versions used in later years.Halton Youth Impact Survey (HYIS), 2021 The Positive Self-esteem indicator was created by recalculating the previously reported Moderate to High Self-esteem indicator using the same methodology applied to the 2023 Student Mental Health Survey and 2025 Halton Student Survey. The original Moderate to High Self-esteem indicator classified respondents as positive if they reported neutral or positive responses on at least three of the six items. For consistency across years, the 2021 data were reanalyzed using the methodology described below and are reported as Positive Self-esteem. Two items differed slightly in wording from the versions used in later surveys: Sometimes I feel I can't do anything right and Sometimes I think I am no good at all. The items were adapted from the Centre for Addiction and Mental Health (CAMH) Ontario Student Drug Use and Health Survey (OSDUHS), which in turn adapted items from the Rosenberg Self-Esteem Scale (Rosenberg, 1965). Student Mental Health Survey, 2023 The Positive Self-esteem indicator was originally derived from a series of eight questions measuring students' perceptions of themselves. To improve comparability with the 2021 and 2025 surveys, the indicator was recalculated using the same six items and methodology described below. Halton Student Survey, 2025 The Positive Self-esteem indicator is based on the following six items: I feel good about myself.>, I feel I am a person of	HSS	Student MHS (2023) HSS (2025)	particularly with 2021, should be interpreted with caution. The 2023 and 2025 surveys included only Grade 7 students, while the 2021 survey represented a broader age range and had limited participation from children in the Grade 7 age range. Differences in survey administration due to COVID-19-related public health restrictions may also affect comparability over time. Note 2: Results for 2021 shown here may differ from previously published estimates for Moderate to High Self-esteem because the indicator has been recalculated using the Positive Self-esteem methodology applied in 2023 and 2025.

Indicator	Specifications	Data Source	Years	Caution/Notes
	worth., I am able to do most things as well as other people., I feel I can't do anything right.*, I feel I do not have much to be proud of.*, I think I am no good at all.* Options: 0 = Never, 1 = Rarely, 2 = Sometimes, 3 = Often, and 4 = Always. Responses to items marked with an asterisk (*) were reverse-coded prior to analysis. The indicator was calculated by averaging each student's responses across the six items. Respondents with a rounded average score of 2 or higher were classified as having positive self-esteem, reflecting an overall neutral-to-positive pattern of responses across the six items. Students were included in the indicator only if they provided responses to at least three of the six items.			
High positive mental health	Same scale/procedure adopted for HYIS 2012. Percentage of youth reporting high Positive Mental Health. Positive Mental Health is a derived variable to represent positive mental health and was developed by Shelley Lothian in 2009/10. Positive mental health is comprised of seven questions on personal well-being: "I deal with frustrations in positive ways", " I overcome challenges/problems in positive ways", "I feel good about myself", "I feel I am a person of worth", "I feel in control of my life", "I feel good about my future" and "In the last 6 months, how often have you had the following?: Feeling low (depressed)". Each item has a 5-point response scale, ranging from "Never" to "Always" or "Rarely or Never" to "About every day" ("Feeling low" item), values ranging from 1 to 5. The scale of the negative item ("Feeling low") was reversely coded to match the positive items and the 7 items were summed. A score of 28 or greater was considered as high positive mental health. The rational for choosing a score of 28 or higher is based on the idea that 28 represents an average response of 4 on all the questions. A factor analysis	HYIS	2021	

Indicator	Specifications	Data Source	Years	Caution/Notes
	showed these questions factor out nicely into one dimension, with a Cronbach's alpha around 0.90.			
Positive emotional well-being	Percentage of 7th-grade students who have positive emotional well-being. Emotional well-being is a composite measure that combines responses for happiness, general interest in life, and life satisfaction.	MHS	2023	
Happiness	Percentage of 7th-grade students who reported they felt happy every day or almost every day in the past month.	MHS	2023	
General interest in life	Percentage of 7th-grade students who reported that they were interested in life every day or almost every day in the past month.	MHS	2023	
Living best life possible	Percentage of youth rating their current life as being close to the best life possible. Based on Cantril's ladder with an 11-point scale where higher scores reflect higher perceived sense of best possible life right now (based on OECD measure). The scale goes from 0 (worst possible) to 10 (best possible). Scores of 8 and higher are considered as being close to living the best possible life.	HYIS	2021	
Life satisfaction (2021)	Percentage of youth highly satisfied with their lives. Based on an 11-point scale where higher scores reflect higher levels of satisfaction with life in general (based on OECD measure). The scale goes from 0 (worst possible) to 10 (best possible). Scores of 8 and higher are considered as high life satisfaction.	HYIS	2021	
Life satisfaction (2023)	Percentage of 7th-grade students who reported that they were satisfied with life every day or almost every day in the past month.	MHS	2023	
Children are Learning: Preschool Learning				
Children's programs attendance	Percentage of parents reporting that, in the past 12-months, their 5-year-old has participated in a children's program (drop-ins, moms and tots, EarlyON Child and Family Centres programs, Family Resource Centre programs).	KPS	2015, 2018, 2023, 2026	

Indicator	Specifications	Data Source	Years	Caution/Notes
Children are Learning: Developmental Readiness at Kindergarten				
Developmental vulnerability	Percentage of kindergarten children developmentally vulnerable on one or more domains of the Early Development Instrument (EDI). A child is deemed developmentally vulnerable when assessed below the tenth percentile cut-off of Ontario's baseline population.	EDI	2015, 2018, 2023	
Children are Learning: Student Achievement (EQAO)				
Student achievement - Gr 3 reading	Percentage of grade 3 students meeting or exceeding provincial expectations for reading (Levels 3 and 4). Includes all eligible students including those that did not participate in the EQAO assessment.	EQAO	2016/17	
Student achievement - Gr 6 reading	Percentage of grade 6 students meeting or exceeding provincial expectations for reading (Levels 3 and 4). Includes all eligible students including those that did not participate in the EQAO assessment.	EQAO	2016/17	
Student achievement - Gr 9 academic math	Percentage of grade 9 students meeting or exceeding provincial expectations for academic math (Levels 3 and 4). Includes all eligible students including those that did not participate in the EQAO assessment.	EQAO	2016/17	
Student achievement - Gr 9 applied math	Percentage of grade 9 students meeting or exceeding provincial expectations for applied math (Levels 3 and 4). Includes all eligible students including those that did not participate in the EQAO assessment.	EQAO	2016/17	
Children are Learning: School Engagement				
Kindergarten school engagement	Percentage of parents reporting that their child has high levels of school engagement as measured by 2 survey items (my child enjoys going to school; and my child is excited about learning). The two items were summed together and scores of seven and higher were considered to show high levels of school engagement.	KPS	2015, 2018, 2023, 2026	

Indicator	Specifications	Data Source	Years	Caution/Notes
Youth - learning engagement	Comprised of three indicators that reflect school engagement. - Percentage of elementary school students reporting what they are taught at school is useful in their everyday life (Agree/Strongly agree); - Percentage of elementary students reporting that what they are taught at school is important for when they grow up (Agree/Strongly agree); -Percentage of elementary students reporting that doing well in school is important for when they grow up (Agree/Strongly agree).	TTFM	2015/16, 2018	Elementary students are students in grades 4 – 6 enrolled in the Halton Catholic District School Board and the Halton District School Board.
Online school	Percentage of youth reporting that they were learning exclusively online in 2021. The other options were learning online and in-person, exclusively in person (about 8% for Halton Region) and being home-schooled.	HYIS	2021	
Extracurricular activities	Percentage of youth involved in extracurricular activities at school in the past year (participating in at least one activity - member of a sports team, member of a community group, member of a church or religious group, another activity or group, arts group).	HYIS	2021	
School work	Percentage of youth reporting high levels of stress about schoolwork. Percentage of youth feeling pressured by their schoolwork (agree, or strongly agree), and feeling it is more than they can handle (agree, or strongly agree).	HYIS	2021	
Children are Connected: Social Competencies				
Kindergarten peer interaction	Percentage of parents of kindergarten children who report that their child gets along with their peers at school.	KPS	2015, 2018, 2023, 2026	
Youth self-expression	Percentage of youth reporting they felt confident to think or express their ideas in the past month ("Almost every day" or "every day").	HYIS	2021	

Indicator	Specifications	Data Source	Years	Caution/Notes
Children are Connected: Caring Neighbourhood				
Youth community engagement	Similar to the scale/procedure adopted for HYIS 2012. The percentage of students reporting that they place high value on helping other people. This asset is comprised of 3 items: "I help to make my community a better place", "I serve others in my community", "I volunteer or help without pay in my community". In 2012 the item on volunteerism was not included in this indicator. The 4-point items ranged from "Rarely" to "Always", where "Rarely" was coded as zero. Scores of at least 6 (out of 9) were considered as high (equivalent as averaging "often" in this scale). This indicator performed well in factorial analysis, with a Cronbach's Alpha of 0.83.	HYIS	2021	
Caring neighbours	Percentage of youth reporting that they feel their neighbours care about them very much or extremely.	HYIS	2021	
Children are Connected: Caring School Climate				
Supportive teachers	Percentage of youth reporting high levels of perceived teacher support. Teachers' support perception was measured using 8 items: "I feel that my teachers accept me as I am", "I feel that my teachers care about me as a person", "I feel a lot of trust in my teachers", "When I need extra help, I can get it", "My teachers are interested in me as a student", "Most of my teachers are friendly", "I am encouraged to express my own views in my class(es)" and "Our teachers treat us fairly". The 5-point items ranged from "Strongly disagree" to "Strongly agree". The mean was calculated, and if more than one item was missing, the result was deemed missing. A mean higher than 4 was considered high, leaving below it around 65% percent of the sample. This threshold is arbitrary, and this indicator is more useful for comparisons.	HYIS	2021	

Indicator	Specifications	Data Source	Years	Caution/Notes
Children are Connected: Positive Peer Influence				
Supportive friends	Percentage of youth reporting high levels of perceived friends' support. Friends' support perception was measured using 4 items: "My friends really try to help me", "I can count on my friends when things go wrong", "I have friends with whom I can share my joys and sorrows" and "I can talk about my problems with my friends". The 5-point items ranged from "Strongly disagree" to "Strongly agree". The mean was calculated, and if any of the items was missing, the result was deemed missing. A mean higher than 4 was considered high, leaving below it around 65% percent of the sample. This threshold is arbitrary, and this indicator is more useful for comparisons.	HYIS	2021	
Children are Connected: Connectedness				
Positive belonging	Percentage of elementary students reporting a positive sense of belonging. Students who feel accepted and valued by others at their school are considered to have a positive sense of belonging. Sample size (2021) = 2516.	TTFM	2015/16	Elementary students are students in grades 4 – 6 enrolled in the Halton Catholic District School Board and the Halton District School Board.
Positive relationships	Percentage of elementary students reporting positive relationships. Students with positive relationships are those who have friends at school they can trust and who encourage them to make positive choices.	TTFM	2015/16	Elementary students are students in grades 4 – 6 enrolled in the Halton Catholic District School Board and the Halton District School Board.
Peer support for learning	Percentage of 7th-grade students who reported peer support for learning. Students were asked a series of seven questions	MHS	2023	

Indicator	Specifications	Data Source	Years	Caution/Notes
	about having friends and whether students at their school care about them, respect them and like them the way they are. These questions were used to create the peer support indicator. The peer support indicator was based on a series of seven scale items for the question: *In your opinion, how much do you agree or disagree with the following statements?* Items: *There are students at my school who care about me*, *Students at my school are there for me when I need them*, *Other students here like me the way I am*, *I enjoy talking to the students here*, *Students here respect what I have to say*, *I have some friends at school* and *I have at least one good friend outside of school who cares about me*. Students were given the following response options, with the corresponding values: *1=Strongly disagree*, *2=Disagree*, *3=Agree* and *4=Strongly agree*. For the peer support indicator, the student's average response across the seven questions was calculated. If the average response was greater than two, they were considered to have positive peer support. Students were only included in the peer support indicator if they answered at least half of the seven questions. Question source: Student Engagement Instrument, University of Minnesota			
Loneliness	Percentage of youth reporting they feel lonely (agree or strongly agree with the statement "I feel lonely").	HYIS	2021	
Social isolation	Percentage of youth reporting lower than average sense of social isolation. Social isolation was measured using 3 items: "I feel I lack close friends," "I feel left out," and "I feel isolated from others in the community." The 5-point items ranged from "Strongly disagree" (coded as 1) to "Strongly agree." The mean was calculated, and if any of the items were missing, the result was deemed missing. A mean of 3 or higher was considered high, leaving around 62% percent of the sample	HYIS	2021	

Indicator	Specifications	Data Source	Years	Caution/Notes
	below it. This threshold is arbitrary and does not indicate the severity of the perceived social isolation; therefore, this indicator is most helpful when comparing neighbourhoods.			
Internet access	Percentage of youth reporting they can use the internet when they want or need to (at home, school, or somewhere else). Youth who answered "often" or "very often" were considered as having access to internet.	HYIS	2021	
Supportive relationships	Percentage of youth reporting high levels of perceived support. This was measured using 10 items: "There are people I can depend on to help me if I really need it", "There are people who enjoy the same social activities I do", "I have close relationships that provide me with a sense of emotional security and wellbeing", "There is someone I could talk to about important decisions in my life", "I have relationships where my competence and skill are recognized", "There is a trustworthy person I could turn to for advice if I were having problems", "I feel part of a group of people who share my attitudes and beliefs", "I feel a strong emotional bond with at least one other person", "There are people who admire my talents and abilities" and "There are people I can count on in an emergency". The 5-point items ranged from "Strongly disagree" to "Strongly agree". The mean was calculated, and if more than one item was missing, the result was deemed missing. A mean of 4.3 or higher was considered high, leaving below it around 61% percent of the sample. This threshold is arbitrary, and this indicator is more useful for comparisons.	HYIS	2021	
Children are Connected: COVID-19 Impact				
Impact of COVID-19 on activity	Percentage of youth reporting that their participation in activities in their free time decreased a lot due to COVID-19.	HYIS	2021	
Children are Safe: Serious Injury				

Indicator	Specifications	Data Source	Years	Caution/Notes
Serious injury - kindergarten children	Percentage of parents of kindergarten children reporting that their child has been seriously injured (requiring medical attention by a doctor, nurse, or dentist) in the past 12 months.	KPS	2015, 2018, 2023, 2026	
Serious injury - youth	Percentage of youth injured seriously enough to require medical attention last year.	HYIS	2021	
Children are Safe: Safety from Harm				
School safety - kindergarten children	Percentage of parents of kindergarten children reporting that their child feels safe at school.	KPS	2015, 2018, 2023, 2026	
School safety - youth	Percentage who feels safe at school. **TTFM (2015, 2018)** and **HYIS (2021)**: Agree or strongly agree with the statement *I feel safe at my school* **Student Mental Health Survey (2023)**: Student feels quite a bit or very safe at school. Students had to check one option for a list of questions about safety. *Feeling safe* was defined as feeling comfortable, relaxed, and not worried that someone could harm their body, hurt their feelings, or damage their belongings. Then students had to answer the question *How safe do you feel at school* with the options *not at all*, *a little bit*, *quite a bit* and *very much*. Question source: Ontario Ministry of Education (2009) School Climate Survey (Students)	TTFM HYIS MHS	TTFM (2015/16, 2018) HYIS (2021) MHS (2023)	Elementary students are students in grades 4 – 6 enrolled in the Halton Catholic District School Board and the Halton District School Board. Use caution when comparing across the years, as the surveys had different sampling strategies. Also, the question asked in 2023 was different from the one used in previous years.
Bullying	This indicator combines information from different surveys. Please check the interpretations below for the year/survey you are exploring.	TTFM HYIS	TTFM (2015/16, 2018)	Elementary students are students in grades 4 – 6 enrolled

Indicator	Specifications	Data Source	Years	Caution/Notes
	Percentage of elementary students reporting any type of bullying in the past 4 weeks. Bullying occurs when a person tries to hurt another person and does it more than once. Bullying can be physical, verbal, cyber or social. TTFM, 2015/16, 2018. Percentage of youth reporting any type of bullying in the past two months at least 2 or 3 times a month. Bullying can be physical, verbal or social. HYIS, 2021.		HYIS (2021)	in the Halton Catholic District School Board and the Halton District School Board. Please use caution when comparing across years, as the surveys were different in how they captured and measured bullying.
Discrimination	Percentage of youth reporting they experienced discrimination in their community in the past year.	HYIS	2021	
Children are Safe: Risky behaviours				
Alcohol use	Percentage of youth reporting they drank alcohol in the last 30 days. Options for these 7-point questions ranged from "Never" to "Every day". Any frequency of alcohol use other than "Never" was considered as use.	HYIS	2021	
Families: Parenting Capacity				
Parenting advice	Percentage of parents of Kindergarten children who agree or strongly agree that they feel comfortable asking for advice about parenting.	KPS	2015, 2018, 2023, 2026	
Parenting social network	Percentage of parents of kindergarten children who agree or strongly agree that they feel close to other parents with children the same age.	KPS	2015, 2018, 2023, 2026	
Families: Quality Time at Home				

Indicator	Specifications	Data Source	Years	Caution/Notes
Family meals - kindergarten children	Percentage of parents of Kindergarten children reporting that in a typical week, their child eats meals together with the family daily.	KPS	2015, 2018, 2023	
Family meals - youth	Percentage of youth reporting they eat at least one meal with at least one adult member of their family every day in a school week (Monday to Friday).	HYIS	2021	
Family support	Percentage of youth reporting high levels of perceived family support. Family's support perception was measured using 4 items: "My family really tries to help me", "I get the emotional help and support I need from my family", "I can talk about my problems with my family" and "My family is willing to help me make decisions". The 5-point items ranged from "Strongly disagree" to "Strongly agree". The mean was calculated, and if any of the items was missing, the result was deemed missing. A mean of 4.5 or higher was considered high, leaving below it around 66% percent of the sample. This threshold is arbitrary, and this indicator is more useful for comparisons.	HYIS	2021	
Parent involvement	Percentage of 7th-grade students who reported positive parental involvement. The parent involvement indicator was based on a series of six items under the question *My parents or other adults at home*. Items: *Encourage me to talk with my teachers*,* *Encourage me to talk with my classmates*,* *Help me to be organized*,* *Notice when I work hard in class** , *Help me with my homework*,** and *Talk to me about school*** Students were given the following response options, with the corresponding values: *1=Strongly disagree*, *2=Disagree*, *3=Agree* and *4=Strongly agree* For the parent involvement indicator, the student's average response across the six questions was calculated. If the average response was greater than two, they were considered to have positive parent involvement. Students	MHS	2023	

Indicator	Specifications	Data Source	Years	Caution/Notes
	were only included in the parent involvement indicator if they answered at least half of the six questions. Question source: *Items inspired by Borup, Stevens & Hasler Waters, 2015, and Borup, Chambers & Srimson, 2019 **adapted from Community and Youth Collaborative Institute.			
Families: Stability				
Food security	Food Security – Percentage of food secure youth. Youth reporting no problems of food access. Negative answers to all food security questions: "I ate only a few kinds of low-cost foods because we could not buy food", "Our family could not afford the food for more balanced meals", "I did not eat enough because there was not enough money for food", "I ate smaller meals because there was not enough money for food", "I skipped meals because there was not enough money for food", "I did not eat for a whole day because there was not enough money for food" and "Some young people go to school or to bed hungry because there is not enough food at home. How often does this happen to you?". When "Never true" or "Never" was selected, it was considered a negative answer.	HYIS	2021	
Schools Are Connected: Caring Schools				
Welcoming schools - kindergarten	Percentage of parents of kindergarten children who report that their child's school is a friendly and welcoming place.	KPS	2015, 2018, 2023, 2026	
Welcoming schools - youth	Percentage of youth reporting their school is a nice place to be (Agree or Strongly agree).	HYIS	2021	
Fair schools - youth	Percentage of youth feeling the rules in their school are fair (Agree or Strongly agree).	HYIS	2021	

Indicator	Specifications	Data Source	Years	Caution/Notes
School inclusion and belonging	Percentage feeling a sense of belonging or inclusion at school. **TTFM (2015/16)**: Percentage of elementary students reporting a positive sense of belonging. Students who feel accepted and valued by others at their school are considered to have a positive sense of belonging. The measure of Sense of Belonging is based on the following set of items: *I make friends easily at school*, *I feel accepted for who I am*, *School is a place where I feel like I belong*, *I feel accepted by other kids my age*. Students indicated their level of agreement to each item. **HYIS (2021)**: Percentage of youth reporting they belong at school (Agree or Strongly agree with the statement *feel I belong at my school*) **Student Mental Health Survey 2023**: Percentage of 7th-grade students who feel included at school. Students were asked a series of eight items about feelings of acceptance and belonging at school. These questions formed the inclusion indicator. The question for the eight items was *In your opinion, how much do you agree or disagree with the following statements?* Items: *I enjoy being at school*, *My school is a friendly place*, *My school building is a comfortable place to learn*, *I feel accepted by other students in my school*, *I feel accepted by other adults in my school*, *I can get extra help at my school when I need it*, *I feel like I belong at my school* and *I feel that school staff listen to students' ideas*. Students were given the following response options, with the corresponding values: *1=Strongly disagree*, *2=Disagree*, *3=Agree* and *4=Strongly agree*. For the inclusion indicator, the student's average response	TTFM HYIS MHS	TTFM (2015/16, 2018) HYIS (2021) MHS (2023)	Use caution when comparing across the years, as the surveys had different sampling strategies. The topic of belonging and inclusion at school had different approaches in each survey. Please check the interpretations below for the year/survey you are exploring.

Indicator	Specifications	Data Source	Years	Caution/Notes
	across the eight questions was calculated. If the average response was greater than two, they were considered to have positive feelings of inclusion. Students were only included in the inclusion indicator if they answered at least half of the seven questions. Question source: Ontario Ministry of Education (2009) School Climate Survey (Students)			
Bonding to school - youth	Percentage of youth reporting they like their school a lot (Agree or Strongly agree).	HYIS	2021	
Schools Are Connected: Sports				
School sports	Percentage of elementary students who play sports at school, besides gym class, at least once a week.	TTFM	2015/16	Elementary students are students in grades 4 – 6 enrolled in the Halton Catholic District School Board and the Halton District School Board.
Neighbourhoods: Safe & Supportive Neighbourhoods				
Safe neighbourhoods - parents	Percentage of parents of Kindergarten children who feel that their neighbourhood is safe for children.	KPS	2015, 2018, 2023, 2026	
Safe neighbourhoods - youth	Percentage of youth feeling safe from crime in their neighbourhood, answering that they feel "Very safe" or "Reasonably safe" from crime in their neighbourhood.	HYIS	2021	
Neighbourhoods: Social Cohesion				
High Neighbourhood cohesion	Percentage of parents and caregivers of kindergarten children that report high levels of neighbourhood cohesion as measured by a six-item scale.	KPS	2015, 2018,	This indicator is excellent for comparing groups in

Indicator	Specifications	Data Source	Years	Caution/Notes
	- High scores mean scores higher than other people in the same sample recorded. If a score is above the 75th percentile, we consider it high. About this measure: 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 six items were given a score of one to four, with one being given for a strongly disagree response and four being given for a strongly agree response.		2023, 2026	the same KPS cycle (e.g., comparing neighborhoods or a neighborhood to Halton Region). However, the indicator "Positive Neighbourhood Cohesion" is a better fit for comparing across time or reporting overall data for Halton Region.
Positive Neighbourhood Cohesion	Percentage of parents of kindergarten children who, on average, report positive neighbourhood cohesion in a composite measure based on the following questions: 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.	KPS	2015, 2018, 2023, 2026	This indicator is recommended for comparing across years and reporting overall data for Halton Region. When comparing between groups in the same KPS cycle (e.g., comparing neighborhoods or a neighborhood to Halton Region), you

Indicator	Specifications	Data Source	Years	Caution/Notes
	6. When we are away, my neighbours look out for possible trouble. Each question has response options: 'strongly disagree,' 'disagree,' 'agree,' or 'strongly agree,' rated from 1 to 4. An average of 3 or more is classified as positive neighbourhood cohesion (equivalent to being in agreement with the items on average)			can also refer to the High Neighbourhood Cohesion indicator.
Community belonging	Percentage of youth* or 7th-grade students** reporting they have a somewhat strong or strong sense of belonging to their community. * HYIS (2021) – Children and youth between 9 and 18 years of age. ** Student Mental Health Survey (2023) – 7th grade students.	HYIS MHS	HYIS (2021) MHS (2023)	Use caution when comparing across the years, as different sampling strategies generated the 2021 and 2023 data.
Youth civic engagement	Percentage of youth reporting high civic engagement (involved in two or more activities to support a cause in the past 12 months). Activities listed: "I wrote a letter or e-mail to, or spoke with, a municipal official about a local issue", "I wrote a letter to the editor of the newspaper about a local issue", "I joined a discussion on social media about a local issue" and "I participated in a local event in support of a charitable organization".	HYIS	2021	
Neighbourhoods: Environment				
Natural environment	Percentage of youth reporting high levels of quality of their natural environment. This indicator was derived from 4 items: "The quality of the natural environment in my neighbourhood is very high", "There are plenty of opportunities to enjoy nature in my neighbourhood", "The air quality in our community is very good" and "The water quality in our community is very good". The 5-point items ranged from "Strongly disagree", coded as zero, to "Strongly agree", coded as four. The four items were added and scores of 12 (out of	HYIS	2021	

Indicator	Specifications	Data Source	Years	Caution/Notes
	16) or higher were considered as high. This would be equivalent to having "Agree" as average. This indicator performed well in factorial analysis, with a Cronbach's Alpha of 0.87.			
Youth environmentalism	Percentage of youth reporting high levels of engagement in protecting the environment. This indicator is composed of 2 items: "I feel I have a personal responsibility to help protect the natural environment" and "I regularly participate in events organized by local groups to protect the natural environment (e.g., protests, fundraising, community clean-up)". The 5-point items ranged from "Strongly disagree" to "Strongly agree". Youth who agreed or strongly agreed with both statements were considered as having high engagement in protecting the environment.	HYIS	2021	
Neighbourhoods: Community Programs and Services				
Youth engagement in community groups	Percentage of youth that attended at least one activity in their community in the past year (arts or other activity or group, church or other religious group, community group, sports team).	HYIS	2021	
Cultural activities attendance	Percentage of youth that attended a cultural activity in the past year (concert, dance performance, live theatre, museum, or art gallery).	HYIS	2021	
Library visits	Percentage of youth that visited a library in the past year.	HYIS	2021	
Accessibility of heath services	Percentage of youth reporting perceived quality of health services as very good or excellent.	HYIS	2021	
Quality of health services	Percentage of youth reporting perceived accessibility of health services as very good or excellent.	HYIS	2021	
Accessibility of mental heath services	Percentage of youth reporting perceived quality of mental health services as very good or excellent.	HYIS	2021	

Indicator	Specifications	Data Source	Years	Caution/Notes
Quality of mental health services	Percentage of youth reporting perceived accessibility of mental health services as very good or excellent.	HYIS	2021	
Barriers to participation	Percentage of youth experiencing any programmatic barriers to participate in recreation. There were 4 possible programmatic barriers for the participant to report: "I do not have the money to participate", "There is not a recreation centre nearby that I can get to", "There is not a park nearby that I can get to" and "I do not have access to public transportation". Youth answering "Agree" or "Strongly agree" to any of these items were classified as facing barriers to participate in recreation.	HYIS	2021	