



Municipal Profile Data Glossary Indicator Definitions

Current as of: December 7, 2018

Data Sources:

Demographics - Statistics Canada, 2016

All other variables are reported from Tell Them From Me (TTFM)/OurSCHOOL Secondary School Survey, 2015/2016

Indicator	Specification
Demographics	
Social Risk Index	The Social Risk Index is the risk score for a municipality based on the average characteristics of a larger population. This report compares Halton municipalities to the average characteristics of the province of Ontario, so social risk in Halton is shown relative to social risk in Ontario. The index was developed by Statistics Canada and is calculated from nine census variables that relate to socio-economic risk factors. These variables measure education, employment, income, reliance on government-subsidized incomes, home ownership, family structure, mobility, language, and immigration.
% Lone parent families	Percentage of Census families with a lone parent. According to Statistics Canada "a lone 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 children."

<p>% In low income</p>	<p>Percentage of Census families living at or below the Low Income Cut-Off (LICO). Statistics Canada calculates the LICO by estimating the income threshold at which families are expected to spend 20 percentage points more than the average family on food, shelter and clothing. LICOs are calculated for families and communities of different sizes.</p>
<p>% Mother tongue not English or French</p>	<p>Percentage of families with a mother tongue that is neither English nor 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."</p>
<p>% Recent immigrants</p>	<p>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.</p>
<p>% Rent their home</p>	<p>Percentage of families that rent, rather than own, their homes.</p>
<p>% 1-Year mobility rate</p>	<p>Percentage of the population who, on Census Day, were living at a different address than the one at which they resided one year earlier.</p>
<p>% Unemployment rate</p>	<p>Percentage of the labour force aged 15 or older who did not have a job during the Census reference period.</p>
<p>% Of population aged 24 to 64 years without a high school education</p>	<p>Percentage of the population aged 25 to 64 with less than high school education.</p>
<p>Government transfer payments: % of dissemination areas higher than the provincial average</p>	<p>Percentage of census dissemination areas within a given neighbourhood in which the number of families receiving government transfer payments is greater than the provincial average. A census dissemination area is the smallest geographical unit on which the census reports data. In Ontario, 11.1% of families receive government transfer payments. Government transfer payments are commonly used as an indicator for social assistance.</p>

Children are Healthy	
Screen time	Percentage of secondary school students reporting 2 hours or more of screen time after school each day.
Physical activity	Percentage of secondary school students who engaged in 30 minutes or more of intense physical activity (e.g., physical activity that makes you sweat or out of breath) after school each day.
Healthy body weight	Percentage of secondary school students considered overweight or obese. Students fall into this category if they score above the 85 th percentile for body mass index adjusted for age and gender – World Health Organization 2006 guidelines.
Anxiety	Percentage of secondary school students who show signs of 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.” 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.
Depression	Percentage of secondary school students who show signs of moderate to high depression. This indicator is based on a series of survey items that assess a student’s negative affect, such as “I feel sad or depressed.” The criteria used in these calculations are not equivalent to those used in clinical diagnoses. High rates of depression should not be confused with high rates of clinical depression in Halton students.
Self Esteem	Percentage of secondary school students showing signs of high self-esteem. This indicator is based on a series of survey items that assess how a student feels about her/himself, such as “Overall, I have a lot to be proud of”.

Children are Learning	
School Attitudes	Percentage of secondary school students who agree or strongly agree that it is important to learn what is taught in school; that they are learning the skills needed for success later in life; and that what they are learning in school is useful in everyday life.
Children are Safe	
Safe at school	Percentage of secondary school students who agree or strongly agree that they feel safe at school.
Bullying	Percentage of secondary school students who report 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.
Verbal bullying	Percentage of secondary school students who report experiencing verbal bullying (e.g., called you names, teased, threatened, or received racial comments) at school in the past four weeks once a week or more.
Social bullying	Percentage of secondary school students who report experiencing social bullying (e.g., excluded by others, had rumours spread about you, or had someone try and make you look bad) at school in the past four weeks once a week or more.
Cyber bullying	Percentage of secondary school students who report experiencing cyber bullying (e.g., called you names, teased, or threatened you by email, text, or social media such as Facebook, Twitter or Instagram).

Physical bullying	Percentage of secondary school students who report experiencing physical bullying (e.g., pushed, punched, or scared) at school in the past four weeks once a week or more.
Drinking	Percentage of secondary school students who report that they had at least one drink once a week or more.
Marijuana	Percentage of secondary school students who report being a current user of marijuana (occasionally uses or uses everyday).
Other drug use	Percentage of secondary school students who report that they have used an illicit drug (e.g., ecstasy, crystal meth, glue/inhalants, heroin, cocaine, or steroid pills/shots).
Smoking	Percentage of secondary school students who report being a current smoker (occasionally smokes or smokes everyday).
Children are Positively Connected	
Peer connectedness	Percentage of secondary school students who agree or strongly agree that they get along with others at school; that they make friends easily at school; that they have more than one friend at school that they trust; and that they talk to a friend at school about their feelings often.
School belonging	Percentage of secondary school students who agree or strongly agree that they feel included in school activities; that they feel accepted at school for who they are; and that school is a place where they belong.
Families are Strong and Stable	

Positive family communication	Percentage of secondary school students who report that their parents or other family members talk to them at least once a week about any problems they might have at school; about why it's important to do well at school; about how well they are getting along with kids at school; and that their parents or other family members encourage them at least once a week to do well in school.
Schools are Connected to the Community	
Sports	Percentage of secondary school students who played sports at least once a week with a coach or instructor at school, other than in gym class (e.g., school teams, intramural sports, or swimming lessons).
Club participation	Percentage of secondary school students who took part at least once a week in a club at school (e.g., chess club, drama club, or student council).
Neighbourhoods are where we Live, Work and Play	
Volunteering	Percentage of secondary school students who report that during a typical weekday they spend 30 minutes or more working as a volunteer (e.g., in a service agency, or with an arts or culture group)