



Halton
Youth
Survey

LISTENING TO OUR YOUNG PEOPLE
Halton Our Kids Network

Youth Survey Results

Municipal Profile
2006/07 & 2009/10

Our Kids Network Halton Youth Survey

Developed and coordinated by the Halton Our Kids Network Research Committee, the Halton Youth Survey (HYS) was completed by students in Grade 7 and Grade 10 (February/March 2010) in the Halton District School Board and the Halton Catholic District School Board. A total of 9,813 students participated. The HYS is based on Developmental Assets, foundational supports for positive youth development. It measures key factors in adolescent development such as connections to family, school, community and peers; physical and mental health; and participation in risk behaviours. Our Kids Network partners (schools, community agencies and government) will use this research to identify key issues affecting youth and, plan and align services and supports.

About This Profile

The purpose of the municipal profile is a tool for schools, communities and government to help foster an environment where youth feel healthy, safe and secure – an environment that nurtures positive growth and development. This report is intended to serve as a resource for community members. It presents research about young people within your municipality to support community-wide improvement planning and provide a foundation for action throughout your neighbourhoods.

Developmental Assets

Developed by the Search Institute, the 40 developmental assets were created to clarify the positive relationships, youth competencies, self-perceptions and values needed for children and youth to succeed. The full list of assets is broken into eight categories: support, empowerment, boundaries/expectations, constructive use of time, commitment to learning, positive values, social competencies and positive identity.

The research that led to the creation of this theory involved over 500,000 Grade 6 to 12 students in over 600 communities in the United States. Twenty assets have been measured through the HYS. These 20 assets are described in more detail on page 13.

Figure 1.
The 20 Developmental Assets



For more information: *The Asset Approach: Giving Kids What They Need to Succeed*, A Fragile Foundation: *The State of Developmental Assets among American Youth*, and *Developmental Assets: A Synthesis of the Scientific Research on Adolescent Development*, all published by Search Institute. Definitions of each asset, adaptations for younger children, background research, and other information available at www.search-institute.org/assets.

Exploring Our Youth More Closely

Table 1 and table 2 show the characteristics of Grade 7 and Grade 10 students that completed the HYS. These demographics have been shown to be related to both positive and negative outcomes for youth.

Table 1: Description of Grade 7 Students Completing the HYS

	Halton - Grade 7				Burlington				Oakville			
	2006/07		2009/10		2006/07		2009/10		2006/07		2009/10	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Number of Grade 7 students who completed the HYS	4354		4981		1429		1597		1685		1858	
Mothers with high education levels	2630	62%	3135	65%	844	60%	975	63%	1130	68%	1312	72%
Students who have neither parent born in Canada	1020	25%	1387	29%	280	21%	314	21%	511	32%	669	38%
Students who were NOT born in Canada	485	11%	715	14%	146	10%	158	10%	244	15%	360	20%
Students with access to more than \$30 per week in spending money	603	14%	1081	23%	215	15%	368	24%	203	12%	389	22%
	Milton				Halton Hills							
	2006/07		2009/10		2006/07		2009/10					
	Num	Pct	Num	Pct	Num	Pct	Num	Pct				
Number of Grade 7 students who completed the HYS	494		761		721		763					
Mothers with high education levels	245	52%	411	57%	397	56%	435	58%				
Students who have neither parent born in Canada	148	32%	321	44%	69	10%	82	11%				
Students who were NOT born in Canada	65	13%	160	21%	24	3%	37	5%				
Students with access to more than \$30 per week in spending money	66	14%	165	23%	117	16%	159	22%				

Table 2: Description of Grade 10 Students Completing the HYS

	Halton - Grade 10				Burlington				Oakville			
	2006/07		2009/10		2006/07		2009/10		2006/07		2009/10	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Number of Grade 10 students who completed the HYS	3430		4832		1206		1459		1304		1852	
Mothers with high education levels	2189	65%	3230	69%	766	65%	994	71%	910	70%	1327	74%
Students who have neither parent born in Canada	794	24%	1310	28%	225	19%	264	19%	410	32%	644	36%
Students who were NOT born in Canada	451	13%	724	15%	139	12%	144	10%	237	18%	372	20%
Students with access to more than \$30 per week in spending money	1453	43%	1865	41%	559	47%	605	44%	470	36%	731	42%
	Milton				Halton Hills							
	2006/07		2009/10		2006/07		2009/10					
	Num	Pct	Num	Pct	Num	Pct	Num	Pct				
Number of Grade 10 students who completed the HYS	302		797		590		724					
Mothers with high education levels	177	60%	484	63%	320	55%	425	62%				
Students who have neither parent born in Canada	90	30%	316	41%	61	11%	86	12%				
Students who were NOT born in Canada	45	15%	174	22%	27	5%	34	5%				
Students with access to more than \$30 per week in spending money	137	46%	257	34%	273	47%	272	41%				

Exploring Developmental Assets

The OKN has adopted the Developmental Assets framework as a way to collectively and uniformly understand, promote, and measure positive child and youth development. Tables 3 and 4 provide data on all twenty of the Developmental Assets measured in the Halton Youth Survey. When comparing differences and analyzing the data, higher numbers and percentages are more favourable.

Table 3

Number and Percent of Grade 7 Students Scoring High on 20 Developmental Assets

Developmental Assets	Halton - Grade 7		Burlington		Oakville		Milton		Halton Hills	
	2009/10		2009/10		2009/10		2009/10		2009/10	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
SUPPORT										
1. Family Support	3486	72%	1154	74%	1325	73%	479	65%	527	71%
2. Positive Family Communication	2914	59%	967	61%	1106	61%	404	54%	436	58%
3. Caring Neighbourhood	3417	70%	1118	71%	1253	69%	487	65%	559	75%
4. Caring School Climate	3616	74%	1181	76%	1374	75%	529	72%	531	71%
EMPOWERMENT										
5. Youth as Resources	1968	40%	671	43%	740	41%	258	34%	298	40%
6. Service to Others	1538	31%	561	36%	550	30%	197	26%	230	31%
7. Safety	4265	87%	1392	89%	1618	89%	614	82%	640	86%
BOUNDARIES / EXPECTATIONS										
8. Family Boundaries	3297	69%	1060	69%	1258	70%	483	65%	495	67%
9. Positive Peer Influence	3693	75%	1180	75%	1430	78%	522	69%	559	75%
CONSTRUCTIVE USE OF TIME										
10. Youth Programs	3001	63%	1005	65%	1164	66%	461	63%	369	50%
11. Time at Home	3421	70%	1093	69%	1341	73%	492	66%	493	66%
COMMITMENT TO LEARNING										
12. School Engagement	3974	82%	1300	83%	1533	84%	570	78%	570	77%
13. Bonding to School	2530	51%	850	54%	983	53%	362	48%	334	44%
POSTIVE VALUES										
14. Caring	883	18%	323	21%	335	18%	112	15%	113	15%
15. Equality & Social Justice	2158	44%	764	48%	786	43%	295	39%	313	41%
16. Spirituality	1249	26%	382	24%	495	27%	235	32%	136	18%
SOCIAL COMPETENCIES										
17. Peer Connectedness	3651	74%	1195	75%	1338	72%	544	72%	573	75%
POSITIVE IDENTITY										
18. Personal Power	2741	57%	926	60%	1049	58%	371	51%	394	53%
19. Self-Esteem	3826	78%	1243	79%	1477	81%	539	73%	565	75%
20. Positive View of Personal Future	4002	82%	1320	85%	1503	83%	584	80%	593	79%

Table 4*Number and Percent of Grade 10 Students Scoring High on 20 Developmental Assets*

Developmental Assets	Halton - Grade 10		Burlington		Oakville		Milton		Halton Hills	
	2009/10		2009/10		2009/10		2009/10		2009/10	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
SUPPORT										
1. Family Support	2506	53%	768	54%	987	54%	368	47%	383	54%
2. Positive Family Communication	2105	44%	647	45%	840	46%	300	38%	318	45%
3. Caring Neighbourhood	2629	55%	778	54%	1006	55%	416	53%	429	60%
4. Caring School Climate	2922	61%	870	61%	1170	64%	446	57%	436	61%
EMPOWERMENT										
5. Youth as Resources	1798	38%	530	37%	720	39%	284	36%	264	37%
6. Service to Others	1915	40%	544	38%	802	44%	294	37%	275	38%
7. Safety	3984	83%	1196	83%	1572	86%	612	78%	604	84%
BOUNDARIES / EXPECTATIONS										
8. Family Boundaries	2101	44%	655	46%	774	42%	360	46%	312	44%
9. Positive Peer Influence	2076	44%	602	42%	817	45%	344	44%	313	44%
CONSTRUCTIVE USE OF TIME										
10. Youth Programs	2133	45%	617	43%	882	49%	353	45%	281	40%
11. Time at Home	2651	55%	796	55%	1040	57%	426	54%	389	55%
COMMITMENT TO LEARNING										
12. School Engagement	3146	67%	939	66%	1251	69%	513	65%	443	62%
13. Bonding to School	2116	44%	590	41%	894	49%	339	43%	293	41%
POSTIVE VALUES										
14. Caring	873	18%	276	19%	348	19%	133	17%	116	16%
15. Equality & Social Justice	1969	41%	582	40%	778	42%	329	41%	280	39%
16. Spirituality	952	20%	246	17%	375	21%	221	28%	110	16%
SOCIAL COMPETENCIES										
17. Peer Connectedness	3484	73%	1046	73%	1346	73%	550	70%	542	75%
POSITIVE IDENTITY										
18. Personal Power	2083	44%	637	45%	822	46%	335	43%	289	42%
19. Self-Esteem	3006	64%	917	64%	1166	65%	470	60%	453	65%
20. Positive View of Personal Future	3453	73%	1043	73%	1359	75%	536	68%	515	74%

Exploring School Culture More Closely

In these days of accountability, numbers such as test scores, daily attendance, grade level reading proficiencies and drop out rates offer a picture of a school. However, a school is much more than these numbers. A school has a culture and a unique personality of its own. Some typical measures of school culture include school belonging, membership, support, expectations and feeling safe at school. These measures have been linked to better academic achievement, physical health and emotional well-being, and less likelihood of risk-taking behaviours such as smoking, alcohol use, illicit drug use and crime.

Table 5
Number and Percent of Grade 7 Students in Burlington and Oakville Reporting Positive School Culture on Key Indicators

	Halton - Grade 7				Burlington				Oakville			
	2006/07		2009/10		2006/07		2009/10		2006/07		2009/10	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Students who LOVE or LIKE school	2111	49%	2644	53%	677	47%	865	54%	857	51%	1041	56%
Students who are PROUD of their school	3283	76%	3755	76%	1083	76%	1268	80%	1280	76%	1381	75%
Students who feel SAFE at their school	3797	87%	4465	90%	1237	87%	1441	91%	1492	89%	1688	92%
Students who feel getting good grades is IMPORTANT	4220	97%	4814	97%	1384	97%	1547	97%	1648	98%	1805	98%
Students who feel learning new things is IMPORTANT	3989	92%	4590	93%	1299	91%	1484	94%	1568	93%	1746	95%
Students who feel expressing their opinion in class is IMPORTANT	3640	84%	4112	83%	1202	85%	1353	85%	1427	85%	1560	84%
Students who feel making friends is IMPORTANT	4224	97%	4795	97%	1383	97%	1545	97%	1643	98%	1791	97%
Students who feel extra-curricular activities are IMPORTANT	3451	80%	3734	75%	1134	80%	1231	78%	1370	82%	1425	77%
Students who feel showing up for class on time is IMPORTANT	3978	92%	4501	91%	1297	92%	1476	93%	1567	93%	1678	91%
Students who feel participating in school council is IMPORTANT	2428	56%	2570	52%	777	55%	825	52%	984	59%	1003	54%
Students who AGREE that teacher expectations are high	3969	92%	4426	90%	1288	91%	1430	91%	1572	94%	1658	90%
Students who AGREE that teachers notice when they do a good job	3676	85%	4018	82%	1196	84%	1305	83%	1433	85%	1510	82%
Students who AGREE that teachers are interested in them as a person	3430	80%	3798	78%	1099	78%	1232	79%	1356	81%	1460	80%

Table 6

Number and Percent of Grade 7 Students in Milton and Halton Hills Reporting Positive School Culture on Key Indicators

	Halton - Grade 7				Milton				Halton Hills			
	2006/07		2009/10		2006/07		2009/10		2006/07		2009/10	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Students who LOVE or LIKE school	2111	49%	2644	53%	238	48%	398	52%	324	45%	339	44%
Students who are PROUD of their school	3283	76%	3755	76%	371	75%	541	72%	528	74%	563	74%
Students who feel SAFE at their school	3797	87%	4465	90%	419	85%	650	86%	628	87%	684	90%
Students who feel getting good grades is IMPORTANT	4220	97%	4814	97%	467	96%	731	97%	698	97%	729	96%
Students who feel learning new things is IMPORTANT	3989	92%	4590	93%	442	91%	685	91%	658	92%	674	88%
Students who feel expressing their opinion in class is IMPORTANT	3640	84%	4112	83%	388	79%	599	80%	603	84%	599	79%
Students who feel making friends is IMPORTANT	4224	97%	4795	97%	474	97%	726	96%	700	97%	731	96%
Students who feel extra-curricular activities are IMPORTANT	3451	80%	3734	75%	363	74%	550	73%	564	79%	527	69%
Students who feel showing up for class on time is IMPORTANT	3978	92%	4501	91%	451	92%	670	89%	642	90%	675	89%
Students who feel participating in school council is IMPORTANT	2428	56%	2570	52%	251	52%	386	51%	403	56%	355	47%
Students who AGREE that teacher expectations are high	3969	92%	4426	90%	438	90%	662	88%	651	90%	674	89%
Students who AGREE that teachers notice when they do a good job	3676	85%	4018	82%	419	86%	602	81%	607	84%	600	79%
Students who AGREE that teachers are interested in them as a person	3430	80%	3798	78%	383	79%	551	74%	572	80%	553	74%

Table 7

Number and Percent of Grade 10 Students in Burlington and Oakville Reporting Positive School Culture on Key Indicators

	Halton - Grade 10				Burlington				Oakville			
	2006/07		2009/10		2006/07		2009/10		2006/07		2009/10	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Students who LOVE or LIKE school	1370	40%	2165	45%	474	39%	608	42%	589	45%	903	49%
Students who are PROUD of their school	2410	70%	3416	71%	882	73%	990	68%	961	74%	1366	74%
Students who feel SAFE at their school	2981	87%	4238	88%	1045	87%	1276	88%	1172	90%	1658	90%
Students who feel getting good grades is IMPORTANT	3209	94%	4528	94%	1129	94%	1354	93%	1232	95%	1749	95%
Students who feel learning new things is IMPORTANT	3011	88%	4325	90%	1056	88%	1292	89%	1162	89%	1673	91%
Students who feel expressing their opinion in class is IMPORTANT	2646	78%	3570	74%	932	78%	1079	75%	1016	78%	1386	75%
Students who feel making friends is IMPORTANT	3252	95%	4587	95%	1136	95%	1388	95%	1245	96%	1762	95%
Students who feel extra-curricular activities are IMPORTANT	2215	65%	3251	68%	810	68%	961	66%	884	68%	1302	71%
Students who feel showing up for class on time is IMPORTANT	2686	79%	3732	78%	962	80%	1144	79%	1035	80%	1424	77%
Students who feel participating in school council is IMPORTANT	1156	34%	1635	34%	410	34%	473	33%	523	40%	680	37%
Students who AGREE that teacher expectations are high	2865	84%	4077	85%	1023	85%	1214	84%	1114	86%	1589	86%
Students who AGREE that teachers notice when they do a good job	2498	73%	3453	72%	893	74%	1026	71%	952	73%	1363	74%
Students who AGREE that teachers are interested in them as a person	2128	63%	3174	66%	760	64%	931	64%	833	64%	1250	68%

Table 8

Number and Percent of Grade 10 Students in Milton and Halton Hills Reporting Positive School Culture on Key Indicators

	Halton - Grade 10				Milton				Halton Hills			
	2006/07		2009/10		2006/07		2009/10		2006/07		2009/10	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Students who LOVE or LIKE school	1370	40%	2165	45%	105	35%	356	45%	192	33%	298	41%
Students who are PROUD of their school	2410	70%	3416	71%	200	66%	533	67%	356	61%	527	73%
Students who feel SAFE at their school	2981	87%	4238	88%	261	86%	667	84%	486	83%	637	88%
Students who feel getting good grades is IMPORTANT	3209	94%	4528	94%	283	94%	749	94%	542	92%	676	94%
Students who feel learning new things is IMPORTANT	3011	88%	4325	90%	262	88%	711	90%	511	87%	649	90%
Students who feel expressing their opinion in class is IMPORTANT	2646	78%	3570	74%	239	80%	584	74%	439	75%	521	72%
Students who feel making friends is IMPORTANT	3252	95%	4587	95%	288	96%	745	94%	557	95%	692	96%
Students who feel extra-curricular activities are IMPORTANT	2215	65%	3251	68%	193	65%	517	65%	314	53%	471	66%
Students who feel showing up for class on time is IMPORTANT	2686	79%	3732	78%	231	77%	621	78%	435	74%	543	75%
Students who feel participating in school council is IMPORTANT	1156	34%	1635	34%	71	24%	269	34%	144	25%	213	30%
Students who AGREE that teacher expectations are high	2865	84%	4077	85%	252	84%	652	82%	456	78%	622	86%
Students who AGREE that teachers notice when they do a good job	2498	73%	3453	72%	219	73%	555	70%	417	71%	509	71%
Students who AGREE that teachers are interested in them as a person	2128	63%	3174	66%	199	66%	515	65%	320	55%	478	67%

Exploring Challenges Facing Our Youth

Not all of Halton's youth are doing well and some are faced with challenges. These challenges include issues related to health, mental health and at-risk behaviours. All of these challenges have been shown to negatively impact on positive youth development. Tables 9 and 10 provides data on some of the challenges youth face in Halton.

Table 9
Number and Percent of Grade 7 Students in Burlington and Oakville Reporting Key Youth Health Issues

	Halton - Grade 7				Burlington				Oakville			
	2006/07		2009/10		2006/07		2009/10		2006/07		2009/10	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Students who have been bullied at school ¹	**	**	1773	39%	**	**	597	41%	**	**	603	36%
Students who are overweight or obese	552	14%	712	16%	173	13%	228	16%	197	13%	245	15%
Students eating breakfast everyday before school	2826	65%	3188	65%	914	64%	1041	66%	1166	69%	1226	66%
Students who are considered physically active ²	2501	58%	2644	53%	850	60%	860	54%	971	58%	991	54%
Students who are current smokers	67	2%	65	1%	28	2%	17	1%	19	1%	25	1%
Students who have had at least one episode of heavy drinking in past 12 months ³	443	10%	282	6%	153	11%	91	6%	137	8%	81	4%
Students who have used illicit drugs in past 12 months ⁴	**	**	802	16%	**	**	243	15%	**	**	295	16%
Students who have been involved in some type of criminal activity ⁵	**	**	707	14%	**	**	206	13%	**	**	232	13%
Students experiencing serious injury in past 12 months	**	**	1546	31%	**	**	497	31%	**	**	528	29%
Students reporting high levels of positive mental health ⁶	**	**	2526	53%	**	**	854	56%	**	**	973	54%
Students at-risk for depression	235	5%	248	5%	98	7%	64	4%	74	4%	93	5%
Students reporting thoughts of harming themselves	**	**	559	11%	**	**	168	11%	**	**	193	11%
Students reporting thoughts of suicide	319	8%	308	6%	119	9%	91	6%	106	7%	104	6%
Students reporting they have too many problems in their life	**	**	955	19%	**	**	307	19%	**	**	315	17%

¹ Bullied at school this year is defined as being bullied during the 2009/10 school year.

² Physically active is defined as 90 minutes a day at least five days a week.

³ Heavy drinking is defined as five or more drinks on one occasion over the last 12 months.

⁴ Illicit drug use includes cannabis, pain relief pills without a prescription, ecstasy and other drugs such as PCP, cocaine or crack.

⁵ Criminal activity is comprised of four questions that ask about vandalism, carrying a weapon, selling drugs, and gang involvement.

⁶ Positive mental health is comprised of seven questions that ask about personal well-being. (For example: I feel good about myself, I feel good about my future)

<⁶ Represents less than or equal to five students.

* No percent shown due to low sample sizes.

** Data not available.

Table 10*Number and Percent of Grade 7 Students in Milton and Halton Hills Reporting Key Youth Health Issues*

	Halton - Grade 7				Milton				Halton Hills			
	2006/07		2009/10		2006/07		2009/10		2006/07		2009/10	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Students who have been bullied at school ¹	**	**	1773	39%	**	**	295	42%	**	**	278	40%
Students who are overweight or obese	552	14%	712	16%	78	18%	108	17%	100	15%	130	19%
Students eating breakfast everyday before school	2826	65%	3188	65%	312	64%	461	61%	419	58%	460	61%
Students who are considered physically active ²	2501	58%	2644	53%	259	54%	367	49%	409	57%	426	56%
Students who are current smokers	67	2%	65	1%	< 6	*	14	2%	14	2%	9	1%
Students who have had at least one episode of heavy drinking in past 12 months ³	443	10%	282	6%	61	13%	60	8%	90	13%	50	7%
Students who have used illicit drugs in past 12 months ⁴	**	**	802	16%	**	**	137	18%	**	**	127	17%
Students who have been involved in some type of criminal activity ⁵	**	**	707	14%	**	**	162	21%	**	**	107	14%
Students experiencing serious injury in past 12 months	**	**	1546	31%	**	**	260	35%	**	**	261	34%
Students reporting high levels of positive mental health ⁶	**	**	2526	53%	**	**	341	47%	**	**	356	48%
Students at-risk for depression	235	5%	248	5%	22	5%	46	6%	40	6%	45	6%
Students reporting thoughts of harming themselves	**	**	559	11%	**	**	113	15%	**	**	85	11%
Students reporting thoughts of suicide	319	8%	308	6%	35	8%	70	9%	59	9%	43	6%
Students reporting they have too many problems in their life	**	**	955	19%	**	**	169	22%	**	**	164	22%

¹ Bullied at school this year is defined as being bullied during the 2009/10 school year.

² Physically active is defined as 90 minutes a day at least five days a week.

³ Heavy drinking is defined as five or more drinks on one occasion over the last 12 months.

⁴ Illicit drug use includes cannabis, pain relief pills without a prescription, ecstasy and other drugs such as PCP, cocaine or crack.

⁵ Criminal activity is comprised of four questions that ask about vandalism, carrying a weapon, selling drugs, and gang involvement.

⁶ Positive mental health is comprised of seven questions that ask about personal well-being. (For example: I feel good about myself, I feel good about my future)

<6 Represents less than or equal to five students.

* No percent shown due to low sample sizes.

** Data not available.

Table 11*Number and Percent of Grade 10 Students in Burlington and Oakville Reporting Key Youth Health Issues*

	Halton - Grade 10				Burlington				Oakville			
	2006/07		2009/10		2006/07		2009/10		2006/07		2009/10	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Students who have been bullied at school ¹	**	**	1262	28%	**	**	421	32%	**	**	414	24%
Students who are overweight or obese	620	20%	949	22%	204	19%	285	22%	237	19%	356	21%
Students eating breakfast everyday before school	1620	47%	2331	49%	560	47%	702	49%	629	48%	970	53%
Students who are considered physically active ²	1506	44%	1853	39%	568	47%	574	40%	534	41%	687	37%
Students who are current smokers	461	14%	608	13%	145	12%	201	14%	171	13%	244	13%
Students who have had at least one episode of heavy drinking in past 12 months ³	1687	50%	2007	44%	634	53%	644	47%	586	45%	772	44%
Students who have used illicit drugs in past 12 months ⁴	**	**	1698	35%	**	**	496	34%	**	**	652	35%
Students who have been involved in some type of criminal activity ⁵	**	**	1256	26%	**	**	390	27%	**	**	462	25%
Students experiencing serious injury in past 12 months	**	**	1483	31%	**	**	464	32%	**	**	534	29%
Students reporting high levels of positive mental health ⁶	**	**	1673	36%	**	**	512	36%	**	**	670	38%
Students at-risk for depression	356	10%	416	9%	122	10%	125	9%	129	10%	157	9%
Students reporting thoughts of harming themselves	**	**	732	15%	**	**	217	15%	**	**	279	15%
Students reporting thoughts of suicide	392	12%	504	11%	133	11%	156	11%	144	11%	192	11%
Students reporting they have too many problems in their life	**	**	1223	26%	**	**	391	27%	**	**	430	24%

¹ Bullied at school this year is defined as being bullied during the 2009/10 school year.

² Physically active is defined as 90 minutes a day at least five days a week.

³ Heavy drinking is defined as five or more drinks on one occasion over the last 12 months.

⁴ Illicit drug use includes cannabis, pain relief pills without a prescription, ecstasy and other drugs such as PCP, cocaine or crack.

⁵ Criminal activity is comprised of four questions that ask about vandalism, carrying a weapon, selling drugs, and gang involvement.

⁶ Positive mental health is comprised of seven questions that ask about personal well-being. (For example: I feel good about myself, I feel good about my future)

<⁶ Represents less than or equal to five students.

* No percent shown due to low sample sizes.

** Data not available.

Table 12*Number and Percent of Grade 10 Students in Milton and Halton Hills Reporting Key Youth Health Issues*

	Halton - Grade 10				Milton				Halton Hills			
	2006/07		2009/10		2006/07		2009/10		2006/07		2009/10	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Students who have been bullied at school ¹	**	**	1262	28%	**	**	220	30%	**	**	207	31%
Students who are overweight or obese	620	20%	949	22%	58	21%	153	21%	116	22%	155	23%
Students eating breakfast everyday before school	1620	47%	2331	49%	140	46%	348	44%	279	48%	311	44%
Students who are considered physically active ²	1506	44%	1853	39%	127	42%	307	39%	263	45%	285	41%
Students who are current smokers	461	14%	608	13%	37	12%	76	10%	100	17%	87	13%
Students who have had at least one episode of heavy drinking in past 12 months ³	1687	50%	2007	44%	143	48%	283	37%	306	52%	308	46%
Students who have used illicit drugs in past 12 months ⁴	**	**	1698	35%	**	**	273	34%	**	**	277	38%
Students who have been involved in some type of criminal activity ⁵	**	**	1256	26%	**	**	223	28%	**	**	181	25%
Students experiencing serious injury in past 12 months	**	**	1483	31%	**	**	228	29%	**	**	257	37%
Students reporting high levels of positive mental health ⁶	**	**	1673	36%	**	**	255	33%	**	**	236	34%
Students at-risk for depression	356	10%	416	9%	37	13%	78	10%	62	11%	56	8%
Students reporting thoughts of harming themselves	**	**	732	15%	**	**	136	17%	**	**	100	14%
Students reporting thoughts of suicide	392	12%	504	11%	35	12%	93	12%	76	13%	63	9%
Students reporting they have too many problems in their life	**	**	1223	26%	**	**	220	28%	**	**	182	26%

¹ Bullied at school this year is defined as being bullied during the 2009/10 school year.

² Physically active is defined as 90 minutes a day at least five days a week.

³ Heavy drinking is defined as five or more drinks on one occasion over the last 12 months.

⁴ Illicit drug use includes cannabis, pain relief pills without a prescription, ecstasy and other drugs such as PCP, cocaine or crack.

⁵ Criminal activity is comprised of four questions that ask about vandalism, carrying a weapon, selling drugs, and gang involvement.

⁶ Positive mental health is comprised of seven questions that ask about personal well-being. (For example: I feel good about myself, I feel good about my future)

^{<6} Represents less than or equal to five students.

* No percent shown due to low sample sizes.

** Data not available.

The 20 Developmental Assets

- 1. Family Support:** Family provides high levels of nurturing and support. This asset includes three questions which ask youth if their parents are proud of them, if they feel appreciated, and receive praise and smiles from their parents.
- 2. Positive Family Communication:** Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents. This asset includes two questions which ask youth if their parents listen to their ideas and opinions and participate in problem solving together.
- 3. Caring Neighbourhood:** Young person experiences caring neighbours. This asset is measured by one question which asks if youth feel that their neighbours care about them.
- 4. Caring School Climate:** School provides a caring, encouraging environment. This asset includes three questions which ask youth if their teacher is interested in them, if their teacher shows recognition of good behaviour and work, and if their teachers show high expectations of them.
- 5. Youth as Resources:** Young people are provided opportunities to contribute to their community. This asset is measured with one question which asks youth if they feel they can make a difference in their community.
- 6. Service to Others:** Young person volunteers in the community. This asset is comprised of one question which asks the young person if he or she volunteers without pay in the community.
- 7. Safety:** Young person feels safe at home, school, and in the neighbourhood. This asset is comprised of two questions which ask youth their perceptions of how safe they feel at school and where they live.
- 8. Family Boundaries:** Family has clear rules and consequences and monitors the young person's whereabouts. This asset consists of three questions which ask youth if they can go out anytime they want, if they are told what time to be home, if their parents know where they are going and who they are with.
- 9. Positive Peer Influence:** Young person's best friends model responsible behaviour. This asset is measured with four questions which ask if their close friends like school, get along with their parents, smoke cigarettes and use drugs.
- 10. Youth Programs:** Young person spends time participating in youth programs. This asset is comprised of four questions which ask youth about their participation in sports teams or clubs, use of their local library, attendance at religious services and participation in youth programs.
- 11. Time at Home:** Young person spends quality time with their families at home. This asset is comprised of one question which asks how frequently youth spend quality time at home with their family.
- 12. School Engagement:** Young person is actively engaged in learning. This asset is comprised of seven questions which ask youth about the importance of getting good grades, making friends at school, 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.
- 13. Bonding to School:** Young person cares about her or his school. This asset includes two questions which ask youth about the degree to which they like or dislike school, as well as if they are proud of their school.
- 14. Caring:** Young person places high value on helping other people. This asset is measured with two questions which ask if youth serve others in their community and to what degree they help make their community a better place.
- 15. Equality and Social Justice:** Young person places high value on promoting equality. This asset includes one question which asks youth if they try to help solve social problems.
- 16. Spiritual Engagement:** Young person places importance on spiritual and religious values. This asset includes two questions which ask youth if spiritual or religious values play an important role in their life and if these values help them to find meaning in their life.
- 17. Peer Connectedness:** Young person gets on well with peers. This asset is comprised of four questions which ask youth if they have many friends, if they get along easily with others their age, if others want them to be their friend and if most others their age like them.
- 18. Personal Power:** Young person feels he or she has control over "things that happen to me." This asset includes three questions which ask youth if they feel in control of their life, if they deal with frustration well and if they overcome problems in positive ways.
- 19. Self-esteem:** Young person reports having a high self-esteem. This asset includes three questions which ask youth if they feel good about themselves, if they are proud of themselves and if they are happy.
- 20. Positive View of Personal Future:** Young person is optimistic about her or his personal future. This asset includes two questions which ask youth if they feel good about their future and whether they feel that school will help them get where they want to go in the future.

Adapted from Search Institute. More information on developmental assets available at www.search-institute.org



Turning the Curve

Recommendations for Your Community

On the following pages, an easy tool is provided that can get you from talk to action in 45 to 60 minutes. Use this tool as a way to discuss these results. Ultimately, every person will have their own perspective on how well youth are 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 profile and begin conversations about what is okay for youth and what is not okay. As a result of these conversations you will determine which issues you need to act upon. 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.

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 groups where people can work on what they are passionate about.
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 the curve” early in the work.

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 who have a role to play in doing better?

Think about people and agencies, public and private.

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 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 (is it specific action or 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 three to ten 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.



“All Children Thrive!”

The Halton Our Kids Network mission is to ensure the healthy growth and development and safety of children and youth by increasing the capacity of neighbourhoods to create a holistic system of supports and services in Halton.

Protocol Partners



The Halton Our Kids Network mission is implemented at the community level by agencies representing the major sectors serving children and youth including early learning and care agencies, library systems, child, youth and family services, and multicultural and faith-based organizations. Over 800 individuals from participating agencies and the “Protocol Partners” support Halton Our Kids Network initiatives. This includes three neighbourhood-based “hubs” that address the most important local issues affecting children, youth and their families.