



Grade 9 Assessment of Mathematics, 2003-2004

Student Questionnaire: Academic Program - All Students

School Results

School : Monsignor Percy Johnson Catholic HS (732443)

Board : Toronto Catholic District School Board (67059)

Attitudes Toward Mathematics

# of Respondents	School ¹		Board ¹		Province ¹	
	#	% ²	#	% ²	#	% ²
	117		4 476		100 458	
1. Indicate the degree to which you agree or disagree with each of the following statements.						
a. I like mathematics.						
Strongly agree or agree	49	42%	2 410	54%	50 847	51%
Undecided	38	32%	1 063	24%	24 236	24%
Disagree or strongly disagree	29	25%	991	22%	25 192	25%
no response	1	1%	12	<1%	183	<1%
b. I am good at mathematics.						
Strongly agree or agree	42	36%	2 075	46%	51 011	51%
Undecided	42	36%	1 480	33%	29 285	29%
Disagree or strongly disagree	32	27%	908	20%	19 918	20%
no response	1	1%	13	<1%	244	<1%
c. I understand most of the mathematics I am taught.						
Strongly agree or agree	67	57%	3 156	71%	72 397	72%
Undecided	35	30%	859	19%	17 202	17%
Disagree or strongly disagree	14	12%	427	10%	10 226	10%
no response	1	1%	34	1%	633	1%
d. The mathematics I learn now is very useful for everyday life.						
Strongly agree or agree	48	41%	1 938	43%	37 551	37%
Undecided	34	29%	1 340	30%	32 408	32%
Disagree or strongly disagree	33	28%	1 177	26%	30 043	30%
no response	2	2%	21	<1%	456	<1%

¹ Numbers and percentages are based on the total number of students who completed a questionnaire.

² Percentages may not add up to 100, due to rounding.

Grade 9 Assessment of Mathematics, 2003-2004

Student Questionnaire: Academic Program - All Students

Attitudes Toward Mathematics

# of Respondents	School ¹		Board ¹		Province ¹	
	#	% ²	#	% ²	#	% ²
1. Indicate the degree to which you agree or disagree with each of the following statements.						
e. I need to keep taking mathematics for the kind of job I want after I leave school.						
Strongly agree or agree	53	45%	2 488	56%	57 250	57%
Undecided	35	30%	1 331	30%	29 738	30%
Disagree or strongly disagree	27	23%	641	14%	13 164	13%
no response	2	2%	16	<1%	306	<1%
f. Mathematics is boring.						
Strongly agree or agree	33	28%	1 234	28%	33 129	33%
Undecided	39	33%	1 275	28%	28 484	28%
Disagree or strongly disagree	43	37%	1 951	44%	38 559	38%
no response	2	2%	16	<1%	286	<1%
g. Mathematics is an easy subject.						
Strongly agree or agree	24	21%	1 085	24%	26 767	27%
Undecided	22	19%	1 271	28%	27 446	27%
Disagree or strongly disagree	68	58%	2 086	47%	45 723	46%
no response	3	3%	34	1%	522	1%
2. Indicate how easy or hard you find mathematics questions that deal with the following.						
a. number sense (e.g., operations with integers, rational numbers, exponents)						
Very easy or easy	73	62%	3 078	69%	66 468	66%
Undecided	27	23%	955	21%	22 410	22%
Hard or very hard	13	11%	423	9%	11 252	11%
no response	4	3%	20	<1%	328	<1%
b. algebra (e.g., solving equations, simplifying expressions with polynomials)						
Very easy or easy	57	49%	2 483	55%	57 162	57%
Undecided	25	21%	1 006	22%	21 304	21%
Hard or very hard	31	26%	963	22%	21 665	22%
no response	4	3%	24	1%	327	<1%
c. relationships (e.g., scatter plots, lines of best fit)						
Very easy or easy	58	50%	2 477	55%	59 458	59%
Undecided	41	35%	1 302	29%	26 179	26%
Hard or very hard	14	12%	661	15%	14 298	14%
no response	4	3%	36	1%	523	1%

¹ Numbers and percentages are based on the total number of students who completed a questionnaire.

² Percentages may not add up to 100, due to rounding.

Grade 9 Assessment of Mathematics, 2003-2004

Student Questionnaire: Academic Program - All Students

Attitudes Toward Mathematics

# of Respondents	School ¹		Board ¹		Province ¹	
	#	% ²	#	% ²	#	% ²
2. Indicate how easy or hard you find mathematics questions that deal with the following.						
d. analytic geometry (e.g., slope, y-intercept, equations of lines)						
Very easy or easy	49	42%	1 877	42%	42 612	42%
Undecided	25	21%	1 161	26%	24 878	25%
Hard or very hard	38	32%	1 393	31%	32 325	32%
no response	5	4%	45	1%	643	1%
e. measurement (e.g., volume, perimeter, surface area)						
Very easy or easy	76	65%	3 371	75%	73 421	73%
Undecided	25	21%	687	15%	17 192	17%
Hard or very hard	11	9%	387	9%	9 376	9%
no response	5	4%	31	1%	469	<1%
f. geometry (e.g., angles, medians, quadrilaterals)						
Very easy or easy	76	65%	2 792	62%	62 335	62%
Undecided	21	18%	1 098	25%	24 424	24%
Hard or very hard	15	13%	560	13%	13 344	13%
no response	5	4%	26	1%	355	<1%

¹ Numbers and percentages are based on the total number of students who completed a questionnaire.

² Percentages may not add up to 100, due to rounding.

Grade 9 Assessment of Mathematics, 2003-2004

Student Questionnaire: Academic Program - All Students

Background

# of Respondents	School ¹		Board ¹		Province ¹	
	#	% ²	#	% ²	#	% ²
3a. Do you have a computer at home that you use for school work?	117		4 476		100 458	
Yes	105	90%	4 208	94%	95 803	95%
No	7	6%	245	5%	4 257	4%
no response	5	4%	23	1%	398	<1%
b. Do you have a scientific calculator at home that you use for school work?						
Yes	98	84%	3 897	87%	86 050	86%
No	14	12%	554	12%	13 927	14%
no response	5	4%	25	1%	481	<1%
c. Do you have a graphing calculator at home that you use for school work?						
Yes	7	6%	610	14%	6 540	7%
No	104	89%	3 833	86%	93 333	93%
no response	6	5%	33	1%	585	1%
4a. How much time do you usually spend on mathematics homework (in or out of school) on any given day?						
I usually spend more than 45 minutes on mathematics homework.	22	19%	1 084	24%	20 124	20%
I usually spend between 31 and 45 minutes on mathematics homework.	47	40%	1 815	41%	36 823	37%
I usually spend 30 minutes or less on mathematics homework.	40	34%	1 454	32%	40 367	40%
I usually am not assigned any mathematics homework.	1	1%	92	2%	2 585	3%
no response	7	6%	31	1%	559	1%
b. How often do you complete all of your mathematics homework?						
Never or seldom	8	7%	373	8%	9 441	9%
Sometimes	35	30%	1 129	25%	23 267	23%
Often or always	68	58%	2 946	66%	67 224	67%
no response	6	5%	28	1%	526	1%
5. What languages do you speak at home?						
Only or mostly English.	64	55%	2 823	63%	78 485	78%
Another language (or languages) as often as English	31	26%	1 042	23%	12 709	13%
Mostly or only another language (or other languages)	16	14%	582	13%	8 741	9%
no response	6	5%	29	1%	523	1%

¹ Numbers and percentages are based on the total number of students who completed a questionnaire.

² Percentages may not add up to 100, due to rounding.

Grade 9 Assessment of Mathematics, 2003-2004

Student Questionnaire: Academic Program - All Students

Background

# of Respondents	School ¹		Board ¹		Province ¹	
	#	% ²	#	% ²	#	% ²
	117		4 476		100 458	
6. How old are you?						
13 years or younger	0	0%	17	<1%	689	1%
14 years	69	59%	2 807	63%	66 443	66%
15 years	37	32%	1 484	33%	29 985	30%
16 years or older	5	4%	64	1%	1 183	1%
no response	6	5%	104	2%	2 158	2%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	27	23%	899	20%	13 283	13%
1-4 times	60	51%	2 328	52%	56 898	57%
5-9 times	16	14%	745	17%	19 704	20%
10 or more times	7	6%	387	9%	7 999	8%
no response	7	6%	117	3%	2 574	3%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	37	32%	2 016	45%	46 829	47%
1-4 times	49	42%	1 635	37%	37 948	38%
5-9 times	12	10%	422	9%	8 168	8%
10 or more times	12	10%	294	7%	5 228	5%
no response	7	6%	109	2%	2 285	2%
9. How many elementary schools (kindergarten to Grade 8) did you attend?						
1 school	33	28%	1 728	39%	27 921	28%
2 schools	40	34%	1 512	34%	34 921	35%
3 schools	29	25%	646	14%	18 950	19%
4 schools	2	2%	304	7%	8 810	9%
5 schools or more	7	6%	182	4%	7 593	8%
no response	6	5%	104	2%	2 263	2%

¹ Numbers and percentages are based on the total number of students who completed a questionnaire.

² Percentages may not add up to 100, due to rounding.