



Grade 9 Assessment of Mathematics, 2003-2004

Student Questionnaire: Applied Program - All Students

School Results

School : Don Bosco Catholic SS (703184)

Board : Toronto Catholic District School Board (67059)

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.						
a. I like mathematics.						
Strongly agree or agree	31	32%	657	33%	14 722	32%
Undecided	14	15%	497	25%	11 269	25%
Disagree or strongly disagree	50	52%	854	42%	19 185	42%
no response	1	1%	7	<1%	200	<1%
b. I am good at mathematics.						
Strongly agree or agree	28	29%	489	24%	14 365	32%
Undecided	26	27%	707	35%	14 919	33%
Disagree or strongly disagree	40	42%	804	40%	15 796	35%
no response	2	2%	15	1%	296	1%
c. I understand most of the mathematics I am taught.						
Strongly agree or agree	40	42%	1 061	53%	26 562	59%
Undecided	29	30%	549	27%	10 821	24%
Disagree or strongly disagree	25	26%	381	19%	7 513	17%
no response	2	2%	24	1%	480	1%
d. The mathematics I learn now is very useful for everyday life.						
Strongly agree or agree	37	39%	931	46%	17 142	38%
Undecided	23	24%	561	28%	13 564	30%
Disagree or strongly disagree	34	35%	503	25%	14 264	31%
no response	2	2%	20	1%	406	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: Applied 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	36	38%	820	41%	18 666	41%
Undecided	30	31%	680	34%	15 263	34%
Disagree or strongly disagree	28	29%	492	24%	11 136	25%
no response	2	2%	23	1%	311	1%
f. Mathematics is boring.						
Strongly agree or agree	46	48%	864	43%	21 081	46%
Undecided	20	21%	487	24%	10 802	24%
Disagree or strongly disagree	29	30%	645	32%	13 205	29%
no response	1	1%	19	1%	288	1%
g. Mathematics is an easy subject.						
Strongly agree or agree	11	11%	285	14%	8 771	19%
Undecided	20	21%	497	25%	12 511	28%
Disagree or strongly disagree	64	67%	1 203	60%	23 612	52%
no response	1	1%	30	1%	482	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	44	46%	935	46%	21 419	47%
Undecided	28	29%	667	33%	14 395	32%
Hard or very hard	23	24%	390	19%	9 166	20%
no response	1	1%	23	1%	396	1%
b. algebra (e.g., solving equations, simplifying expressions with polynomials)						
Very easy or easy	32	33%	710	35%	17 079	38%
Undecided	31	32%	586	29%	13 051	29%
Hard or very hard	32	33%	688	34%	14 838	33%
no response	1	1%	31	2%	408	1%
c. relationships (e.g., scatter plots, lines of best fit)						
Very easy or easy	35	36%	974	48%	25 071	55%
Undecided	40	42%	584	29%	12 150	27%
Hard or very hard	20	21%	418	21%	7 633	17%
no response	1	1%	39	2%	522	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: Applied 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	30	31%	780	39%	18 038	40%
Undecided	23	24%	551	27%	12 953	29%
Hard or very hard	42	44%	639	32%	13 720	30%
no response	1	1%	45	2%	665	1%
e. measurement (e.g., volume, perimeter, surface area)						
Very easy or easy	52	54%	1 080	54%	26 419	58%
Undecided	23	24%	546	27%	10 707	24%
Hard or very hard	20	21%	352	17%	7 739	17%
no response	1	1%	37	2%	511	1%
f. geometry (e.g., angles, medians, quadrilaterals)						
Very easy or easy	32	33%	758	38%	19 449	43%
Undecided	31	32%	718	36%	14 744	32%
Hard or very hard	32	33%	507	25%	10 728	24%
no response	1	1%	32	2%	455	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: Applied 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?						
Yes	81	84%	1 625	81%	37 237	82%
No	15	16%	360	18%	7 710	17%
no response	0	0%	30	1%	429	1%
b. Do you have a scientific calculator at home that you use for school work?						
Yes	74	77%	1 489	74%	32 991	73%
No	22	23%	491	24%	11 872	26%
no response	0	0%	35	2%	513	1%
c. Do you have a graphing calculator at home that you use for school work?						
Yes	13	14%	178	9%	2 923	6%
No	81	84%	1 800	89%	41 927	92%
no response	2	2%	37	2%	526	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.	6	6%	338	17%	5 447	12%
I usually spend between 31 and 45 minutes on mathematics homework.	25	26%	595	30%	10 189	22%
I usually spend 30 minutes or less on mathematics homework.	55	57%	889	44%	22 170	49%
I usually am not assigned any mathematics homework.	9	9%	150	7%	6 882	15%
no response	1	1%	43	2%	688	2%
b. How often do you complete all of your mathematics homework?						
Never or seldom	14	15%	281	14%	6 867	15%
Sometimes	28	29%	749	37%	14 473	32%
Often or always	53	55%	945	47%	23 477	52%
no response	1	1%	40	2%	559	1%
5. What languages do you speak at home?						
Only or mostly English.	44	46%	1 153	57%	37 126	82%
Another language (or languages) as often as English	26	27%	497	25%	4 819	11%
Mostly or only another language (or other languages)	25	26%	325	16%	2 873	6%
no response	1	1%	40	2%	558	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: Applied Program - All Students

Background

# of Respondents	School ¹		Board ¹		Province ¹	
	#	% ²	#	% ²	#	% ²
6. How old are you?	96		2 015		45 376	
13 years or younger	0	0%	2	<1%	98	<1%
14 years	47	49%	1 036	51%	21 971	48%
15 years	31	32%	678	34%	16 227	36%
16 years or older	16	17%	200	10%	5 316	12%
no response	2	2%	99	5%	1 764	4%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	15	16%	262	13%	4 279	9%
1-4 times	34	35%	880	44%	19 888	44%
5-9 times	23	24%	412	20%	10 493	23%
10 or more times	21	22%	342	17%	8 697	19%
no response	3	3%	119	6%	2 019	4%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	25	26%	561	28%	13 507	30%
1-4 times	37	39%	740	37%	17 549	39%
5-9 times	14	15%	305	15%	6 620	15%
10 or more times	17	18%	306	15%	5 874	13%
no response	3	3%	103	5%	1 826	4%
9. How many elementary schools (kindergarten to Grade 8) did you attend?						
1 school	24	25%	673	33%	11 445	25%
2 schools	27	28%	596	30%	13 607	30%
3 schools	18	19%	326	16%	8 481	19%
4 schools	12	12%	147	7%	4 622	10%
5 schools or more	11	11%	164	8%	5 326	12%
no response	4	4%	109	5%	1 895	4%

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.