



Education
Quality and
Accountability
Office

Grade 9 Assessment of Mathematics, 2004–2005

Student Questionnaire: Academic Program–All Students School Results

School : St Michael's Choir S (834718)

Board : Toronto Catholic District School Board (67059)

Attitudes Toward Mathematics

| <i>Number of Respondents</i> | 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 | 22 | 73% | 2 397 | 53% | 52 695 | 52% |
| Undecided | 3 | 10% | 1 117 | 25% | 23 974 | 24% |
| Disagree or strongly disagree | 5 | 17% | 1 017 | 22% | 24 445 | 24% |
| no response | 0 | 0% | 11 | <1% | 210 | <1% |
| b. I am good at mathematics. | | | | | | |
| Strongly agree or agree | 17 | 57% | 2 153 | 47% | 53 107 | 52% |
| Undecided | 7 | 23% | 1 477 | 33% | 28 755 | 28% |
| Disagree or strongly disagree | 6 | 20% | 897 | 20% | 19 146 | 19% |
| no response | 0 | 0% | 15 | <1% | 316 | <1% |
| c. I understand most of the mathematics I am taught. | | | | | | |
| Strongly agree or agree | 24 | 80% | 3 212 | 71% | 74 325 | 73% |
| Undecided | 3 | 10% | 856 | 19% | 16 888 | 17% |
| Disagree or strongly disagree | 3 | 10% | 453 | 10% | 9 610 | 9% |
| no response | 0 | 0% | 21 | <1% | 501 | <1% |
| d. The mathematics I learn now is very useful for everyday life. | | | | | | |
| Strongly agree or agree | 11 | 37% | 2 009 | 44% | 38 789 | 38% |
| Undecided | 10 | 33% | 1 422 | 31% | 32 807 | 32% |
| Disagree or strongly disagree | 9 | 30% | 1 088 | 24% | 29 263 | 29% |
| no response | 0 | 0% | 23 | 1% | 465 | <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, 2004–2005

Student Questionnaire: Academic Program–All Students

Attitudes Toward Mathematics

| <i>Number of Respondents</i> | School ¹ | | Board ¹ | | Province ¹ | |
|--|---------------------|----------------|--------------------|----------------|-----------------------|----------------|
| | 30 | | 4 542 | | 101 324 | |
| | # | % ² | # | % ² | # | % ² |
| e. I need to keep taking mathematics for the kind of job I want after I leave school. | | | | | | |
| Strongly agree or agree | 22 | 73% | 2 497 | 55% | 57 942 | 57% |
| Undecided | 5 | 17% | 1 393 | 31% | 30 201 | 30% |
| Disagree or strongly disagree | 3 | 10% | 637 | 14% | 12 837 | 13% |
| no response | 0 | 0% | 15 | <1% | 344 | <1% |
| f. Mathematics is boring. | | | | | | |
| Strongly agree or agree | 8 | 27% | 1 284 | 28% | 32 975 | 33% |
| Undecided | 4 | 13% | 1 323 | 29% | 28 598 | 28% |
| Disagree or strongly disagree | 18 | 60% | 1 916 | 42% | 39 404 | 39% |
| no response | 0 | 0% | 19 | <1% | 347 | <1% |
| g. Mathematics is an easy subject. | | | | | | |
| Strongly agree or agree | 6 | 20% | 1 163 | 26% | 29 550 | 29% |
| Undecided | 10 | 33% | 1 298 | 29% | 27 981 | 28% |
| Disagree or strongly disagree | 14 | 47% | 2 059 | 45% | 43 390 | 43% |
| no response | 0 | 0% | 22 | <1% | 403 | <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, 2004–2005

Student Questionnaire: Academic Program–All Students

Attitudes Toward Mathematics

| Number of Respondents | School ¹ | | Board ¹ | | Province ¹ | |
|--|---------------------|----------------|--------------------|----------------|-----------------------|----------------|
| | 30 | | 4 542 | | 101 324 | |
| | # | % ² | # | % ² | # | % ² |
| 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 | 20 | 67% | 3 085 | 68% | 67 512 | 67% |
| Undecided | 6 | 20% | 1 037 | 23% | 22 435 | 22% |
| Hard or very hard | 4 | 13% | 401 | 9% | 10 903 | 11% |
| no response | 0 | 0% | 19 | <1% | 474 | <1% |
| b. Algebra (e.g., solving equations, simplifying expressions with polynomials) | | | | | | |
| Very easy or easy | 16 | 53% | 2 677 | 59% | 60 046 | 59% |
| Undecided | 9 | 30% | 1 014 | 22% | 20 807 | 21% |
| Hard or very hard | 5 | 17% | 822 | 18% | 19 946 | 20% |
| no response | 0 | 0% | 29 | 1% | 525 | 1% |
| c. Relationships (e.g., scatter plots, lines of best fit) | | | | | | |
| Very easy or easy | 27 | 90% | 2 547 | 56% | 60 027 | 59% |
| Undecided | 2 | 7% | 1 379 | 30% | 26 803 | 26% |
| Hard or very hard | 1 | 3% | 577 | 13% | 13 699 | 14% |
| no response | 0 | 0% | 39 | 1% | 795 | 1% |
| d. Analytic geometry (e.g., slope, y-intercept, equations of lines) | | | | | | |
| Very easy or easy | 18 | 60% | 1 989 | 44% | 44 689 | 44% |
| Undecided | 6 | 20% | 1 201 | 26% | 25 297 | 25% |
| Hard or very hard | 6 | 20% | 1 303 | 29% | 30 349 | 30% |
| no response | 0 | 0% | 49 | 1% | 989 | 1% |
| e. Measurement (e.g., volume, perimeter, surface area) | | | | | | |
| Very easy or easy | 25 | 83% | 3 310 | 73% | 73 671 | 73% |
| Undecided | 3 | 10% | 837 | 18% | 17 445 | 17% |
| Hard or very hard | 2 | 7% | 363 | 8% | 9 502 | 9% |
| no response | 0 | 0% | 32 | 1% | 706 | 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, 2004–2005

Student Questionnaire: Academic Program–All Students

Attitudes Toward Mathematics

| <i>Number of Respondents</i> | School ¹ | | Board ¹ | | Province ¹ | |
|--|---------------------|----------------|--------------------|----------------|-----------------------|----------------|
| | 30 | | 4 542 | | 101 324 | |
| | # | % ² | # | % ² | # | % ² |
| f. Geometry (e.g., angles, medians, quadrilaterals) | | | | | | |
| Very easy or easy | 23 | 77% | 2 849 | 63% | 64 438 | 64% |
| Undecided | 6 | 20% | 1 152 | 25% | 23 536 | 23% |
| Hard or very hard | 1 | 3% | 501 | 11% | 12 624 | 12% |
| no response | 0 | 0% | 40 | 1% | 726 | 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, 2004–2005

Student Questionnaire: Academic Program–All Students

Background

| Number of Respondents | School ¹ | | Board ¹ | | Province ¹ | |
|--|---------------------|----------------|--------------------|----------------|-----------------------|----------------|
| | 30 | | 4 542 | | 101 324 | |
| | # | % ² | # | % ² | # | % ² |
| 3a. Do you have a computer <i>at home</i> that you use for mathematics school work? | | | | | | |
| Yes | 8 | 27% | 2 122 | 47% | 47 184 | 47% |
| No | 22 | 73% | 2 344 | 52% | 52 462 | 52% |
| no response | 0 | 0% | 76 | 2% | 1 678 | 2% |
| b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work? | | | | | | |
| Yes | 30 | 100% | 3 910 | 86% | 86 203 | 85% |
| No | 0 | 0% | 564 | 12% | 13 452 | 13% |
| no response | 0 | 0% | 68 | 1% | 1 669 | 2% |
| c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work? | | | | | | |
| Yes | 30 | 100% | 669 | 15% | 7 183 | 7% |
| No | 0 | 0% | 3 800 | 84% | 92 428 | 91% |
| no response | 0 | 0% | 73 | 2% | 1 713 | 2% |
| 4a. How much time to you <i>usually</i> spend on mathematics homework (in or out of school) on any given day? | | | | | | |
| I usually spend <i>more than 45 minutes</i> on mathematics homework. | 9 | 30% | 1 217 | 27% | 21 270 | 21% |
| I usually spend <i>between 31 and 45 minutes</i> on mathematics homework. | 10 | 33% | 1 774 | 39% | 35 111 | 35% |
| I usually spend <i>30 minutes or less</i> on mathematics homework. | 11 | 37% | 1 342 | 30% | 39 352 | 39% |
| I usually am not assigned any mathematics homework. | 0 | 0% | 77 | 2% | 2 399 | 2% |
| no response | 0 | 0% | 132 | 3% | 3 192 | 3% |
| b. How often do you complete all of your mathematics homework? | | | | | | |
| Never or seldom | 2 | 7% | 366 | 8% | 9 476 | 9% |
| Sometimes | 5 | 17% | 1 080 | 24% | 22 714 | 22% |
| Often or always | 23 | 77% | 2 956 | 65% | 65 867 | 65% |
| no response | 0 | 0% | 140 | 3% | 3 267 | 3% |

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, 2004–2005

Student Questionnaire: Academic Program–All Students

Background

| <i>Number of Respondents</i> | School ¹ | | Board ¹ | | Province ¹ | |
|---|---------------------|----------------|--------------------|----------------|-----------------------|----------------|
| | 30 | | 4 542 | | 101 324 | |
| | # | % ² | # | % ² | # | % ² |
| 5. What languages do you speak at home? | | | | | | |
| Only or mostly English. | 20 | 67% | 2 823 | 62% | 76 985 | 76% |
| Another language (or languages) as often as English | 5 | 17% | 985 | 22% | 12 749 | 13% |
| Mostly or only another language (or other languages) | 5 | 17% | 593 | 13% | 8 358 | 8% |
| no response | 0 | 0% | 141 | 3% | 3 232 | 3% |
| 6. How old are you? | | | | | | |
| 13 years or younger | 0 | 0% | 17 | <1% | 580 | 1% |
| 14 years | 22 | 73% | 2 871 | 63% | 65 340 | 64% |
| 15 years | 8 | 27% | 1 463 | 32% | 31 067 | 31% |
| 16 years or older | 0 | 0% | 50 | 1% | 1 087 | 1% |
| no response | 0 | 0% | 141 | 3% | 3 250 | 3% |
| 7. How often have you been absent from your Grade 9 mathematics class this year? | | | | | | |
| Never | 0 | 0% | 871 | 19% | 13 959 | 14% |
| One to four times | 21 | 70% | 2 485 | 55% | 57 331 | 57% |
| Five to nine times | 6 | 20% | 731 | 16% | 19 255 | 19% |
| 10 or more times | 3 | 10% | 317 | 7% | 7 470 | 7% |
| no response | 0 | 0% | 138 | 3% | 3 309 | 3% |
| 8. How often have you been late for your Grade 9 mathematics class this year? | | | | | | |
| Never | 2 | 7% | 2 218 | 49% | 46 039 | 45% |
| One to four times | 23 | 77% | 1 610 | 35% | 38 560 | 38% |
| Five to nine times | 4 | 13% | 376 | 8% | 8 267 | 8% |
| 10 or more times | 1 | 3% | 198 | 4% | 5 170 | 5% |
| no response | 0 | 0% | 140 | 3% | 3 288 | 3% |

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, 2004–2005

Student Questionnaire: Academic Program–All Students

Background

| <i>Number of Respondents</i> | School ¹ | | Board ¹ | | Province ¹ | |
|---|---------------------|----------------|--------------------|----------------|-----------------------|----------------|
| | 30 | | 4 542 | | 101 324 | |
| | # | % ² | # | % ² | # | % ² |
| 9. How many elementary schools (kindergarten to Grade 8) did you attend? | | | | | | |
| One school | 1 | 3% | 1 748 | 38% | 27 682 | 27% |
| Two schools | 21 | 70% | 1 468 | 32% | 35 096 | 35% |
| Three schools | 6 | 20% | 727 | 16% | 19 154 | 19% |
| Four schools | 1 | 3% | 237 | 5% | 8 654 | 9% |
| Five schools or more | 1 | 3% | 220 | 5% | 7 393 | 7% |
| no response | 0 | 0% | 142 | 3% | 3 345 | 3% |

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, 2004–2005

Student Questionnaire: Academic Program–By Gender School Results

School : St Michael's Choir S (834718)

Board : Toronto Catholic District School Board (67059)

Attitudes Toward Mathematics

| <i>Number of Respondents</i> | School ¹ | | Board ¹ | | Province ¹ | |
|---|-------------------------------|------------------------------|-----------------------------------|---------------------------------|------------------------------------|----------------------------------|
| | 30 | | 4 542 | | 101 324 | |
| | Female 0 % ² | Male 30 % ² | Female 2 266 % ² | Male 1 953 % ² | Female 50 741 % ² | Male 48 857 % 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 | - | 73% | 49% | 57% | 48% | 56% |
| Undecided | - | 10% | 25% | 23% | 25% | 22% |
| Disagree or strongly disagree | - | 17% | 26% | 19% | 27% | 22% |
| no response | - | 0% | <1% | <1% | <1% | <1% |
| b. I am good at mathematics. | | | | | | |
| Strongly agree or agree | - | 57% | 41% | 55% | 46% | 59% |
| Undecided | - | 23% | 35% | 29% | 31% | 26% |
| Disagree or strongly disagree | - | 20% | 24% | 16% | 23% | 15% |
| no response | - | 0% | <1% | <1% | <1% | <1% |
| c. I understand most of the mathematics I am taught. | | | | | | |
| Strongly agree or agree | - | 80% | 67% | 74% | 70% | 77% |
| Undecided | - | 10% | 21% | 17% | 18% | 15% |
| Disagree or strongly disagree | - | 10% | 11% | 9% | 11% | 8% |
| no response | - | 0% | <1% | <1% | <1% | 1% |
| d. The mathematics I learn now is very useful for everyday life. | | | | | | |
| Strongly agree or agree | - | 37% | 43% | 46% | 35% | 41% |
| Undecided | - | 33% | 32% | 30% | 35% | 29% |
| Disagree or strongly disagree | - | 30% | 24% | 24% | 29% | 29% |
| no response | - | 0% | <1% | 1% | <1% | <1% |

1. Numbers and percentages are based on the total number of students who completed a questionnaire and for whom gender data were available.

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

Grade 9 Assessment of Mathematics, 2004–2005

Student Questionnaire: Academic Program–By Gender

Attitudes Toward Mathematics

| <i>Number of Respondents</i> | School ¹ | | Board ¹ | | Province ¹ | |
|--|-------------------------------|------------------------------|-----------------------------------|---------------------------------|------------------------------------|----------------------------------|
| | 30 | | 4 542 | | 101 324 | |
| | Female 0 % ² | Male 30 % ² | Female 2 266 % ² | Male 1 953 % ² | Female 50 741 % ² | Male 48 857 % ² |
| e. I need to keep taking mathematics for the kind of job I want after I leave school. | | | | | | |
| Strongly agree or agree | - | 73% | 53% | 58% | 54% | 60% |
| Undecided | - | 17% | 31% | 30% | 31% | 28% |
| Disagree or strongly disagree | - | 10% | 16% | 12% | 14% | 11% |
| no response | - | 0% | <1% | <1% | <1% | <1% |
| f. Mathematics is boring. | | | | | | |
| Strongly agree or agree | - | 27% | 28% | 29% | 32% | 34% |
| Undecided | - | 13% | 29% | 30% | 29% | 28% |
| Disagree or strongly disagree | - | 60% | 43% | 41% | 39% | 38% |
| no response | - | 0% | <1% | 1% | <1% | <1% |
| g. Mathematics is an easy subject. | | | | | | |
| Strongly agree or agree | - | 20% | 21% | 31% | 24% | 35% |
| Undecided | - | 33% | 28% | 29% | 28% | 28% |
| Disagree or strongly disagree | - | 47% | 50% | 39% | 48% | 37% |
| no response | - | 0% | <1% | 1% | <1% | <1% |

1. Numbers and percentages are based on the total number of students who completed a questionnaire and for whom gender data were available.

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

Grade 9 Assessment of Mathematics, 2004–2005

Student Questionnaire: Academic Program–By Gender

Attitudes Toward Mathematics

| <i>Number of Respondents</i> | School ¹ | | Board ¹ | | Province ¹ | |
|--|-------------------------------|------------------------------|-----------------------------------|---------------------------------|------------------------------------|----------------------------------|
| | 30 | | 4 542 | | 101 324 | |
| | Female 0 % ² | Male 30 % ² | Female 2 266 % ² | Male 1 953 % ² | Female 50 741 % ² | Male 48 857 % ² |
| 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 | - | 67% | 65% | 72% | 63% | 71% |
| Undecided | - | 20% | 25% | 20% | 24% | 20% |
| Hard or very hard | - | 13% | 10% | 7% | 13% | 9% |
| no response | - | 0% | <1% | 1% | <1% | 1% |
| b. Algebra (e.g., solving equations, simplifying expressions with polynomials) | | | | | | |
| Very easy or easy | - | 53% | 60% | 57% | 59% | 59% |
| Undecided | - | 30% | 20% | 24% | 20% | 21% |
| Hard or very hard | - | 17% | 19% | 18% | 20% | 19% |
| no response | - | 0% | <1% | 1% | <1% | 1% |
| c. Relationships (e.g., scatter plots, lines of best fit) | | | | | | |
| Very easy or easy | - | 90% | 55% | 57% | 57% | 62% |
| Undecided | - | 7% | 31% | 30% | 28% | 25% |
| Hard or very hard | - | 3% | 14% | 12% | 15% | 12% |
| no response | - | 0% | 1% | 1% | 1% | 1% |
| d. Analytic geometry (e.g., slope, y-intercept, equations of lines) | | | | | | |
| Very easy or easy | - | 60% | 43% | 44% | 41% | 47% |
| Undecided | - | 20% | 26% | 27% | 25% | 24% |
| Hard or very hard | - | 20% | 30% | 28% | 33% | 27% |
| no response | - | 0% | 1% | 1% | 1% | 1% |
| e. Measurement (e.g., volume, perimeter, surface area) | | | | | | |
| Very easy or easy | - | 83% | 70% | 76% | 70% | 76% |
| Undecided | - | 10% | 20% | 16% | 19% | 16% |
| Hard or very hard | - | 7% | 9% | 7% | 11% | 8% |
| no response | - | 0% | <1% | 1% | 1% | 1% |

1. Numbers and percentages are based on the total number of students who completed a questionnaire and for whom gender data were available.

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

Grade 9 Assessment of Mathematics, 2004–2005

Student Questionnaire: Academic Program– By Gender

Attitudes Toward Mathematics

| <i>Number of Respondents</i> | School ¹ | | Board ¹ | | Province ¹ | |
|--|-------------------------------|------------------------------|-----------------------------------|---------------------------------|------------------------------------|----------------------------------|
| | 30 | | 4 542 | | 101 324 | |
| | Female 0 % ² | Male 30 % ² | Female 2 266 % ² | Male 1 953 % ² | Female 50 741 % ² | Male 48 857 % ² |
| f. Geometry (e.g., angles, medians, quadrilaterals) | | | | | | |
| Very easy or easy | - | 77% | 59% | 66% | 60% | 67% |
| Undecided | - | 20% | 27% | 23% | 25% | 21% |
| Hard or very hard | - | 3% | 13% | 10% | 14% | 11% |
| no response | - | 0% | 1% | 1% | 1% | 1% |

1. Numbers and percentages are based on the total number of students who completed a questionnaire and for whom gender data were available.

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

Grade 9 Assessment of Mathematics, 2004–2005

Student Questionnaire: Academic Program– By Gender

Background

| Number of Respondents | School ¹ | | Board ¹ | | Province ¹ | |
|--|-------------------------------|------------------------------|-----------------------------------|---------------------------------|------------------------------------|----------------------------------|
| | 30 | | 4 542 | | 101 324 | |
| | Female 0 % ² | Male 30 % ² | Female 2 266 % ² | Male 1 953 % ² | Female 50 741 % ² | Male 48 857 % ² |
| 3a. Do you have a computer <i>at home</i> that you use for mathematics school work? | | | | | | |
| Yes | - | 27% | 48% | 44% | 47% | 46% |
| No | - | 73% | 51% | 54% | 51% | 52% |
| no response | - | 0% | 1% | 2% | 1% | 2% |
| b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work? | | | | | | |
| Yes | - | 100% | 88% | 83% | 87% | 83% |
| No | - | 0% | 10% | 15% | 11% | 15% |
| no response | - | 0% | 1% | 2% | 1% | 2% |
| c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work? | | | | | | |
| Yes | - | 100% | 12% | 14% | 6% | 8% |
| No | - | 0% | 87% | 84% | 92% | 90% |
| no response | - | 0% | 1% | 2% | 1% | 2% |
| 4a. How much time to you <i>usually</i> spend on mathematics homework (in or out of school) on any given day? | | | | | | |
| I usually spend <i>more than 45 minutes</i> on mathematics homework. | - | 30% | 30% | 22% | 24% | 18% |
| I usually spend <i>between 31 and 45 minutes</i> on mathematics homework. | - | 33% | 42% | 36% | 38% | 31% |
| I usually spend <i>30 minutes or less</i> on mathematics homework. | - | 37% | 25% | 37% | 33% | 45% |
| I usually am not assigned any mathematics homework. | - | 0% | 1% | 2% | 1% | 3% |
| no response | - | 0% | 2% | 3% | 3% | 3% |
| b. How often do you complete all of your mathematics homework? | | | | | | |
| Never or seldom | - | 7% | 7% | 10% | 7% | 12% |
| Sometimes | - | 17% | 22% | 27% | 20% | 25% |
| Often or always | - | 77% | 68% | 61% | 70% | 60% |
| no response | - | 0% | 3% | 3% | 3% | 3% |

1. Numbers and percentages are based on the total number of students who completed a questionnaire and for whom gender data were available.

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

Grade 9 Assessment of Mathematics, 2004–2005

Student Questionnaire: Academic Program–By Gender

Background

| <i>Number of Respondents</i> | School ¹ | | Board ¹ | | Province ¹ | |
|---|-------------------------------|------------------------------|-----------------------------------|---------------------------------|------------------------------------|----------------------------------|
| | 30 | | 4 542 | | 101 324 | |
| | Female 0 % ² | Male 30 % ² | Female 2 266 % ² | Male 1 953 % ² | Female 50 741 % ² | Male 48 857 % ² |
| 5. What languages do you speak at home? | | | | | | |
| Only or mostly English. | - | 67% | 63% | 62% | 77% | 75% |
| Another language (or languages) as often as English | - | 17% | 22% | 21% | 13% | 12% |
| Mostly or only another language (or other languages) | - | 17% | 12% | 13% | 7% | 9% |
| no response | - | 0% | 3% | 3% | 3% | 3% |
| 6. How old are you? | | | | | | |
| 13 years or younger | - | 0% | <1% | <1% | 1% | 1% |
| 14 years | - | 73% | 62% | 63% | 65% | 64% |
| 15 years | - | 27% | 34% | 32% | 30% | 31% |
| 16 years or older | - | 0% | 1% | 1% | 1% | 1% |
| no response | - | 0% | 3% | 3% | 3% | 3% |
| 7. How often have you been absent from your Grade 9 mathematics class this year? | | | | | | |
| Never | - | 0% | 17% | 22% | 12% | 16% |
| One to four times | - | 70% | 56% | 52% | 58% | 55% |
| Five to nine times | - | 20% | 16% | 16% | 20% | 18% |
| 10 or more times | - | 10% | 8% | 7% | 8% | 7% |
| no response | - | 0% | 3% | 3% | 3% | 3% |
| 8. How often have you been late for your Grade 9 mathematics class this year? | | | | | | |
| Never | - | 7% | 49% | 46% | 46% | 45% |
| One to four times | - | 77% | 37% | 36% | 39% | 38% |
| Five to nine times | - | 13% | 8% | 9% | 8% | 8% |
| 10 or more times | - | 3% | 4% | 6% | 4% | 6% |
| no response | - | 0% | 3% | 3% | 3% | 3% |

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

Grade 9 Assessment of Mathematics, 2004–2005

Student Questionnaire: Academic Program– By Gender

Background

| <i>Number of Respondents</i> | School ¹ | | Board ¹ | | Province ¹ | |
|---|-------------------------------|------------------------------|-----------------------------------|---------------------------------|------------------------------------|----------------------------------|
| | 30 | | 4 542 | | 101 324 | |
| | Female 0 % ² | Male 30 % ² | Female 2 266 % ² | Male 1 953 % ² | Female 50 741 % ² | Male 48 857 % ² |
| 9. How many elementary schools (kindergarten to Grade 8) did you attend? | | | | | | |
| One school | - | 3% | 38% | 39% | 27% | 27% |
| Two schools | - | 70% | 32% | 32% | 35% | 35% |
| Three schools | - | 20% | 16% | 16% | 19% | 19% |
| Four schools | - | 3% | 6% | 5% | 9% | 9% |
| Five schools or more | - | 3% | 6% | 4% | 7% | 7% |
| no response | - | 0% | 3% | 3% | 3% | 3% |

1. Numbers and percentages are based on the total number of students who completed a questionnaire and for whom gender data were available.

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