



Education  
Quality and  
Accountability  
Office

## Grade 9 Assessment of Mathematics, 2004–2005

### Student Questionnaire: Academic Program–All Students School Results

**School : St Mary's SS (689831)**

**Board : Toronto Catholic District School Board (67059)**

#### Attitudes Toward Mathematics

<i>Number of Respondents</i>	School <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	#	% <sup>2</sup>	#	% <sup>2</sup>	#	% <sup>2</sup>
<b>1. Indicate the degree to which you agree or disagree with each of the following statements.</b>						
<b>a. I like mathematics.</b>						
Strongly agree <b>or</b> agree	19	53%	2 397	53%	52 695	52%
Undecided	5	14%	1 117	25%	23 974	24%
Disagree <b>or</b> strongly disagree	12	33%	1 017	22%	24 445	24%
no response	0	0%	11	<1%	210	<1%
<b>b. I am good at mathematics.</b>						
Strongly agree <b>or</b> agree	14	39%	2 153	47%	53 107	52%
Undecided	13	36%	1 477	33%	28 755	28%
Disagree <b>or</b> strongly disagree	9	25%	897	20%	19 146	19%
no response	0	0%	15	<1%	316	<1%
<b>c. I understand most of the mathematics I am taught.</b>						
Strongly agree <b>or</b> agree	21	58%	3 212	71%	74 325	73%
Undecided	10	28%	856	19%	16 888	17%
Disagree <b>or</b> strongly disagree	5	14%	453	10%	9 610	9%
no response	0	0%	21	<1%	501	<1%
<b>d. The mathematics I learn now is very useful for everyday life.</b>						
Strongly agree <b>or</b> agree	15	42%	2 009	44%	38 789	38%
Undecided	8	22%	1 422	31%	32 807	32%
Disagree <b>or</b> strongly disagree	13	36%	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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	36		4 542		101 324	
	#	% <sup>2</sup>	#	% <sup>2</sup>	#	% <sup>2</sup>
<b>e. I need to keep taking mathematics for the kind of job I want after I leave school.</b>						
Strongly agree <b>or</b> agree	15	42%	2 497	55%	57 942	57%
Undecided	12	33%	1 393	31%	30 201	30%
Disagree <b>or</b> strongly disagree	9	25%	637	14%	12 837	13%
no response	0	0%	15	<1%	344	<1%
<b>f. Mathematics is boring.</b>						
Strongly agree <b>or</b> agree	17	47%	1 284	28%	32 975	33%
Undecided	6	17%	1 323	29%	28 598	28%
Disagree <b>or</b> strongly disagree	13	36%	1 916	42%	39 404	39%
no response	0	0%	19	<1%	347	<1%
<b>g. Mathematics is an easy subject.</b>						
Strongly agree <b>or</b> agree	10	28%	1 163	26%	29 550	29%
Undecided	11	31%	1 298	29%	27 981	28%
Disagree <b>or</b> strongly disagree	15	42%	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.

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## Grade 9 Assessment of Mathematics, 2004–2005

### Student Questionnaire: Academic Program–All Students

#### Attitudes Toward Mathematics

<i>Number of Respondents</i>	School <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	36		4 542		101 324	
	#	% <sup>2</sup>	#	% <sup>2</sup>	#	% <sup>2</sup>
<b>2. Indicate how easy or hard you find mathematics questions that deal with the following.</b>						
<b>a. Number sense (e.g., operations with integers, rational numbers, exponents)</b>						
Very easy or easy	15	42%	3 085	68%	67 512	67%
Undecided	14	39%	1 037	23%	22 435	22%
Hard or very hard	5	14%	401	9%	10 903	11%
no response	2	6%	19	<1%	474	<1%
<b>b. Algebra (e.g., solving equations, simplifying expressions with polynomials)</b>						
Very easy or easy	15	42%	2 677	59%	60 046	59%
Undecided	12	33%	1 014	22%	20 807	21%
Hard or very hard	7	19%	822	18%	19 946	20%
no response	2	6%	29	1%	525	1%
<b>c. Relationships (e.g., scatter plots, lines of best fit)</b>						
Very easy or easy	24	67%	2 547	56%	60 027	59%
Undecided	8	22%	1 379	30%	26 803	26%
Hard or very hard	2	6%	577	13%	13 699	14%
no response	2	6%	39	1%	795	1%
<b>d. Analytic geometry (e.g., slope, y-intercept, equations of lines)</b>						
Very easy or easy	10	28%	1 989	44%	44 689	44%
Undecided	9	25%	1 201	26%	25 297	25%
Hard or very hard	15	42%	1 303	29%	30 349	30%
no response	2	6%	49	1%	989	1%
<b>e. Measurement (e.g., volume, perimeter, surface area)</b>						
Very easy or easy	22	61%	3 310	73%	73 671	73%
Undecided	11	31%	837	18%	17 445	17%
Hard or very hard	1	3%	363	8%	9 502	9%
no response	2	6%	32	1%	706	1%

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

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## Grade 9 Assessment of Mathematics, 2004–2005

### Student Questionnaire: Academic Program–All Students

#### Attitudes Toward Mathematics

<i>Number of Respondents</i>	School <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	36		4 542		101 324	
	#	% <sup>2</sup>	#	% <sup>2</sup>	#	% <sup>2</sup>
<b>f. Geometry (e.g., angles, medians, quadrilaterals)</b>						
Very easy <b>or</b> easy	21	58%	2 849	63%	64 438	64%
Undecided	11	31%	1 152	25%	23 536	23%
Hard <b>or</b> very hard	2	6%	501	11%	12 624	12%
no response	2	6%	40	1%	726	1%

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## Grade 9 Assessment of Mathematics, 2004–2005

### Student Questionnaire: Academic Program–All Students

#### Background

Number of Respondents	School <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	36		4 542		101 324	
	#	% <sup>2</sup>	#	% <sup>2</sup>	#	% <sup>2</sup>
<b>3a. Do you have a computer <i>at home</i> that you use for mathematics school work?</b>						
Yes	10	28%	2 122	47%	47 184	47%
No	19	53%	2 344	52%	52 462	52%
no response	7	19%	76	2%	1 678	2%
<b>b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?</b>						
Yes	24	67%	3 910	86%	86 203	85%
No	6	17%	564	12%	13 452	13%
no response	6	17%	68	1%	1 669	2%
<b>c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?</b>						
Yes	4	11%	669	15%	7 183	7%
No	26	72%	3 800	84%	92 428	91%
no response	6	17%	73	2%	1 713	2%
<b>4a. How much time to you <i>usually</i> spend on mathematics homework (in or out of school) on any given day?</b>						
I usually spend <i>more than 45 minutes</i> on mathematics homework.	2	6%	1 217	27%	21 270	21%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	10	28%	1 774	39%	35 111	35%
I usually spend <i>30 minutes or less</i> on mathematics homework.	14	39%	1 342	30%	39 352	39%
I usually am not assigned any mathematics homework.	0	0%	77	2%	2 399	2%
no response	10	28%	132	3%	3 192	3%
<b>b. How often do you complete all of your mathematics homework?</b>						
Never <b>or</b> seldom	4	11%	366	8%	9 476	9%
Sometimes	11	31%	1 080	24%	22 714	22%
Often <b>or</b> always	11	31%	2 956	65%	65 867	65%
no response	10	28%	140	3%	3 267	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–All Students

#### Background

<i>Number of Respondents</i>	School <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	36		4 542		101 324	
	#	% <sup>2</sup>	#	% <sup>2</sup>	#	% <sup>2</sup>
<b>5. What languages do you speak at home?</b>						
Only <b>or</b> mostly English.	9	25%	2 823	62%	76 985	76%
Another language (or languages) as often as English	10	28%	985	22%	12 749	13%
Mostly <b>or</b> only another language (or other languages)	6	17%	593	13%	8 358	8%
no response	11	31%	141	3%	3 232	3%
<b>6. How old are you?</b>						
13 years or younger	0	0%	17	<1%	580	1%
14 years	13	36%	2 871	63%	65 340	64%
15 years	13	36%	1 463	32%	31 067	31%
16 years or older	0	0%	50	1%	1 087	1%
no response	10	28%	141	3%	3 250	3%
<b>7. How often have you been absent from your Grade 9 mathematics class this year?</b>						
Never	3	8%	871	19%	13 959	14%
One to four times	17	47%	2 485	55%	57 331	57%
Five to nine times	2	6%	731	16%	19 255	19%
10 or more times	3	8%	317	7%	7 470	7%
no response	11	31%	138	3%	3 309	3%
<b>8. How often have you been late for your Grade 9 mathematics class this year?</b>						
Never	12	33%	2 218	49%	46 039	45%
One to four times	9	25%	1 610	35%	38 560	38%
Five to nine times	4	11%	376	8%	8 267	8%
10 or more times	1	3%	198	4%	5 170	5%
no response	10	28%	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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	36		4 542		101 324	
	#	% <sup>2</sup>	#	% <sup>2</sup>	#	% <sup>2</sup>
<b>9. How many elementary schools (kindergarten to Grade 8) did you attend?</b>						
One school	9	25%	1 748	38%	27 682	27%
Two schools	7	19%	1 468	32%	35 096	35%
Three schools	8	22%	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	10	28%	142	3%	3 345	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 School Results

**School** : St Mary's SS (689831)

**Board** : Toronto Catholic District School Board (67059)

#### Attitudes Toward Mathematics

<i>Number of Respondents</i>	School <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	Female 10 % <sup>2</sup>	Male 26 % <sup>2</sup>	Female 2 266 % <sup>2</sup>	Male 1 953 % <sup>2</sup>	Female 50 741 % <sup>2</sup>	Male 48 857 % <sup>2</sup>
<b>1. Indicate the degree to which you agree or disagree with each of the following statements.</b>						
<b>a. I like mathematics.</b>						
Strongly agree <b>or</b> agree	60%	50%	49%	57%	48%	56%
Undecided	10%	15%	25%	23%	25%	22%
Disagree <b>or</b> strongly disagree	30%	35%	26%	19%	27%	22%
no response	0%	0%	<1%	<1%	<1%	<1%
<b>b. I am good at mathematics.</b>						
Strongly agree <b>or</b> agree	30%	42%	41%	55%	46%	59%
Undecided	50%	31%	35%	29%	31%	26%
Disagree <b>or</b> strongly disagree	20%	27%	24%	16%	23%	15%
no response	0%	0%	<1%	<1%	<1%	<1%
<b>c. I understand most of the mathematics I am taught.</b>						
Strongly agree <b>or</b> agree	60%	58%	67%	74%	70%	77%
Undecided	30%	27%	21%	17%	18%	15%
Disagree <b>or</b> strongly disagree	10%	15%	11%	9%	11%	8%
no response	0%	0%	<1%	<1%	<1%	1%
<b>d. The mathematics I learn now is very useful for everyday life.</b>						
Strongly agree <b>or</b> agree	40%	42%	43%	46%	35%	41%
Undecided	40%	15%	32%	30%	35%	29%
Disagree <b>or</b> strongly disagree	20%	42%	24%	24%	29%	29%
no response	0%	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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	36		4 542		101 324	
	Female 10 % <sup>2</sup>	Male 26 % <sup>2</sup>	Female 2 266 % <sup>2</sup>	Male 1 953 % <sup>2</sup>	Female 50 741 % <sup>2</sup>	Male 48 857 % <sup>2</sup>
<b>e. I need to keep taking mathematics for the kind of job I want after I leave school.</b>						
Strongly agree <b>or</b> agree	60%	35%	53%	58%	54%	60%
Undecided	10%	42%	31%	30%	31%	28%
Disagree <b>or</b> strongly disagree	30%	23%	16%	12%	14%	11%
no response	0%	0%	<1%	<1%	<1%	<1%
<b>f. Mathematics is boring.</b>						
Strongly agree <b>or</b> agree	30%	54%	28%	29%	32%	34%
Undecided	30%	12%	29%	30%	29%	28%
Disagree <b>or</b> strongly disagree	40%	35%	43%	41%	39%	38%
no response	0%	0%	<1%	1%	<1%	<1%
<b>g. Mathematics is an easy subject.</b>						
Strongly agree <b>or</b> agree	20%	31%	21%	31%	24%	35%
Undecided	50%	23%	28%	29%	28%	28%
Disagree <b>or</b> strongly disagree	30%	46%	50%	39%	48%	37%
no response	0%	0%	<1%	1%	<1%	<1%

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## Grade 9 Assessment of Mathematics, 2004–2005

### Student Questionnaire: Academic Program–By Gender

#### Attitudes Toward Mathematics

<i>Number of Respondents</i>	School <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	36		4 542		101 324	
	Female 10 % <sup>2</sup>	Male 26 % <sup>2</sup>	Female 2 266 % <sup>2</sup>	Male 1 953 % <sup>2</sup>	Female 50 741 % <sup>2</sup>	Male 48 857 % <sup>2</sup>
<b>2. Indicate how easy or hard you find mathematics questions that deal with the following.</b>						
<b>a. Number sense (e.g., operations with integers, rational numbers, exponents)</b>						
Very easy or easy	50%	38%	65%	72%	63%	71%
Undecided	30%	42%	25%	20%	24%	20%
Hard or very hard	20%	12%	10%	7%	13%	9%
no response	0%	8%	<1%	1%	<1%	1%
<b>b. Algebra (e.g., solving equations, simplifying expressions with polynomials)</b>						
Very easy or easy	30%	46%	60%	57%	59%	59%
Undecided	50%	27%	20%	24%	20%	21%
Hard or very hard	20%	19%	19%	18%	20%	19%
no response	0%	8%	<1%	1%	<1%	1%
<b>c. Relationships (e.g., scatter plots, lines of best fit)</b>						
Very easy or easy	70%	65%	55%	57%	57%	62%
Undecided	30%	19%	31%	30%	28%	25%
Hard or very hard	0%	8%	14%	12%	15%	12%
no response	0%	8%	1%	1%	1%	1%
<b>d. Analytic geometry (e.g., slope, y-intercept, equations of lines)</b>						
Very easy or easy	40%	23%	43%	44%	41%	47%
Undecided	30%	23%	26%	27%	25%	24%
Hard or very hard	30%	46%	30%	28%	33%	27%
no response	0%	8%	1%	1%	1%	1%
<b>e. Measurement (e.g., volume, perimeter, surface area)</b>						
Very easy or easy	80%	54%	70%	76%	70%	76%
Undecided	20%	35%	20%	16%	19%	16%
Hard or very hard	0%	4%	9%	7%	11%	8%
no response	0%	8%	<1%	1%	1%	1%

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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

#### Attitudes Toward Mathematics

<i>Number of Respondents</i>	School <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	36		4 542		101 324	
	Female 10 % <sup>2</sup>	Male 26 % <sup>2</sup>	Female 2 266 % <sup>2</sup>	Male 1 953 % <sup>2</sup>	Female 50 741 % <sup>2</sup>	Male 48 857 % <sup>2</sup>
<b>f. Geometry (e.g., angles, medians, quadrilaterals)</b>						
Very easy <b>or</b> easy	60%	58%	59%	66%	60%	67%
Undecided	40%	27%	27%	23%	25%	21%
Hard <b>or</b> very hard	0%	8%	13%	10%	14%	11%
no response	0%	8%	1%	1%	1%	1%

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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

Number of Respondents	School <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	36		4 542		101 324	
	Female 10 % <sup>2</sup>	Male 26 % <sup>2</sup>	Female 2 266 % <sup>2</sup>	Male 1 953 % <sup>2</sup>	Female 50 741 % <sup>2</sup>	Male 48 857 % <sup>2</sup>
<b>3a. Do you have a computer <i>at home</i> that you use for mathematics school work?</b>						
Yes	60%	15%	48%	44%	47%	46%
No	30%	62%	51%	54%	51%	52%
no response	10%	23%	1%	2%	1%	2%
<b>b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?</b>						
Yes	80%	62%	88%	83%	87%	83%
No	10%	19%	10%	15%	11%	15%
no response	10%	19%	1%	2%	1%	2%
<b>c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?</b>						
Yes	10%	12%	12%	14%	6%	8%
No	80%	69%	87%	84%	92%	90%
no response	10%	19%	1%	2%	1%	2%
<b>4a. How much time to you <i>usually</i> spend on mathematics homework (in or out of school) on any given day?</b>						
I usually spend <i>more than 45 minutes</i> on mathematics homework.	10%	4%	30%	22%	24%	18%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	30%	27%	42%	36%	38%	31%
I usually spend <i>30 minutes or less</i> on mathematics homework.	30%	42%	25%	37%	33%	45%
I usually am not assigned any mathematics homework.	0%	0%	1%	2%	1%	3%
no response	30%	27%	2%	3%	3%	3%
<b>b. How often do you complete all of your mathematics homework?</b>						
Never <b>or</b> seldom	20%	8%	7%	10%	7%	12%
Sometimes	20%	35%	22%	27%	20%	25%
Often <b>or</b> always	30%	31%	68%	61%	70%	60%
no response	30%	27%	3%	3%	3%	3%

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## Grade 9 Assessment of Mathematics, 2004–2005

### Student Questionnaire: Academic Program–By Gender

#### Background

<i>Number of Respondents</i>	School <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	36		4 542		101 324	
	Female 10 % <sup>2</sup>	Male 26 % <sup>2</sup>	Female 2 266 % <sup>2</sup>	Male 1 953 % <sup>2</sup>	Female 50 741 % <sup>2</sup>	Male 48 857 % <sup>2</sup>
<b>5. What languages do you speak at home?</b>						
Only or mostly English.	0%	35%	63%	62%	77%	75%
Another language (or languages) as often as English	50%	19%	22%	21%	13%	12%
Mostly or only another language (or other languages)	20%	15%	12%	13%	7%	9%
no response	30%	31%	3%	3%	3%	3%
<b>6. How old are you?</b>						
13 years or younger	0%	0%	<1%	<1%	1%	1%
14 years	40%	35%	62%	63%	65%	64%
15 years	30%	38%	34%	32%	30%	31%
16 years or older	0%	0%	1%	1%	1%	1%
no response	30%	27%	3%	3%	3%	3%
<b>7. How often have you been absent from your Grade 9 mathematics class this year?</b>						
Never	10%	8%	17%	22%	12%	16%
One to four times	40%	50%	56%	52%	58%	55%
Five to nine times	10%	4%	16%	16%	20%	18%
10 or more times	10%	8%	8%	7%	8%	7%
no response	30%	31%	3%	3%	3%	3%
<b>8. How often have you been late for your Grade 9 mathematics class this year?</b>						
Never	30%	35%	49%	46%	46%	45%
One to four times	40%	19%	37%	36%	39%	38%
Five to nine times	0%	15%	8%	9%	8%	8%
10 or more times	0%	4%	4%	6%	4%	6%
no response	30%	27%	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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	36		4 542		101 324	
	Female 10 % <sup>2</sup>	Male 26 % <sup>2</sup>	Female 2 266 % <sup>2</sup>	Male 1 953 % <sup>2</sup>	Female 50 741 % <sup>2</sup>	Male 48 857 % <sup>2</sup>
<b>9. How many elementary schools (kindergarten to Grade 8) did you attend?</b>						
One school	40%	19%	38%	39%	27%	27%
Two schools	10%	23%	32%	32%	35%	35%
Three schools	20%	23%	16%	16%	19%	19%
Four schools	0%	4%	6%	5%	9%	9%
Five schools or more	0%	4%	6%	4%	7%	7%
no response	30%	27%	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.