



Education  
Quality and  
Accountability  
Office

## Grade 9 Assessment of Mathematics, 2004–2005

### 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

<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	58	57%	2 397	53%	52 695	52%
Undecided	21	21%	1 117	25%	23 974	24%
Disagree <b>or</b> strongly disagree	23	23%	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	46	45%	2 153	47%	53 107	52%
Undecided	35	34%	1 477	33%	28 755	28%
Disagree <b>or</b> strongly disagree	20	20%	897	20%	19 146	19%
no response	1	1%	15	<1%	316	<1%
<b>c. I understand most of the mathematics I am taught.</b>						
Strongly agree <b>or</b> agree	62	61%	3 212	71%	74 325	73%
Undecided	27	26%	856	19%	16 888	17%
Disagree <b>or</b> strongly disagree	13	13%	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	48	47%	2 009	44%	38 789	38%
Undecided	31	30%	1 422	31%	32 807	32%
Disagree <b>or</b> strongly disagree	23	23%	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>	
	102		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	61	60%	2 497	55%	57 942	57%
Undecided	27	26%	1 393	31%	30 201	30%
Disagree <b>or</b> strongly disagree	13	13%	637	14%	12 837	13%
no response	1	1%	15	<1%	344	<1%
<b>f. Mathematics is boring.</b>						
Strongly agree <b>or</b> agree	32	31%	1 284	28%	32 975	33%
Undecided	32	31%	1 323	29%	28 598	28%
Disagree <b>or</b> strongly disagree	37	36%	1 916	42%	39 404	39%
no response	1	1%	19	<1%	347	<1%
<b>g. Mathematics is an easy subject.</b>						
Strongly agree <b>or</b> agree	25	25%	1 163	26%	29 550	29%
Undecided	22	22%	1 298	29%	27 981	28%
Disagree <b>or</b> strongly disagree	55	54%	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>	
	102		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	72	71%	3 085	68%	67 512	67%
Undecided	23	23%	1 037	23%	22 435	22%
Hard or very hard	7	7%	401	9%	10 903	11%
no response	0	0%	19	<1%	474	<1%
<b>b. Algebra (e.g., solving equations, simplifying expressions with polynomials)</b>						
Very easy or easy	55	54%	2 677	59%	60 046	59%
Undecided	23	23%	1 014	22%	20 807	21%
Hard or very hard	23	23%	822	18%	19 946	20%
no response	1	1%	29	1%	525	1%
<b>c. Relationships (e.g., scatter plots, lines of best fit)</b>						
Very easy or easy	57	56%	2 547	56%	60 027	59%
Undecided	24	24%	1 379	30%	26 803	26%
Hard or very hard	19	19%	577	13%	13 699	14%
no response	2	2%	39	1%	795	1%
<b>d. Analytic geometry (e.g., slope, y-intercept, equations of lines)</b>						
Very easy or easy	34	33%	1 989	44%	44 689	44%
Undecided	33	32%	1 201	26%	25 297	25%
Hard or very hard	33	32%	1 303	29%	30 349	30%
no response	2	2%	49	1%	989	1%
<b>e. Measurement (e.g., volume, perimeter, surface area)</b>						
Very easy or easy	75	74%	3 310	73%	73 671	73%
Undecided	19	19%	837	18%	17 445	17%
Hard or very hard	8	8%	363	8%	9 502	9%
no response	0	0%	32	1%	706	1%

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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>	
	102		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	55	54%	2 849	63%	64 438	64%
Undecided	30	29%	1 152	25%	23 536	23%
Hard <b>or</b> very hard	15	15%	501	11%	12 624	12%
no response	2	2%	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>	
	102		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	45	44%	2 122	47%	47 184	47%
No	55	54%	2 344	52%	52 462	52%
no response	2	2%	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	83	81%	3 910	86%	86 203	85%
No	17	17%	564	12%	13 452	13%
no response	2	2%	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	4%	669	15%	7 183	7%
No	96	94%	3 800	84%	92 428	91%
no response	2	2%	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.	37	36%	1 217	27%	21 270	21%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	27	26%	1 774	39%	35 111	35%
I usually spend <i>30 minutes or less</i> on mathematics homework.	36	35%	1 342	30%	39 352	39%
I usually am not assigned any mathematics homework.	1	1%	77	2%	2 399	2%
no response	1	1%	132	3%	3 192	3%
<b>b. How often do you complete all of your mathematics homework?</b>						
Never <b>or</b> seldom	8	8%	366	8%	9 476	9%
Sometimes	35	34%	1 080	24%	22 714	22%
Often <b>or</b> always	58	57%	2 956	65%	65 867	65%
no response	1	1%	140	3%	3 267	3%

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## 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>	
	102		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.	57	56%	2 823	62%	76 985	76%
Another language (or languages) as often as English	29	28%	985	22%	12 749	13%
Mostly <b>or</b> only another language (or other languages)	15	15%	593	13%	8 358	8%
no response	1	1%	141	3%	3 232	3%
<b>6. How old are you?</b>						
13 years or younger	0	0%	17	<1%	580	1%
14 years	65	64%	2 871	63%	65 340	64%
15 years	34	33%	1 463	32%	31 067	31%
16 years or older	2	2%	50	1%	1 087	1%
no response	1	1%	141	3%	3 250	3%
<b>7. How often have you been absent from your Grade 9 mathematics class this year?</b>						
Never	22	22%	871	19%	13 959	14%
One to four times	54	53%	2 485	55%	57 331	57%
Five to nine times	18	18%	731	16%	19 255	19%
10 or more times	7	7%	317	7%	7 470	7%
no response	1	1%	138	3%	3 309	3%
<b>8. How often have you been late for your Grade 9 mathematics class this year?</b>						
Never	41	40%	2 218	49%	46 039	45%
One to four times	42	41%	1 610	35%	38 560	38%
Five to nine times	10	10%	376	8%	8 267	8%
10 or more times	8	8%	198	4%	5 170	5%
no response	1	1%	140	3%	3 288	3%

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## 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>	
	102		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	34	33%	1 748	38%	27 682	27%
Two schools	34	33%	1 468	32%	35 096	35%
Three schools	20	20%	727	16%	19 154	19%
Four schools	4	4%	237	5%	8 654	9%
Five schools or more	9	9%	220	5%	7 393	7%
no response	1	1%	142	3%	3 345	3%

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## Grade 9 Assessment of Mathematics, 2004–2005

### Student Questionnaire: Academic Program– By Gender School Results

**School** : Monsignor Percy Johnson Catholic HS (732443)

**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>	
	102		4 542		101 324	
	Female 63 % <sup>2</sup>	Male 39 % <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	52%	64%	49%	57%	48%	56%
Undecided	19%	23%	25%	23%	25%	22%
Disagree <b>or</b> strongly disagree	29%	13%	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	41%	51%	41%	55%	46%	59%
Undecided	37%	31%	35%	29%	31%	26%
Disagree <b>or</b> strongly disagree	22%	15%	24%	16%	23%	15%
no response	0%	3%	<1%	<1%	<1%	<1%
<b>c. I understand most of the mathematics I am taught.</b>						
Strongly agree <b>or</b> agree	60%	62%	67%	74%	70%	77%
Undecided	27%	26%	21%	17%	18%	15%
Disagree <b>or</b> strongly disagree	13%	13%	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	46%	49%	43%	46%	35%	41%
Undecided	33%	26%	32%	30%	35%	29%
Disagree <b>or</b> strongly disagree	21%	26%	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>	
	102		4 542		101 324	
	Female 63 % <sup>2</sup>	Male 39 % <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	54%	69%	53%	58%	54%	60%
Undecided	29%	23%	31%	30%	31%	28%
Disagree <b>or</b> strongly disagree	16%	8%	16%	12%	14%	11%
no response	2%	0%	<1%	<1%	<1%	<1%
<b>f. Mathematics is boring.</b>						
Strongly agree <b>or</b> agree	35%	26%	28%	29%	32%	34%
Undecided	25%	41%	29%	30%	29%	28%
Disagree <b>or</b> strongly disagree	38%	33%	43%	41%	39%	38%
no response	2%	0%	<1%	1%	<1%	<1%
<b>g. Mathematics is an easy subject.</b>						
Strongly agree <b>or</b> agree	19%	33%	21%	31%	24%	35%
Undecided	25%	15%	28%	29%	28%	28%
Disagree <b>or</b> strongly disagree	56%	51%	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>	
	102		4 542		101 324	
	Female 63 % <sup>2</sup>	Male 39 % <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	65%	79%	65%	72%	63%	71%
Undecided	29%	13%	25%	20%	24%	20%
Hard or very hard	6%	8%	10%	7%	13%	9%
no response	0%	0%	<1%	1%	<1%	1%
<b>b. Algebra (e.g., solving equations, simplifying expressions with polynomials)</b>						
Very easy or easy	52%	56%	60%	57%	59%	59%
Undecided	27%	15%	20%	24%	20%	21%
Hard or very hard	19%	28%	19%	18%	20%	19%
no response	2%	0%	<1%	1%	<1%	1%
<b>c. Relationships (e.g., scatter plots, lines of best fit)</b>						
Very easy or easy	52%	62%	55%	57%	57%	62%
Undecided	24%	23%	31%	30%	28%	25%
Hard or very hard	22%	13%	14%	12%	15%	12%
no response	2%	3%	1%	1%	1%	1%
<b>d. Analytic geometry (e.g., slope, y-intercept, equations of lines)</b>						
Very easy or easy	32%	36%	43%	44%	41%	47%
Undecided	25%	44%	26%	27%	25%	24%
Hard or very hard	40%	21%	30%	28%	33%	27%
no response	3%	0%	1%	1%	1%	1%
<b>e. Measurement (e.g., volume, perimeter, surface area)</b>						
Very easy or easy	75%	72%	70%	76%	70%	76%
Undecided	16%	23%	20%	16%	19%	16%
Hard or very hard	10%	5%	9%	7%	11%	8%
no response	0%	0%	<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>	
	102		4 542		101 324	
	Female 63 % <sup>2</sup>	Male 39 % <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	49%	62%	59%	66%	60%	67%
Undecided	29%	31%	27%	23%	25%	21%
Hard <b>or</b> very hard	19%	8%	13%	10%	14%	11%
no response	3%	0%	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>	
	102		4 542		101 324	
	Female 63 % <sup>2</sup>	Male 39 % <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	41%	49%	48%	44%	47%	46%
No	57%	49%	51%	54%	51%	52%
no response	2%	3%	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	86%	74%	88%	83%	87%	83%
No	13%	23%	10%	15%	11%	15%
no response	2%	3%	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	5%	3%	12%	14%	6%	8%
No	94%	95%	87%	84%	92%	90%
no response	2%	3%	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.	32%	44%	30%	22%	24%	18%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	35%	13%	42%	36%	38%	31%
I usually spend <i>30 minutes or less</i> on mathematics homework.	33%	38%	25%	37%	33%	45%
I usually am not assigned any mathematics homework.	0%	3%	1%	2%	1%	3%
no response	0%	3%	2%	3%	3%	3%
<b>b. How often do you complete all of your mathematics homework?</b>						
Never <b>or</b> seldom	8%	8%	7%	10%	7%	12%
Sometimes	33%	36%	22%	27%	20%	25%
Often <b>or</b> always	59%	54%	68%	61%	70%	60%
no response	0%	3%	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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	102		4 542		101 324	
	Female 63 % <sup>2</sup>	Male 39 % <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 <b>or</b> mostly English.	59%	51%	63%	62%	77%	75%
Another language (or languages) as often as English	27%	31%	22%	21%	13%	12%
Mostly <b>or</b> only another language (or other languages)	14%	15%	12%	13%	7%	9%
no response	0%	3%	3%	3%	3%	3%
<b>6. How old are you?</b>						
13 years or younger	0%	0%	<1%	<1%	1%	1%
14 years	62%	67%	62%	63%	65%	64%
15 years	37%	28%	34%	32%	30%	31%
16 years or older	2%	3%	1%	1%	1%	1%
no response	0%	3%	3%	3%	3%	3%
<b>7. How often have you been absent from your Grade 9 mathematics class this year?</b>						
Never	24%	18%	17%	22%	12%	16%
One to four times	44%	67%	56%	52%	58%	55%
Five to nine times	22%	10%	16%	16%	20%	18%
10 or more times	10%	3%	8%	7%	8%	7%
no response	0%	3%	3%	3%	3%	3%
<b>8. How often have you been late for your Grade 9 mathematics class this year?</b>						
Never	37%	46%	49%	46%	46%	45%
One to four times	38%	46%	37%	36%	39%	38%
Five to nine times	14%	3%	8%	9%	8%	8%
10 or more times	11%	3%	4%	6%	4%	6%
no response	0%	3%	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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	102		4 542		101 324	
	Female 63 % <sup>2</sup>	Male 39 % <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	27%	44%	38%	39%	27%	27%
Two schools	37%	28%	32%	32%	35%	35%
Three schools	24%	13%	16%	16%	19%	19%
Four schools	5%	3%	6%	5%	9%	9%
Five schools or more	8%	10%	6%	4%	7%	7%
no response	0%	3%	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.