



Education
Quality and
Accountability
Office

Grade 9 Assessment of Mathematics, 2004–2005

Student Questionnaire: Applied 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 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	26	23%	721	34%	15 306	33%
Undecided	40	35%	581	27%	11 502	25%
Disagree or strongly disagree	48	42%	829	39%	19 187	42%
no response	1	1%	15	1%	190	<1%
b. I am good at mathematics.						
Strongly agree or agree	24	21%	589	27%	15 110	33%
Undecided	45	39%	813	38%	15 196	33%
Disagree or strongly disagree	43	37%	722	34%	15 593	34%
no response	3	3%	22	1%	286	1%
c. I understand most of the mathematics I am taught.						
Strongly agree or agree	64	56%	1 276	59%	27 763	60%
Undecided	33	29%	542	25%	10 902	24%
Disagree or strongly disagree	17	15%	305	14%	7 118	15%
no response	1	1%	23	1%	402	1%
d. The mathematics I learn now is very useful for everyday life.						
Strongly agree or agree	53	46%	1 009	47%	17 588	38%
Undecided	30	26%	602	28%	13 973	30%
Disagree or strongly disagree	30	26%	513	24%	14 245	31%
no response	2	2%	22	1%	379	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: Applied Program–All Students

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	115		2 146		46 185	
	#	% 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	48	42%	973	45%	19 371	42%
Undecided	32	28%	629	29%	15 755	34%
Disagree or strongly disagree	34	30%	515	24%	10 749	23%
no response	1	1%	29	1%	310	1%
f. Mathematics is boring.						
Strongly agree or agree	43	37%	888	41%	21 288	46%
Undecided	40	35%	572	27%	11 185	24%
Disagree or strongly disagree	32	28%	663	31%	13 395	29%
no response	0	0%	23	1%	317	1%
g. Mathematics is an easy subject.						
Strongly agree or agree	18	16%	343	16%	9 846	21%
Undecided	40	35%	617	29%	12 948	28%
Disagree or strongly disagree	56	49%	1 160	54%	23 029	50%
no response	1	1%	26	1%	362	1%

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Grade 9 Assessment of Mathematics, 2004–2005

Student Questionnaire: Applied Program–All Students

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	115		2 146		46 185	
	#	% 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	64	56%	1 029	48%	22 299	48%
Undecided	38	33%	760	35%	14 657	32%
Hard or very hard	13	11%	321	15%	8 744	19%
no response	0	0%	36	2%	485	1%
b. Algebra (e.g., solving equations, simplifying expressions with polynomials)						
Very easy or easy	49	43%	807	38%	18 488	40%
Undecided	34	30%	667	31%	12 843	28%
Hard or very hard	31	27%	637	30%	14 339	31%
no response	1	1%	35	2%	515	1%
c. Relationships (e.g., scatter plots, lines of best fit)						
Very easy or easy	57	50%	1 101	51%	25 812	56%
Undecided	31	27%	666	31%	12 303	27%
Hard or very hard	25	22%	337	16%	7 415	16%
no response	2	2%	42	2%	655	1%
d. Analytic geometry (e.g., slope, y-intercept, equations of lines)						
Very easy or easy	54	47%	919	43%	18 751	41%
Undecided	28	24%	596	28%	13 207	29%
Hard or very hard	32	28%	586	27%	13 432	29%
no response	1	1%	45	2%	795	2%
e. Measurement (e.g., volume, perimeter, surface area)						
Very easy or easy	48	42%	1 170	55%	27 850	60%
Undecided	39	34%	586	27%	10 515	23%
Hard or very hard	26	23%	346	16%	7 185	16%
no response	2	2%	44	2%	635	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: Applied Program–All Students

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	115		2 146		46 185	
	#	% ²	#	% ²	#	% ²
f. Geometry (e.g., angles, medians, quadrilaterals)						
Very easy or easy	39	34%	888	41%	20 606	45%
Undecided	42	37%	723	34%	14 523	31%
Hard or very hard	32	28%	490	23%	10 405	23%
no response	2	2%	45	2%	651	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:
Applied Program–All Students

Background

Number of Respondents	School ¹		Board ¹		Province ¹	
	#	% ²	#	% ²	#	% ²
3a. Do you have a computer <i>at home</i> that you use for mathematics school work?						
Yes	42	37%	766	36%	17 183	37%
No	71	62%	1 303	61%	27 682	60%
no response	2	2%	77	4%	1 320	3%
b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?						
Yes	79	69%	1 570	73%	33 084	72%
No	34	30%	499	23%	11 780	26%
no response	2	2%	77	4%	1 321	3%
c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?						
Yes	11	10%	219	10%	3 030	7%
No	101	88%	1 847	86%	41 799	91%
no response	3	3%	80	4%	1 356	3%
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.	17	15%	339	16%	5 363	12%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	38	33%	575	27%	9 568	21%
I usually spend <i>30 minutes or less</i> on mathematics homework.	47	41%	952	44%	21 650	47%
I usually am not assigned any mathematics homework.	9	8%	170	8%	7 064	15%
no response	4	3%	110	5%	2 540	6%
b. How often do you complete all of your mathematics homework?						
Never or seldom	11	10%	251	12%	6 755	15%
Sometimes	42	37%	785	37%	14 106	31%
Often or always	58	50%	1 000	47%	22 846	49%
no response	4	3%	110	5%	2 478	5%

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Grade 9 Assessment of Mathematics, 2004–2005

Student Questionnaire: Applied Program–All Students

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	115		2 146		46 185	
	#	% ²	#	% ²	#	% ²
5. What languages do you speak at home?						
Only or mostly English.	60	52%	1 185	55%	36 433	79%
Another language (or languages) as often as English	34	30%	523	24%	4 626	10%
Mostly or only another language (or other languages)	16	14%	327	15%	2 686	6%
no response	5	4%	111	5%	2 440	5%
6. How old are you?						
13 years or younger	1	1%	3	<1%	128	<1%
14 years	53	46%	996	46%	22 348	48%
15 years	36	31%	807	38%	16 554	36%
16 years or older	21	18%	230	11%	4 681	10%
no response	4	3%	110	5%	2 474	5%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	17	15%	294	14%	4 422	10%
One to four times	44	38%	916	43%	20 489	44%
Five to nine times	32	28%	494	23%	10 757	23%
10 or more times	18	16%	330	15%	7 990	17%
no response	4	3%	112	5%	2 527	5%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	23	20%	627	29%	13 218	29%
One to four times	45	39%	802	37%	18 074	39%
Five to nine times	19	17%	331	15%	6 545	14%
10 or more times	23	20%	276	13%	5 844	13%
no response	5	4%	110	5%	2 504	5%

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Grade 9 Assessment of Mathematics, 2004–2005

Student Questionnaire: Applied Program–All Students

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	115		2 146		46 185	
	#	% ²	#	% ²	#	% ²
9. How many elementary schools (kindergarten to Grade 8) did you attend?						
One school	31	27%	696	32%	11 279	24%
Two schools	32	28%	699	33%	14 073	30%
Three schools	31	27%	333	16%	8 509	18%
Four schools	12	10%	165	8%	4 537	10%
Five schools or more	4	3%	138	6%	5 214	11%
no response	5	4%	115	5%	2 573	6%

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Grade 9 Assessment of Mathematics, 2004–2005

Student Questionnaire: Applied Program–By Gender School Results

School : Monsignor Percy Johnson Catholic HS (732443)

Board : Toronto Catholic District School Board (67059)

Attitudes Toward Mathematics

Number of Respondents	School ¹		Board ¹		Province ¹	
	115		2 146		46 185	
	Female 57 % ²	Male 58 % ²	Female 978 % ²	Male 1 082 % ²	Female 20 345 % ²	Male 24 778 % 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	21%	24%	28%	39%	29%	37%
Undecided	32%	38%	28%	27%	25%	25%
Disagree or strongly disagree	47%	36%	44%	33%	46%	38%
no response	0%	2%	1%	1%	<1%	<1%
b. I am good at mathematics.						
Strongly agree or agree	18%	24%	20%	34%	25%	39%
Undecided	33%	45%	38%	38%	33%	32%
Disagree or strongly disagree	49%	26%	41%	27%	41%	28%
no response	0%	5%	1%	1%	1%	1%
c. I understand most of the mathematics I am taught.						
Strongly agree or agree	56%	55%	57%	62%	56%	64%
Undecided	26%	31%	26%	24%	26%	22%
Disagree or strongly disagree	18%	12%	16%	13%	18%	13%
no response	0%	2%	1%	1%	1%	1%
d. The mathematics I learn now is very useful for everyday life.						
Strongly agree or agree	47%	45%	46%	48%	35%	40%
Undecided	28%	24%	30%	27%	32%	29%
Disagree or strongly disagree	25%	28%	23%	24%	31%	30%
no response	0%	3%	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: Applied Program– By Gender

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	115		2 146		46 185	
	Female 57 % ²	Male 58 % ²	Female 978 % ²	Male 1 082 % ²	Female 20 345 % ²	Male 24 778 % ²
e. I need to keep taking mathematics for the kind of job I want after I leave school.						
Strongly agree or agree	39%	45%	43%	48%	38%	45%
Undecided	30%	26%	30%	29%	36%	32%
Disagree or strongly disagree	32%	28%	26%	22%	26%	21%
no response	0%	2%	1%	1%	1%	1%
f. Mathematics is boring.						
Strongly agree or agree	33%	41%	41%	41%	46%	46%
Undecided	37%	33%	28%	26%	24%	24%
Disagree or strongly disagree	30%	26%	30%	32%	29%	29%
no response	0%	0%	1%	1%	1%	1%
g. Mathematics is an easy subject.						
Strongly agree or agree	9%	22%	13%	18%	16%	26%
Undecided	33%	36%	25%	32%	26%	30%
Disagree or strongly disagree	58%	40%	61%	48%	57%	44%
no response	0%	2%	1%	1%	1%	1%

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Grade 9 Assessment of Mathematics, 2004–2005

Student Questionnaire: Applied Program–By Gender

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	115		2 146		46 185	
	Female 57 % ²	Male 58 % ²	Female 978 % ²	Male 1 082 % ²	Female 20 345 % ²	Male 24 778 % 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	56%	55%	45%	51%	45%	51%
Undecided	35%	31%	36%	34%	32%	31%
Hard or very hard	9%	14%	17%	13%	21%	17%
no response	0%	0%	2%	2%	1%	1%
b. Algebra (e.g., solving equations, simplifying expressions with polynomials)						
Very easy or easy	46%	40%	38%	38%	40%	40%
Undecided	25%	34%	29%	33%	27%	29%
Hard or very hard	28%	26%	31%	28%	33%	30%
no response	2%	0%	1%	2%	1%	1%
c. Relationships (e.g., scatter plots, lines of best fit)						
Very easy or easy	44%	55%	51%	52%	56%	56%
Undecided	28%	26%	30%	32%	26%	27%
Hard or very hard	25%	19%	17%	14%	17%	15%
no response	4%	0%	2%	2%	1%	2%
d. Analytic geometry (e.g., slope, y-intercept, equations of lines)						
Very easy or easy	46%	48%	43%	43%	39%	42%
Undecided	21%	28%	27%	28%	28%	29%
Hard or very hard	32%	24%	28%	27%	32%	27%
no response	2%	0%	2%	2%	2%	2%
e. Measurement (e.g., volume, perimeter, surface area)						
Very easy or easy	42%	41%	54%	56%	58%	62%
Undecided	35%	33%	27%	27%	24%	22%
Hard or very hard	21%	24%	17%	15%	17%	14%
no response	2%	2%	2%	2%	1%	1%

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Grade 9 Assessment of Mathematics, 2004–2005

Student Questionnaire: Applied Program– By Gender

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	115		2 146		46 185	
	Female 57 % ²	Male 58 % ²	Female 978 % ²	Male 1 082 % ²	Female 20 345 % ²	Male 24 778 % ²
f. Geometry (e.g., angles, medians, quadrilaterals)						
Very easy or easy	33%	34%	37%	46%	40%	48%
Undecided	39%	34%	35%	32%	33%	30%
Hard or very hard	26%	29%	26%	20%	26%	20%
no response	2%	2%	2%	2%	1%	1%

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Grade 9 Assessment of Mathematics, 2004–2005

Student Questionnaire:
Applied Program–By Gender

Background

Number of Respondents	School ¹		Board ¹		Province ¹	
	115		2 146		46 185	
	Female 57 % ²	Male 58 % ²	Female 978 % ²	Male 1 082 % ²	Female 20 345 % ²	Male 24 778 % ²
3a. Do you have a computer <i>at home</i> that you use for mathematics school work?						
Yes	32%	41%	34%	37%	38%	37%
No	65%	59%	63%	60%	60%	60%
no response	4%	0%	3%	4%	2%	3%
b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?						
Yes	70%	67%	78%	71%	75%	69%
No	26%	33%	20%	25%	22%	28%
no response	4%	0%	3%	4%	2%	3%
c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?						
Yes	7%	12%	9%	10%	6%	7%
No	89%	86%	88%	85%	91%	90%
no response	4%	2%	3%	4%	2%	3%
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.	19%	10%	17%	15%	13%	11%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	42%	24%	32%	23%	24%	18%
I usually spend <i>30 minutes or less</i> on mathematics homework.	33%	48%	41%	47%	45%	48%
I usually am not assigned any mathematics homework.	4%	12%	6%	9%	13%	17%
no response	2%	5%	4%	6%	5%	6%
b. How often do you complete all of your mathematics homework?						
Never or seldom	11%	9%	9%	14%	12%	17%
Sometimes	33%	40%	36%	37%	30%	31%
Often or always	54%	47%	51%	44%	53%	47%
no response	2%	5%	4%	6%	5%	6%

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Grade 9 Assessment of Mathematics, 2004–2005

Student Questionnaire: Applied Program– By Gender

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	115		2 146		46 185	
	Female 57 % ²	Male 58 % ²	Female 978 % ²	Male 1 082 % ²	Female 20 345 % ²	Male 24 778 % ²
5. What languages do you speak at home?						
Only or mostly English.	49%	55%	54%	56%	79%	79%
Another language (or languages) as often as English	35%	24%	26%	24%	11%	9%
Mostly or only another language (or other languages)	14%	14%	15%	15%	5%	6%
no response	2%	7%	4%	6%	5%	6%
6. How old are you?						
13 years or younger	0%	2%	<1%	<1%	<1%	<1%
14 years	53%	40%	49%	45%	51%	47%
15 years	32%	31%	37%	38%	35%	36%
16 years or older	14%	22%	10%	11%	9%	11%
no response	2%	5%	4%	6%	5%	6%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	16%	14%	11%	16%	8%	11%
One to four times	46%	31%	46%	40%	45%	44%
Five to nine times	21%	34%	24%	22%	25%	22%
10 or more times	16%	16%	14%	17%	18%	17%
no response	2%	5%	5%	5%	5%	6%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	23%	17%	29%	29%	28%	29%
One to four times	40%	38%	40%	36%	41%	38%
Five to nine times	18%	16%	14%	16%	14%	14%
10 or more times	16%	24%	13%	13%	12%	13%
no response	4%	5%	4%	5%	5%	6%

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Grade 9 Assessment of Mathematics, 2004–2005

Student Questionnaire: Applied Program– By Gender

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	115		2 146		46 185	
	Female 57 % ²	Male 58 % ²	Female 978 % ²	Male 1 082 % ²	Female 20 345 % ²	Male 24 778 % ²
9. How many elementary schools (kindergarten to Grade 8) did you attend?						
One school	26%	28%	30%	34%	23%	25%
Two schools	30%	26%	33%	32%	31%	30%
Three schools	26%	28%	15%	16%	19%	18%
Four schools	9%	12%	9%	6%	10%	10%
Five schools or more	7%	0%	7%	6%	12%	11%
no response	2%	7%	5%	6%	5%	6%

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