



Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire: Academic Program–All Students

School Results

School : Notre DameCatholic SS (738115)

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	58	50%	2 411	54%	52 708	52%
Undecided	34	30%	1 090	24%	23 222	23%
Disagree or strongly disagree	22	19%	932	21%	23 121	23%
no response/ambiguous response	1	1%	49	1%	1 739	2%
b. I am good at mathematics.						
Strongly agree or agree	52	45%	2 167	48%	53 189	53%
Undecided	41	36%	1 424	32%	27 690	27%
Disagree or strongly disagree	21	18%	835	19%	17 783	18%
no response/ambiguous response	1	1%	56	1%	2 128	2%
c. I understand most of the mathematics I am taught.						
Strongly agree or agree	87	76%	3 237	72%	73 569	73%
Undecided	24	21%	788	18%	16 043	16%
Disagree or strongly disagree	3	3%	385	9%	8 821	9%
no response/ambiguous response	1	1%	72	2%	2 357	2%
d. The mathematics I learn now is very useful for everyday life.						
Strongly agree or agree	59	51%	2 011	45%	39 365	39%
Undecided	38	33%	1 413	32%	32 322	32%
Disagree or strongly disagree	16	14%	985	22%	26 645	26%
no response/ambiguous response	2	2%	73	2%	2 458	2%

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.

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Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire: Academic Program–All Students

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	#	% 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	72	63%	2 516	56%	56 662	56%
Undecided	30	26%	1 337	30%	29 871	30%
Disagree or strongly disagree	12	10%	559	12%	11 910	12%
no response/ambiguous response	1	1%	70	2%	2 347	2%
f. Mathematics is boring.						
Strongly agree or agree	24	21%	1 198	27%	31 145	31%
Undecided	37	32%	1 291	29%	27 941	28%
Disagree or strongly disagree	53	46%	1 915	43%	39 039	39%
no response/ambiguous response	1	1%	78	2%	2 665	3%
g. Mathematics is an easy subject.						
Strongly agree or agree	26	23%	1 203	27%	29 338	29%
Undecided	37	32%	1 291	29%	27 373	27%
Disagree or strongly disagree	51	44%	1 914	43%	41 433	41%
no response/ambiguous response	1	1%	74	2%	2 646	3%

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Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire: Academic Program–All Students

Attitudes Toward Mathematics

Number of Respondents	School ¹		Board ¹		Province ¹	
	115		4 482		100 790	
	#	% 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	79	69%	3 086	69%	67 080	67%
Undecided	23	20%	963	21%	21 142	21%
Hard or very hard	12	10%	348	8%	9 828	10%
no response/ambiguous response	1	1%	85	2%	2 740	3%
b. Algebra (e.g., solving equations, simplifying expressions with polynomials)						
Very easy or easy	76	66%	2 650	59%	59 080	59%
Undecided	18	16%	993	22%	20 079	20%
Hard or very hard	19	17%	738	16%	18 402	18%
no response/ambiguous response	2	2%	101	2%	3 229	3%
c. Linear relations (e.g., scatter plots, lines of best fit)						
Very easy or easy	42	37%	2 248	50%	54 480	54%
Undecided	40	35%	1 324	30%	26 136	26%
Hard or very hard	31	27%	808	18%	17 031	17%
no response/ambiguous response	2	2%	102	2%	3 143	3%
d. Analytic geometry (e.g., slope, y-intercept, equations of lines)						
Very easy or easy	31	27%	711	16%	17 936	18%
Undecided	21	18%	384	9%	10 916	11%
Hard or very hard	15	13%	337	8%	13 158	13%
no response/ambiguous response	48	42%	3 050	68%	58 780	58%
e. Measurement (e.g., perimeter, surface area, volume)						
Very easy or easy	96	83%	3 400	76%	74 126	74%
Undecided	13	11%	665	15%	15 157	15%
Hard or very hard	5	4%	303	7%	7 898	8%
no response/ambiguous response	1	1%	114	3%	3 609	4%

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Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire: Academic Program–All Students

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	115		4 482		100 790	
	#	% ²	#	% ²	#	% ²
f. Geometry (e.g., angles, quadrilaterals)						
Very easy or easy	86	75%	2 992	67%	65 524	65%
Undecided	18	16%	920	21%	20 403	20%
Hard or very hard	10	9%	464	10%	11 160	11%
no response/ambiguous response	1	1%	106	2%	3 703	4%

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Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire: Academic Program—All Students

Background

Number of Respondents	School ¹		Board ¹		Province ¹	
	#	% ²	#	% ²	#	% ²
	115		4 482		100 790	
3a. Do you have a computer <i>at home</i> that you use for mathematics school work?						
Yes	63	55%	2 180	49%	49 442	49%
No	47	41%	2 183	49%	47 983	48%
no response/ambiguous response	5	4%	119	3%	3 365	3%
b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?						
Yes	105	91%	3 792	85%	83 903	83%
No	5	4%	554	12%	13 103	13%
no response/ambiguous response	5	4%	136	3%	3 784	4%
c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?						
Yes	22	19%	682	15%	7 275	7%
No	88	77%	3 665	82%	90 084	89%
no response/ambiguous response	5	4%	135	3%	3 431	3%
4a. How much time do 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.	44	38%	1 167	26%	20 726	21%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	45	39%	1 681	38%	35 271	35%
I usually spend <i>30 minutes or less</i> on mathematics homework.	16	14%	1 429	32%	39 033	39%
I am not usually assigned any mathematics homework.	0	0%	57	1%	2 671	3%
no response/ambiguous response	10	9%	148	3%	3 089	3%
b. How often do you complete all of your mathematics homework?						
Never or seldom	7	6%	392	9%	9 553	9%
Sometimes	30	26%	1 147	26%	22 698	23%
Often or always	67	58%	2 794	62%	65 337	65%
no response/ambiguous response	11	10%	149	3%	3 202	3%

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Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire: Academic Program–All Students

Background

Number of Respondents	School ¹		Board ¹		Province ¹	
	#	% ²	#	% ²	#	% ²
	115		4 482		100 790	
5. What languages do you speak at home?						
Only or mostly English	78	68%	2 736	61%	76 254	76%
Another language (or languages) as often as English	17	15%	1 025	23%	13 108	13%
Mostly or only another language (or other languages)	10	9%	573	13%	8 301	8%
no response/ambiguous response	10	9%	148	3%	3 127	3%
6. How old are you?						
13 years or younger	0	0%	24	1%	613	1%
14 years	87	76%	2 806	63%	64 811	64%
15 years	16	14%	1 457	33%	31 134	31%
16 years or older	2	2%	46	1%	1 060	1%
no response/ambiguous response	10	9%	149	3%	3 172	3%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	20	17%	787	18%	12 613	13%
One to four times	69	60%	2 527	56%	57 631	57%
Five to nine times	8	7%	682	15%	19 515	19%
10 or more times	8	7%	339	8%	7 764	8%
no response/ambiguous response	10	9%	147	3%	3 267	3%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	35	30%	2 094	47%	45 916	46%
One to four times	55	48%	1 628	36%	38 212	38%
Five to nine times	8	7%	384	9%	8 247	8%
10 or more times	7	6%	230	5%	5 150	5%
no response/ambiguous response	10	9%	146	3%	3 265	3%

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Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire: Academic Program–All Students

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	115		4 482		100 790	
	#	% ²	#	% ²	#	% ²
9. How many elementary schools (kindergarten to Grade 8) did you attend?						
One school	43	37%	1 770	39%	26 933	27%
Two schools	27	23%	1 441	32%	34 936	35%
Three schools	18	16%	643	14%	19 396	19%
Four schools	4	3%	263	6%	8 744	9%
Five schools or more	13	11%	218	5%	7 496	7%
no response/ambiguous response	10	9%	147	3%	3 285	3%

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Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire: Academic Program– By Gender

School Results

School : Notre DameCatholic SS (738115)

Board : Toronto Catholic District School Board (67059)

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	115		4 482		100 790	
	Female 115 % ²	Male N/D % ²	Female 2 355 % ²	Male 2 127 % ²	Female 51 902 % ²	Male 48 888 % 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	50%	N/D	49%	59%	48%	57%
Undecided	30%	N/D	27%	22%	25%	21%
Disagree or strongly disagree	19%	N/D	24%	18%	26%	20%
no response/ambiguous response	1%	N/D	1%	2%	2%	2%
b. I am good at mathematics.						
Strongly agree or agree	45%	N/D	42%	56%	47%	59%
Undecided	36%	N/D	35%	28%	30%	25%
Disagree or strongly disagree	18%	N/D	23%	14%	22%	13%
no response/ambiguous response	1%	N/D	1%	2%	2%	2%
c. I understand most of the mathematics I am taught.						
Strongly agree or agree	76%	N/D	70%	75%	70%	76%
Undecided	21%	N/D	20%	15%	17%	14%
Disagree or strongly disagree	3%	N/D	9%	8%	10%	7%
no response/ambiguous response	1%	N/D	1%	2%	2%	2%
d. The mathematics I learn now is very useful for everyday life.						
Strongly agree or agree	51%	N/D	43%	47%	36%	42%
Undecided	33%	N/D	33%	30%	35%	29%
Disagree or strongly disagree	14%	N/D	23%	21%	27%	26%
no response/ambiguous response	2%	N/D	1%	2%	2%	3%

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

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N/D "No data available" is used to indicate that there were no respondents in a given program for a given gender group.

Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire: Academic Program– By Gender

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	Female 115 % ²	Male N/D % ²	Female 2 355 % ²	Male 2 127 % ²	Female 51 902 % ²	Male 48 888 % ²
e. I need to keep taking mathematics for the kind of job I want after I leave school.						
Strongly agree or agree	63%	N/D	53%	59%	54%	59%
Undecided	26%	N/D	31%	29%	31%	28%
Disagree or strongly disagree	10%	N/D	14%	10%	13%	11%
no response/ambiguous response	1%	N/D	1%	2%	2%	2%
f. Mathematics is boring.						
Strongly agree or agree	21%	N/D	26%	27%	31%	31%
Undecided	32%	N/D	28%	29%	28%	27%
Disagree or strongly disagree	46%	N/D	44%	41%	39%	39%
no response/ambiguous response	1%	N/D	1%	2%	3%	3%
g. Mathematics is an easy subject.						
Strongly agree or agree	23%	N/D	22%	32%	24%	34%
Undecided	32%	N/D	29%	28%	27%	27%
Disagree or strongly disagree	44%	N/D	47%	37%	46%	36%
no response/ambiguous response	1%	N/D	1%	2%	3%	3%

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Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire: Academic Program– By Gender

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	Female 115 % ²	Male N/D % ²	Female 2 355 % ²	Male 2 127 % ²	Female 51 902 % ²	Male 48 888 % 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	69%	N/D	66%	72%	63%	71%
Undecided	20%	N/D	23%	20%	23%	19%
Hard or very hard	10%	N/D	9%	6%	12%	8%
no response/ambiguous response	1%	N/D	1%	2%	3%	3%
b. Algebra (e.g., solving equations, simplifying expressions with polynomials)						
Very easy or easy	66%	N/D	62%	56%	59%	58%
Undecided	16%	N/D	22%	23%	20%	20%
Hard or very hard	17%	N/D	15%	18%	18%	18%
no response/ambiguous response	2%	N/D	2%	3%	3%	3%
c. Linear relations (e.g., scatter plots, lines of best fit)						
Very easy or easy	37%	N/D	48%	53%	52%	57%
Undecided	35%	N/D	31%	27%	27%	25%
Hard or very hard	27%	N/D	19%	17%	18%	15%
no response/ambiguous response	2%	N/D	2%	3%	3%	3%
d. Analytic geometry (e.g., slope, y-intercept, equations of lines)						
Very easy or easy	27%	N/D	14%	18%	16%	19%
Undecided	18%	N/D	8%	9%	11%	11%
Hard or very hard	13%	N/D	9%	6%	14%	12%
no response/ambiguous response	42%	N/D	69%	67%	58%	58%
e. Measurement (e.g., perimeter, surface area, volume)						
Very easy or easy	83%	N/D	74%	78%	71%	76%
Undecided	11%	N/D	16%	14%	16%	14%
Hard or very hard	4%	N/D	9%	5%	9%	7%
no response/ambiguous response	1%	N/D	2%	3%	3%	4%

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Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire: Academic Program– By Gender

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	Female 115 % ²	Male N/D % ²	Female 2 355 % ²	Male 2 127 % ²	Female 51 902 % ²	Male 48 888 % ²
f. Geometry (e.g., angles, quadrilaterals)						
Very easy or easy	75%	N/D	65%	69%	62%	68%
Undecided	16%	N/D	21%	21%	22%	19%
Hard or very hard	9%	N/D	13%	8%	13%	10%
no response/ambiguous response	1%	N/D	2%	3%	3%	4%

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Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire: Academic Program– By Gender

Background

Number of Respondents	School ¹		Board ¹		Province ¹	
	Female 115 % ²	Male N/D % ²	Female 2 355 % ²	Male 2 127 % ²	Female 51 902 % ²	Male 48 888 % ²
3a. Do you have a computer <i>at home</i> that you use for mathematics school work?						
Yes	55%	N/D	50%	47%	50%	48%
No	41%	N/D	47%	50%	47%	49%
no response/ambiguous response	4%	N/D	2%	3%	3%	4%
b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?						
Yes	91%	N/D	88%	81%	85%	81%
No	4%	N/D	10%	15%	11%	15%
no response/ambiguous response	4%	N/D	3%	3%	3%	4%
c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?						
Yes	19%	N/D	16%	14%	7%	8%
No	77%	N/D	81%	83%	90%	88%
no response/ambiguous response	4%	N/D	3%	4%	3%	4%
4a. How much time do you usually 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.	38%	N/D	30%	22%	24%	17%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	39%	N/D	41%	34%	38%	31%
I usually spend <i>30 minutes or less</i> on mathematics homework.	14%	N/D	26%	39%	33%	45%
I am not usually assigned any mathematics homework.	0%	N/D	1%	2%	2%	4%
no response/ambiguous response	9%	N/D	3%	4%	3%	3%
b. How often do you complete all of your mathematics homework?						
Never or seldom	6%	N/D	7%	11%	7%	12%
Sometimes	26%	N/D	23%	28%	20%	25%
Often or always	58%	N/D	67%	57%	70%	60%
no response/ambiguous response	10%	N/D	3%	3%	3%	3%

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Student Questionnaire: Academic Program– By Gender

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	Female 115 % ²	Male N/D % ²	Female 2 355 % ²	Male 2 127 % ²	Female 51 902 % ²	Male 48 888 % ²
	115		4 482		100 790	
5. What languages do you speak at home?						
Only or mostly English	68%	N/D	62%	60%	76%	75%
Another language (or languages) as often as English	15%	N/D	24%	22%	13%	13%
Mostly or only another language (or other languages)	9%	N/D	12%	14%	7%	9%
no response/ambiguous response	9%	N/D	3%	3%	3%	3%
6. How old are you?						
13 years or younger	0%	N/D	1%	<1%	1%	1%
14 years	76%	N/D	64%	61%	65%	63%
15 years	14%	N/D	32%	34%	30%	32%
16 years or older	2%	N/D	1%	1%	1%	1%
no response/ambiguous response	9%	N/D	3%	3%	3%	3%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	17%	N/D	17%	19%	11%	14%
One to four times	60%	N/D	57%	56%	58%	56%
Five to nine times	7%	N/D	15%	15%	20%	18%
10 or more times	7%	N/D	8%	7%	8%	8%
no response/ambiguous response	9%	N/D	3%	3%	3%	3%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	30%	N/D	50%	43%	46%	45%
One to four times	48%	N/D	36%	37%	38%	38%
Five to nine times	7%	N/D	7%	10%	8%	9%
10 or more times	6%	N/D	4%	6%	4%	6%
no response/ambiguous response	9%	N/D	3%	3%	3%	3%

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Student Questionnaire: Academic Program– By Gender

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	Female 115 % ²	Male N/D % ²	Female 2 355 % ²	Male 2 127 % ²	Female 51 902 % ²	Male 48 888 % ²
	115		4 482		100 790	
9. How many elementary schools (kindergarten to Grade 8) did you attend?						
One school	37%	N/D	38%	41%	27%	27%
Two schools	23%	N/D	32%	32%	35%	35%
Three schools	16%	N/D	14%	14%	19%	19%
Four schools	3%	N/D	6%	5%	9%	9%
Five schools or more	11%	N/D	5%	4%	7%	7%
no response/ambiguous response	9%	N/D	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.

Note: N/R "Not reported" indicates that the number of respondents who completed a questionnaire is so small (fewer than six) that identification of individual results might be possible; results are not reported.

N/D "No data available" is used to indicate that there were no respondents in a given program for a given gender group.