



Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire: Academic Program–All Students

School Results

School : Senator O'Connor College School (763772)

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	103	58%	2 411	54%	52 708	52%
Undecided	45	25%	1 090	24%	23 222	23%
Disagree or strongly disagree	31	17%	932	21%	23 121	23%
no response/ambiguous response	0	0%	49	1%	1 739	2%
b. I am good at mathematics.						
Strongly agree or agree	83	46%	2 167	48%	53 189	53%
Undecided	60	34%	1 424	32%	27 690	27%
Disagree or strongly disagree	36	20%	835	19%	17 783	18%
no response/ambiguous response	0	0%	56	1%	2 128	2%
c. I understand most of the mathematics I am taught.						
Strongly agree or agree	132	74%	3 237	72%	73 569	73%
Undecided	29	16%	788	18%	16 043	16%
Disagree or strongly disagree	16	9%	385	9%	8 821	9%
no response/ambiguous response	2	1%	72	2%	2 357	2%
d. The mathematics I learn now is very useful for everyday life.						
Strongly agree or agree	95	53%	2 011	45%	39 365	39%
Undecided	50	28%	1 413	32%	32 322	32%
Disagree or strongly disagree	33	18%	985	22%	26 645	26%
no response/ambiguous response	1	1%	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	100	56%	2 516	56%	56 662	56%
Undecided	58	32%	1 337	30%	29 871	30%
Disagree or strongly disagree	20	11%	559	12%	11 910	12%
no response/ambiguous response	1	1%	70	2%	2 347	2%
f. Mathematics is boring.						
Strongly agree or agree	39	22%	1 198	27%	31 145	31%
Undecided	60	34%	1 291	29%	27 941	28%
Disagree or strongly disagree	79	44%	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	40	22%	1 203	27%	29 338	29%
Undecided	60	34%	1 291	29%	27 373	27%
Disagree or strongly disagree	78	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	
	179		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	131	73%	3 086	69%	67 080	67%
Undecided	35	20%	963	21%	21 142	21%
Hard or very hard	10	6%	348	8%	9 828	10%
no response/ambiguous response	3	2%	85	2%	2 740	3%
b. Algebra (e.g., solving equations, simplifying expressions with polynomials)						
Very easy or easy	107	60%	2 650	59%	59 080	59%
Undecided	41	23%	993	22%	20 079	20%
Hard or very hard	28	16%	738	16%	18 402	18%
no response/ambiguous response	3	2%	101	2%	3 229	3%
c. Linear relations (e.g., scatter plots, lines of best fit)						
Very easy or easy	70	39%	2 248	50%	54 480	54%
Undecided	58	32%	1 324	30%	26 136	26%
Hard or very hard	49	27%	808	18%	17 031	17%
no response/ambiguous response	2	1%	102	2%	3 143	3%
d. Analytic geometry (e.g., slope, y-intercept, equations of lines)						
Very easy or easy	45	25%	711	16%	17 936	18%
Undecided	31	17%	384	9%	10 916	11%
Hard or very hard	30	17%	337	8%	13 158	13%
no response/ambiguous response	73	41%	3 050	68%	58 780	58%
e. Measurement (e.g., perimeter, surface area, volume)						
Very easy or easy	151	84%	3 400	76%	74 126	74%
Undecided	13	7%	665	15%	15 157	15%
Hard or very hard	11	6%	303	7%	7 898	8%
no response/ambiguous response	4	2%	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	
	179		4 482		100 790	
	#	% ²	#	% ²	#	% ²
f. Geometry (e.g., angles, quadrilaterals)						
Very easy or easy	113	63%	2 992	67%	65 524	65%
Undecided	49	27%	920	21%	20 403	20%
Hard or very hard	15	8%	464	10%	11 160	11%
no response/ambiguous response	2	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
	179		4 482		100 790	
3a. Do you have a computer <i>at home</i> that you use for mathematics school work?						
Yes	82	46%	2 180	49%	49 442	49%
No	92	51%	2 183	49%	47 983	48%
no response/ambiguous response	5	3%	119	3%	3 365	3%
b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?						
Yes	154	86%	3 792	85%	83 903	83%
No	19	11%	554	12%	13 103	13%
no response/ambiguous response	6	3%	136	3%	3 784	4%
c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?						
Yes	14	8%	682	15%	7 275	7%
No	160	89%	3 665	82%	90 084	89%
no response/ambiguous response	5	3%	135	3%	3 431	3%
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.	58	32%	1 167	26%	20 726	21%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	65	36%	1 681	38%	35 271	35%
I usually spend <i>30 minutes or less</i> on mathematics homework.	47	26%	1 429	32%	39 033	39%
I am not usually assigned any mathematics homework.	3	2%	57	1%	2 671	3%
no response/ambiguous response	6	3%	148	3%	3 089	3%
b. How often do you complete all of your mathematics homework?						
Never or seldom	9	5%	392	9%	9 553	9%
Sometimes	33	18%	1 147	26%	22 698	23%
Often or always	129	72%	2 794	62%	65 337	65%
no response/ambiguous response	8	4%	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
	179		4 482		100 790	
5. What languages do you speak at home?						
Only or mostly English	108	60%	2 736	61%	76 254	76%
Another language (or languages) as often as English	40	22%	1 025	23%	13 108	13%
Mostly or only another language (or other languages)	25	14%	573	13%	8 301	8%
no response/ambiguous response	6	3%	148	3%	3 127	3%
6. How old are you?						
13 years or younger	1	1%	24	1%	613	1%
14 years	128	72%	2 806	63%	64 811	64%
15 years	42	23%	1 457	33%	31 134	31%
16 years or older	1	1%	46	1%	1 060	1%
no response/ambiguous response	7	4%	149	3%	3 172	3%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	46	26%	787	18%	12 613	13%
One to four times	105	59%	2 527	56%	57 631	57%
Five to nine times	18	10%	682	15%	19 515	19%
10 or more times	3	2%	339	8%	7 764	8%
no response/ambiguous response	7	4%	147	3%	3 267	3%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	98	55%	2 094	47%	45 916	46%
One to four times	60	34%	1 628	36%	38 212	38%
Five to nine times	9	5%	384	9%	8 247	8%
10 or more times	6	3%	230	5%	5 150	5%
no response/ambiguous response	6	3%	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	
	179		4 482		100 790	
	#	% ²	#	% ²	#	% ²
9. How many elementary schools (kindergarten to Grade 8) did you attend?						
One school	59	33%	1 770	39%	26 933	27%
Two schools	53	30%	1 441	32%	34 936	35%
Three schools	29	16%	643	14%	19 396	19%
Four schools	18	10%	263	6%	8 744	9%
Five schools or more	14	8%	218	5%	7 496	7%
no response/ambiguous response	6	3%	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 : Senator O'Connor College School (763772)

Board : Toronto Catholic District School Board (67059)

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	179		4 482		100 790	
	Female 83 % ²	Male 96 % 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	53%	61%	49%	59%	48%	57%
Undecided	24%	26%	27%	22%	25%	21%
Disagree or strongly disagree	23%	12%	24%	18%	26%	20%
no response/ambiguous response	0%	0%	1%	2%	2%	2%
b. I am good at mathematics.						
Strongly agree or agree	40%	52%	42%	56%	47%	59%
Undecided	43%	25%	35%	28%	30%	25%
Disagree or strongly disagree	17%	23%	23%	14%	22%	13%
no response/ambiguous response	0%	0%	1%	2%	2%	2%
c. I understand most of the mathematics I am taught.						
Strongly agree or agree	76%	72%	70%	75%	70%	76%
Undecided	18%	15%	20%	15%	17%	14%
Disagree or strongly disagree	6%	11%	9%	8%	10%	7%
no response/ambiguous response	0%	2%	1%	2%	2%	2%
d. The mathematics I learn now is very useful for everyday life.						
Strongly agree or agree	46%	59%	43%	47%	36%	42%
Undecided	27%	29%	33%	30%	35%	29%
Disagree or strongly disagree	28%	10%	23%	21%	27%	26%
no response/ambiguous response	0%	1%	1%	2%	2%	3%

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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 83 % ²	Male 96 % ²	Female 2 355 % ²	Male 2 127 % ²	Female 51 902 % ²	Male 48 888 % ²
	179		4 482		100 790	
e. I need to keep taking mathematics for the kind of job I want after I leave school.						
Strongly agree or agree	60%	52%	53%	59%	54%	59%
Undecided	29%	35%	31%	29%	31%	28%
Disagree or strongly disagree	11%	11%	14%	10%	13%	11%
no response/ambiguous response	0%	1%	1%	2%	2%	2%
f. Mathematics is boring.						
Strongly agree or agree	27%	18%	26%	27%	31%	31%
Undecided	39%	29%	28%	29%	28%	27%
Disagree or strongly disagree	35%	52%	44%	41%	39%	39%
no response/ambiguous response	0%	1%	1%	2%	3%	3%
g. Mathematics is an easy subject.						
Strongly agree or agree	24%	21%	22%	32%	24%	34%
Undecided	30%	36%	29%	28%	27%	27%
Disagree or strongly disagree	46%	42%	47%	37%	46%	36%
no response/ambiguous response	0%	1%	1%	2%	3%	3%

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Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire:
Academic Program– By Gender

Attitudes Toward Mathematics

Number of Respondents	School ¹		Board ¹		Province ¹	
	Female 83 % ²	Male 96 % ²	Female 2 355 % ²	Male 2 127 % ²	Female 51 902 % ²	Male 48 888 % ²
	179		4 482		100 790	
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	73%	73%	66%	72%	63%	71%
Undecided	18%	21%	23%	20%	23%	19%
Hard or very hard	7%	4%	9%	6%	12%	8%
no response/ambiguous response	1%	2%	1%	2%	3%	3%
b. Algebra (e.g., solving equations, simplifying expressions with polynomials)						
Very easy or easy	67%	53%	62%	56%	59%	58%
Undecided	22%	24%	22%	23%	20%	20%
Hard or very hard	11%	20%	15%	18%	18%	18%
no response/ambiguous response	0%	3%	2%	3%	3%	3%
c. Linear relations (e.g., scatter plots, lines of best fit)						
Very easy or easy	36%	42%	48%	53%	52%	57%
Undecided	31%	33%	31%	27%	27%	25%
Hard or very hard	33%	23%	19%	17%	18%	15%
no response/ambiguous response	0%	2%	2%	3%	3%	3%
d. Analytic geometry (e.g., slope, y-intercept, equations of lines)						
Very easy or easy	24%	26%	14%	18%	16%	19%
Undecided	17%	18%	8%	9%	11%	11%
Hard or very hard	16%	18%	9%	6%	14%	12%
no response/ambiguous response	43%	39%	69%	67%	58%	58%
e. Measurement (e.g., perimeter, surface area, volume)						
Very easy or easy	82%	86%	74%	78%	71%	76%
Undecided	10%	5%	16%	14%	16%	14%
Hard or very hard	8%	4%	9%	5%	9%	7%
no response/ambiguous response	0%	4%	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 83 % ²	Male 96 % ²	Female 2 355 % ²	Male 2 127 % ²	Female 51 902 % ²	Male 48 888 % ²
	179		4 482		100 790	
f. Geometry (e.g., angles, quadrilaterals)						
Very easy or easy	65%	61%	65%	69%	62%	68%
Undecided	27%	28%	21%	21%	22%	19%
Hard or very hard	8%	8%	13%	8%	13%	10%
no response/ambiguous response	0%	2%	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 83 % ²	Male 96 % ²	Female 2 355 % ²	Male 2 127 % ²	Female 51 902 % ²	Male 48 888 % ²
	179		4 482		100 790	
3a. Do you have a computer <i>at home</i> that you use for mathematics school work?						
Yes	47%	45%	50%	47%	50%	48%
No	52%	51%	47%	50%	47%	49%
no response/ambiguous response	1%	4%	2%	3%	3%	4%
b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?						
Yes	93%	80%	88%	81%	85%	81%
No	5%	16%	10%	15%	11%	15%
no response/ambiguous response	2%	4%	3%	3%	3%	4%
c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?						
Yes	7%	8%	16%	14%	7%	8%
No	92%	88%	81%	83%	90%	88%
no response/ambiguous response	1%	4%	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.	33%	32%	30%	22%	24%	17%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	46%	28%	41%	34%	38%	31%
I usually spend <i>30 minutes or less</i> on mathematics homework.	19%	32%	26%	39%	33%	45%
I am not usually assigned any mathematics homework.	0%	3%	1%	2%	2%	4%
no response/ambiguous response	2%	4%	3%	4%	3%	3%
b. How often do you complete all of your mathematics homework?						
Never or seldom	4%	6%	7%	11%	7%	12%
Sometimes	16%	21%	23%	28%	20%	25%
Often or always	77%	68%	67%	57%	70%	60%
no response/ambiguous response	4%	5%	3%	3%	3%	3%

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Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	Female 83 % ²	Male 96 % ²	Female 2 355 % ²	Male 2 127 % ²	Female 51 902 % ²	Male 48 888 % ²
	179		4 482		100 790	
5. What languages do you speak at home?						
Only or mostly English	57%	64%	62%	60%	76%	75%
Another language (or languages) as often as English	29%	17%	24%	22%	13%	13%
Mostly or only another language (or other languages)	12%	16%	12%	14%	7%	9%
no response/ambiguous response	2%	4%	3%	3%	3%	3%
6. How old are you?						
13 years or younger	1%	0%	1%	<1%	1%	1%
14 years	76%	68%	64%	61%	65%	63%
15 years	19%	27%	32%	34%	30%	32%
16 years or older	1%	0%	1%	1%	1%	1%
no response/ambiguous response	2%	5%	3%	3%	3%	3%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	27%	25%	17%	19%	11%	14%
One to four times	60%	57%	57%	56%	58%	56%
Five to nine times	11%	9%	15%	15%	20%	18%
10 or more times	0%	3%	8%	7%	8%	8%
no response/ambiguous response	2%	5%	3%	3%	3%	3%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	60%	50%	50%	43%	46%	45%
One to four times	29%	38%	36%	37%	38%	38%
Five to nine times	5%	5%	7%	10%	8%	9%
10 or more times	4%	3%	4%	6%	4%	6%
no response/ambiguous response	2%	4%	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 83 % ²	Male 96 % ²	Female 2 355 % ²	Male 2 127 % ²	Female 51 902 % ²	Male 48 888 % ²
	179		4 482		100 790	
9. How many elementary schools (kindergarten to Grade 8) did you attend?						
One school	33%	33%	38%	41%	27%	27%
Two schools	33%	27%	32%	32%	35%	35%
Three schools	17%	16%	14%	14%	19%	19%
Four schools	11%	9%	6%	5%	9%	9%
Five schools or more	5%	10%	5%	4%	7%	7%
no response/ambiguous response	2%	4%	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.