



## Grade 9 Assessment of Mathematics, 2005-2006

### Student Questionnaire: Academic Program—All Students

#### School Results

**School** : Dante Alighieri Academy Sep S (702935)

**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>	
	202		4 482		100 790	
	#	% <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	110	54%	2 411	54%	52 708	52%
Undecided	46	23%	1 090	24%	23 222	23%
Disagree <b>or</b> strongly disagree	46	23%	932	21%	23 121	23%
no response/ambiguous response	0	0%	49	1%	1 739	2%
<b>b. I am good at mathematics.</b>						
Strongly agree <b>or</b> agree	90	45%	2 167	48%	53 189	53%
Undecided	63	31%	1 424	32%	27 690	27%
Disagree <b>or</b> strongly disagree	49	24%	835	19%	17 783	18%
no response/ambiguous response	0	0%	56	1%	2 128	2%
<b>c. I understand most of the mathematics I am taught.</b>						
Strongly agree <b>or</b> agree	143	71%	3 237	72%	73 569	73%
Undecided	47	23%	788	18%	16 043	16%
Disagree <b>or</b> strongly disagree	12	6%	385	9%	8 821	9%
no response/ambiguous response	0	0%	72	2%	2 357	2%
<b>d. The mathematics I learn now is very useful for everyday life.</b>						
Strongly agree <b>or</b> agree	107	53%	2 011	45%	39 365	39%
Undecided	53	26%	1 413	32%	32 322	32%
Disagree <b>or</b> strongly disagree	42	21%	985	22%	26 645	26%
no response/ambiguous response	0	0%	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.

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.

## Grade 9 Assessment of Mathematics, 2005-2006

### 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>	
	202		4 482		100 790	
	#	% <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 or agree	111	55%	2 516	56%	56 662	56%
Undecided	67	33%	1 337	30%	29 871	30%
Disagree or strongly disagree	24	12%	559	12%	11 910	12%
no response/ambiguous response	0	0%	70	2%	2 347	2%
<b>f. Mathematics is boring.</b>						
Strongly agree or agree	50	25%	1 198	27%	31 145	31%
Undecided	59	29%	1 291	29%	27 941	28%
Disagree or strongly disagree	93	46%	1 915	43%	39 039	39%
no response/ambiguous response	0	0%	78	2%	2 665	3%
<b>g. Mathematics is an easy subject.</b>						
Strongly agree or agree	46	23%	1 203	27%	29 338	29%
Undecided	64	32%	1 291	29%	27 373	27%
Disagree or strongly disagree	92	46%	1 914	43%	41 433	41%
no response/ambiguous response	0	0%	74	2%	2 646	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.

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.

## Grade 9 Assessment of Mathematics, 2005-2006

### Student Questionnaire: Academic Program–All Students

#### Attitudes Toward Mathematics

Number of Respondents	School <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	202		4 482		100 790	
	#	% <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	139	69%	3 086	69%	67 080	67%
Undecided	46	23%	963	21%	21 142	21%
Hard or very hard	16	8%	348	8%	9 828	10%
no response/ambiguous response	1	<1%	85	2%	2 740	3%
<b>b. Algebra (e.g., solving equations, simplifying expressions with polynomials)</b>						
Very easy or easy	97	48%	2 650	59%	59 080	59%
Undecided	73	36%	993	22%	20 079	20%
Hard or very hard	30	15%	738	16%	18 402	18%
no response/ambiguous response	2	1%	101	2%	3 229	3%
<b>c. Linear relations (e.g., scatter plots, lines of best fit)</b>						
Very easy or easy	110	54%	2 248	50%	54 480	54%
Undecided	60	30%	1 324	30%	26 136	26%
Hard or very hard	30	15%	808	18%	17 031	17%
no response/ambiguous response	2	1%	102	2%	3 143	3%
<b>d. Analytic geometry (e.g., slope, y-intercept, equations of lines)</b>						
Very easy or easy	61	30%	711	16%	17 936	18%
Undecided	28	14%	384	9%	10 916	11%
Hard or very hard	13	6%	337	8%	13 158	13%
no response/ambiguous response	100	50%	3 050	68%	58 780	58%
<b>e. Measurement (e.g., perimeter, surface area, volume)</b>						
Very easy or easy	147	73%	3 400	76%	74 126	74%
Undecided	38	19%	665	15%	15 157	15%
Hard or very hard	16	8%	303	7%	7 898	8%
no response/ambiguous response	1	<1%	114	3%	3 609	4%

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.

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.

## Grade 9 Assessment of Mathematics, 2005-2006

### 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>	
	202		4 482		100 790	
	#	% <sup>2</sup>	#	% <sup>2</sup>	#	% <sup>2</sup>
<b>f. Geometry (e.g., angles, quadrilaterals)</b>						
Very easy <b>or</b> easy	120	59%	2 992	67%	65 524	65%
Undecided	53	26%	920	21%	20 403	20%
Hard <b>or</b> very hard	28	14%	464	10%	11 160	11%
no response/ambiguous response	1	<1%	106	2%	3 703	4%

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.

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.

## Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire:  
Academic Program–All Students

## Background

Number of Respondents	School <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	202		4 482		100 790	
	#	% <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	95	47%	2 180	49%	49 442	49%
No	103	51%	2 183	49%	47 983	48%
no response/ambiguous response	4	2%	119	3%	3 365	3%
<b>b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?</b>						
Yes	183	91%	3 792	85%	83 903	83%
No	14	7%	554	12%	13 103	13%
no response/ambiguous response	5	2%	136	3%	3 784	4%
<b>c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?</b>						
Yes	14	7%	682	15%	7 275	7%
No	183	91%	3 665	82%	90 084	89%
no response/ambiguous response	5	2%	135	3%	3 431	3%
<b>4a. How much time do you usually 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.	39	19%	1 167	26%	20 726	21%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	93	46%	1 681	38%	35 271	35%
I usually spend <i>30 minutes or less</i> on mathematics homework.	62	31%	1 429	32%	39 033	39%
I am not usually assigned any mathematics homework.	2	1%	57	1%	2 671	3%
no response/ambiguous response	6	3%	148	3%	3 089	3%
<b>b. How often do you complete all of your mathematics homework?</b>						
Never <b>or</b> seldom	10	5%	392	9%	9 553	9%
Sometimes	61	30%	1 147	26%	22 698	23%
Often <b>or</b> always	126	62%	2 794	62%	65 337	65%
no response/ambiguous response	5	2%	149	3%	3 202	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.

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.

## Grade 9 Assessment of Mathematics, 2005-2006

### Student Questionnaire: Academic Program–All Students

#### Background

<i>Number of Respondents</i>	School <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	202		4 482		100 790	
	#	% <sup>2</sup>	#	% <sup>2</sup>	#	% <sup>2</sup>
<b>5. What languages do you speak at home?</b>						
Only or mostly English	93	46%	2 736	61%	76 254	76%
Another language (or languages) as often as English	63	31%	1 025	23%	13 108	13%
Mostly or only another language (or other languages)	41	20%	573	13%	8 301	8%
no response/ambiguous response	5	2%	148	3%	3 127	3%
<b>6. How old are you?</b>						
13 years or younger	1	<1%	24	1%	613	1%
14 years	137	68%	2 806	63%	64 811	64%
15 years	59	29%	1 457	33%	31 134	31%
16 years or older	0	0%	46	1%	1 060	1%
no response/ambiguous response	5	2%	149	3%	3 172	3%
<b>7. How often have you been absent from your Grade 9 mathematics class this year?</b>						
Never	24	12%	787	18%	12 613	13%
One to four times	121	60%	2 527	56%	57 631	57%
Five to nine times	38	19%	682	15%	19 515	19%
10 or more times	14	7%	339	8%	7 764	8%
no response/ambiguous response	5	2%	147	3%	3 267	3%
<b>8. How often have you been late for your Grade 9 mathematics class this year?</b>						
Never	83	41%	2 094	47%	45 916	46%
One to four times	81	40%	1 628	36%	38 212	38%
Five to nine times	23	11%	384	9%	8 247	8%
10 or more times	10	5%	230	5%	5 150	5%
no response/ambiguous response	5	2%	146	3%	3 265	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.

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.

## Grade 9 Assessment of Mathematics, 2005-2006

### Student Questionnaire: Academic Program–All Students

#### Background

<i>Number of Respondents</i>	School <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	202		4 482		100 790	
	#	% <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	90	45%	1 770	39%	26 933	27%
Two schools	67	33%	1 441	32%	34 936	35%
Three schools	24	12%	643	14%	19 396	19%
Four schools	8	4%	263	6%	8 744	9%
Five schools or more	8	4%	218	5%	7 496	7%
no response/ambiguous response	5	2%	147	3%	3 285	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.

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.



## Grade 9 Assessment of Mathematics, 2005-2006

### Student Questionnaire: Academic Program– By Gender

#### School Results

**School** : Dante Alighieri Academy Sep S (702935)

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

#### Attitudes Toward Mathematics

Number of Respondents	School <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	202		4 482		100 790	
	Female 96 % <sup>2</sup>	Male 106 % <sup>2</sup>	Female 2 355 % <sup>2</sup>	Male 2 127 % <sup>2</sup>	Female 51 902 % <sup>2</sup>	Male 48 888 % <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 or agree	43%	65%	49%	59%	48%	57%
Undecided	27%	19%	27%	22%	25%	21%
Disagree or strongly disagree	30%	16%	24%	18%	26%	20%
no response/ambiguous response	0%	0%	1%	2%	2%	2%
<b>b. I am good at mathematics.</b>						
Strongly agree or agree	33%	55%	42%	56%	47%	59%
Undecided	31%	31%	35%	28%	30%	25%
Disagree or strongly disagree	35%	14%	23%	14%	22%	13%
no response/ambiguous response	0%	0%	1%	2%	2%	2%
<b>c. I understand most of the mathematics I am taught.</b>						
Strongly agree or agree	67%	75%	70%	75%	70%	76%
Undecided	28%	19%	20%	15%	17%	14%
Disagree or strongly disagree	5%	7%	9%	8%	10%	7%
no response/ambiguous response	0%	0%	1%	2%	2%	2%
<b>d. The mathematics I learn now is very useful for everyday life.</b>						
Strongly agree or agree	52%	54%	43%	47%	36%	42%
Undecided	28%	25%	33%	30%	35%	29%
Disagree or strongly disagree	20%	22%	23%	21%	27%	26%
no response/ambiguous response	0%	0%	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.

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.

## Grade 9 Assessment of Mathematics, 2005-2006

### 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>	
	202		4 482		100 790	
	Female 96 % <sup>2</sup>	Male 106 % <sup>2</sup>	Female 2 355 % <sup>2</sup>	Male 2 127 % <sup>2</sup>	Female 51 902 % <sup>2</sup>	Male 48 888 % <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 or agree	48%	61%	53%	59%	54%	59%
Undecided	38%	29%	31%	29%	31%	28%
Disagree or strongly disagree	15%	9%	14%	10%	13%	11%
no response/ambiguous response	0%	0%	1%	2%	2%	2%
<b>f. Mathematics is boring.</b>						
Strongly agree or agree	26%	24%	26%	27%	31%	31%
Undecided	26%	32%	28%	29%	28%	27%
Disagree or strongly disagree	48%	44%	44%	41%	39%	39%
no response/ambiguous response	0%	0%	1%	2%	3%	3%
<b>g. Mathematics is an easy subject.</b>						
Strongly agree or agree	17%	28%	22%	32%	24%	34%
Undecided	27%	36%	29%	28%	27%	27%
Disagree or strongly disagree	56%	36%	47%	37%	46%	36%
no response/ambiguous response	0%	0%	1%	2%	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.

## Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire:  
Academic Program– By Gender

## Attitudes Toward Mathematics

Number of Respondents	School <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	202		4 482		100 790	
	Female 96 % <sup>2</sup>	Male 106 % <sup>2</sup>	Female 2 355 % <sup>2</sup>	Male 2 127 % <sup>2</sup>	Female 51 902 % <sup>2</sup>	Male 48 888 % <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	60%	76%	66%	72%	63%	71%
Undecided	26%	20%	23%	20%	23%	19%
Hard or very hard	12%	4%	9%	6%	12%	8%
no response/ambiguous response	1%	0%	1%	2%	3%	3%
<b>b. Algebra (e.g., solving equations, simplifying expressions with polynomials)</b>						
Very easy or easy	45%	51%	62%	56%	59%	58%
Undecided	36%	36%	22%	23%	20%	20%
Hard or very hard	18%	12%	15%	18%	18%	18%
no response/ambiguous response	1%	1%	2%	3%	3%	3%
<b>c. Linear relations (e.g., scatter plots, lines of best fit)</b>						
Very easy or easy	55%	54%	48%	53%	52%	57%
Undecided	28%	31%	31%	27%	27%	25%
Hard or very hard	15%	15%	19%	17%	18%	15%
no response/ambiguous response	2%	0%	2%	3%	3%	3%
<b>d. Analytic geometry (e.g., slope, y-intercept, equations of lines)</b>						
Very easy or easy	28%	32%	14%	18%	16%	19%
Undecided	11%	16%	8%	9%	11%	11%
Hard or very hard	7%	6%	9%	6%	14%	12%
no response/ambiguous response	53%	46%	69%	67%	58%	58%
<b>e. Measurement (e.g., perimeter, surface area, volume)</b>						
Very easy or easy	66%	79%	74%	78%	71%	76%
Undecided	21%	17%	16%	14%	16%	14%
Hard or very hard	12%	4%	9%	5%	9%	7%
no response/ambiguous response	1%	0%	2%	3%	3%	4%

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.

## Grade 9 Assessment of Mathematics, 2005-2006

### 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>	
	202		4 482		100 790	
	Female 96 % <sup>2</sup>	Male 106 % <sup>2</sup>	Female 2 355 % <sup>2</sup>	Male 2 127 % <sup>2</sup>	Female 51 902 % <sup>2</sup>	Male 48 888 % <sup>2</sup>
<b>f. Geometry (e.g., angles, quadrilaterals)</b>						
Very easy <b>or</b> easy	58%	60%	65%	69%	62%	68%
Undecided	23%	29%	21%	21%	22%	19%
Hard <b>or</b> very hard	18%	10%	13%	8%	13%	10%
no response/ambiguous response	1%	0%	2%	3%	3%	4%

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.

## Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire:  
Academic Program– By Gender

## Background

Number of Respondents	School <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	202		4 482		100 790	
	Female 96 % <sup>2</sup>	Male 106 % <sup>2</sup>	Female 2 355 % <sup>2</sup>	Male 2 127 % <sup>2</sup>	Female 51 902 % <sup>2</sup>	Male 48 888 % <sup>2</sup>
<b>3a. Do you have a computer <i>at home</i> that you use for mathematics school work?</b>						
Yes	46%	48%	50%	47%	50%	48%
No	50%	52%	47%	50%	47%	49%
no response/ambiguous response	4%	0%	2%	3%	3%	4%
<b>b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?</b>						
Yes	91%	91%	88%	81%	85%	81%
No	4%	9%	10%	15%	11%	15%
no response/ambiguous response	5%	0%	3%	3%	3%	4%
<b>c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?</b>						
Yes	5%	8%	16%	14%	7%	8%
No	90%	92%	81%	83%	90%	88%
no response/ambiguous response	5%	0%	3%	4%	3%	4%
<b>4a. How much time do you usually 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.	19%	20%	30%	22%	24%	17%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	45%	47%	41%	34%	38%	31%
I usually spend <i>30 minutes or less</i> on mathematics homework.	29%	32%	26%	39%	33%	45%
I am not usually assigned any mathematics homework.	1%	1%	1%	2%	2%	4%
no response/ambiguous response	6%	0%	3%	4%	3%	3%
<b>b. How often do you complete all of your mathematics homework?</b>						
Never <b>or</b> seldom	6%	4%	7%	11%	7%	12%
Sometimes	25%	35%	23%	28%	20%	25%
Often <b>or</b> always	64%	61%	67%	57%	70%	60%
no response/ambiguous response	5%	0%	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.

## Grade 9 Assessment of Mathematics, 2005-2006

### Student Questionnaire: Academic Program– By Gender

#### Background

<i>Number of Respondents</i>	School <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	202		4 482		100 790	
	Female 96 % <sup>2</sup>	Male 106 % <sup>2</sup>	Female 2 355 % <sup>2</sup>	Male 2 127 % <sup>2</sup>	Female 51 902 % <sup>2</sup>	Male 48 888 % <sup>2</sup>
<b>5. What languages do you speak at home?</b>						
Only or mostly English	55%	38%	62%	60%	76%	75%
Another language (or languages) as often as English	23%	39%	24%	22%	13%	13%
Mostly or only another language (or other languages)	17%	24%	12%	14%	7%	9%
no response/ambiguous response	5%	0%	3%	3%	3%	3%
<b>6. How old are you?</b>						
13 years or younger	1%	0%	1%	<1%	1%	1%
14 years	60%	75%	64%	61%	65%	63%
15 years	33%	25%	32%	34%	30%	32%
16 years or older	0%	0%	1%	1%	1%	1%
no response/ambiguous response	5%	0%	3%	3%	3%	3%
<b>7. How often have you been absent from your Grade 9 mathematics class this year?</b>						
Never	9%	14%	17%	19%	11%	14%
One to four times	60%	59%	57%	56%	58%	56%
Five to nine times	21%	17%	15%	15%	20%	18%
10 or more times	4%	9%	8%	7%	8%	8%
no response/ambiguous response	5%	0%	3%	3%	3%	3%
<b>8. How often have you been late for your Grade 9 mathematics class this year?</b>						
Never	43%	40%	50%	43%	46%	45%
One to four times	38%	42%	36%	37%	38%	38%
Five to nine times	10%	12%	7%	10%	8%	9%
10 or more times	4%	6%	4%	6%	4%	6%
no response/ambiguous response	5%	0%	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.

## Grade 9 Assessment of Mathematics, 2005-2006

### Student Questionnaire: Academic Program– By Gender

#### Background

<i>Number of Respondents</i>	School <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	202		4 482		100 790	
	Female 96 % <sup>2</sup>	Male 106 % <sup>2</sup>	Female 2 355 % <sup>2</sup>	Male 2 127 % <sup>2</sup>	Female 51 902 % <sup>2</sup>	Male 48 888 % <sup>2</sup>
<b>9. How many elementary schools (kindergarten to Grade 8) did you attend?</b>						
One school	40%	49%	38%	41%	27%	27%
Two schools	31%	35%	32%	32%	35%	35%
Three schools	17%	8%	14%	14%	19%	19%
Four schools	3%	5%	6%	5%	9%	9%
Five schools or more	4%	4%	5%	4%	7%	7%
no response/ambiguous response	5%	0%	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.