



## Grade 9 Assessment of Mathematics, 2005-2006

### Student Questionnaire: Academic Program—All Students

#### School Results

**School** : Francis Libermann Catholic HS (707708)

**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>
	124		4 482		100 790	
<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	60	48%	2 411	54%	52 708	52%
Undecided	38	31%	1 090	24%	23 222	23%
Disagree <b>or</b> strongly disagree	26	21%	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	53	43%	2 167	48%	53 189	53%
Undecided	40	32%	1 424	32%	27 690	27%
Disagree <b>or</b> strongly disagree	31	25%	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	86	69%	3 237	72%	73 569	73%
Undecided	24	19%	788	18%	16 043	16%
Disagree <b>or</b> strongly disagree	14	11%	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	58	47%	2 011	45%	39 365	39%
Undecided	32	26%	1 413	32%	32 322	32%
Disagree <b>or</b> strongly disagree	34	27%	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.

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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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	124		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	64	52%	2 516	56%	56 662	56%
Undecided	44	35%	1 337	30%	29 871	30%
Disagree or strongly disagree	16	13%	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	48	39%	1 198	27%	31 145	31%
Undecided	34	27%	1 291	29%	27 941	28%
Disagree or strongly disagree	42	34%	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	25	20%	1 203	27%	29 338	29%
Undecided	39	31%	1 291	29%	27 373	27%
Disagree or strongly disagree	60	48%	1 914	43%	41 433	41%
no response/ambiguous response	0	0%	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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	124		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	83	67%	3 086	69%	67 080	67%
Undecided	32	26%	963	21%	21 142	21%
Hard or very hard	9	7%	348	8%	9 828	10%
no response/ambiguous response	0	0%	85	2%	2 740	3%
<b>b. Algebra (e.g., solving equations, simplifying expressions with polynomials)</b>						
Very easy or easy	69	56%	2 650	59%	59 080	59%
Undecided	34	27%	993	22%	20 079	20%
Hard or very hard	21	17%	738	16%	18 402	18%
no response/ambiguous response	0	0%	101	2%	3 229	3%
<b>c. Linear relations (e.g., scatter plots, lines of best fit)</b>						
Very easy or easy	57	46%	2 248	50%	54 480	54%
Undecided	43	35%	1 324	30%	26 136	26%
Hard or very hard	24	19%	808	18%	17 031	17%
no response/ambiguous response	0	0%	102	2%	3 143	3%
<b>d. Analytic geometry (e.g., slope, y-intercept, equations of lines)</b>						
Very easy or easy	0	0%	711	16%	17 936	18%
Undecided	0	0%	384	9%	10 916	11%
Hard or very hard	0	0%	337	8%	13 158	13%
no response/ambiguous response	124	100%	3 050	68%	58 780	58%
<b>e. Measurement (e.g., perimeter, surface area, volume)</b>						
Very easy or easy	96	77%	3 400	76%	74 126	74%
Undecided	21	17%	665	15%	15 157	15%
Hard or very hard	7	6%	303	7%	7 898	8%
no response/ambiguous response	0	0%	114	3%	3 609	4%

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### 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>	
	124		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	83	67%	2 992	67%	65 524	65%
Undecided	33	27%	920	21%	20 403	20%
Hard <b>or</b> very hard	8	6%	464	10%	11 160	11%
no response/ambiguous response	0	0%	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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	#	% <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	68	55%	2 180	49%	49 442	49%
No	55	44%	2 183	49%	47 983	48%
no response/ambiguous response	1	1%	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	117	94%	3 792	85%	83 903	83%
No	6	5%	554	12%	13 103	13%
no response/ambiguous response	1	1%	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	9	7%	682	15%	7 275	7%
No	114	92%	3 665	82%	90 084	89%
no response/ambiguous response	1	1%	135	3%	3 431	3%
<b>4a. How much time do 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.	29	23%	1 167	26%	20 726	21%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	51	41%	1 681	38%	35 271	35%
I usually spend <i>30 minutes or less</i> on mathematics homework.	43	35%	1 429	32%	39 033	39%
I am not usually assigned any mathematics homework.	1	1%	57	1%	2 671	3%
no response/ambiguous response	0	0%	148	3%	3 089	3%
<b>b. How often do you complete all of your mathematics homework?</b>						
Never <b>or</b> seldom	19	15%	392	9%	9 553	9%
Sometimes	42	34%	1 147	26%	22 698	23%
Often <b>or</b> always	63	51%	2 794	62%	65 337	65%
no response/ambiguous response	0	0%	149	3%	3 202	3%

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### Student Questionnaire: Academic Program–All Students

#### Background

<i>Number of Respondents</i>	School <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	124		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	89	72%	2 736	61%	76 254	76%
Another language (or languages) as often as English	24	19%	1 025	23%	13 108	13%
Mostly or only another language (or other languages)	11	9%	573	13%	8 301	8%
no response/ambiguous response	0	0%	148	3%	3 127	3%
<b>6. How old are you?</b>						
13 years or younger	4	3%	24	1%	613	1%
14 years	62	50%	2 806	63%	64 811	64%
15 years	51	41%	1 457	33%	31 134	31%
16 years or older	7	6%	46	1%	1 060	1%
no response/ambiguous response	0	0%	149	3%	3 172	3%
<b>7. How often have you been absent from your Grade 9 mathematics class this year?</b>						
Never	23	19%	787	18%	12 613	13%
One to four times	77	62%	2 527	56%	57 631	57%
Five to nine times	21	17%	682	15%	19 515	19%
10 or more times	3	2%	339	8%	7 764	8%
no response/ambiguous response	0	0%	147	3%	3 267	3%
<b>8. How often have you been late for your Grade 9 mathematics class this year?</b>						
Never	88	71%	2 094	47%	45 916	46%
One to four times	29	23%	1 628	36%	38 212	38%
Five to nine times	5	4%	384	9%	8 247	8%
10 or more times	2	2%	230	5%	5 150	5%
no response/ambiguous response	0	0%	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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	124		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	38	31%	1 770	39%	26 933	27%
Two schools	46	37%	1 441	32%	34 936	35%
Three schools	20	16%	643	14%	19 396	19%
Four schools	13	10%	263	6%	8 744	9%
Five schools or more	7	6%	218	5%	7 496	7%
no response/ambiguous response	0	0%	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** : Francis Libermann Catholic HS (707708)

**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>	
	124		4 482		100 790	
	Female 67 % <sup>2</sup>	Male 57 % <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 <b>or</b> agree	48%	49%	49%	59%	48%	57%
Undecided	34%	26%	27%	22%	25%	21%
Disagree <b>or</b> strongly disagree	18%	25%	24%	18%	26%	20%
no response/ambiguous response	0%	0%	1%	2%	2%	2%
<b>b. I am good at mathematics.</b>						
Strongly agree <b>or</b> agree	30%	58%	42%	56%	47%	59%
Undecided	37%	26%	35%	28%	30%	25%
Disagree <b>or</b> strongly disagree	33%	16%	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 <b>or</b> agree	67%	72%	70%	75%	70%	76%
Undecided	21%	18%	20%	15%	17%	14%
Disagree <b>or</b> strongly disagree	12%	11%	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 <b>or</b> agree	45%	49%	43%	47%	36%	42%
Undecided	30%	21%	33%	30%	35%	29%
Disagree <b>or</b> strongly disagree	25%	30%	23%	21%	27%	26%
no response/ambiguous response	0%	0%	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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	Female 67 % <sup>2</sup>	Male 57 % <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>
	124		4 482		100 790	
<b>e. I need to keep taking mathematics for the kind of job I want after I leave school.</b>						
Strongly agree or agree	39%	67%	53%	59%	54%	59%
Undecided	46%	23%	31%	29%	31%	28%
Disagree or strongly disagree	15%	11%	14%	10%	13%	11%
no response/ambiguous response	0%	0%	1%	2%	2%	2%
<b>f. Mathematics is boring.</b>						
Strongly agree or agree	36%	42%	26%	27%	31%	31%
Undecided	24%	32%	28%	29%	28%	27%
Disagree or strongly disagree	40%	26%	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	18%	23%	22%	32%	24%	34%
Undecided	27%	37%	29%	28%	27%	27%
Disagree or strongly disagree	55%	40%	47%	37%	46%	36%
no response/ambiguous response	0%	0%	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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	124		4 482		100 790	
	Female 67 % <sup>2</sup>	Male 57 % <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	64%	70%	66%	72%	63%	71%
Undecided	25%	26%	23%	20%	23%	19%
Hard or very hard	10%	4%	9%	6%	12%	8%
no response/ambiguous response	0%	0%	1%	2%	3%	3%
<b>b. Algebra (e.g., solving equations, simplifying expressions with polynomials)</b>						
Very easy or easy	60%	51%	62%	56%	59%	58%
Undecided	25%	30%	22%	23%	20%	20%
Hard or very hard	15%	19%	15%	18%	18%	18%
no response/ambiguous response	0%	0%	2%	3%	3%	3%
<b>c. Linear relations (e.g., scatter plots, lines of best fit)</b>						
Very easy or easy	49%	42%	48%	53%	52%	57%
Undecided	34%	35%	31%	27%	27%	25%
Hard or very hard	16%	23%	19%	17%	18%	15%
no response/ambiguous response	0%	0%	2%	3%	3%	3%
<b>d. Analytic geometry (e.g., slope, y-intercept, equations of lines)</b>						
Very easy or easy	0%	0%	14%	18%	16%	19%
Undecided	0%	0%	8%	9%	11%	11%
Hard or very hard	0%	0%	9%	6%	14%	12%
no response/ambiguous response	100%	100%	69%	67%	58%	58%
<b>e. Measurement (e.g., perimeter, surface area, volume)</b>						
Very easy or easy	69%	88%	74%	78%	71%	76%
Undecided	24%	9%	16%	14%	16%	14%
Hard or very hard	7%	4%	9%	5%	9%	7%
no response/ambiguous response	0%	0%	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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	Female 67 % <sup>2</sup>	Male 57 % <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>
	124		4 482		100 790	
<b>f. Geometry (e.g., angles, quadrilaterals)</b>						
Very easy <b>or</b> easy	61%	74%	65%	69%	62%	68%
Undecided	31%	21%	21%	21%	22%	19%
Hard <b>or</b> very hard	7%	5%	13%	8%	13%	10%
no response/ambiguous response	0%	0%	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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	Female 67 % <sup>2</sup>	Male 57 % <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	54%	56%	50%	47%	50%	48%
No	45%	44%	47%	50%	47%	49%
no response/ambiguous response	1%	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	96%	93%	88%	81%	85%	81%
No	3%	7%	10%	15%	11%	15%
no response/ambiguous response	1%	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	7%	7%	16%	14%	7%	8%
No	91%	93%	81%	83%	90%	88%
no response/ambiguous response	1%	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.	27%	19%	30%	22%	24%	17%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	49%	32%	41%	34%	38%	31%
I usually spend <i>30 minutes or less</i> on mathematics homework.	24%	47%	26%	39%	33%	45%
I am not usually assigned any mathematics homework.	0%	2%	1%	2%	2%	4%
no response/ambiguous response	0%	0%	3%	4%	3%	3%
<b>b. How often do you complete all of your mathematics homework?</b>						
Never <b>or</b> seldom	9%	23%	7%	11%	7%	12%
Sometimes	37%	30%	23%	28%	20%	25%
Often <b>or</b> always	54%	47%	67%	57%	70%	60%
no response/ambiguous response	0%	0%	3%	3%	3%	3%

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#### Background

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	124		4 482		100 790	
<b>5. What languages do you speak at home?</b>						
Only or mostly English	78%	65%	62%	60%	76%	75%
Another language (or languages) as often as English	18%	21%	24%	22%	13%	13%
Mostly or only another language (or other languages)	4%	14%	12%	14%	7%	9%
no response/ambiguous response	0%	0%	3%	3%	3%	3%
<b>6. How old are you?</b>						
13 years or younger	4%	2%	1%	<1%	1%	1%
14 years	57%	42%	64%	61%	65%	63%
15 years	34%	49%	32%	34%	30%	32%
16 years or older	4%	7%	1%	1%	1%	1%
no response/ambiguous response	0%	0%	3%	3%	3%	3%
<b>7. How often have you been absent from your Grade 9 mathematics class this year?</b>						
Never	16%	21%	17%	19%	11%	14%
One to four times	69%	54%	57%	56%	58%	56%
Five to nine times	13%	21%	15%	15%	20%	18%
10 or more times	1%	4%	8%	7%	8%	8%
no response/ambiguous response	0%	0%	3%	3%	3%	3%
<b>8. How often have you been late for your Grade 9 mathematics class this year?</b>						
Never	75%	67%	50%	43%	46%	45%
One to four times	22%	25%	36%	37%	38%	38%
Five to nine times	3%	5%	7%	10%	8%	9%
10 or more times	0%	4%	4%	6%	4%	6%
no response/ambiguous response	0%	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>	
	Female 67 % <sup>2</sup>	Male 57 % <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>
	124		4 482		100 790	
<b>9. How many elementary schools (kindergarten to Grade 8) did you attend?</b>						
One school	33%	28%	38%	41%	27%	27%
Two schools	36%	39%	32%	32%	35%	35%
Three schools	15%	18%	14%	14%	19%	19%
Four schools	10%	11%	6%	5%	9%	9%
Five schools or more	6%	5%	5%	4%	7%	7%
no response/ambiguous response	0%	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.