



Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire: Academic Program–All Students

School Results

School : Michael Power/St Joseph HS (731820)

Board : Toronto Catholic District School Board (67059)

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	#	% ²	#	% ²	#	% ²
	426		4 482		100 790	
1. Indicate the degree to which you agree or disagree with each of the following statements.						
a. I like mathematics.						
Strongly agree or agree	211	50%	2 411	54%	52 708	52%
Undecided	102	24%	1 090	24%	23 222	23%
Disagree or strongly disagree	111	26%	932	21%	23 121	23%
no response/ambiguous response	2	<1%	49	1%	1 739	2%
b. I am good at mathematics.						
Strongly agree or agree	217	51%	2 167	48%	53 189	53%
Undecided	130	31%	1 424	32%	27 690	27%
Disagree or strongly disagree	78	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	292	69%	3 237	72%	73 569	73%
Undecided	84	20%	788	18%	16 043	16%
Disagree or strongly disagree	48	11%	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	137	32%	2 011	45%	39 365	39%
Undecided	134	31%	1 413	32%	32 322	32%
Disagree or strongly disagree	152	36%	985	22%	26 645	26%
no response/ambiguous response	3	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.

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 ¹		Board ¹		Province ¹	
	426		4 482		100 790	
	#	% 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	206	48%	2 516	56%	56 662	56%
Undecided	146	34%	1 337	30%	29 871	30%
Disagree or strongly disagree	70	16%	559	12%	11 910	12%
no response/ambiguous response	4	1%	70	2%	2 347	2%
f. Mathematics is boring.						
Strongly agree or agree	155	36%	1 198	27%	31 145	31%
Undecided	120	28%	1 291	29%	27 941	28%
Disagree or strongly disagree	149	35%	1 915	43%	39 039	39%
no response/ambiguous response	2	<1%	78	2%	2 665	3%
g. Mathematics is an easy subject.						
Strongly agree or agree	110	26%	1 203	27%	29 338	29%
Undecided	108	25%	1 291	29%	27 373	27%
Disagree or strongly disagree	206	48%	1 914	43%	41 433	41%
no response/ambiguous response	2	<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	
	426		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	275	65%	3 086	69%	67 080	67%
Undecided	94	22%	963	21%	21 142	21%
Hard or very hard	52	12%	348	8%	9 828	10%
no response/ambiguous response	5	1%	85	2%	2 740	3%
b. Algebra (e.g., solving equations, simplifying expressions with polynomials)						
Very easy or easy	251	59%	2 650	59%	59 080	59%
Undecided	93	22%	993	22%	20 079	20%
Hard or very hard	76	18%	738	16%	18 402	18%
no response/ambiguous response	6	1%	101	2%	3 229	3%
c. Linear relations (e.g., scatter plots, lines of best fit)						
Very easy or easy	253	59%	2 248	50%	54 480	54%
Undecided	109	26%	1 324	30%	26 136	26%
Hard or very hard	58	14%	808	18%	17 031	17%
no response/ambiguous response	6	1%	102	2%	3 143	3%
d. Analytic geometry (e.g., slope, y-intercept, equations of lines)						
Very easy or easy	119	28%	711	16%	17 936	18%
Undecided	56	13%	384	9%	10 916	11%
Hard or very hard	36	8%	337	8%	13 158	13%
no response/ambiguous response	215	50%	3 050	68%	58 780	58%
e. Measurement (e.g., perimeter, surface area, volume)						
Very easy or easy	337	79%	3 400	76%	74 126	74%
Undecided	61	14%	665	15%	15 157	15%
Hard or very hard	23	5%	303	7%	7 898	8%
no response/ambiguous response	5	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	
	426		4 482		100 790	
	#	% ²	#	% ²	#	% ²
f. Geometry (e.g., angles, quadrilaterals)						
Very easy or easy	280	66%	2 992	67%	65 524	65%
Undecided	86	20%	920	21%	20 403	20%
Hard or very hard	55	13%	464	10%	11 160	11%
no response/ambiguous response	5	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
	426		4 482		100 790	
3a. Do you have a computer <i>at home</i> that you use for mathematics school work?						
Yes	209	49%	2 180	49%	49 442	49%
No	210	49%	2 183	49%	47 983	48%
no response/ambiguous response	7	2%	119	3%	3 365	3%
b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?						
Yes	352	83%	3 792	85%	83 903	83%
No	67	16%	554	12%	13 103	13%
no response/ambiguous response	7	2%	136	3%	3 784	4%
c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?						
Yes	97	23%	682	15%	7 275	7%
No	322	76%	3 665	82%	90 084	89%
no response/ambiguous response	7	2%	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.	145	34%	1 167	26%	20 726	21%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	144	34%	1 681	38%	35 271	35%
I usually spend <i>30 minutes or less</i> on mathematics homework.	115	27%	1 429	32%	39 033	39%
I am not usually assigned any mathematics homework.	7	2%	57	1%	2 671	3%
no response/ambiguous response	15	4%	148	3%	3 089	3%
b. How often do you complete all of your mathematics homework?						
Never or seldom	53	12%	392	9%	9 553	9%
Sometimes	90	21%	1 147	26%	22 698	23%
Often or always	268	63%	2 794	62%	65 337	65%
no response/ambiguous response	15	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	
	426		4 482		100 790	
	#	% ²	#	% ²	#	% ²
5. What languages do you speak at home?						
Only or mostly English	300	70%	2 736	61%	76 254	76%
Another language (or languages) as often as English	68	16%	1 025	23%	13 108	13%
Mostly or only another language (or other languages)	43	10%	573	13%	8 301	8%
no response/ambiguous response	15	4%	148	3%	3 127	3%
6. How old are you?						
13 years or younger	3	1%	24	1%	613	1%
14 years	300	70%	2 806	63%	64 811	64%
15 years	106	25%	1 457	33%	31 134	31%
16 years or older	2	<1%	46	1%	1 060	1%
no response/ambiguous response	15	4%	149	3%	3 172	3%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	62	15%	787	18%	12 613	13%
One to four times	257	60%	2 527	56%	57 631	57%
Five to nine times	69	16%	682	15%	19 515	19%
10 or more times	23	5%	339	8%	7 764	8%
no response/ambiguous response	15	4%	147	3%	3 267	3%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	165	39%	2 094	47%	45 916	46%
One to four times	187	44%	1 628	36%	38 212	38%
Five to nine times	35	8%	384	9%	8 247	8%
10 or more times	25	6%	230	5%	5 150	5%
no response/ambiguous response	14	3%	146	3%	3 265	3%

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Student Questionnaire: Academic Program–All Students

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	426		4 482		100 790	
	#	% ²	#	% ²	#	% ²
9. How many elementary schools (kindergarten to Grade 8) did you attend?						
One school	184	43%	1 770	39%	26 933	27%
Two schools	142	33%	1 441	32%	34 936	35%
Three schools	43	10%	643	14%	19 396	19%
Four schools	26	6%	263	6%	8 744	9%
Five schools or more	16	4%	218	5%	7 496	7%
no response/ambiguous response	15	4%	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 : Michael Power/St Joseph HS (731820)

Board : Toronto Catholic District School Board (67059)

Attitudes Toward Mathematics

Number of Respondents	School ¹		Board ¹		Province ¹	
	426		4 482		100 790	
	Female 218 % ²	Male 208 % 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	44%	55%	49%	59%	48%	57%
Undecided	25%	23%	27%	22%	25%	21%
Disagree or strongly disagree	30%	22%	24%	18%	26%	20%
no response/ambiguous response	<1%	<1%	1%	2%	2%	2%
b. I am good at mathematics.						
Strongly agree or agree	46%	56%	42%	56%	47%	59%
Undecided	33%	27%	35%	28%	30%	25%
Disagree or strongly disagree	20%	16%	23%	14%	22%	13%
no response/ambiguous response	0%	<1%	1%	2%	2%	2%
c. I understand most of the mathematics I am taught.						
Strongly agree or agree	67%	70%	70%	75%	70%	76%
Undecided	20%	20%	20%	15%	17%	14%
Disagree or strongly disagree	12%	10%	9%	8%	10%	7%
no response/ambiguous response	<1%	<1%	1%	2%	2%	2%
d. The mathematics I learn now is very useful for everyday life.						
Strongly agree or agree	31%	33%	43%	47%	36%	42%
Undecided	32%	31%	33%	30%	35%	29%
Disagree or strongly disagree	36%	35%	23%	21%	27%	26%
no response/ambiguous response	<1%	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 218 % ²	Male 208 % ²	Female 2 355 % ²	Male 2 127 % ²	Female 51 902 % ²	Male 48 888 % ²
	426		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	47%	50%	53%	59%	54%	59%
Undecided	36%	33%	31%	29%	31%	28%
Disagree or strongly disagree	17%	16%	14%	10%	13%	11%
no response/ambiguous response	<1%	1%	1%	2%	2%	2%
f. Mathematics is boring.						
Strongly agree or agree	35%	38%	26%	27%	31%	31%
Undecided	25%	31%	28%	29%	28%	27%
Disagree or strongly disagree	39%	30%	44%	41%	39%	39%
no response/ambiguous response	0%	1%	1%	2%	3%	3%
g. Mathematics is an easy subject.						
Strongly agree or agree	19%	33%	22%	32%	24%	34%
Undecided	27%	24%	29%	28%	27%	27%
Disagree or strongly disagree	54%	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

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	Female 218 % ²	Male 208 % ²	Female 2 355 % ²	Male 2 127 % ²	Female 51 902 % ²	Male 48 888 % ²
	426		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	61%	69%	66%	72%	63%	71%
Undecided	22%	22%	23%	20%	23%	19%
Hard or very hard	16%	8%	9%	6%	12%	8%
no response/ambiguous response	1%	1%	1%	2%	3%	3%
b. Algebra (e.g., solving equations, simplifying expressions with polynomials)						
Very easy or easy	60%	58%	62%	56%	59%	58%
Undecided	22%	22%	22%	23%	20%	20%
Hard or very hard	17%	19%	15%	18%	18%	18%
no response/ambiguous response	1%	2%	2%	3%	3%	3%
c. Linear relations (e.g., scatter plots, lines of best fit)						
Very easy or easy	61%	58%	48%	53%	52%	57%
Undecided	25%	26%	31%	27%	27%	25%
Hard or very hard	13%	14%	19%	17%	18%	15%
no response/ambiguous response	1%	1%	2%	3%	3%	3%
d. Analytic geometry (e.g., slope, y-intercept, equations of lines)						
Very easy or easy	28%	27%	14%	18%	16%	19%
Undecided	12%	14%	8%	9%	11%	11%
Hard or very hard	10%	7%	9%	6%	14%	12%
no response/ambiguous response	50%	51%	69%	67%	58%	58%
e. Measurement (e.g., perimeter, surface area, volume)						
Very easy or easy	77%	81%	74%	78%	71%	76%
Undecided	14%	14%	16%	14%	16%	14%
Hard or very hard	7%	3%	9%	5%	9%	7%
no response/ambiguous response	1%	1%	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 218 % ²	Male 208 % ²	Female 2 355 % ²	Male 2 127 % ²	Female 51 902 % ²	Male 48 888 % ²
	426		4 482		100 790	
f. Geometry (e.g., angles, quadrilaterals)						
Very easy or easy	66%	66%	65%	69%	62%	68%
Undecided	18%	22%	21%	21%	22%	19%
Hard or very hard	15%	11%	13%	8%	13%	10%
no response/ambiguous response	1%	1%	2%	3%	3%	4%

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Student Questionnaire:
Academic Program– By Gender

Background

Number of Respondents	School ¹		Board ¹		Province ¹	
	Female 218 % ²	Male 208 % ²	Female 2 355 % ²	Male 2 127 % ²	Female 51 902 % ²	Male 48 888 % ²
	426		4 482		100 790	
3a. Do you have a computer <i>at home</i> that you use for mathematics school work?						
Yes	53%	45%	50%	47%	50%	48%
No	46%	52%	47%	50%	47%	49%
no response/ambiguous response	1%	2%	2%	3%	3%	4%
b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?						
Yes	86%	79%	88%	81%	85%	81%
No	13%	18%	10%	15%	11%	15%
no response/ambiguous response	1%	2%	3%	3%	3%	4%
c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?						
Yes	25%	21%	16%	14%	7%	8%
No	74%	77%	81%	83%	90%	88%
no response/ambiguous response	1%	2%	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.	41%	27%	30%	22%	24%	17%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	37%	30%	41%	34%	38%	31%
I usually spend <i>30 minutes or less</i> on mathematics homework.	18%	37%	26%	39%	33%	45%
I am not usually assigned any mathematics homework.	0%	3%	1%	2%	2%	4%
no response/ambiguous response	4%	3%	3%	4%	3%	3%
b. How often do you complete all of your mathematics homework?						
Never or seldom	8%	17%	7%	11%	7%	12%
Sometimes	17%	25%	23%	28%	20%	25%
Often or always	71%	55%	67%	57%	70%	60%
no response/ambiguous response	4%	3%	3%	3%	3%	3%

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<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	Female 218 % ²	Male 208 % ²	Female 2 355 % ²	Male 2 127 % ²	Female 51 902 % ²	Male 48 888 % ²
	426		4 482		100 790	
5. What languages do you speak at home?						
Only or mostly English	76%	65%	62%	60%	76%	75%
Another language (or languages) as often as English	13%	19%	24%	22%	13%	13%
Mostly or only another language (or other languages)	7%	13%	12%	14%	7%	9%
no response/ambiguous response	4%	3%	3%	3%	3%	3%
6. How old are you?						
13 years or younger	1%	<1%	1%	<1%	1%	1%
14 years	72%	69%	64%	61%	65%	63%
15 years	23%	26%	32%	34%	30%	32%
16 years or older	0%	1%	1%	1%	1%	1%
no response/ambiguous response	4%	3%	3%	3%	3%	3%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	12%	17%	17%	19%	11%	14%
One to four times	61%	60%	57%	56%	58%	56%
Five to nine times	17%	15%	15%	15%	20%	18%
10 or more times	6%	5%	8%	7%	8%	8%
no response/ambiguous response	4%	3%	3%	3%	3%	3%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	41%	36%	50%	43%	46%	45%
One to four times	43%	45%	36%	37%	38%	38%
Five to nine times	7%	10%	7%	10%	8%	9%
10 or more times	5%	7%	4%	6%	4%	6%
no response/ambiguous response	4%	2%	3%	3%	3%	3%

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Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	Female 218 % ²	Male 208 % ²	Female 2 355 % ²	Male 2 127 % ²	Female 51 902 % ²	Male 48 888 % ²
	426		4 482		100 790	
9. How many elementary schools (kindergarten to Grade 8) did you attend?						
One school	41%	46%	38%	41%	27%	27%
Two schools	36%	30%	32%	32%	35%	35%
Three schools	10%	10%	14%	14%	19%	19%
Four schools	6%	7%	6%	5%	9%	9%
Five schools or more	3%	4%	5%	4%	7%	7%
no response/ambiguous response	4%	3%	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.