



Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire: Applied 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	21	43%	679	36%	15 205	34%
Undecided	11	22%	512	27%	11 172	25%
Disagree or strongly disagree	17	35%	661	35%	17 807	40%
no response/ambiguous response	0	0%	43	2%	845	2%
b. I am good at mathematics.						
Strongly agree or agree	19	39%	569	30%	15 568	35%
Undecided	17	35%	677	36%	14 632	32%
Disagree or strongly disagree	13	27%	596	31%	13 746	31%
no response/ambiguous response	0	0%	53	3%	1 083	2%
c. I understand most of the mathematics I am taught.						
Strongly agree or agree	28	57%	1 131	60%	27 676	61%
Undecided	18	37%	457	24%	9 978	22%
Disagree or strongly disagree	3	6%	250	13%	6 144	14%
no response/ambiguous response	0	0%	57	3%	1 231	3%
d. The mathematics I learn now is very useful for everyday life.						
Strongly agree or agree	27	55%	955	50%	18 204	40%
Undecided	15	31%	529	28%	13 614	30%
Disagree or strongly disagree	7	14%	346	18%	11 987	27%
no response/ambiguous response	0	0%	65	3%	1 224	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: Applied 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	24	49%	869	46%	18 940	42%
Undecided	18	37%	591	31%	15 219	34%
Disagree or strongly disagree	7	14%	381	20%	9 685	22%
no response/ambiguous response	0	0%	54	3%	1 185	3%
f. Mathematics is boring.						
Strongly agree or agree	14	29%	722	38%	20 036	44%
Undecided	20	41%	504	27%	10 996	24%
Disagree or strongly disagree	15	31%	610	32%	12 769	28%
no response/ambiguous response	0	0%	59	3%	1 228	3%
g. Mathematics is an easy subject.						
Strongly agree or agree	7	14%	348	18%	9 951	22%
Undecided	19	39%	550	29%	12 769	28%
Disagree or strongly disagree	23	47%	935	49%	21 074	47%
no response/ambiguous response	0	0%	62	3%	1 235	3%

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Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire: Applied Program—All Students

Attitudes Toward Mathematics

Number of Respondents	School ¹		Board ¹		Province ¹	
	#	% 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	27	55%	947	50%	21 213	47%
Undecided	17	35%	597	32%	14 303	32%
Hard or very hard	5	10%	290	15%	8 179	18%
no response/ambiguous response	0	0%	61	3%	1 334	3%
b. Algebra (e.g., solving equations, simplifying expressions with polynomials)						
Very easy or easy	22	45%	755	40%	18 182	40%
Undecided	18	37%	556	29%	12 080	27%
Hard or very hard	9	18%	508	27%	13 239	29%
no response/ambiguous response	0	0%	76	4%	1 528	3%
c. Linear relations (e.g., scatter plots, lines of best fit)						
Very easy or easy	24	49%	1 059	56%	26 500	59%
Undecided	17	35%	512	27%	10 588	24%
Hard or very hard	8	16%	249	13%	6 285	14%
no response/ambiguous response	0	0%	75	4%	1 656	4%
d. Measurement (e.g., perimeter, area, volume)						
Very easy or easy	29	59%	1 134	60%	28 878	64%
Undecided	16	33%	453	24%	9 085	20%
Hard or very hard	4	8%	217	11%	5 282	12%
no response/ambiguous response	0	0%	91	5%	1 784	4%
e. Geometry (e.g., angles, parallel lines, quadrilaterals)						
Very easy or easy	15	31%	749	40%	19 495	43%
Undecided	24	49%	658	35%	13 644	30%
Hard or very hard	10	20%	408	22%	10 139	23%
no response/ambiguous response	0	0%	80	4%	1 751	4%

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Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire:
Applied Program—All Students

Background

Number of Respondents	School ¹		Board ¹		Province ¹	
	#	% ²	#	% ²	#	% ²
3a. Do you have a computer <i>at home</i> that you use for mathematics school work?						
Yes	14	29%	765	40%	17 702	39%
No	34	69%	1 034	55%	25 709	57%
no response/ambiguous response	1	2%	96	5%	1 618	4%
b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?						
Yes	40	82%	1 355	72%	31 419	70%
No	8	16%	420	22%	11 770	26%
no response/ambiguous response	1	2%	120	6%	1 840	4%
c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?						
Yes	4	8%	179	9%	2 979	7%
No	44	90%	1 592	84%	39 908	89%
no response/ambiguous response	1	2%	124	7%	2 142	5%
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.	4	8%	288	15%	5 054	11%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	21	43%	551	29%	9 345	21%
I usually spend <i>30 minutes or less</i> on mathematics homework.	19	39%	795	42%	20 368	45%
I am not usually assigned any mathematics homework.	4	8%	151	8%	7 999	18%
no response/ambiguous response	1	2%	110	6%	2 263	5%
b. How often do you complete all of your mathematics homework?						
Never or seldom	3	6%	241	13%	6 466	14%
Sometimes	22	45%	671	35%	13 817	31%
Often or always	23	47%	876	46%	22 468	50%
no response/ambiguous response	1	2%	107	6%	2 278	5%

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: Applied Program–All Students

Background

Number of Respondents	School ¹		Board ¹		Province ¹	
	#	% ²	#	% ²	#	% ²
	49		1 895		45 029	
5. What languages do you speak at home?						
Only or mostly English	27	55%	1 047	55%	35 635	79%
Another language (or languages) as often as English	11	22%	433	23%	4 438	10%
Mostly or only another language (or other languages)	10	20%	306	16%	2 705	6%
no response/ambiguous response	1	2%	109	6%	2 251	5%
6. How old are you?						
13 years or younger	0	0%	3	<1%	97	<1%
14 years	38	78%	1 003	53%	22 678	50%
15 years	9	18%	667	35%	15 927	35%
16 years or older	1	2%	107	6%	4 022	9%
no response/ambiguous response	1	2%	115	6%	2 305	5%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	11	22%	231	12%	4 082	9%
One to four times	23	47%	865	46%	20 171	45%
Five to nine times	9	18%	367	19%	10 380	23%
10 or more times	5	10%	310	16%	8 050	18%
no response/ambiguous response	1	2%	122	6%	2 346	5%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	14	29%	581	31%	13 139	29%
One to four times	22	45%	654	35%	17 323	38%
Five to nine times	6	12%	282	15%	6 390	14%
10 or more times	6	12%	261	14%	5 855	13%
no response/ambiguous response	1	2%	117	6%	2 322	5%

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Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire: Applied Program–All Students

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	49		1 895		45 029	
	#	% ²	#	% ²	#	% ²
9. How many elementary schools (kindergarten to Grade 8) did you attend?						
One school	16	33%	657	35%	10 952	24%
Two schools	16	33%	524	28%	13 593	30%
Three schools	9	18%	299	16%	8 483	19%
Four schools	4	8%	146	8%	4 427	10%
Five schools or more	3	6%	146	8%	5 184	12%
no response/ambiguous response	1	2%	123	6%	2 390	5%

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Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire: Applied 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	
	49		1 895		45 029	
	Female 22 % ²	Male 27 % ²	Female 856 % ²	Male 1 039 % ²	Female 20 400 % ²	Male 24 628 % 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	36%	48%	29%	42%	29%	38%
Undecided	18%	26%	27%	27%	25%	24%
Disagree or strongly disagree	45%	26%	43%	28%	44%	36%
no response/ambiguous response	0%	0%	2%	3%	2%	2%
b. I am good at mathematics.						
Strongly agree or agree	18%	56%	23%	36%	27%	41%
Undecided	50%	22%	36%	35%	33%	32%
Disagree or strongly disagree	32%	22%	39%	26%	37%	25%
no response/ambiguous response	0%	0%	2%	3%	2%	2%
c. I understand most of the mathematics I am taught.						
Strongly agree or agree	50%	63%	56%	63%	57%	65%
Undecided	36%	37%	25%	23%	24%	21%
Disagree or strongly disagree	14%	0%	16%	11%	16%	12%
no response/ambiguous response	0%	0%	3%	3%	3%	3%
d. The mathematics I learn now is very useful for everyday life.						
Strongly agree or agree	55%	56%	46%	54%	37%	43%
Undecided	27%	33%	30%	26%	32%	28%
Disagree or strongly disagree	18%	11%	22%	15%	28%	26%
no response/ambiguous response	0%	0%	3%	4%	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.

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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: Applied Program– By Gender

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	Female 22 % ²	Male 27 % ²	Female 856 % ²	Male 1 039 % ²	Female 20 400 % ²	Male 24 628 % ²
e. I need to keep taking mathematics for the kind of job I want after I leave school.						
Strongly agree or agree	45%	52%	45%	47%	38%	46%
Undecided	36%	37%	30%	32%	36%	32%
Disagree or strongly disagree	18%	11%	23%	18%	24%	19%
no response/ambiguous response	0%	0%	2%	3%	3%	3%
f. Mathematics is boring.						
Strongly agree or agree	41%	19%	42%	35%	45%	44%
Undecided	36%	44%	26%	27%	24%	24%
Disagree or strongly disagree	23%	37%	30%	34%	28%	29%
no response/ambiguous response	0%	0%	2%	4%	3%	3%
g. Mathematics is an easy subject.						
Strongly agree or agree	0%	26%	13%	23%	17%	27%
Undecided	41%	37%	25%	32%	27%	30%
Disagree or strongly disagree	59%	37%	59%	42%	54%	41%
no response/ambiguous response	0%	0%	3%	4%	3%	3%

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Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire: Applied Program—By Gender

Attitudes Toward Mathematics

Number of Respondents	School ¹		Board ¹		Province ¹	
	Female 22 % ²	Male 27 % ²	Female 856 % ²	Male 1 039 % ²	Female 20 400 % ²	Male 24 628 % 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	36%	70%	49%	51%	44%	50%
Undecided	41%	30%	31%	32%	32%	31%
Hard or very hard	23%	0%	18%	13%	21%	16%
no response/ambiguous response	0%	0%	2%	4%	3%	3%
b. Algebra (e.g., solving equations, simplifying expressions with polynomials)						
Very easy or easy	27%	59%	41%	39%	40%	41%
Undecided	41%	33%	27%	31%	26%	27%
Hard or very hard	32%	7%	30%	25%	31%	28%
no response/ambiguous response	0%	0%	3%	5%	3%	4%
c. Linear relations (e.g., scatter plots, lines of best fit)						
Very easy or easy	50%	48%	54%	58%	58%	59%
Undecided	23%	44%	28%	26%	23%	24%
Hard or very hard	27%	7%	15%	12%	15%	13%
no response/ambiguous response	0%	0%	3%	4%	3%	4%
d. Measurement (e.g., perimeter, area, volume)						
Very easy or easy	59%	59%	60%	60%	62%	66%
Undecided	32%	33%	25%	23%	21%	20%
Hard or very hard	9%	7%	11%	11%	13%	10%
no response/ambiguous response	0%	0%	3%	6%	4%	4%
e. Geometry (e.g., angles, parallel lines, quadrilaterals)						
Very easy or easy	32%	30%	38%	41%	39%	47%
Undecided	41%	56%	34%	35%	31%	30%
Hard or very hard	27%	15%	25%	19%	27%	19%
no response/ambiguous response	0%	0%	3%	5%	4%	4%

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Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire:
Applied Program—By Gender

Background

Number of Respondents	School ¹		Board ¹		Province ¹	
	Female 22 % ²	Male 27 % ²	Female 856 % ²	Male 1 039 % ²	Female 20 400 % ²	Male 24 628 % ²
	49		1 895		45 029	
3a. Do you have a computer <i>at home</i> that you use for mathematics school work?						
Yes	32%	26%	41%	40%	40%	39%
No	68%	70%	55%	54%	57%	57%
no response/ambiguous response	0%	4%	4%	6%	3%	4%
b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?						
Yes	86%	78%	77%	67%	73%	67%
No	14%	19%	19%	25%	23%	29%
no response/ambiguous response	0%	4%	4%	8%	4%	4%
c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?						
Yes	9%	7%	9%	10%	6%	7%
No	91%	89%	86%	82%	90%	88%
no response/ambiguous response	0%	4%	5%	8%	4%	5%
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.	14%	4%	18%	13%	13%	10%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	50%	37%	32%	27%	23%	19%
I usually spend <i>30 minutes or less</i> on mathematics homework.	32%	44%	40%	44%	44%	46%
I am not usually assigned any mathematics homework.	5%	11%	6%	10%	16%	19%
no response/ambiguous response	0%	4%	5%	7%	5%	5%
b. How often do you complete all of your mathematics homework?						
Never or seldom	5%	7%	12%	13%	12%	16%
Sometimes	41%	48%	37%	34%	30%	31%
Often or always	55%	41%	46%	46%	53%	47%
no response/ambiguous response	0%	4%	5%	6%	5%	5%

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Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire: Applied Program– By Gender

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	49		1 895		45 029	
	Female 22 % ²	Male 27 % ²	Female 856 % ²	Male 1 039 % ²	Female 20 400 % ²	Male 24 628 % ²
5. What languages do you speak at home?						
Only or mostly English	64%	48%	59%	52%	79%	79%
Another language (or languages) as often as English	18%	26%	23%	23%	11%	9%
Mostly or only another language (or other languages)	18%	22%	14%	18%	5%	6%
no response/ambiguous response	0%	4%	5%	7%	5%	5%
6. How old are you?						
13 years or younger	0%	0%	<1%	<1%	<1%	<1%
14 years	73%	81%	54%	52%	52%	49%
15 years	23%	15%	36%	35%	35%	36%
16 years or older	5%	0%	5%	6%	8%	10%
no response/ambiguous response	0%	4%	5%	7%	5%	5%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	9%	33%	11%	13%	8%	10%
One to four times	59%	37%	46%	45%	45%	45%
Five to nine times	27%	11%	19%	19%	24%	22%
10 or more times	5%	15%	19%	15%	19%	17%
no response/ambiguous response	0%	4%	5%	8%	5%	6%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	14%	41%	32%	30%	29%	30%
One to four times	50%	41%	35%	34%	40%	37%
Five to nine times	23%	4%	15%	15%	14%	14%
10 or more times	14%	11%	13%	14%	12%	14%
no response/ambiguous response	0%	4%	5%	7%	5%	5%

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Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire: Applied Program– By Gender

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	Female 22 % ²	Male 27 % ²	Female 856 % ²	Male 1 039 % ²	Female 20 400 % ²	Male 24 628 % ²
9. How many elementary schools (kindergarten to Grade 8) did you attend?						
One school	36%	30%	34%	36%	23%	25%
Two schools	27%	37%	30%	26%	30%	30%
Three schools	23%	15%	16%	16%	19%	18%
Four schools	9%	7%	8%	7%	10%	10%
Five schools or more	5%	7%	8%	7%	12%	11%
no response/ambiguous response	0%	4%	5%	8%	5%	6%

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