



Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire: Applied Program—All Students

School Results

School : Loretto Abbey Catholic SS (728055)

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	19	41%	679	36%	15 205	34%
Undecided	9	20%	512	27%	11 172	25%
Disagree or strongly disagree	18	39%	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	41%	569	30%	15 568	35%
Undecided	13	28%	677	36%	14 632	32%
Disagree or strongly disagree	14	30%	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	34	74%	1 131	60%	27 676	61%
Undecided	9	20%	457	24%	9 978	22%
Disagree or strongly disagree	3	7%	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	22	48%	955	50%	18 204	40%
Undecided	14	30%	529	28%	13 614	30%
Disagree or strongly disagree	10	22%	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	22	48%	869	46%	18 940	42%
Undecided	12	26%	591	31%	15 219	34%
Disagree or strongly disagree	12	26%	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	30%	722	38%	20 036	44%
Undecided	13	28%	504	27%	10 996	24%
Disagree or strongly disagree	19	41%	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	11	24%	348	18%	9 951	22%
Undecided	16	35%	550	29%	12 769	28%
Disagree or strongly disagree	18	39%	935	49%	21 074	47%
no response/ambiguous response	1	2%	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

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	#	% ²	#	% ²	#	% ²
	46		1 895		45 029	
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	23	50%	947	50%	21 213	47%
Undecided	15	33%	597	32%	14 303	32%
Hard or very hard	8	17%	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	48%	755	40%	18 182	40%
Undecided	14	30%	556	29%	12 080	27%
Hard or very hard	10	22%	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	29	63%	1 059	56%	26 500	59%
Undecided	13	28%	512	27%	10 588	24%
Hard or very hard	4	9%	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	37	80%	1 134	60%	28 878	64%
Undecided	6	13%	453	24%	9 085	20%
Hard or very hard	3	7%	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	24	52%	749	40%	19 495	43%
Undecided	13	28%	658	35%	13 644	30%
Hard or very hard	9	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	20	43%	765	40%	17 702	39%
No	25	54%	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	87%	1 355	72%	31 419	70%
No	5	11%	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	1	2%	179	9%	2 979	7%
No	43	93%	1 592	84%	39 908	89%
no response/ambiguous response	2	4%	124	7%	2 142	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.	8	17%	288	15%	5 054	11%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	10	22%	551	29%	9 345	21%
I usually spend <i>30 minutes or less</i> on mathematics homework.	25	54%	795	42%	20 368	45%
I am not usually assigned any mathematics homework.	3	7%	151	8%	7 999	18%
no response/ambiguous response	0	0%	110	6%	2 263	5%
b. How often do you complete all of your mathematics homework?						
Never or seldom	2	4%	241	13%	6 466	14%
Sometimes	10	22%	671	35%	13 817	31%
Often or always	34	74%	876	46%	22 468	50%
no response/ambiguous response	0	0%	107	6%	2 278	5%

1. Numbers and percentages are based on the total number of students who completed a questionnaire.

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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
	46		1 895		45 029	
5. What languages do you speak at home?						
Only or mostly English	37	80%	1 047	55%	35 635	79%
Another language (or languages) as often as English	7	15%	433	23%	4 438	10%
Mostly or only another language (or other languages)	2	4%	306	16%	2 705	6%
no response/ambiguous response	0	0%	109	6%	2 251	5%
6. How old are you?						
13 years or younger	0	0%	3	<1%	97	<1%
14 years	22	48%	1 003	53%	22 678	50%
15 years	24	52%	667	35%	15 927	35%
16 years or older	0	0%	107	6%	4 022	9%
no response/ambiguous response	0	0%	115	6%	2 305	5%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	0	0%	231	12%	4 082	9%
One to four times	27	59%	865	46%	20 171	45%
Five to nine times	7	15%	367	19%	10 380	23%
10 or more times	12	26%	310	16%	8 050	18%
no response/ambiguous response	0	0%	122	6%	2 346	5%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	21	46%	581	31%	13 139	29%
One to four times	14	30%	654	35%	17 323	38%
Five to nine times	7	15%	282	15%	6 390	14%
10 or more times	4	9%	261	14%	5 855	13%
no response/ambiguous response	0	0%	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	
	46		1 895		45 029	
	#	% ²	#	% ²	#	% ²
9. How many elementary schools (kindergarten to Grade 8) did you attend?						
One school	19	41%	657	35%	10 952	24%
Two schools	13	28%	524	28%	13 593	30%
Three schools	9	20%	299	16%	8 483	19%
Four schools	2	4%	146	8%	4 427	10%
Five schools or more	3	7%	146	8%	5 184	12%
no response/ambiguous response	0	0%	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 : Loretto Abbey Catholic SS (728055)

Board : Toronto Catholic District School Board (67059)

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	46		1 895		45 029	
	Female 46 % ²	Male N/D % 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	41%	N/D	29%	42%	29%	38%
Undecided	20%	N/D	27%	27%	25%	24%
Disagree or strongly disagree	39%	N/D	43%	28%	44%	36%
no response/ambiguous response	0%	N/D	2%	3%	2%	2%
b. I am good at mathematics.						
Strongly agree or agree	41%	N/D	23%	36%	27%	41%
Undecided	28%	N/D	36%	35%	33%	32%
Disagree or strongly disagree	30%	N/D	39%	26%	37%	25%
no response/ambiguous response	0%	N/D	2%	3%	2%	2%
c. I understand most of the mathematics I am taught.						
Strongly agree or agree	74%	N/D	56%	63%	57%	65%
Undecided	20%	N/D	25%	23%	24%	21%
Disagree or strongly disagree	7%	N/D	16%	11%	16%	12%
no response/ambiguous response	0%	N/D	3%	3%	3%	3%
d. The mathematics I learn now is very useful for everyday life.						
Strongly agree or agree	48%	N/D	46%	54%	37%	43%
Undecided	30%	N/D	30%	26%	32%	28%
Disagree or strongly disagree	22%	N/D	22%	15%	28%	26%
no response/ambiguous response	0%	N/D	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.

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: Applied Program– By Gender

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	Female 46 % ²	Male N/D % 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	48%	N/D	45%	47%	38%	46%
Undecided	26%	N/D	30%	32%	36%	32%
Disagree or strongly disagree	26%	N/D	23%	18%	24%	19%
no response/ambiguous response	0%	N/D	2%	3%	3%	3%
f. Mathematics is boring.						
Strongly agree or agree	30%	N/D	42%	35%	45%	44%
Undecided	28%	N/D	26%	27%	24%	24%
Disagree or strongly disagree	41%	N/D	30%	34%	28%	29%
no response/ambiguous response	0%	N/D	2%	4%	3%	3%
g. Mathematics is an easy subject.						
Strongly agree or agree	24%	N/D	13%	23%	17%	27%
Undecided	35%	N/D	25%	32%	27%	30%
Disagree or strongly disagree	39%	N/D	59%	42%	54%	41%
no response/ambiguous response	2%	N/D	3%	4%	3%	3%

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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 46 % ²	Male N/D % 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	50%	N/D	49%	51%	44%	50%
Undecided	33%	N/D	31%	32%	32%	31%
Hard or very hard	17%	N/D	18%	13%	21%	16%
no response/ambiguous response	0%	N/D	2%	4%	3%	3%
b. Algebra (e.g., solving equations, simplifying expressions with polynomials)						
Very easy or easy	48%	N/D	41%	39%	40%	41%
Undecided	30%	N/D	27%	31%	26%	27%
Hard or very hard	22%	N/D	30%	25%	31%	28%
no response/ambiguous response	0%	N/D	3%	5%	3%	4%
c. Linear relations (e.g., scatter plots, lines of best fit)						
Very easy or easy	63%	N/D	54%	58%	58%	59%
Undecided	28%	N/D	28%	26%	23%	24%
Hard or very hard	9%	N/D	15%	12%	15%	13%
no response/ambiguous response	0%	N/D	3%	4%	3%	4%
d. Measurement (e.g., perimeter, area, volume)						
Very easy or easy	80%	N/D	60%	60%	62%	66%
Undecided	13%	N/D	25%	23%	21%	20%
Hard or very hard	7%	N/D	11%	11%	13%	10%
no response/ambiguous response	0%	N/D	3%	6%	4%	4%
e. Geometry (e.g., angles, parallel lines, quadrilaterals)						
Very easy or easy	52%	N/D	38%	41%	39%	47%
Undecided	28%	N/D	34%	35%	31%	30%
Hard or very hard	20%	N/D	25%	19%	27%	19%
no response/ambiguous response	0%	N/D	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 46 % ²	Male N/D % ²	Female 856 % ²	Male 1 039 % ²	Female 20 400 % ²	Male 24 628 % ²
	46		1 895		45 029	
3a. Do you have a computer <i>at home</i> that you use for mathematics school work?						
Yes	43%	N/D	41%	40%	40%	39%
No	54%	N/D	55%	54%	57%	57%
no response/ambiguous response	2%	N/D	4%	6%	3%	4%
b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?						
Yes	87%	N/D	77%	67%	73%	67%
No	11%	N/D	19%	25%	23%	29%
no response/ambiguous response	2%	N/D	4%	8%	4%	4%
c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?						
Yes	2%	N/D	9%	10%	6%	7%
No	93%	N/D	86%	82%	90%	88%
no response/ambiguous response	4%	N/D	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.	17%	N/D	18%	13%	13%	10%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	22%	N/D	32%	27%	23%	19%
I usually spend <i>30 minutes or less</i> on mathematics homework.	54%	N/D	40%	44%	44%	46%
I am not usually assigned any mathematics homework.	7%	N/D	6%	10%	16%	19%
no response/ambiguous response	0%	N/D	5%	7%	5%	5%
b. How often do you complete all of your mathematics homework?						
Never or seldom	4%	N/D	12%	13%	12%	16%
Sometimes	22%	N/D	37%	34%	30%	31%
Often or always	74%	N/D	46%	46%	53%	47%
no response/ambiguous response	0%	N/D	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	
	46		1 895		45 029	
	Female 46 % ²	Male N/D % 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	80%	N/D	59%	52%	79%	79%
Another language (or languages) as often as English	15%	N/D	23%	23%	11%	9%
Mostly or only another language (or other languages)	4%	N/D	14%	18%	5%	6%
no response/ambiguous response	0%	N/D	5%	7%	5%	5%
6. How old are you?						
13 years or younger	0%	N/D	<1%	<1%	<1%	<1%
14 years	48%	N/D	54%	52%	52%	49%
15 years	52%	N/D	36%	35%	35%	36%
16 years or older	0%	N/D	5%	6%	8%	10%
no response/ambiguous response	0%	N/D	5%	7%	5%	5%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	0%	N/D	11%	13%	8%	10%
One to four times	59%	N/D	46%	45%	45%	45%
Five to nine times	15%	N/D	19%	19%	24%	22%
10 or more times	26%	N/D	19%	15%	19%	17%
no response/ambiguous response	0%	N/D	5%	8%	5%	6%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	46%	N/D	32%	30%	29%	30%
One to four times	30%	N/D	35%	34%	40%	37%
Five to nine times	15%	N/D	15%	15%	14%	14%
10 or more times	9%	N/D	13%	14%	12%	14%
no response/ambiguous response	0%	N/D	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 46 % ²	Male N/D % 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	41%	N/D	34%	36%	23%	25%
Two schools	28%	N/D	30%	26%	30%	30%
Three schools	20%	N/D	16%	16%	19%	18%
Four schools	4%	N/D	8%	7%	10%	10%
Five schools or more	7%	N/D	8%	7%	12%	11%
no response/ambiguous response	0%	N/D	5%	8%	5%	6%

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