



Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire: Applied 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 ¹ | | Board ¹ | | Province ¹ | |
|---|---------------------|----------------|--------------------|----------------|-----------------------|----------------|
| | 124 | | 1 895 | | 45 029 | |
| | # | % 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 | 50 | 40% | 679 | 36% | 15 205 | 34% |
| Undecided | 30 | 24% | 512 | 27% | 11 172 | 25% |
| Disagree or strongly disagree | 44 | 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 | 35 | 28% | 569 | 30% | 15 568 | 35% |
| Undecided | 50 | 40% | 677 | 36% | 14 632 | 32% |
| Disagree or strongly disagree | 39 | 31% | 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 | 74 | 60% | 1 131 | 60% | 27 676 | 61% |
| Undecided | 34 | 27% | 457 | 24% | 9 978 | 22% |
| Disagree or strongly disagree | 16 | 13% | 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 | 65 | 52% | 955 | 50% | 18 204 | 40% |
| Undecided | 35 | 28% | 529 | 28% | 13 614 | 30% |
| Disagree or strongly disagree | 20 | 16% | 346 | 18% | 11 987 | 27% |
| no response/ambiguous response | 4 | 3% | 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 | |
|--|---------------------|----------------|--------------------|----------------|-----------------------|----------------|
| | 124 | | 1 895 | | 45 029 | |
| | # | % 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 | 49 | 40% | 869 | 46% | 18 940 | 42% |
| Undecided | 49 | 40% | 591 | 31% | 15 219 | 34% |
| Disagree or strongly disagree | 26 | 21% | 381 | 20% | 9 685 | 22% |
| no response/ambiguous response | 0 | 0% | 54 | 3% | 1 185 | 3% |
| f. Mathematics is boring. | | | | | | |
| Strongly agree or agree | 47 | 38% | 722 | 38% | 20 036 | 44% |
| Undecided | 33 | 27% | 504 | 27% | 10 996 | 24% |
| Disagree or strongly disagree | 43 | 35% | 610 | 32% | 12 769 | 28% |
| no response/ambiguous response | 1 | 1% | 59 | 3% | 1 228 | 3% |
| g. Mathematics is an easy subject. | | | | | | |
| Strongly agree or agree | 20 | 16% | 348 | 18% | 9 951 | 22% |
| Undecided | 43 | 35% | 550 | 29% | 12 769 | 28% |
| Disagree or strongly disagree | 61 | 49% | 935 | 49% | 21 074 | 47% |
| no response/ambiguous response | 0 | 0% | 62 | 3% | 1 235 | 3% |

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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

Attitudes Toward Mathematics

| Number of Respondents | School ¹ | | Board ¹ | | Province ¹ | |
|--|---------------------|----------------|--------------------|----------------|-----------------------|----------------|
| | 124 | | 1 895 | | 45 029 | |
| | # | % 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 | 64 | 52% | 947 | 50% | 21 213 | 47% |
| Undecided | 43 | 35% | 597 | 32% | 14 303 | 32% |
| Hard or very hard | 17 | 14% | 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 | 48 | 39% | 755 | 40% | 18 182 | 40% |
| Undecided | 37 | 30% | 556 | 29% | 12 080 | 27% |
| Hard or very hard | 39 | 31% | 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 | 87 | 70% | 1 059 | 56% | 26 500 | 59% |
| Undecided | 28 | 23% | 512 | 27% | 10 588 | 24% |
| Hard or very hard | 9 | 7% | 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 | 70 | 56% | 1 134 | 60% | 28 878 | 64% |
| Undecided | 32 | 26% | 453 | 24% | 9 085 | 20% |
| Hard or very hard | 22 | 18% | 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 | 45 | 36% | 749 | 40% | 19 495 | 43% |
| Undecided | 48 | 39% | 658 | 35% | 13 644 | 30% |
| Hard or very hard | 31 | 25% | 408 | 22% | 10 139 | 23% |
| no response/ambiguous response | 0 | 0% | 80 | 4% | 1 751 | 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:
Applied Program–All Students

Background

| Number of Respondents | School ¹ | | Board ¹ | | Province ¹ | |
|---|---------------------|----------------|--------------------|----------------|-----------------------|----------------|
| | 124 | | 1 895 | | 45 029 | |
| | # | % ² | # | % ² | # | % ² |
| 3a. Do you have a computer <i>at home</i> that you use for mathematics school work? | | | | | | |
| Yes | 46 | 37% | 765 | 40% | 17 702 | 39% |
| No | 74 | 60% | 1 034 | 55% | 25 709 | 57% |
| no response/ambiguous response | 4 | 3% | 96 | 5% | 1 618 | 4% |
| b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work? | | | | | | |
| Yes | 105 | 85% | 1 355 | 72% | 31 419 | 70% |
| No | 15 | 12% | 420 | 22% | 11 770 | 26% |
| no response/ambiguous response | 4 | 3% | 120 | 6% | 1 840 | 4% |
| c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work? | | | | | | |
| Yes | 10 | 8% | 179 | 9% | 2 979 | 7% |
| No | 110 | 89% | 1 592 | 84% | 39 908 | 89% |
| no response/ambiguous response | 4 | 3% | 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. | 21 | 17% | 288 | 15% | 5 054 | 11% |
| I usually spend <i>between 31 and 45 minutes</i> on mathematics homework. | 34 | 27% | 551 | 29% | 9 345 | 21% |
| I usually spend <i>30 minutes or less</i> on mathematics homework. | 62 | 50% | 795 | 42% | 20 368 | 45% |
| I am not usually assigned any mathematics homework. | 6 | 5% | 151 | 8% | 7 999 | 18% |
| no response/ambiguous response | 1 | 1% | 110 | 6% | 2 263 | 5% |
| b. How often do you complete all of your mathematics homework? | | | | | | |
| Never or seldom | 9 | 7% | 241 | 13% | 6 466 | 14% |
| Sometimes | 38 | 31% | 671 | 35% | 13 817 | 31% |
| Often or always | 76 | 61% | 876 | 46% | 22 468 | 50% |
| no response/ambiguous response | 1 | 1% | 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

| <i>Number of Respondents</i> | School ¹ | | Board ¹ | | Province ¹ | |
|---|---------------------|----------------|--------------------|----------------|-----------------------|----------------|
| | 124 | | 1 895 | | 45 029 | |
| | # | % ² | # | % ² | # | % ² |
| 5. What languages do you speak at home? | | | | | | |
| Only or mostly English | 46 | 37% | 1 047 | 55% | 35 635 | 79% |
| Another language (or languages) as often as English | 32 | 26% | 433 | 23% | 4 438 | 10% |
| Mostly or only another language (or other languages) | 45 | 36% | 306 | 16% | 2 705 | 6% |
| no response/ambiguous response | 1 | 1% | 109 | 6% | 2 251 | 5% |
| 6. How old are you? | | | | | | |
| 13 years or younger | 0 | 0% | 3 | <1% | 97 | <1% |
| 14 years | 94 | 76% | 1 003 | 53% | 22 678 | 50% |
| 15 years | 25 | 20% | 667 | 35% | 15 927 | 35% |
| 16 years or older | 4 | 3% | 107 | 6% | 4 022 | 9% |
| no response/ambiguous response | 1 | 1% | 115 | 6% | 2 305 | 5% |
| 7. How often have you been absent from your Grade 9 mathematics class this year? | | | | | | |
| Never | 17 | 14% | 231 | 12% | 4 082 | 9% |
| One to four times | 64 | 52% | 865 | 46% | 20 171 | 45% |
| Five to nine times | 24 | 19% | 367 | 19% | 10 380 | 23% |
| 10 or more times | 18 | 15% | 310 | 16% | 8 050 | 18% |
| no response/ambiguous response | 1 | 1% | 122 | 6% | 2 346 | 5% |
| 8. How often have you been late for your Grade 9 mathematics class this year? | | | | | | |
| Never | 45 | 36% | 581 | 31% | 13 139 | 29% |
| One to four times | 54 | 44% | 654 | 35% | 17 323 | 38% |
| Five to nine times | 18 | 15% | 282 | 15% | 6 390 | 14% |
| 10 or more times | 6 | 5% | 261 | 14% | 5 855 | 13% |
| no response/ambiguous response | 1 | 1% | 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 | |
|---|---------------------|----------------|--------------------|----------------|-----------------------|----------------|
| | 124 | | 1 895 | | 45 029 | |
| | # | % ² | # | % ² | # | % ² |
| 9. How many elementary schools (kindergarten to Grade 8) did you attend? | | | | | | |
| One school | 46 | 37% | 657 | 35% | 10 952 | 24% |
| Two schools | 41 | 33% | 524 | 28% | 13 593 | 30% |
| Three schools | 23 | 19% | 299 | 16% | 8 483 | 19% |
| Four schools | 5 | 4% | 146 | 8% | 4 427 | 10% |
| Five schools or more | 7 | 6% | 146 | 8% | 5 184 | 12% |
| no response/ambiguous response | 2 | 2% | 123 | 6% | 2 390 | 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—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 ¹ | | Board ¹ | | Province ¹ | |
|---|--------------------------------|------------------------------|---------------------------------|---------------------------------|------------------------------------|----------------------------------|
| | 124 | | 1 895 | | 45 029 | |
| | Female 43 % ² | Male 81 % 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 | 28% | 47% | 29% | 42% | 29% | 38% |
| Undecided | 23% | 25% | 27% | 27% | 25% | 24% |
| Disagree or strongly disagree | 49% | 28% | 43% | 28% | 44% | 36% |
| no response/ambiguous response | 0% | 0% | 2% | 3% | 2% | 2% |
| b. I am good at mathematics. | | | | | | |
| Strongly agree or agree | 16% | 35% | 23% | 36% | 27% | 41% |
| Undecided | 42% | 40% | 36% | 35% | 33% | 32% |
| Disagree or strongly disagree | 42% | 26% | 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 | 65% | 57% | 56% | 63% | 57% | 65% |
| Undecided | 23% | 30% | 25% | 23% | 24% | 21% |
| Disagree or strongly disagree | 12% | 14% | 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 | 58% | 49% | 46% | 54% | 37% | 43% |
| Undecided | 30% | 27% | 30% | 26% | 32% | 28% |
| Disagree or strongly disagree | 12% | 19% | 22% | 15% | 28% | 26% |
| no response/ambiguous response | 0% | 5% | 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 43 % ² | Male 81 % 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 | 53% | 32% | 45% | 47% | 38% | 46% |
| Undecided | 28% | 46% | 30% | 32% | 36% | 32% |
| Disagree or strongly disagree | 19% | 22% | 23% | 18% | 24% | 19% |
| no response/ambiguous response | 0% | 0% | 2% | 3% | 3% | 3% |
| f. Mathematics is boring. | | | | | | |
| Strongly agree or agree | 49% | 32% | 42% | 35% | 45% | 44% |
| Undecided | 23% | 28% | 26% | 27% | 24% | 24% |
| Disagree or strongly disagree | 26% | 40% | 30% | 34% | 28% | 29% |
| no response/ambiguous response | 2% | 0% | 2% | 4% | 3% | 3% |
| g. Mathematics is an easy subject. | | | | | | |
| Strongly agree or agree | 12% | 19% | 13% | 23% | 17% | 27% |
| Undecided | 37% | 33% | 25% | 32% | 27% | 30% |
| Disagree or strongly disagree | 51% | 48% | 59% | 42% | 54% | 41% |
| 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

| Number of Respondents | School ¹ | | Board ¹ | | Province ¹ | |
|--|--------------------------------|------------------------------|---------------------------------|---------------------------------|------------------------------------|----------------------------------|
| | 124 | | 1 895 | | 45 029 | |
| | Female 43 % ² | Male 81 % 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 | 56% | 49% | 49% | 51% | 44% | 50% |
| Undecided | 33% | 36% | 31% | 32% | 32% | 31% |
| Hard or very hard | 12% | 15% | 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 | 44% | 36% | 41% | 39% | 40% | 41% |
| Undecided | 19% | 36% | 27% | 31% | 26% | 27% |
| Hard or very hard | 37% | 28% | 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 | 60% | 75% | 54% | 58% | 58% | 59% |
| Undecided | 30% | 19% | 28% | 26% | 23% | 24% |
| Hard or very hard | 9% | 6% | 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 | 58% | 56% | 60% | 60% | 62% | 66% |
| Undecided | 21% | 28% | 25% | 23% | 21% | 20% |
| Hard or very hard | 21% | 16% | 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 | 42% | 33% | 38% | 41% | 39% | 47% |
| Undecided | 35% | 41% | 34% | 35% | 31% | 30% |
| Hard or very hard | 23% | 26% | 25% | 19% | 27% | 19% |
| no response/ambiguous response | 0% | 0% | 3% | 5% | 4% | 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.

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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 43 % ² | Male 81 % ² | Female 856 % ² | Male 1 039 % ² | Female 20 400 % ² | Male 24 628 % ² |
| | 124 | | 1 895 | | 45 029 | |
| 3a. Do you have a computer <i>at home</i> that you use for mathematics school work? | | | | | | |
| Yes | 21% | 46% | 41% | 40% | 40% | 39% |
| No | 79% | 49% | 55% | 54% | 57% | 57% |
| no response/ambiguous response | 0% | 5% | 4% | 6% | 3% | 4% |
| b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work? | | | | | | |
| Yes | 91% | 81% | 77% | 67% | 73% | 67% |
| No | 9% | 14% | 19% | 25% | 23% | 29% |
| no response/ambiguous response | 0% | 5% | 4% | 8% | 4% | 4% |
| c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work? | | | | | | |
| Yes | 7% | 9% | 9% | 10% | 6% | 7% |
| No | 93% | 86% | 86% | 82% | 90% | 88% |
| no response/ambiguous response | 0% | 5% | 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. | 26% | 12% | 18% | 13% | 13% | 10% |
| I usually spend <i>between 31 and 45 minutes</i> on mathematics homework. | 23% | 30% | 32% | 27% | 23% | 19% |
| I usually spend <i>30 minutes or less</i> on mathematics homework. | 44% | 53% | 40% | 44% | 44% | 46% |
| I am not usually assigned any mathematics homework. | 7% | 4% | 6% | 10% | 16% | 19% |
| no response/ambiguous response | 0% | 1% | 5% | 7% | 5% | 5% |
| b. How often do you complete all of your mathematics homework? | | | | | | |
| Never or seldom | 7% | 7% | 12% | 13% | 12% | 16% |
| Sometimes | 35% | 28% | 37% | 34% | 30% | 31% |
| Often or always | 58% | 63% | 46% | 46% | 53% | 47% |
| no response/ambiguous response | 0% | 1% | 5% | 6% | 5% | 5% |

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

Background

| Number of Respondents | School ¹ | | Board ¹ | | Province ¹ | |
|---|--------------------------------|------------------------------|---------------------------------|---------------------------------|------------------------------------|----------------------------------|
| | Female 43 % ² | Male 81 % 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 | 28% | 42% | 59% | 52% | 79% | 79% |
| Another language (or languages) as often as English | 37% | 20% | 23% | 23% | 11% | 9% |
| Mostly or only another language (or other languages) | 35% | 37% | 14% | 18% | 5% | 6% |
| no response/ambiguous response | 0% | 1% | 5% | 7% | 5% | 5% |
| 6. How old are you? | | | | | | |
| 13 years or younger | 0% | 0% | <1% | <1% | <1% | <1% |
| 14 years | 67% | 80% | 54% | 52% | 52% | 49% |
| 15 years | 26% | 17% | 36% | 35% | 35% | 36% |
| 16 years or older | 7% | 1% | 5% | 6% | 8% | 10% |
| no response/ambiguous response | 0% | 1% | 5% | 7% | 5% | 5% |
| 7. How often have you been absent from your Grade 9 mathematics class this year? | | | | | | |
| Never | 9% | 16% | 11% | 13% | 8% | 10% |
| One to four times | 63% | 46% | 46% | 45% | 45% | 45% |
| Five to nine times | 21% | 19% | 19% | 19% | 24% | 22% |
| 10 or more times | 7% | 19% | 19% | 15% | 19% | 17% |
| no response/ambiguous response | 0% | 1% | 5% | 8% | 5% | 6% |
| 8. How often have you been late for your Grade 9 mathematics class this year? | | | | | | |
| Never | 30% | 40% | 32% | 30% | 29% | 30% |
| One to four times | 44% | 43% | 35% | 34% | 40% | 37% |
| Five to nine times | 19% | 12% | 15% | 15% | 14% | 14% |
| 10 or more times | 7% | 4% | 13% | 14% | 12% | 14% |
| no response/ambiguous response | 0% | 1% | 5% | 7% | 5% | 5% |

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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.

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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 43 % ² | Male 81 % 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 | 33% | 40% | 34% | 36% | 23% | 25% |
| Two schools | 37% | 31% | 30% | 26% | 30% | 30% |
| Three schools | 23% | 16% | 16% | 16% | 19% | 18% |
| Four schools | 2% | 5% | 8% | 7% | 10% | 10% |
| Five schools or more | 5% | 6% | 8% | 7% | 12% | 11% |
| no response/ambiguous response | 0% | 2% | 5% | 8% | 5% | 6% |

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.