



## Grade 9 Assessment of Mathematics, 2005-2006

### Student Questionnaire: Applied Program—All Students

#### School Results

**School** : St Patrick Catholic SS (838268)

**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>
<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	16	31%	679	36%	15 205	34%
Undecided	16	31%	512	27%	11 172	25%
Disagree <b>or</b> strongly disagree	18	35%	661	35%	17 807	40%
no response/ambiguous response	1	2%	43	2%	845	2%
<b>b. I am good at mathematics.</b>						
Strongly agree <b>or</b> agree	19	37%	569	30%	15 568	35%
Undecided	14	27%	677	36%	14 632	32%
Disagree <b>or</b> strongly disagree	18	35%	596	31%	13 746	31%
no response/ambiguous response	0	0%	53	3%	1 083	2%
<b>c. I understand most of the mathematics I am taught.</b>						
Strongly agree <b>or</b> agree	26	51%	1 131	60%	27 676	61%
Undecided	10	20%	457	24%	9 978	22%
Disagree <b>or</b> strongly disagree	11	22%	250	13%	6 144	14%
no response/ambiguous response	4	8%	57	3%	1 231	3%
<b>d. The mathematics I learn now is very useful for everyday life.</b>						
Strongly agree <b>or</b> agree	22	43%	955	50%	18 204	40%
Undecided	20	39%	529	28%	13 614	30%
Disagree <b>or</b> strongly disagree	8	16%	346	18%	11 987	27%
no response/ambiguous response	1	2%	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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	51		1 895		45 029	
	#	% <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 <b>or</b> agree	26	51%	869	46%	18 940	42%
Undecided	14	27%	591	31%	15 219	34%
Disagree <b>or</b> strongly disagree	11	22%	381	20%	9 685	22%
no response/ambiguous response	0	0%	54	3%	1 185	3%
<b>f. Mathematics is boring.</b>						
Strongly agree <b>or</b> agree	20	39%	722	38%	20 036	44%
Undecided	11	22%	504	27%	10 996	24%
Disagree <b>or</b> strongly disagree	20	39%	610	32%	12 769	28%
no response/ambiguous response	0	0%	59	3%	1 228	3%
<b>g. Mathematics is an easy subject.</b>						
Strongly agree <b>or</b> agree	10	20%	348	18%	9 951	22%
Undecided	12	24%	550	29%	12 769	28%
Disagree <b>or</b> strongly disagree	27	53%	935	49%	21 074	47%
no response/ambiguous response	2	4%	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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	51		1 895		45 029	
	#	% <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	30	59%	947	50%	21 213	47%
Undecided	12	24%	597	32%	14 303	32%
Hard or very hard	8	16%	290	15%	8 179	18%
no response/ambiguous response	1	2%	61	3%	1 334	3%
<b>b. Algebra (e.g., solving equations, simplifying expressions with polynomials)</b>						
Very easy or easy	21	41%	755	40%	18 182	40%
Undecided	17	33%	556	29%	12 080	27%
Hard or very hard	12	24%	508	27%	13 239	29%
no response/ambiguous response	1	2%	76	4%	1 528	3%
<b>c. Linear relations (e.g., scatter plots, lines of best fit)</b>						
Very easy or easy	21	41%	1 059	56%	26 500	59%
Undecided	21	41%	512	27%	10 588	24%
Hard or very hard	8	16%	249	13%	6 285	14%
no response/ambiguous response	1	2%	75	4%	1 656	4%
<b>d. Measurement (e.g., perimeter, area, volume)</b>						
Very easy or easy	28	55%	1 134	60%	28 878	64%
Undecided	13	25%	453	24%	9 085	20%
Hard or very hard	9	18%	217	11%	5 282	12%
no response/ambiguous response	1	2%	91	5%	1 784	4%
<b>e. Geometry (e.g., angles, parallel lines, quadrilaterals)</b>						
Very easy or easy	14	27%	749	40%	19 495	43%
Undecided	24	47%	658	35%	13 644	30%
Hard or very hard	12	24%	408	22%	10 139	23%
no response/ambiguous response	1	2%	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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	51		1 895		45 029	
	#	% <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	20	39%	765	40%	17 702	39%
No	29	57%	1 034	55%	25 709	57%
no response/ambiguous response	2	4%	96	5%	1 618	4%
<b>b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?</b>						
Yes	29	57%	1 355	72%	31 419	70%
No	19	37%	420	22%	11 770	26%
no response/ambiguous response	3	6%	120	6%	1 840	4%
<b>c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?</b>						
Yes	9	18%	179	9%	2 979	7%
No	39	76%	1 592	84%	39 908	89%
no response/ambiguous response	3	6%	124	7%	2 142	5%
<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.	6	12%	288	15%	5 054	11%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	19	37%	551	29%	9 345	21%
I usually spend <i>30 minutes or less</i> on mathematics homework.	20	39%	795	42%	20 368	45%
I am not usually assigned any mathematics homework.	3	6%	151	8%	7 999	18%
no response/ambiguous response	3	6%	110	6%	2 263	5%
<b>b. How often do you complete all of your mathematics homework?</b>						
Never <b>or</b> seldom	5	10%	241	13%	6 466	14%
Sometimes	17	33%	671	35%	13 817	31%
Often <b>or</b> always	26	51%	876	46%	22 468	50%
no response/ambiguous response	3	6%	107	6%	2 278	5%

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## Grade 9 Assessment of Mathematics, 2005-2006

### Student Questionnaire: Applied Program–All Students

#### Background

Number of Respondents	School <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	51		1 895		45 029	
	#	% <sup>2</sup>	#	% <sup>2</sup>	#	% <sup>2</sup>
<b>5. What languages do you speak at home?</b>						
Only or mostly English	27	53%	1 047	55%	35 635	79%
Another language (or languages) as often as English	10	20%	433	23%	4 438	10%
Mostly or only another language (or other languages)	10	20%	306	16%	2 705	6%
no response/ambiguous response	4	8%	109	6%	2 251	5%
<b>6. How old are you?</b>						
13 years or younger	0	0%	3	<1%	97	<1%
14 years	26	51%	1 003	53%	22 678	50%
15 years	14	27%	667	35%	15 927	35%
16 years or older	5	10%	107	6%	4 022	9%
no response/ambiguous response	6	12%	115	6%	2 305	5%
<b>7. How often have you been absent from your Grade 9 mathematics class this year?</b>						
Never	7	14%	231	12%	4 082	9%
One to four times	23	45%	865	46%	20 171	45%
Five to nine times	9	18%	367	19%	10 380	23%
10 or more times	6	12%	310	16%	8 050	18%
no response/ambiguous response	6	12%	122	6%	2 346	5%
<b>8. How often have you been late for your Grade 9 mathematics class this year?</b>						
Never	10	20%	581	31%	13 139	29%
One to four times	14	27%	654	35%	17 323	38%
Five to nine times	12	24%	282	15%	6 390	14%
10 or more times	12	24%	261	14%	5 855	13%
no response/ambiguous response	3	6%	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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	51		1 895		45 029	
	#	% <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	20	39%	657	35%	10 952	24%
Two schools	10	20%	524	28%	13 593	30%
Three schools	8	16%	299	16%	8 483	19%
Four schools	4	8%	146	8%	4 427	10%
Five schools or more	6	12%	146	8%	5 184	12%
no response/ambiguous response	3	6%	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** : St Patrick Catholic SS (838268)

**Board** : Toronto Catholic District School Board (67059)

#### Attitudes Toward Mathematics

Number of Respondents	School <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	51		1 895		45 029	
	Female 22 % <sup>2</sup>	Male 29 % <sup>2</sup>	Female 856 % <sup>2</sup>	Male 1 039 % <sup>2</sup>	Female 20 400 % <sup>2</sup>	Male 24 628 % <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 or agree	27%	34%	29%	42%	29%	38%
Undecided	32%	31%	27%	27%	25%	24%
Disagree or strongly disagree	36%	34%	43%	28%	44%	36%
no response/ambiguous response	5%	0%	2%	3%	2%	2%
<b>b. I am good at mathematics.</b>						
Strongly agree or agree	41%	34%	23%	36%	27%	41%
Undecided	23%	31%	36%	35%	33%	32%
Disagree or strongly disagree	36%	34%	39%	26%	37%	25%
no response/ambiguous response	0%	0%	2%	3%	2%	2%
<b>c. I understand most of the mathematics I am taught.</b>						
Strongly agree or agree	50%	52%	56%	63%	57%	65%
Undecided	14%	24%	25%	23%	24%	21%
Disagree or strongly disagree	32%	14%	16%	11%	16%	12%
no response/ambiguous response	5%	10%	3%	3%	3%	3%
<b>d. The mathematics I learn now is very useful for everyday life.</b>						
Strongly agree or agree	50%	38%	46%	54%	37%	43%
Undecided	36%	41%	30%	26%	32%	28%
Disagree or strongly disagree	9%	21%	22%	15%	28%	26%
no response/ambiguous response	5%	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.

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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	Female 22 % <sup>2</sup>	Male 29 % <sup>2</sup>	Female 856 % <sup>2</sup>	Male 1 039 % <sup>2</sup>	Female 20 400 % <sup>2</sup>	Male 24 628 % <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	50%	52%	45%	47%	38%	46%
Undecided	23%	31%	30%	32%	36%	32%
Disagree or strongly disagree	27%	17%	23%	18%	24%	19%
no response/ambiguous response	0%	0%	2%	3%	3%	3%
<b>f. Mathematics is boring.</b>						
Strongly agree or agree	27%	48%	42%	35%	45%	44%
Undecided	27%	17%	26%	27%	24%	24%
Disagree or strongly disagree	45%	34%	30%	34%	28%	29%
no response/ambiguous response	0%	0%	2%	4%	3%	3%
<b>g. Mathematics is an easy subject.</b>						
Strongly agree or agree	14%	24%	13%	23%	17%	27%
Undecided	32%	17%	25%	32%	27%	30%
Disagree or strongly disagree	50%	55%	59%	42%	54%	41%
no response/ambiguous response	5%	3%	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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	51		1 895		45 029	
	Female 22 % <sup>2</sup>	Male 29 % <sup>2</sup>	Female 856 % <sup>2</sup>	Male 1 039 % <sup>2</sup>	Female 20 400 % <sup>2</sup>	Male 24 628 % <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	59%	59%	49%	51%	44%	50%
Undecided	23%	24%	31%	32%	32%	31%
Hard or very hard	14%	17%	18%	13%	21%	16%
no response/ambiguous response	5%	0%	2%	4%	3%	3%
<b>b. Algebra (e.g., solving equations, simplifying expressions with polynomials)</b>						
Very easy or easy	41%	41%	41%	39%	40%	41%
Undecided	32%	34%	27%	31%	26%	27%
Hard or very hard	23%	24%	30%	25%	31%	28%
no response/ambiguous response	5%	0%	3%	5%	3%	4%
<b>c. Linear relations (e.g., scatter plots, lines of best fit)</b>						
Very easy or easy	36%	45%	54%	58%	58%	59%
Undecided	41%	41%	28%	26%	23%	24%
Hard or very hard	18%	14%	15%	12%	15%	13%
no response/ambiguous response	5%	0%	3%	4%	3%	4%
<b>d. Measurement (e.g., perimeter, area, volume)</b>						
Very easy or easy	55%	55%	60%	60%	62%	66%
Undecided	23%	28%	25%	23%	21%	20%
Hard or very hard	18%	17%	11%	11%	13%	10%
no response/ambiguous response	5%	0%	3%	6%	4%	4%
<b>e. Geometry (e.g., angles, parallel lines, quadrilaterals)</b>						
Very easy or easy	32%	24%	38%	41%	39%	47%
Undecided	36%	55%	34%	35%	31%	30%
Hard or very hard	27%	21%	25%	19%	27%	19%
no response/ambiguous response	5%	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.

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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	Female 22 % <sup>2</sup>	Male 29 % <sup>2</sup>	Female 856 % <sup>2</sup>	Male 1 039 % <sup>2</sup>	Female 20 400 % <sup>2</sup>	Male 24 628 % <sup>2</sup>
<b>3a. Do you have a computer <i>at home</i> that you use for mathematics school work?</b>						
Yes	41%	38%	41%	40%	40%	39%
No	55%	59%	55%	54%	57%	57%
no response/ambiguous response	5%	3%	4%	6%	3%	4%
<b>b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?</b>						
Yes	50%	62%	77%	67%	73%	67%
No	45%	31%	19%	25%	23%	29%
no response/ambiguous response	5%	7%	4%	8%	4%	4%
<b>c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?</b>						
Yes	18%	17%	9%	10%	6%	7%
No	77%	76%	86%	82%	90%	88%
no response/ambiguous response	5%	7%	5%	8%	4%	5%
<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.	5%	17%	18%	13%	13%	10%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	45%	31%	32%	27%	23%	19%
I usually spend <i>30 minutes or less</i> on mathematics homework.	36%	41%	40%	44%	44%	46%
I am not usually assigned any mathematics homework.	9%	3%	6%	10%	16%	19%
no response/ambiguous response	5%	7%	5%	7%	5%	5%
<b>b. How often do you complete all of your mathematics homework?</b>						
Never <b>or</b> seldom	14%	7%	12%	13%	12%	16%
Sometimes	27%	38%	37%	34%	30%	31%
Often <b>or</b> always	55%	48%	46%	46%	53%	47%
no response/ambiguous response	5%	7%	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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	51		1 895		45 029	
	Female 22 % <sup>2</sup>	Male 29 % <sup>2</sup>	Female 856 % <sup>2</sup>	Male 1 039 % <sup>2</sup>	Female 20 400 % <sup>2</sup>	Male 24 628 % <sup>2</sup>
<b>5. What languages do you speak at home?</b>						
Only or mostly English	59%	48%	59%	52%	79%	79%
Another language (or languages) as often as English	14%	24%	23%	23%	11%	9%
Mostly or only another language (or other languages)	18%	21%	14%	18%	5%	6%
no response/ambiguous response	9%	7%	5%	7%	5%	5%
<b>6. How old are you?</b>						
13 years or younger	0%	0%	<1%	<1%	<1%	<1%
14 years	55%	48%	54%	52%	52%	49%
15 years	27%	28%	36%	35%	35%	36%
16 years or older	9%	10%	5%	6%	8%	10%
no response/ambiguous response	9%	14%	5%	7%	5%	5%
<b>7. How often have you been absent from your Grade 9 mathematics class this year?</b>						
Never	9%	17%	11%	13%	8%	10%
One to four times	55%	38%	46%	45%	45%	45%
Five to nine times	18%	17%	19%	19%	24%	22%
10 or more times	9%	14%	19%	15%	19%	17%
no response/ambiguous response	9%	14%	5%	8%	5%	6%
<b>8. How often have you been late for your Grade 9 mathematics class this year?</b>						
Never	27%	14%	32%	30%	29%	30%
One to four times	18%	34%	35%	34%	40%	37%
Five to nine times	23%	24%	15%	15%	14%	14%
10 or more times	27%	21%	13%	14%	12%	14%
no response/ambiguous response	5%	7%	5%	7%	5%	5%

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### Student Questionnaire: Applied Program– By Gender

#### Background

<i>Number of Respondents</i>	School <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	Female 22 % <sup>2</sup>	Male 29 % <sup>2</sup>	Female 856 % <sup>2</sup>	Male 1 039 % <sup>2</sup>	Female 20 400 % <sup>2</sup>	Male 24 628 % <sup>2</sup>
<b>9. How many elementary schools (kindergarten to Grade 8) did you attend?</b>						
One school	32%	45%	34%	36%	23%	25%
Two schools	18%	21%	30%	26%	30%	30%
Three schools	18%	14%	16%	16%	19%	18%
Four schools	14%	3%	8%	7%	10%	10%
Five schools or more	14%	10%	8%	7%	12%	11%
no response/ambiguous response	5%	7%	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.