



Grade 9 Assessment of Mathematics, 2006–2007

Student Questionnaire: Academic Program–All Students School Results

School: Neil McNeil HS (734080)

Board: Toronto Catholic District School Board (67059)

Attitudes Toward Mathematics

Number of Respondents	School ¹		Board ¹		Province ¹	
	#	% ²	#	% ²	#	% ²
	102		4 400		98 764	
1. Indicate the degree to which you agree or disagree with each of the following statements.						
a. I like mathematics.						
Strongly agree or agree	60	59%	2 329	53%	50 913	52%
Undecided	23	23%	1 078	24%	24 605	25%
Disagree or strongly disagree	19	19%	982	22%	23 043	23%
no response/ambiguous response	0	0%	11	<1%	203	<1%
b. I am good at mathematics.						
Strongly agree or agree	53	52%	1 995	45%	49 024	50%
Undecided	33	32%	1 519	35%	29 991	30%
Disagree or strongly disagree	16	16%	868	20%	19 450	20%
no response/ambiguous response	0	0%	18	<1%	299	<1%
c. I understand most of the mathematics I am taught.						
Strongly agree or agree	78	76%	3 107	71%	69 703	71%
Undecided	15	15%	886	20%	18 689	19%
Disagree or strongly disagree	9	9%	389	9%	10 006	10%
no response/ambiguous response	0	0%	18	<1%	366	<1%
d. The mathematics I learn now is very useful for everyday life.						
Strongly agree or agree	48	47%	1 798	41%	35 108	36%
Undecided	30	29%	1 430	32%	32 704	33%
Disagree or strongly disagree	24	24%	1 148	26%	30 560	31%
no response/ambiguous response	0	0%	24	1%	392	<1%

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.

Grade 9 Assessment of Mathematics, 2006–2007

Student Questionnaire: Academic Program–All Students

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	102		4 400		98 764	
	#	% 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	61	60%	2 477	56%	54 717	55%
Undecided	26	25%	1 296	29%	29 962	30%
Disagree or strongly disagree	14	14%	604	14%	13 631	14%
no response/ambiguous response	1	1%	23	1%	454	<1%
f. Mathematics is boring.						
Strongly agree or agree	17	17%	1 174	27%	31 005	31%
Undecided	29	28%	1 252	28%	27 793	28%
Disagree or strongly disagree	55	54%	1 941	44%	39 364	40%
no response/ambiguous response	1	1%	33	1%	602	1%
g. Mathematics is an easy subject.						
Strongly agree or agree	29	28%	1 075	24%	26 623	27%
Undecided	37	36%	1 350	31%	28 596	29%
Disagree or strongly disagree	36	35%	1 951	44%	43 010	44%
no response/ambiguous response	0	0%	24	1%	535	1%

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Grade 9 Assessment of Mathematics, 2006–2007

Student Questionnaire: Academic Program–All Students

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	102		4 400		98 764	
	#	% 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	72	71%	3 093	70%	66 218	67%
Undecided	23	23%	922	21%	21 620	22%
Hard or very hard	7	7%	352	8%	10 112	10%
no response/ambiguous response	0	0%	33	1%	814	1%
b. Algebra (e.g., solving equations, simplifying expressions with polynomials)						
Very easy or easy	68	67%	2 640	60%	59 158	60%
Undecided	25	25%	936	21%	20 381	21%
Hard or very hard	8	8%	798	18%	18 487	19%
no response/ambiguous response	1	1%	26	1%	738	1%
c. Linear relations (e.g., scatter plots, lines of best fit)						
Very easy or easy	45	44%	2 078	47%	47 683	48%
Undecided	33	32%	1 358	31%	28 744	29%
Hard or very hard	22	22%	929	21%	21 550	22%
no response/ambiguous response	2	2%	35	1%	787	1%
d. Analytic geometry (e.g., slope, y-intercept, equations of lines)						
Very easy or easy	47	46%	1 903	43%	40 227	41%
Undecided	32	31%	1 140	26%	25 381	26%
Hard or very hard	21	21%	1 318	30%	32 310	33%
no response/ambiguous response	2	2%	39	1%	846	1%
e. Measurement (e.g., perimeter, surface area, volume)						
Very easy or easy	78	76%	3 292	75%	74 375	75%
Undecided	10	10%	736	17%	15 853	16%
Hard or very hard	12	12%	327	7%	7 550	8%
no response/ambiguous response	2	2%	45	1%	986	1%

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, 2006–2007

Student Questionnaire: Academic Program–All Students

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	102		4 400		98 764	
	#	% ²	#	% ²	#	% ²
f. Geometry (e.g., angles, quadrilaterals)						
Very easy or easy	67	66%	2 637	60%	62 616	63%
Undecided	19	19%	1 119	25%	22 566	23%
Hard or very hard	14	14%	596	14%	12 602	13%
no response/ambiguous response	2	2%	48	1%	980	1%

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Grade 9 Assessment of Mathematics, 2006–2007

Student Questionnaire: Academic Program–All Students

Background

Number of Respondents	School ¹		Board ¹		Province ¹	
	102		4 400		98 764	
	#	% ²	#	% ²	#	% ²
3a. Do you have a computer <i>at home</i> that you use for mathematics school work?						
Yes	53	52%	2 144	49%	51 664	52%
No	48	47%	2 204	50%	46 122	47%
no response/ambiguous response	1	1%	52	1%	978	1%
b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?						
Yes	91	89%	3 789	86%	84 567	86%
No	10	10%	562	13%	13 246	13%
no response/ambiguous response	1	1%	49	1%	951	1%
c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?						
Yes	7	7%	662	15%	8 406	9%
No	94	92%	3 681	84%	89 175	90%
no response/ambiguous response	1	1%	57	1%	1 183	1%
4a. How much time to 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.	22	22%	1 201	27%	22 013	22%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	43	42%	1 694	38%	35 594	36%
I usually spend <i>30 minutes or less</i> on mathematics homework.	36	35%	1 358	31%	37 219	38%
I am not usually assigned any mathematics homework.	0	0%	83	2%	2 689	3%
no response/ambiguous response	1	1%	64	1%	1 249	1%
b. How often do you complete all of your mathematics homework?						
Never or seldom	16	16%	469	11%	11 626	12%
Sometimes	24	24%	1 160	26%	23 060	23%
Often or always	60	59%	2 705	61%	62 775	64%
no response/ambiguous response	2	2%	66	2%	1 303	1%

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, 2006–2007

Student Questionnaire: Academic Program–All Students

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	102		4 400		98 764	
	#	% ²	#	% ²	#	% ²
5. What languages do you speak at home?						
Only or mostly English	77	75%	2 775	63%	75 675	77%
Another language (or languages) as often as English	14	14%	967	22%	13 200	13%
Mostly or only another language (or other languages)	10	10%	592	13%	8 522	9%
no response/ambiguous response	1	1%	66	2%	1 367	1%
6. How old are you?						
13 years or younger	1	1%	24	1%	839	1%
14 years	68	67%	2 786	63%	64 324	65%
15 years	30	29%	1 486	34%	31 232	32%
16 years or older	2	2%	36	1%	1 046	1%
no response/ambiguous response	1	1%	68	2%	1 323	1%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	21	21%	843	19%	14 229	14%
One to four times	61	60%	2 480	56%	58 048	59%
Five to nine times	13	13%	717	16%	18 021	18%
10 or more times	5	5%	282	6%	7 035	7%
no response/ambiguous response	2	2%	78	2%	1 431	1%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	66	65%	2 158	49%	45 139	46%
One to four times	22	22%	1 565	36%	38 103	39%
Five to nine times	13	13%	358	8%	8 568	9%
10 or more times	0	0%	243	6%	5 493	6%
no response/ambiguous response	1	1%	76	2%	1 461	1%

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Grade 9 Assessment of Mathematics, 2006–2007

Student Questionnaire: Academic Program–All Students

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	102		4 400		98 764	
	#	% ²	#	% ²	#	% ²
9. How many elementary schools (kindergarten to Grade 8) did you attend?						
One school	47	46%	1 802	41%	27 575	28%
Two schools	34	33%	1 382	31%	34 973	35%
Three schools	10	10%	639	15%	18 970	19%
Four schools	5	5%	284	6%	8 460	9%
Five schools or more	5	5%	221	5%	7 298	7%
no response/ambiguous response	1	1%	72	2%	1 488	2%

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, 2006–2007

Student Questionnaire: Academic Program–By Gender

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	102		4 400		98 764	
	Female N/D % ²	Male 102 % ²	Female 2 393 % ²	Male 2 007 % ²	Female 50 835 % ²	Male 47 929 % 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	N/D	59%	49%	58%	47%	57%
Undecided	N/D	23%	25%	23%	27%	23%
Disagree or strongly disagree	N/D	19%	26%	18%	27%	20%
no response/ambiguous response	N/D	0%	<1%	<1%	<1%	<1%
b. I am good at mathematics.						
Strongly agree or agree	N/D	52%	38%	54%	43%	57%
Undecided	N/D	32%	38%	30%	33%	28%
Disagree or strongly disagree	N/D	16%	24%	15%	24%	15%
no response/ambiguous response	N/D	0%	<1%	1%	<1%	<1%
c. I understand most of the mathematics I am taught.						
Strongly agree or agree	N/D	76%	69%	73%	67%	74%
Undecided	N/D	15%	21%	19%	21%	17%
Disagree or strongly disagree	N/D	9%	10%	8%	12%	8%
no response/ambiguous response	N/D	0%	<1%	1%	<1%	<1%
d. The mathematics I learn now is very useful for everyday life.						
Strongly agree or agree	N/D	47%	40%	42%	33%	39%
Undecided	N/D	29%	34%	31%	36%	30%
Disagree or strongly disagree	N/D	24%	26%	26%	32%	30%
no response/ambiguous response	N/D	0%	<1%	1%	<1%	<1%
e. I need to keep taking mathematics for the kind of job I want after I leave school.						
Strongly agree or agree	N/D	60%	54%	59%	53%	58%
Undecided	N/D	25%	31%	27%	32%	29%
Disagree or strongly disagree	N/D	14%	15%	12%	15%	13%
no response/ambiguous response	N/D	1%	<1%	1%	<1%	1%

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 students responding to the questionnaire is so small (fewer than six in a group) that identification of individual results might be possible; therefore, results are not reported.

N/D "No data available" is used to indicate that there were no students for the group specified.

Grade 9 Assessment of Mathematics, 2006–2007

Student Questionnaire: Academic Program–By Gender

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	Female N/D % ²	Male 102 % ²	Female 2 393 % ²	Male 2 007 % ²	Female 50 835 % ²	Male 47 929 % ²
f. Mathematics is boring.						
Strongly agree or agree	N/D	17%	26%	27%	31%	32%
Undecided	N/D	28%	28%	29%	29%	28%
Disagree or strongly disagree	N/D	54%	45%	43%	40%	40%
no response/ambiguous response	N/D	1%	1%	1%	1%	1%
g. Mathematics is an easy subject.						
Strongly agree or agree	N/D	28%	20%	30%	22%	32%
Undecided	N/D	36%	31%	30%	29%	29%
Disagree or strongly disagree	N/D	35%	49%	39%	49%	38%
no response/ambiguous response	N/D	0%	<1%	1%	<1%	1%

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Grade 9 Assessment of Mathematics, 2006–2007

Student Questionnaire: Academic Program–By Gender

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	102		4 400		98 764	
	Female N/D % ²	Male 102 % ²	Female 2 393 % ²	Male 2 007 % ²	Female 50 835 % ²	Male 47 929 % 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	N/D	71%	67%	74%	64%	70%
Undecided	N/D	23%	23%	19%	24%	20%
Hard or very hard	N/D	7%	10%	6%	12%	9%
no response/ambiguous response	N/D	0%	1%	1%	1%	1%
b. Algebra (e.g., solving equations, simplifying expressions with polynomials)						
Very easy or easy	N/D	67%	61%	58%	61%	59%
Undecided	N/D	25%	21%	22%	20%	21%
Hard or very hard	N/D	8%	18%	19%	19%	19%
no response/ambiguous response	N/D	1%	<1%	1%	1%	1%
c. Linear relations (e.g., scatter plots, lines of best fit)						
Very easy or easy	N/D	44%	46%	49%	45%	51%
Undecided	N/D	32%	31%	30%	30%	28%
Hard or very hard	N/D	22%	22%	19%	24%	20%
no response/ambiguous response	N/D	2%	1%	1%	1%	1%
d. Analytic geometry (e.g., slope, y-intercept, equations of lines)						
Very easy or easy	N/D	46%	43%	44%	38%	44%
Undecided	N/D	31%	25%	27%	26%	25%
Hard or very hard	N/D	21%	32%	28%	35%	30%
no response/ambiguous response	N/D	2%	1%	1%	1%	1%
e. Measurement (e.g., perimeter, surface area, volume)						
Very easy or easy	N/D	76%	74%	76%	73%	77%
Undecided	N/D	10%	17%	16%	17%	15%
Hard or very hard	N/D	12%	8%	7%	8%	7%
no response/ambiguous response	N/D	2%	1%	1%	1%	1%

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N/D "No data available" is used to indicate that there were no students for the group specified.

Grade 9 Assessment of Mathematics, 2006–2007

Student Questionnaire: Academic Program–By Gender

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	Female N/D % ²	Male 102 % ²	Female 2 393 % ²	Male 2 007 % ²	Female 50 835 % ²	Male 47 929 % ²
f. Geometry (e.g., angles, quadrilaterals)						
Very easy or easy	N/D	66%	58%	63%	60%	67%
Undecided	N/D	19%	26%	24%	24%	21%
Hard or very hard	N/D	14%	15%	12%	14%	11%
no response/ambiguous response	N/D	2%	1%	1%	1%	1%

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Grade 9 Assessment of Mathematics, 2006–2007

Student Questionnaire: Academic Program–By Gender

Background

Number of Respondents	School ¹		Board ¹		Province ¹	
	Female N/D % ²	Male 102 % ²	Female 2 393 % ²	Male 2 007 % ²	Female 50 835 % ²	Male 47 929 % ²
3a. Do you have a computer <i>at home</i> that you use for mathematics school work?						
Yes	N/D	52%	48%	49%	54%	51%
No	N/D	47%	51%	50%	45%	48%
no response/ambiguous response	N/D	1%	1%	1%	1%	1%
b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?						
Yes	N/D	89%	89%	83%	88%	83%
No	N/D	10%	10%	16%	11%	16%
no response/ambiguous response	N/D	1%	1%	1%	1%	1%
c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?						
Yes	N/D	7%	16%	14%	8%	9%
No	N/D	92%	83%	85%	91%	90%
no response/ambiguous response	N/D	1%	1%	1%	1%	1%
4a. How much time to 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.	N/D	22%	32%	22%	25%	19%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	N/D	42%	41%	36%	40%	32%
I usually spend <i>30 minutes or less</i> on mathematics homework.	N/D	35%	25%	38%	32%	44%
I am not usually assigned any mathematics homework.	N/D	0%	2%	2%	2%	4%
no response/ambiguous response	N/D	1%	1%	1%	1%	1%
b. How often do you complete all of your mathematics homework?						
Never or seldom	N/D	16%	9%	13%	9%	15%
Sometimes	N/D	24%	24%	29%	21%	25%
Often or always	N/D	59%	65%	57%	69%	58%
no response/ambiguous response	N/D	2%	1%	2%	1%	1%

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Grade 9 Assessment of Mathematics, 2006–2007

Student Questionnaire: Academic Program–By Gender

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	Female N/D % ²	Male 102 % ²	Female 2 393 % ²	Male 2 007 % ²	Female 50 835 % ²	Male 47 929 % ²
	102		4 400		98 764	
5. What languages do you speak at home?						
Only or mostly English	N/D	75%	63%	63%	77%	76%
Another language (or languages) as often as English	N/D	14%	23%	21%	14%	13%
Mostly or only another language (or other languages)	N/D	10%	13%	14%	8%	10%
no response/ambiguous response	N/D	1%	1%	2%	1%	1%
6. How old are you?						
13 years or younger	N/D	1%	<1%	1%	1%	1%
14 years	N/D	67%	64%	63%	66%	64%
15 years	N/D	29%	34%	34%	31%	32%
16 years or older	N/D	2%	1%	1%	1%	1%
no response/ambiguous response	N/D	1%	1%	2%	1%	1%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	N/D	21%	17%	22%	12%	17%
One to four times	N/D	60%	57%	55%	60%	58%
Five to nine times	N/D	13%	17%	15%	19%	17%
10 or more times	N/D	5%	7%	6%	7%	7%
no response/ambiguous response	N/D	2%	2%	2%	1%	2%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	N/D	65%	50%	48%	47%	45%
One to four times	N/D	22%	36%	36%	39%	38%
Five to nine times	N/D	13%	8%	9%	8%	9%
10 or more times	N/D	0%	5%	7%	5%	6%
no response/ambiguous response	N/D	1%	2%	2%	1%	2%

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N/D "No data available" is used to indicate that there were no students for the group specified.

Grade 9 Assessment of Mathematics, 2006–2007

Student Questionnaire: Academic Program—By Gender

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	Female N/D % ²	Male 102 % ²	Female 2 393 % ²	Male 2 007 % ²	Female 50 835 % ²	Male 47 929 % ²
	102		4 400		98 764	
9. How many elementary schools (kindergarten to Grade 8) did you attend?						
One school	N/D	46%	40%	42%	28%	28%
Two schools	N/D	33%	32%	31%	35%	35%
Three schools	N/D	10%	15%	14%	19%	19%
Four schools	N/D	5%	7%	6%	9%	8%
Five schools or more	N/D	5%	5%	5%	7%	7%
no response/ambiguous response	N/D	1%	2%	2%	1%	2%

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