

Student Questionnaire: Academic Program–All Students School Results

School: St Michael's Choir S (834718)

Board: Toronto Catholic District School Board (67059)

Attitudes Toward Mathematics

Number of Respondents	School ¹		Board ¹		Province ¹	
	#	% ²	#	% ²	#	% ²
	17		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	9	53%	2 329	53%	50 913	52%
Undecided	4	24%	1 078	24%	24 605	25%
Disagree or strongly disagree	4	24%	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	11	65%	1 995	45%	49 024	50%
Undecided	4	24%	1 519	35%	29 991	30%
Disagree or strongly disagree	2	12%	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	15	88%	3 107	71%	69 703	71%
Undecided	2	12%	886	20%	18 689	19%
Disagree or strongly disagree	0	0%	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	2	12%	1 798	41%	35 108	36%
Undecided	5	29%	1 430	32%	32 704	33%
Disagree or strongly disagree	10	59%	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	
	#	% ²	#	% ²	#	% ²
	17		4 400		98 764	
e. I need to keep taking mathematics for the kind of job I want after I leave school.						
Strongly agree or agree	13	76%	2 477	56%	54 717	55%
Undecided	2	12%	1 296	29%	29 962	30%
Disagree or strongly disagree	2	12%	604	14%	13 631	14%
no response/ambiguous response	0	0%	23	1%	454	<1%
f. Mathematics is boring.						
Strongly agree or agree	7	41%	1 174	27%	31 005	31%
Undecided	2	12%	1 252	28%	27 793	28%
Disagree or strongly disagree	7	41%	1 941	44%	39 364	40%
no response/ambiguous response	1	6%	33	1%	602	1%
g. Mathematics is an easy subject.						
Strongly agree or agree	3	18%	1 075	24%	26 623	27%
Undecided	5	29%	1 350	31%	28 596	29%
Disagree or strongly disagree	9	53%	1 951	44%	43 010	44%
no response/ambiguous response	0	0%	24	1%	535	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	
	#	% ²	#	% ²	#	% ²
	17		4 400		98 764	
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	12	71%	3 093	70%	66 218	67%
Undecided	3	18%	922	21%	21 620	22%
Hard or very hard	2	12%	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	9	53%	2 640	60%	59 158	60%
Undecided	5	29%	936	21%	20 381	21%
Hard or very hard	3	18%	798	18%	18 487	19%
no response/ambiguous response	0	0%	26	1%	738	1%
c. Linear relations (e.g., scatter plots, lines of best fit)						
Very easy or easy	11	65%	2 078	47%	47 683	48%
Undecided	4	24%	1 358	31%	28 744	29%
Hard or very hard	2	12%	929	21%	21 550	22%
no response/ambiguous response	0	0%	35	1%	787	1%
d. Analytic geometry (e.g., slope, y-intercept, equations of lines)						
Very easy or easy	8	47%	1 903	43%	40 227	41%
Undecided	5	29%	1 140	26%	25 381	26%
Hard or very hard	4	24%	1 318	30%	32 310	33%
no response/ambiguous response	0	0%	39	1%	846	1%
e. Measurement (e.g., perimeter, surface area, volume)						
Very easy or easy	13	76%	3 292	75%	74 375	75%
Undecided	3	18%	736	17%	15 853	16%
Hard or very hard	1	6%	327	7%	7 550	8%
no response/ambiguous response	0	0%	45	1%	986	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	
	17		4 400		98 764	
	#	% ²	#	% ²	#	% ²
f. Geometry (e.g., angles, quadrilaterals)						
Very easy or easy	11	65%	2 637	60%	62 616	63%
Undecided	4	24%	1 119	25%	22 566	23%
Hard or very hard	2	12%	596	14%	12 602	13%
no response/ambiguous response	0	0%	48	1%	980	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

Number of Respondents	School ¹		Board ¹		Province ¹	
	#	% ²	#	% ²	#	% ²
	17		4 400		98 764	
3a. Do you have a computer <i>at home</i> that you use for mathematics school work?						
Yes	11	65%	2 144	49%	51 664	52%
No	6	35%	2 204	50%	46 122	47%
no response/ambiguous response	0	0%	52	1%	978	1%
b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?						
Yes	16	94%	3 789	86%	84 567	86%
No	1	6%	562	13%	13 246	13%
no response/ambiguous response	0	0%	49	1%	951	1%
c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?						
Yes	16	94%	662	15%	8 406	9%
No	1	6%	3 681	84%	89 175	90%
no response/ambiguous response	0	0%	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.	5	29%	1 201	27%	22 013	22%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	8	47%	1 694	38%	35 594	36%
I usually spend <i>30 minutes or less</i> on mathematics homework.	4	24%	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	0	0%	64	1%	1 249	1%
b. How often do you complete all of your mathematics homework?						
Never or seldom	0	0%	469	11%	11 626	12%
Sometimes	8	47%	1 160	26%	23 060	23%
Often or always	9	53%	2 705	61%	62 775	64%
no response/ambiguous response	0	0%	66	2%	1 303	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

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	#	% ²	#	% ²	#	% ²
	17		4 400		98 764	
5. What languages do you speak at home?						
Only or mostly English	12	71%	2 775	63%	75 675	77%
Another language (or languages) as often as English	4	24%	967	22%	13 200	13%
Mostly or only another language (or other languages)	1	6%	592	13%	8 522	9%
no response/ambiguous response	0	0%	66	2%	1 367	1%
6. How old are you?						
13 years or younger	0	0%	24	1%	839	1%
14 years	15	88%	2 786	63%	64 324	65%
15 years	2	12%	1 486	34%	31 232	32%
16 years or older	0	0%	36	1%	1 046	1%
no response/ambiguous response	0	0%	68	2%	1 323	1%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	5	29%	843	19%	14 229	14%
One to four times	10	59%	2 480	56%	58 048	59%
Five to nine times	2	12%	717	16%	18 021	18%
10 or more times	0	0%	282	6%	7 035	7%
no response/ambiguous response	0	0%	78	2%	1 431	1%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	10	59%	2 158	49%	45 139	46%
One to four times	6	35%	1 565	36%	38 103	39%
Five to nine times	0	0%	358	8%	8 568	9%
10 or more times	1	6%	243	6%	5 493	6%
no response/ambiguous response	0	0%	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	
	17		4 400		98 764	
	#	% ²	#	% ²	#	% ²
9. How many elementary schools (kindergarten to Grade 8) did you attend?						
One school	1	6%	1 802	41%	27 575	28%
Two schools	8	47%	1 382	31%	34 973	35%
Three schools	4	24%	639	15%	18 970	19%
Four schools	3	18%	284	6%	8 460	9%
Five schools or more	1	6%	221	5%	7 298	7%
no response/ambiguous response	0	0%	72	2%	1 488	2%

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—By Gender

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	17		4 400		98 764	
	Female N/D % ²	Male 17 % 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	53%	49%	58%	47%	57%
Undecided	N/D	24%	25%	23%	27%	23%
Disagree or strongly disagree	N/D	24%	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	65%	38%	54%	43%	57%
Undecided	N/D	24%	38%	30%	33%	28%
Disagree or strongly disagree	N/D	12%	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	88%	69%	73%	67%	74%
Undecided	N/D	12%	21%	19%	21%	17%
Disagree or strongly disagree	N/D	0%	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	12%	40%	42%	33%	39%
Undecided	N/D	29%	34%	31%	36%	30%
Disagree or strongly disagree	N/D	59%	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	76%	54%	59%	53%	58%
Undecided	N/D	12%	31%	27%	32%	29%
Disagree or strongly disagree	N/D	12%	15%	12%	15%	13%
no response/ambiguous response	N/D	0%	<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 17 % 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	41%	26%	27%	31%	32%
Undecided	N/D	12%	28%	29%	29%	28%
Disagree or strongly disagree	N/D	41%	45%	43%	40%	40%
no response/ambiguous response	N/D	6%	1%	1%	1%	1%
g. Mathematics is an easy subject.						
Strongly agree or agree	N/D	18%	20%	30%	22%	32%
Undecided	N/D	29%	31%	30%	29%	29%
Disagree or strongly disagree	N/D	53%	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

Number of Respondents	School ¹		Board ¹		Province ¹	
	Female N/D % ²	Male 17 % 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	18%	23%	19%	24%	20%
Hard or very hard	N/D	12%	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	53%	61%	58%	61%	59%
Undecided	N/D	29%	21%	22%	20%	21%
Hard or very hard	N/D	18%	18%	19%	19%	19%
no response/ambiguous response	N/D	0%	<1%	1%	1%	1%
c. Linear relations (e.g., scatter plots, lines of best fit)						
Very easy or easy	N/D	65%	46%	49%	45%	51%
Undecided	N/D	24%	31%	30%	30%	28%
Hard or very hard	N/D	12%	22%	19%	24%	20%
no response/ambiguous response	N/D	0%	1%	1%	1%	1%
d. Analytic geometry (e.g., slope, y-intercept, equations of lines)						
Very easy or easy	N/D	47%	43%	44%	38%	44%
Undecided	N/D	29%	25%	27%	26%	25%
Hard or very hard	N/D	24%	32%	28%	35%	30%
no response/ambiguous response	N/D	0%	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	18%	17%	16%	17%	15%
Hard or very hard	N/D	6%	8%	7%	8%	7%
no response/ambiguous response	N/D	0%	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 17 % 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	65%	58%	63%	60%	67%
Undecided	N/D	24%	26%	24%	24%	21%
Hard or very hard	N/D	12%	15%	12%	14%	11%
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

Background

Number of Respondents	School ¹		Board ¹		Province ¹	
	Female N/D % ²	Male 17 % ²	Female 2 393 % ²	Male 2 007 % ²	Female 50 835 % ²	Male 47 929 % ²
	17		4 400		98 764	
3a. Do you have a computer <i>at home</i> that you use for mathematics school work?						
Yes	N/D	65%	48%	49%	54%	51%
No	N/D	35%	51%	50%	45%	48%
no response/ambiguous response	N/D	0%	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	94%	89%	83%	88%	83%
No	N/D	6%	10%	16%	11%	16%
no response/ambiguous response	N/D	0%	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	94%	16%	14%	8%	9%
No	N/D	6%	83%	85%	91%	90%
no response/ambiguous response	N/D	0%	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	29%	32%	22%	25%	19%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	N/D	47%	41%	36%	40%	32%
I usually spend <i>30 minutes or less</i> on mathematics homework.	N/D	24%	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	0%	1%	1%	1%	1%
b. How often do you complete all of your mathematics homework?						
Never or seldom	N/D	0%	9%	13%	9%	15%
Sometimes	N/D	47%	24%	29%	21%	25%
Often or always	N/D	53%	65%	57%	69%	58%
no response/ambiguous response	N/D	0%	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 17 % ²	Female 2 393 % ²	Male 2 007 % ²	Female 50 835 % ²	Male 47 929 % ²
	17		4 400		98 764	
5. What languages do you speak at home?						
Only or mostly English	N/D	71%	63%	63%	77%	76%
Another language (or languages) as often as English	N/D	24%	23%	21%	14%	13%
Mostly or only another language (or other languages)	N/D	6%	13%	14%	8%	10%
no response/ambiguous response	N/D	0%	1%	2%	1%	1%
6. How old are you?						
13 years or younger	N/D	0%	<1%	1%	1%	1%
14 years	N/D	88%	64%	63%	66%	64%
15 years	N/D	12%	34%	34%	31%	32%
16 years or older	N/D	0%	1%	1%	1%	1%
no response/ambiguous response	N/D	0%	1%	2%	1%	1%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	N/D	29%	17%	22%	12%	17%
One to four times	N/D	59%	57%	55%	60%	58%
Five to nine times	N/D	12%	17%	15%	19%	17%
10 or more times	N/D	0%	7%	6%	7%	7%
no response/ambiguous response	N/D	0%	2%	2%	1%	2%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	N/D	59%	50%	48%	47%	45%
One to four times	N/D	35%	36%	36%	39%	38%
Five to nine times	N/D	0%	8%	9%	8%	9%
10 or more times	N/D	6%	5%	7%	5%	6%
no response/ambiguous response	N/D	0%	2%	2%	1%	2%

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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

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	Female N/D % ²	Male 17 % ²	Female 2 393 % ²	Male 2 007 % ²	Female 50 835 % ²	Male 47 929 % ²
	17		4 400		98 764	
9. How many elementary schools (kindergarten to Grade 8) did you attend?						
One school	N/D	6%	40%	42%	28%	28%
Two schools	N/D	47%	32%	31%	35%	35%
Three schools	N/D	24%	15%	14%	19%	19%
Four schools	N/D	18%	7%	6%	9%	8%
Five schools or more	N/D	6%	5%	5%	7%	7%
no response/ambiguous response	N/D	0%	2%	2%	1%	2%

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2. Percentages may not add up to 100, due to rounding.

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