

## Student Questionnaire: Academic Program–All Students School Results

School: James Cardinal McGuigan Catholic (723096)

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>	
	#	% <sup>2</sup>	#	% <sup>2</sup>	#	% <sup>2</sup>
	34		4 400		98 764	
<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	14	41%	2 329	53%	50 913	52%
Undecided	8	24%	1 078	24%	24 605	25%
Disagree or strongly disagree	12	35%	982	22%	23 043	23%
no response/ambiguous response	0	0%	11	<1%	203	<1%
<b>b. I am good at mathematics.</b>						
Strongly agree or agree	13	38%	1 995	45%	49 024	50%
Undecided	13	38%	1 519	35%	29 991	30%
Disagree or strongly disagree	8	24%	868	20%	19 450	20%
no response/ambiguous response	0	0%	18	<1%	299	<1%
<b>c. I understand most of the mathematics I am taught.</b>						
Strongly agree or agree	19	56%	3 107	71%	69 703	71%
Undecided	12	35%	886	20%	18 689	19%
Disagree or strongly disagree	3	9%	389	9%	10 006	10%
no response/ambiguous response	0	0%	18	<1%	366	<1%
<b>d. The mathematics I learn now is very useful for everyday life.</b>						
Strongly agree or agree	17	50%	1 798	41%	35 108	36%
Undecided	8	24%	1 430	32%	32 704	33%
Disagree or strongly disagree	9	26%	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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	#	% <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	18	53%	2 477	56%	54 717	55%
Undecided	13	38%	1 296	29%	29 962	30%
Disagree <b>or</b> strongly disagree	3	9%	604	14%	13 631	14%
no response/ambiguous response	0	0%	23	1%	454	<1%
<b>f. Mathematics is boring.</b>						
Strongly agree <b>or</b> agree	10	29%	1 174	27%	31 005	31%
Undecided	7	21%	1 252	28%	27 793	28%
Disagree <b>or</b> strongly disagree	17	50%	1 941	44%	39 364	40%
no response/ambiguous response	0	0%	33	1%	602	1%
<b>g. Mathematics is an easy subject.</b>						
Strongly agree <b>or</b> agree	5	15%	1 075	24%	26 623	27%
Undecided	9	26%	1 350	31%	28 596	29%
Disagree <b>or</b> strongly disagree	20	59%	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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	34		4 400		98 764	
	#	% <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	25	74%	3 093	70%	66 218	67%
Undecided	4	12%	922	21%	21 620	22%
Hard or very hard	3	9%	352	8%	10 112	10%
no response/ambiguous response	2	6%	33	1%	814	1%
<b>b. Algebra (e.g., solving equations, simplifying expressions with polynomials)</b>						
Very easy or easy	20	59%	2 640	60%	59 158	60%
Undecided	10	29%	936	21%	20 381	21%
Hard or very hard	3	9%	798	18%	18 487	19%
no response/ambiguous response	1	3%	26	1%	738	1%
<b>c. Linear relations (e.g., scatter plots, lines of best fit)</b>						
Very easy or easy	16	47%	2 078	47%	47 683	48%
Undecided	10	29%	1 358	31%	28 744	29%
Hard or very hard	6	18%	929	21%	21 550	22%
no response/ambiguous response	2	6%	35	1%	787	1%
<b>d. Analytic geometry (e.g., slope, y-intercept, equations of lines)</b>						
Very easy or easy	8	24%	1 903	43%	40 227	41%
Undecided	10	29%	1 140	26%	25 381	26%
Hard or very hard	13	38%	1 318	30%	32 310	33%
no response/ambiguous response	3	9%	39	1%	846	1%
<b>e. Measurement (e.g., perimeter, surface area, volume)</b>						
Very easy or easy	22	65%	3 292	75%	74 375	75%
Undecided	8	24%	736	17%	15 853	16%
Hard or very hard	2	6%	327	7%	7 550	8%
no response/ambiguous response	2	6%	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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	34		4 400		98 764	
	#	% <sup>2</sup>	#	% <sup>2</sup>	#	% <sup>2</sup>
<b>f. Geometry (e.g., angles, quadrilaterals)</b>						
Very easy <b>or</b> easy	19	56%	2 637	60%	62 616	63%
Undecided	10	29%	1 119	25%	22 566	23%
Hard <b>or</b> very hard	3	9%	596	14%	12 602	13%
no response/ambiguous response	2	6%	48	1%	980	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

Number of Respondents	School <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	#	% <sup>2</sup>	#	% <sup>2</sup>	#	% <sup>2</sup>
	34		4 400		98 764	
<b>3a. Do you have a computer <i>at home</i> that you use for mathematics school work?</b>						
Yes	13	38%	2 144	49%	51 664	52%
No	20	59%	2 204	50%	46 122	47%
no response/ambiguous response	1	3%	52	1%	978	1%
<b>b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?</b>						
Yes	29	85%	3 789	86%	84 567	86%
No	4	12%	562	13%	13 246	13%
no response/ambiguous response	1	3%	49	1%	951	1%
<b>c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?</b>						
Yes	4	12%	662	15%	8 406	9%
No	29	85%	3 681	84%	89 175	90%
no response/ambiguous response	1	3%	57	1%	1 183	1%
<b>4a. How much time to 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	18%	1 201	27%	22 013	22%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	8	24%	1 694	38%	35 594	36%
I usually spend <i>30 minutes or less</i> on mathematics homework.	19	56%	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	3%	64	1%	1 249	1%
<b>b. How often do you complete all of your mathematics homework?</b>						
Never <b>or</b> seldom	3	9%	469	11%	11 626	12%
Sometimes	10	29%	1 160	26%	23 060	23%
Often <b>or</b> always	20	59%	2 705	61%	62 775	64%
no response/ambiguous response	1	3%	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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	34		4 400		98 764	
	#	% <sup>2</sup>	#	% <sup>2</sup>	#	% <sup>2</sup>
<b>5. What languages do you speak at home?</b>						
Only or mostly English	15	44%	2 775	63%	75 675	77%
Another language (or languages) as often as English	9	26%	967	22%	13 200	13%
Mostly or only another language (or other languages)	8	24%	592	13%	8 522	9%
no response/ambiguous response	2	6%	66	2%	1 367	1%
<b>6. How old are you?</b>						
13 years or younger	0	0%	24	1%	839	1%
14 years	21	62%	2 786	63%	64 324	65%
15 years	11	32%	1 486	34%	31 232	32%
16 years or older	1	3%	36	1%	1 046	1%
no response/ambiguous response	1	3%	68	2%	1 323	1%
<b>7. How often have you been absent from your Grade 9 mathematics class this year?</b>						
Never	8	24%	843	19%	14 229	14%
One to four times	16	47%	2 480	56%	58 048	59%
Five to nine times	7	21%	717	16%	18 021	18%
10 or more times	2	6%	282	6%	7 035	7%
no response/ambiguous response	1	3%	78	2%	1 431	1%
<b>8. How often have you been late for your Grade 9 mathematics class this year?</b>						
Never	15	44%	2 158	49%	45 139	46%
One to four times	12	35%	1 565	36%	38 103	39%
Five to nine times	3	9%	358	8%	8 568	9%
10 or more times	3	9%	243	6%	5 493	6%
no response/ambiguous response	1	3%	76	2%	1 461	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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	34		4 400		98 764	
	#	% <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	13	38%	1 802	41%	27 575	28%
Two schools	8	24%	1 382	31%	34 973	35%
Three schools	4	12%	639	15%	18 970	19%
Four schools	5	15%	284	6%	8 460	9%
Five schools or more	3	9%	221	5%	7 298	7%
no response/ambiguous response	1	3%	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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	34		4 400		98 764	
	Female 13 % <sup>2</sup>	Male 21 % <sup>2</sup>	Female 2 393 % <sup>2</sup>	Male 2 007 % <sup>2</sup>	Female 50 835 % <sup>2</sup>	Male 47 929 % <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	38%	43%	49%	58%	47%	57%
Undecided	23%	24%	25%	23%	27%	23%
Disagree or strongly disagree	38%	33%	26%	18%	27%	20%
no response/ambiguous response	0%	0%	<1%	<1%	<1%	<1%
<b>b. I am good at mathematics.</b>						
Strongly agree or agree	15%	52%	38%	54%	43%	57%
Undecided	54%	29%	38%	30%	33%	28%
Disagree or strongly disagree	31%	19%	24%	15%	24%	15%
no response/ambiguous response	0%	0%	<1%	1%	<1%	<1%
<b>c. I understand most of the mathematics I am taught.</b>						
Strongly agree or agree	54%	57%	69%	73%	67%	74%
Undecided	38%	33%	21%	19%	21%	17%
Disagree or strongly disagree	8%	10%	10%	8%	12%	8%
no response/ambiguous response	0%	0%	<1%	1%	<1%	<1%
<b>d. The mathematics I learn now is very useful for everyday life.</b>						
Strongly agree or agree	54%	48%	40%	42%	33%	39%
Undecided	15%	29%	34%	31%	36%	30%
Disagree or strongly disagree	31%	24%	26%	26%	32%	30%
no response/ambiguous response	0%	0%	<1%	1%	<1%	<1%
<b>e. I need to keep taking mathematics for the kind of job I want after I leave school.</b>						
Strongly agree or agree	31%	67%	54%	59%	53%	58%
Undecided	62%	24%	31%	27%	32%	29%
Disagree or strongly disagree	8%	10%	15%	12%	15%	13%
no response/ambiguous response	0%	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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	Female 13 % <sup>2</sup>	Male 21 % <sup>2</sup>	Female 2 393 % <sup>2</sup>	Male 2 007 % <sup>2</sup>	Female 50 835 % <sup>2</sup>	Male 47 929 % <sup>2</sup>
<b>f. Mathematics is boring.</b>						
Strongly agree <b>or</b> agree	31%	29%	26%	27%	31%	32%
Undecided	0%	33%	28%	29%	29%	28%
Disagree <b>or</b> strongly disagree	69%	38%	45%	43%	40%	40%
no response/ambiguous response	0%	0%	1%	1%	1%	1%
<b>g. Mathematics is an easy subject.</b>						
Strongly agree <b>or</b> agree	8%	19%	20%	30%	22%	32%
Undecided	31%	24%	31%	30%	29%	29%
Disagree <b>or</b> strongly disagree	62%	57%	49%	39%	49%	38%
no response/ambiguous response	0%	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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	34		4 400		98 764	
	Female 13 % <sup>2</sup>	Male 21 % <sup>2</sup>	Female 2 393 % <sup>2</sup>	Male 2 007 % <sup>2</sup>	Female 50 835 % <sup>2</sup>	Male 47 929 % <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	54%	86%	67%	74%	64%	70%
Undecided	23%	5%	23%	19%	24%	20%
Hard or very hard	8%	10%	10%	6%	12%	9%
no response/ambiguous response	15%	0%	1%	1%	1%	1%
<b>b. Algebra (e.g., solving equations, simplifying expressions with polynomials)</b>						
Very easy or easy	54%	62%	61%	58%	61%	59%
Undecided	23%	33%	21%	22%	20%	21%
Hard or very hard	15%	5%	18%	19%	19%	19%
no response/ambiguous response	8%	0%	<1%	1%	1%	1%
<b>c. Linear relations (e.g., scatter plots, lines of best fit)</b>						
Very easy or easy	38%	52%	46%	49%	45%	51%
Undecided	38%	24%	31%	30%	30%	28%
Hard or very hard	8%	24%	22%	19%	24%	20%
no response/ambiguous response	15%	0%	1%	1%	1%	1%
<b>d. Analytic geometry (e.g., slope, y-intercept, equations of lines)</b>						
Very easy or easy	23%	24%	43%	44%	38%	44%
Undecided	23%	33%	25%	27%	26%	25%
Hard or very hard	38%	38%	32%	28%	35%	30%
no response/ambiguous response	15%	5%	1%	1%	1%	1%
<b>e. Measurement (e.g., perimeter, surface area, volume)</b>						
Very easy or easy	46%	76%	74%	76%	73%	77%
Undecided	38%	14%	17%	16%	17%	15%
Hard or very hard	0%	10%	8%	7%	8%	7%
no response/ambiguous response	15%	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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	Female 13 % <sup>2</sup>	Male 21 % <sup>2</sup>	Female 2 393 % <sup>2</sup>	Male 2 007 % <sup>2</sup>	Female 50 835 % <sup>2</sup>	Male 47 929 % <sup>2</sup>
<b>f. Geometry (e.g., angles, quadrilaterals)</b>						
Very easy <b>or</b> easy	62%	52%	58%	63%	60%	67%
Undecided	23%	33%	26%	24%	24%	21%
Hard <b>or</b> very hard	0%	14%	15%	12%	14%	11%
no response/ambiguous response	15%	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.

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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

Number of Respondents	School <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	Female 13 % <sup>2</sup>	Male 21 % <sup>2</sup>	Female 2 393 % <sup>2</sup>	Male 2 007 % <sup>2</sup>	Female 50 835 % <sup>2</sup>	Male 47 929 % <sup>2</sup>
<b>3a. Do you have a computer <i>at home</i> that you use for mathematics school work?</b>						
Yes	38%	38%	48%	49%	54%	51%
No	54%	62%	51%	50%	45%	48%
no response/ambiguous response	8%	0%	1%	1%	1%	1%
<b>b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?</b>						
Yes	85%	86%	89%	83%	88%	83%
No	8%	14%	10%	16%	11%	16%
no response/ambiguous response	8%	0%	1%	1%	1%	1%
<b>c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?</b>						
Yes	8%	14%	16%	14%	8%	9%
No	85%	86%	83%	85%	91%	90%
no response/ambiguous response	8%	0%	1%	1%	1%	1%
<b>4a. How much time to 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.	23%	14%	32%	22%	25%	19%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	23%	24%	41%	36%	40%	32%
I usually spend <i>30 minutes or less</i> on mathematics homework.	46%	62%	25%	38%	32%	44%
I am not usually assigned any mathematics homework.	0%	0%	2%	2%	2%	4%
no response/ambiguous response	8%	0%	1%	1%	1%	1%
<b>b. How often do you complete all of your mathematics homework?</b>						
Never <b>or</b> seldom	8%	10%	9%	13%	9%	15%
Sometimes	31%	29%	24%	29%	21%	25%
Often <b>or</b> always	54%	62%	65%	57%	69%	58%
no response/ambiguous response	8%	0%	1%	2%	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

### Background

<i>Number of Respondents</i>	School <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	Female 13 % <sup>2</sup>	Male 21 % <sup>2</sup>	Female 2 393 % <sup>2</sup>	Male 2 007 % <sup>2</sup>	Female 50 835 % <sup>2</sup>	Male 47 929 % <sup>2</sup>
	34		4 400		98 764	
<b>5. What languages do you speak at home?</b>						
Only or mostly English	46%	43%	63%	63%	77%	76%
Another language (or languages) as often as English	23%	29%	23%	21%	14%	13%
Mostly or only another language (or other languages)	23%	24%	13%	14%	8%	10%
no response/ambiguous response	8%	5%	1%	2%	1%	1%
<b>6. How old are you?</b>						
13 years or younger	0%	0%	<1%	1%	1%	1%
14 years	62%	62%	64%	63%	66%	64%
15 years	31%	33%	34%	34%	31%	32%
16 years or older	0%	5%	1%	1%	1%	1%
no response/ambiguous response	8%	0%	1%	2%	1%	1%
<b>7. How often have you been absent from your Grade 9 mathematics class this year?</b>						
Never	8%	33%	17%	22%	12%	17%
One to four times	54%	43%	57%	55%	60%	58%
Five to nine times	31%	14%	17%	15%	19%	17%
10 or more times	0%	10%	7%	6%	7%	7%
no response/ambiguous response	8%	0%	2%	2%	1%	2%
<b>8. How often have you been late for your Grade 9 mathematics class this year?</b>						
Never	46%	43%	50%	48%	47%	45%
One to four times	31%	38%	36%	36%	39%	38%
Five to nine times	8%	10%	8%	9%	8%	9%
10 or more times	8%	10%	5%	7%	5%	6%
no response/ambiguous response	8%	0%	2%	2%	1%	2%

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

#### Background

<i>Number of Respondents</i>	School <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	34		4 400		98 764	
	Female 13 % <sup>2</sup>	Male 21 % <sup>2</sup>	Female 2 393 % <sup>2</sup>	Male 2 007 % <sup>2</sup>	Female 50 835 % <sup>2</sup>	Male 47 929 % <sup>2</sup>
<b>9. How many elementary schools (kindergarten to Grade 8) did you attend?</b>						
One school	54%	29%	40%	42%	28%	28%
Two schools	8%	33%	32%	31%	35%	35%
Three schools	8%	14%	15%	14%	19%	19%
Four schools	15%	14%	7%	6%	9%	8%
Five schools or more	8%	10%	5%	5%	7%	7%
no response/ambiguous response	8%	0%	2%	2%	1%	2%

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.

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