

Student Questionnaire: Applied Program–All Students School Results

School: Mary Ward Catholic SS (730882)

Board: Toronto Catholic District School Board (67059)

Attitudes Toward Mathematics

| Number of Respondents | School ¹ | | Board ¹ | | Province ¹ | |
|---|---------------------|----------------|--------------------|----------------|-----------------------|----------------|
| | # | % ² | # | % ² | # | % ² |
| | 79 | | 1 956 | | 42 804 | |
| | # | % 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 | 23 | 29% | 715 | 37% | 14 741 | 34% |
| Undecided | 31 | 39% | 535 | 27% | 11 898 | 28% |
| Disagree or strongly disagree | 24 | 30% | 696 | 36% | 16 003 | 37% |
| no response/ambiguous response | 1 | 1% | 10 | 1% | 162 | <1% |
| b. I am good at mathematics. | | | | | | |
| Strongly agree or agree | 17 | 22% | 588 | 30% | 14 399 | 34% |
| Undecided | 38 | 48% | 743 | 38% | 14 833 | 35% |
| Disagree or strongly disagree | 22 | 28% | 611 | 31% | 13 331 | 31% |
| no response/ambiguous response | 2 | 3% | 14 | 1% | 241 | 1% |
| c. I understand most of the mathematics I am taught. | | | | | | |
| Strongly agree or agree | 44 | 56% | 1 184 | 61% | 26 300 | 61% |
| Undecided | 22 | 28% | 516 | 26% | 10 509 | 25% |
| Disagree or strongly disagree | 11 | 14% | 239 | 12% | 5 715 | 13% |
| no response/ambiguous response | 2 | 3% | 17 | 1% | 280 | 1% |
| d. The mathematics I learn now is very useful for everyday life. | | | | | | |
| Strongly agree or agree | 43 | 54% | 947 | 48% | 16 942 | 40% |
| Undecided | 20 | 25% | 571 | 29% | 13 501 | 32% |
| Disagree or strongly disagree | 15 | 19% | 418 | 21% | 12 057 | 28% |
| no response/ambiguous response | 1 | 1% | 20 | 1% | 304 | 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: Applied Program–All Students

Attitudes Toward Mathematics

| <i>Number of Respondents</i> | School ¹ | | Board ¹ | | Province ¹ | |
|--|---------------------|----------------|--------------------|----------------|-----------------------|----------------|
| | 79 | | 1 956 | | 42 804 | |
| | # | % 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 | 36 | 46% | 865 | 44% | 18 328 | 43% |
| Undecided | 28 | 35% | 649 | 33% | 14 484 | 34% |
| Disagree or strongly disagree | 13 | 16% | 420 | 21% | 9 687 | 23% |
| no response/ambiguous response | 2 | 3% | 22 | 1% | 305 | 1% |
| f. Mathematics is boring. | | | | | | |
| Strongly agree or agree | 33 | 42% | 695 | 36% | 18 231 | 43% |
| Undecided | 26 | 33% | 555 | 28% | 11 198 | 26% |
| Disagree or strongly disagree | 16 | 20% | 676 | 35% | 12 958 | 30% |
| no response/ambiguous response | 4 | 5% | 30 | 2% | 417 | 1% |
| g. Mathematics is an easy subject. | | | | | | |
| Strongly agree or agree | 8 | 10% | 342 | 17% | 9 251 | 22% |
| Undecided | 36 | 46% | 580 | 30% | 12 717 | 30% |
| Disagree or strongly disagree | 33 | 42% | 1 010 | 52% | 20 458 | 48% |
| no response/ambiguous response | 2 | 3% | 24 | 1% | 378 | 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: Applied Program–All Students

Attitudes Toward Mathematics

| <i>Number of Respondents</i> | School ¹ | | Board ¹ | | Province ¹ | |
|--|---------------------|----------------|--------------------|----------------|-----------------------|----------------|
| | 79 | | 1 956 | | 42 804 | |
| | # | % 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 | 42 | 53% | 957 | 49% | 19 826 | 46% |
| Undecided | 22 | 28% | 617 | 32% | 14 121 | 33% |
| Hard or very hard | 13 | 16% | 350 | 18% | 8 367 | 20% |
| no response/ambiguous response | 2 | 3% | 32 | 2% | 490 | 1% |
| b. Algebra (e.g., solving equations, simplifying expressions with polynomials) | | | | | | |
| Very easy or easy | 27 | 34% | 798 | 41% | 18 119 | 42% |
| Undecided | 30 | 38% | 569 | 29% | 11 696 | 27% |
| Hard or very hard | 21 | 27% | 555 | 28% | 12 526 | 29% |
| no response/ambiguous response | 1 | 1% | 34 | 2% | 463 | 1% |
| c. Linear relations (e.g., scatter plots, lines of best fit) | | | | | | |
| Very easy or easy | 41 | 52% | 1 196 | 61% | 25 907 | 61% |
| Undecided | 27 | 34% | 476 | 24% | 10 403 | 24% |
| Hard or very hard | 10 | 13% | 249 | 13% | 5 977 | 14% |
| no response/ambiguous response | 1 | 1% | 35 | 2% | 517 | 1% |
| d. Measurement (e.g., perimeter, area, volume) | | | | | | |
| Very easy or easy | 42 | 53% | 1 200 | 61% | 27 490 | 64% |
| Undecided | 24 | 30% | 448 | 23% | 9 307 | 22% |
| Hard or very hard | 11 | 14% | 270 | 14% | 5 421 | 13% |
| no response/ambiguous response | 2 | 3% | 38 | 2% | 586 | 1% |
| e. Geometry (e.g., angles, parallel lines, quadrilaterals) | | | | | | |
| Very easy or easy | 38 | 48% | 733 | 37% | 17 887 | 42% |
| Undecided | 21 | 27% | 663 | 34% | 13 608 | 32% |
| Hard or very hard | 18 | 23% | 519 | 27% | 10 733 | 25% |
| no response/ambiguous response | 2 | 3% | 41 | 2% | 576 | 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: Applied Program–All Students

Background

| Number of Respondents | School ¹ | | Board ¹ | | Province ¹ | |
|--|---------------------|----------------|--------------------|----------------|-----------------------|----------------|
| | 79 | | 1 956 | | 42 804 | |
| | # | % ² | # | % ² | # | % ² |
| 3a. Do you have a computer <i>at home</i> that you use for mathematics school work? | | | | | | |
| Yes | 50 | 63% | 814 | 42% | 18 064 | 42% |
| No | 29 | 37% | 1 116 | 57% | 24 253 | 57% |
| no response/ambiguous response | 0 | 0% | 26 | 1% | 487 | 1% |
| b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work? | | | | | | |
| Yes | 54 | 68% | 1 514 | 77% | 30 948 | 72% |
| No | 25 | 32% | 422 | 22% | 11 372 | 27% |
| no response/ambiguous response | 0 | 0% | 20 | 1% | 484 | 1% |
| c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work? | | | | | | |
| Yes | 28 | 35% | 250 | 13% | 3 551 | 8% |
| No | 51 | 65% | 1 675 | 86% | 38 669 | 90% |
| no response/ambiguous response | 0 | 0% | 31 | 2% | 584 | 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. | 24 | 30% | 332 | 17% | 5 266 | 12% |
| I usually spend <i>between 31 and 45 minutes</i> on mathematics homework. | 28 | 35% | 577 | 29% | 9 518 | 22% |
| I usually spend <i>30 minutes or less</i> on mathematics homework. | 24 | 30% | 862 | 44% | 19 777 | 46% |
| I am not usually assigned any mathematics homework. | 2 | 3% | 152 | 8% | 7 534 | 18% |
| no response/ambiguous response | 1 | 1% | 33 | 2% | 709 | 2% |
| b. How often do you complete all of your mathematics homework? | | | | | | |
| Never or seldom | 11 | 14% | 273 | 14% | 6 843 | 16% |
| Sometimes | 19 | 24% | 721 | 37% | 13 239 | 31% |
| Often or always | 49 | 62% | 927 | 47% | 22 057 | 52% |
| no response/ambiguous response | 0 | 0% | 35 | 2% | 665 | 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: Applied Program–All Students

Background

| <i>Number of Respondents</i> | School ¹ | | Board ¹ | | Province ¹ | |
|---|---------------------|----------------|--------------------|----------------|-----------------------|----------------|
| | 79 | | 1 956 | | 42 804 | |
| | # | % ² | # | % ² | # | % ² |
| 5. What languages do you speak at home? | | | | | | |
| Only or mostly English | 57 | 72% | 1 126 | 58% | 34 972 | 82% |
| Another language (or languages) as often as English | 13 | 16% | 481 | 25% | 4 482 | 10% |
| Mostly or only another language (or other languages) | 9 | 11% | 321 | 16% | 2 714 | 6% |
| no response/ambiguous response | 0 | 0% | 28 | 1% | 636 | 1% |
| 6. How old are you? | | | | | | |
| 13 years or younger | 0 | 0% | 10 | 1% | 235 | 1% |
| 14 years | 50 | 63% | 1 069 | 55% | 22 967 | 54% |
| 15 years | 27 | 34% | 709 | 36% | 15 510 | 36% |
| 16 years or older | 2 | 3% | 134 | 7% | 3 399 | 8% |
| no response/ambiguous response | 0 | 0% | 34 | 2% | 693 | 2% |
| 7. How often have you been absent from your Grade 9 mathematics class this year? | | | | | | |
| Never | 21 | 27% | 301 | 15% | 4 653 | 11% |
| One to four times | 34 | 43% | 913 | 47% | 20 555 | 48% |
| Five to nine times | 18 | 23% | 412 | 21% | 9 938 | 23% |
| 10 or more times | 6 | 8% | 296 | 15% | 6 942 | 16% |
| no response/ambiguous response | 0 | 0% | 34 | 2% | 716 | 2% |
| 8. How often have you been late for your Grade 9 mathematics class this year? | | | | | | |
| Never | 40 | 51% | 660 | 34% | 13 291 | 31% |
| One to four times | 32 | 41% | 701 | 36% | 16 699 | 39% |
| Five to nine times | 2 | 3% | 268 | 14% | 6 410 | 15% |
| 10 or more times | 5 | 6% | 287 | 15% | 5 659 | 13% |
| no response/ambiguous response | 0 | 0% | 40 | 2% | 745 | 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: Applied Program–All Students

Background

| <i>Number of Respondents</i> | School ¹ | | Board ¹ | | Province ¹ | |
|---|---------------------|----------------|--------------------|----------------|-----------------------|----------------|
| | 79 | | 1 956 | | 42 804 | |
| | # | % ² | # | % ² | # | % ² |
| 9. How many elementary schools (kindergarten to Grade 8) did you attend? | | | | | | |
| One school | 19 | 24% | 699 | 36% | 11 235 | 26% |
| Two schools | 35 | 44% | 653 | 33% | 13 593 | 32% |
| Three schools | 13 | 16% | 291 | 15% | 8 197 | 19% |
| Four schools | 8 | 10% | 145 | 7% | 4 278 | 10% |
| Five schools or more | 4 | 5% | 124 | 6% | 4 764 | 11% |
| no response/ambiguous response | 0 | 0% | 44 | 2% | 737 | 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: Applied Program–By Gender

Attitudes Toward Mathematics

| Number of Respondents | School ¹ | | Board ¹ | | Province ¹ | |
|---|--------------------------------|------------------------------|---------------------------------|---------------------------------|------------------------------------|----------------------------------|
| | 79 | | 1 956 | | 42 804 | |
| | Female 46 % ² | Male 33 % ² | Female 908 % ² | Male 1 048 % ² | Female 19 453 % ² | Male 23 351 % 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 | 26% | 33% | 30% | 42% | 28% | 40% |
| Undecided | 37% | 42% | 28% | 26% | 28% | 27% |
| Disagree or strongly disagree | 37% | 21% | 41% | 31% | 43% | 32% |
| no response/ambiguous response | 0% | 3% | <1% | 1% | <1% | <1% |
| b. I am good at mathematics. | | | | | | |
| Strongly agree or agree | 17% | 27% | 23% | 36% | 25% | 41% |
| Undecided | 41% | 58% | 39% | 37% | 35% | 34% |
| Disagree or strongly disagree | 39% | 12% | 37% | 27% | 39% | 24% |
| no response/ambiguous response | 2% | 3% | <1% | 1% | <1% | 1% |
| c. I understand most of the mathematics I am taught. | | | | | | |
| Strongly agree or agree | 54% | 58% | 59% | 62% | 57% | 65% |
| Undecided | 22% | 36% | 27% | 26% | 27% | 23% |
| Disagree or strongly disagree | 22% | 3% | 14% | 11% | 16% | 11% |
| no response/ambiguous response | 2% | 3% | <1% | 1% | 1% | 1% |
| d. The mathematics I learn now is very useful for everyday life. | | | | | | |
| Strongly agree or agree | 54% | 55% | 47% | 50% | 36% | 42% |
| Undecided | 22% | 30% | 32% | 27% | 34% | 30% |
| Disagree or strongly disagree | 22% | 15% | 21% | 22% | 29% | 27% |
| no response/ambiguous response | 2% | 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 | 37% | 58% | 42% | 46% | 38% | 46% |
| Undecided | 43% | 24% | 33% | 33% | 35% | 33% |
| Disagree or strongly disagree | 17% | 15% | 24% | 19% | 26% | 20% |
| no response/ambiguous response | 2% | 3% | 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: Applied Program–By Gender

Attitudes Toward Mathematics

| <i>Number of Respondents</i> | School ¹ | | Board ¹ | | Province ¹ | |
|---|--------------------------------|------------------------------|---------------------------------|---------------------------------|------------------------------------|----------------------------------|
| | 79 | | 1 956 | | 42 804 | |
| | Female 46 % ² | Male 33 % ² | Female 908 % ² | Male 1 048 % ² | Female 19 453 % ² | Male 23 351 % ² |
| f. Mathematics is boring. | | | | | | |
| Strongly agree or agree | 50% | 30% | 37% | 34% | 44% | 41% |
| Undecided | 26% | 42% | 27% | 30% | 26% | 26% |
| Disagree or strongly disagree | 17% | 24% | 35% | 34% | 30% | 31% |
| no response/ambiguous response | 7% | 3% | 1% | 2% | 1% | 1% |
| g. Mathematics is an easy subject. | | | | | | |
| Strongly agree or agree | 9% | 12% | 14% | 21% | 16% | 26% |
| Undecided | 35% | 61% | 28% | 31% | 28% | 31% |
| Disagree or strongly disagree | 54% | 24% | 58% | 46% | 55% | 42% |
| no response/ambiguous response | 2% | 3% | 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: Applied Program–By Gender

Attitudes Toward Mathematics

| <i>Number of Respondents</i> | School ¹ | | Board ¹ | | Province ¹ | |
|--|--------------------------------|------------------------------|---------------------------------|---------------------------------|------------------------------------|----------------------------------|
| | 79 | | 1 956 | | 42 804 | |
| | Female 46 % ² | Male 33 % ² | Female 908 % ² | Male 1 048 % ² | Female 19 453 % ² | Male 23 351 % 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 | 46% | 64% | 47% | 50% | 43% | 49% |
| Undecided | 30% | 24% | 30% | 33% | 33% | 33% |
| Hard or very hard | 22% | 9% | 21% | 16% | 23% | 17% |
| no response/ambiguous response | 2% | 3% | 2% | 2% | 1% | 1% |
| b. Algebra (e.g., solving equations, simplifying expressions with polynomials) | | | | | | |
| Very easy or easy | 39% | 27% | 41% | 41% | 43% | 42% |
| Undecided | 37% | 39% | 29% | 29% | 26% | 29% |
| Hard or very hard | 24% | 30% | 29% | 28% | 31% | 28% |
| no response/ambiguous response | 0% | 3% | 1% | 2% | 1% | 1% |
| c. Linear relations (e.g., scatter plots, lines of best fit) | | | | | | |
| Very easy or easy | 43% | 64% | 61% | 61% | 59% | 61% |
| Undecided | 39% | 27% | 24% | 25% | 24% | 24% |
| Hard or very hard | 15% | 9% | 13% | 12% | 15% | 13% |
| no response/ambiguous response | 2% | 0% | 2% | 2% | 1% | 1% |
| d. Measurement (e.g., perimeter, area, volume) | | | | | | |
| Very easy or easy | 54% | 52% | 61% | 62% | 63% | 65% |
| Undecided | 26% | 36% | 22% | 23% | 22% | 21% |
| Hard or very hard | 17% | 9% | 15% | 13% | 14% | 12% |
| no response/ambiguous response | 2% | 3% | 2% | 2% | 1% | 1% |
| e. Geometry (e.g., angles, parallel lines, quadrilaterals) | | | | | | |
| Very easy or easy | 46% | 52% | 36% | 39% | 37% | 46% |
| Undecided | 24% | 30% | 32% | 35% | 32% | 31% |
| Hard or very hard | 28% | 15% | 30% | 24% | 30% | 21% |
| no response/ambiguous response | 2% | 3% | 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: Applied Program–By Gender

Background

| Number of Respondents | School ¹ | | Board ¹ | | Province ¹ | |
|--|--------------------------------|------------------------------|---------------------------------|---------------------------------|------------------------------------|----------------------------------|
| | Female 46 % ² | Male 33 % ² | Female 908 % ² | Male 1 048 % ² | Female 19 453 % ² | Male 23 351 % ² |
| 3a. Do you have a computer <i>at home</i> that you use for mathematics school work? | | | | | | |
| Yes | 61% | 67% | 43% | 40% | 43% | 42% |
| No | 39% | 33% | 55% | 59% | 56% | 57% |
| no response/ambiguous response | 0% | 0% | 2% | 1% | 1% | 1% |
| b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work? | | | | | | |
| Yes | 67% | 70% | 81% | 74% | 76% | 70% |
| No | 33% | 30% | 18% | 25% | 23% | 29% |
| no response/ambiguous response | 0% | 0% | 1% | 1% | 1% | 1% |
| c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work? | | | | | | |
| Yes | 30% | 42% | 12% | 14% | 7% | 9% |
| No | 70% | 58% | 87% | 85% | 91% | 89% |
| no response/ambiguous response | 0% | 0% | 2% | 2% | 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. | 30% | 30% | 19% | 16% | 13% | 11% |
| I usually spend <i>between 31 and 45 minutes</i> on mathematics homework. | 35% | 36% | 34% | 25% | 25% | 20% |
| I usually spend <i>30 minutes or less</i> on mathematics homework. | 35% | 24% | 39% | 48% | 45% | 47% |
| I am not usually assigned any mathematics homework. | 0% | 6% | 7% | 9% | 15% | 19% |
| no response/ambiguous response | 0% | 3% | 1% | 2% | 1% | 2% |
| b. How often do you complete all of your mathematics homework? | | | | | | |
| Never or seldom | 13% | 15% | 10% | 17% | 13% | 18% |
| Sometimes | 24% | 24% | 35% | 38% | 31% | 31% |
| Often or always | 63% | 61% | 53% | 42% | 55% | 49% |
| no response/ambiguous response | 0% | 0% | 1% | 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: Applied Program–By Gender

Background

| <i>Number of Respondents</i> | School ¹ | | Board ¹ | | Province ¹ | |
|---|--------------------------------|------------------------------|---------------------------------|---------------------------------|------------------------------------|----------------------------------|
| | 79 | | 1 956 | | 42 804 | |
| | Female 46 % ² | Male 33 % ² | Female 908 % ² | Male 1 048 % ² | Female 19 453 % ² | Male 23 351 % ² |
| 5. What languages do you speak at home? | | | | | | |
| Only or mostly English | 72% | 73% | 57% | 58% | 82% | 81% |
| Another language (or languages) as often as English | 20% | 12% | 26% | 23% | 11% | 10% |
| Mostly or only another language (or other languages) | 9% | 15% | 16% | 17% | 5% | 7% |
| no response/ambiguous response | 0% | 0% | 1% | 2% | 1% | 2% |
| 6. How old are you? | | | | | | |
| 13 years or younger | 0% | 0% | <1% | 1% | <1% | 1% |
| 14 years | 70% | 55% | 56% | 54% | 56% | 52% |
| 15 years | 28% | 42% | 36% | 37% | 35% | 37% |
| 16 years or older | 2% | 3% | 7% | 7% | 7% | 9% |
| no response/ambiguous response | 0% | 0% | 1% | 2% | 1% | 2% |
| 7. How often have you been absent from your Grade 9 mathematics class this year? | | | | | | |
| Never | 28% | 24% | 14% | 17% | 9% | 13% |
| One to four times | 48% | 36% | 47% | 46% | 48% | 48% |
| Five to nine times | 15% | 33% | 20% | 22% | 24% | 22% |
| 10 or more times | 9% | 6% | 18% | 13% | 17% | 15% |
| no response/ambiguous response | 0% | 0% | 1% | 2% | 2% | 2% |
| 8. How often have you been late for your Grade 9 mathematics class this year? | | | | | | |
| Never | 57% | 42% | 34% | 33% | 31% | 31% |
| One to four times | 37% | 45% | 38% | 34% | 40% | 38% |
| Five to nine times | 2% | 3% | 13% | 14% | 15% | 15% |
| 10 or more times | 4% | 9% | 13% | 16% | 13% | 14% |
| no response/ambiguous response | 0% | 0% | 2% | 2% | 2% | 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: Applied Program–By Gender

Background

| <i>Number of Respondents</i> | School ¹ | | Board ¹ | | Province ¹ | |
|---|--------------------------------|------------------------------|---------------------------------|---------------------------------|------------------------------------|----------------------------------|
| | Female 46 % ² | Male 33 % ² | Female 908 % ² | Male 1 048 % ² | Female 19 453 % ² | Male 23 351 % ² |
| 9. How many elementary schools (kindergarten to Grade 8) did you attend? | | | | | | |
| One school | 26% | 21% | 34% | 38% | 25% | 27% |
| Two schools | 46% | 42% | 34% | 33% | 32% | 31% |
| Three schools | 13% | 21% | 16% | 14% | 19% | 19% |
| Four schools | 11% | 9% | 8% | 7% | 10% | 10% |
| Five schools or more | 4% | 6% | 6% | 6% | 12% | 11% |
| no response/ambiguous response | 0% | 0% | 2% | 3% | 2% | 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.