

EQAO Grade 9 Assessment of Mathematics, 2007–2008

Student Questionnaire: Academic Program – All Students School Results

School: Loretto College S (728063)

Board: Toronto Catholic District School Board (67059)

Attitudes Toward Mathematics

Number of Respondents	School*		Board*		Province*	
	#	%†	#	%†	#	%†
1. Indicate the degree to which you agree or disagree with each of the following statements.						
a. I like mathematics.						
Strongly agree or agree	34	43%	2 477	56%	51 933	54%
Undecided	22	28%	1 121	25%	24 084	25%
Disagree or strongly disagree	23	29%	827	19%	20 752	21%
no response/ambiguous response	0	0%	10	<1%	291	<1%
b. I am good at mathematics.						
Strongly agree or agree	27	34%	2 218	50%	50 336	52%
Undecided	32	41%	1 453	33%	28 641	30%
Disagree or strongly disagree	20	25%	747	17%	17 694	18%
no response/ambiguous response	0	0%	17	<1%	389	<1%
c. I understand most of the mathematics I am taught.						
Strongly agree or agree	51	65%	3 254	73%	70 198	72%
Undecided	18	23%	826	19%	17 354	18%
Disagree or strongly disagree	10	13%	335	8%	9 081	9%
no response/ambiguous response	0	0%	20	<1%	427	<1%
d. The mathematics I learn now is very useful for everyday life.						
Strongly agree or agree	26	33%	1 834	41%	34 857	36%
Undecided	30	38%	1 406	32%	31 445	32%
Disagree or strongly disagree	23	29%	1 171	26%	30 215	31%
no response/ambiguous response	0	0%	24	1%	543	1%

* Numbers and percentages are based on the total number of students who completed a questionnaire.

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

Grade 9 Assessment of Mathematics, 2007–2008

Student Questionnaire: Academic Program – All Students

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School*		Board*		Province*	
	79		4 435		97 060	
	#	%†	#	%†	#	%†
e. I need to keep taking mathematics for the kind of job I want after I leave school.						
Strongly agree or agree	41	52%	2 492	56%	54 493	56%
Undecided	25	32%	1 330	30%	28 602	29%
Disagree or strongly disagree	13	16%	582	13%	13 385	14%
no response/ambiguous response	0	0%	31	1%	580	1%
f. Mathematics is boring.						
Strongly agree or agree	27	34%	1 205	27%	30 127	31%
Undecided	17	22%	1 264	29%	27 003	28%
Disagree or strongly disagree	35	44%	1 935	44%	39 250	40%
no response/ambiguous response	0	0%	31	1%	680	1%
g. Mathematics is an easy subject.						
Strongly agree or agree	11	14%	1 147	26%	26 296	27%
Undecided	28	35%	1 400	32%	28 105	29%
Disagree or strongly disagree	40	51%	1 857	42%	41 996	43%
no response/ambiguous response	0	0%	31	1%	663	1%

* Numbers and percentages are based on the total number of students who completed a questionnaire.

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

Grade 9 Assessment of Mathematics, 2007–2008

Student Questionnaire: Academic Program – All Students

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School*		Board*		Province*	
	79		4 435		97 060	
	#	% [†]	#	% [†]	#	% [†]
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	52	66%	3 006	68%	64 672	67%
Undecided	19	24%	975	22%	21 197	22%
Hard or very hard	8	10%	392	9%	10 127	10%
no response/ambiguous response	0	0%	62	1%	1 064	1%
b. Algebra (e.g., solving equations, simplifying expressions with polynomials)						
Very easy or easy	50	63%	2 801	63%	59 076	61%
Undecided	13	16%	881	20%	19 377	20%
Hard or very hard	16	20%	706	16%	17 631	18%
no response/ambiguous response	0	0%	47	1%	976	1%
c. Linear relations (e.g., scatter plots, lines of best fit)						
Very easy or easy	29	37%	2 482	56%	53 292	55%
Undecided	32	41%	1 232	28%	25 595	26%
Hard or very hard	18	23%	676	15%	17 162	18%
no response/ambiguous response	0	0%	45	1%	1 011	1%
d. Analytic geometry (e.g., slope, y-intercept, equations of lines)						
Very easy or easy	24	30%	2 149	48%	42 499	44%
Undecided	28	35%	1 138	26%	24 787	26%
Hard or very hard	27	34%	1 096	25%	28 688	30%
no response/ambiguous response	0	0%	52	1%	1 086	1%
e. Measurement (e.g., perimeter, area, volume)						
Very easy or easy	59	75%	3 395	77%	73 933	76%
Undecided	12	15%	687	15%	14 742	15%
Hard or very hard	8	10%	297	7%	7 182	7%
no response/ambiguous response	0	0%	56	1%	1 203	1%

* Numbers and percentages are based on the total number of students who completed a questionnaire.

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

Grade 9 Assessment of Mathematics, 2007–2008

Student Questionnaire: Academic Program – All Students

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School*		Board*		Province*	
	79		4 435		97 060	
	#	%†	#	%†	#	%†
f. Geometry (e.g., angles, parallel lines, quadrilaterals)						
Very easy or easy	34	43%	2 542	57%	59 734	62%
Undecided	25	32%	1 139	26%	22 673	23%
Hard or very hard	19	24%	694	16%	13 396	14%
no response/ambiguous response	1	1%	60	1%	1 257	1%

* Numbers and percentages are based on the total number of students who completed a questionnaire.

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

Grade 9 Assessment of Mathematics, 2007–2008

Student Questionnaire: Academic Program – All Students

Background

Number of Respondents	School*		Board*		Province*	
	79		4 435		97 060	
	#	%†	#	%†	#	%†
3a. Do you have a computer <i>at home</i> that you use for mathematics school work?						
Yes	39	49%	2 271	51%	52 066	54%
No	40	51%	2 115	48%	44 138	45%
no response/ambiguous response	0	0%	49	1%	856	1%
b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?						
Yes	75	95%	3 907	88%	84 030	87%
No	4	5%	481	11%	12 251	13%
no response/ambiguous response	0	0%	47	1%	779	1%
c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?						
Yes	3	4%	695	16%	8 530	9%
No	76	96%	3 683	83%	87 513	90%
no response/ambiguous response	0	0%	57	1%	1 017	1%
4a. How much time do 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.	12	15%	1 183	27%	22 240	23%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	44	56%	1 691	38%	35 082	36%
I usually spend <i>30 minutes or less</i> on mathematics homework.	23	29%	1 434	32%	36 184	37%
I am not usually assigned any mathematics homework.	0	0%	72	2%	2 504	3%
no response/ambiguous response	0	0%	55	1%	1 050	1%
b. How often do you complete all of your mathematics homework?						
Never or seldom	8	10%	477	11%	11 686	12%
Sometimes	14	18%	1 156	26%	22 897	24%
Often or always	57	72%	2 744	62%	61 317	63%
no response/ambiguous response	0	0%	58	1%	1 160	1%

* Numbers and percentages are based on the total number of students who completed a questionnaire.

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

Grade 9 Assessment of Mathematics, 2007–2008

Student Questionnaire: Academic Program – All Students

Background

<i>Number of Respondents</i>	School*		Board*		Province*	
	79		4 435		97 060	
	#	%†	#	%†	#	%†
5. What languages do you speak at home?						
Only or mostly English	35	44%	2 794	63%	73 668	76%
Another language (or languages) as often as English	27	34%	960	22%	13 524	14%
Mostly or only another language (or other languages)	17	22%	617	14%	8 608	9%
no response/ambiguous response	0	0%	64	1%	1 260	1%
6. How old are you?						
13 years or younger	2	3%	28	1%	932	1%
14 years	48	61%	2 704	61%	63 423	65%
15 years	28	35%	1 595	36%	30 494	31%
16 years or older	1	1%	49	1%	1 090	1%
no response/ambiguous response	0	0%	59	1%	1 121	1%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	23	29%	805	18%	14 035	14%
One to four times	41	52%	2 529	57%	57 266	59%
Five to nine times	11	14%	715	16%	17 737	18%
10 or more times	4	5%	323	7%	6 767	7%
no response/ambiguous response	0	0%	63	1%	1 255	1%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	38	48%	2 075	47%	44 197	46%
One to four times	33	42%	1 608	36%	37 436	39%
Five to nine times	6	8%	380	9%	8 676	9%
10 or more times	2	3%	305	7%	5 412	6%
no response/ambiguous response	0	0%	67	2%	1 339	1%

* Numbers and percentages are based on the total number of students who completed a questionnaire.

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

Grade 9 Assessment of Mathematics, 2007–2008

Student Questionnaire: Academic Program – All Students

Background

<i>Number of Respondents</i>	School*		Board*		Province*	
	79		4 435		97 060	
	#	%†	#	%†	#	%†
9. How many elementary schools (kindergarten to Grade 8) did you attend?						
One school	36	46%	1 754	40%	27 105	28%
Two schools	29	37%	1 412	32%	34 270	35%
Three schools	9	11%	687	15%	18 558	19%
Four schools	4	5%	286	6%	8 643	9%
Five schools or more	1	1%	226	5%	7 176	7%
no response/ambiguous response	0	0%	70	2%	1 308	1%

* Numbers and percentages are based on the total number of students who completed a questionnaire.

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

Grade 9 Assessment of Mathematics, 2007–2008

Student Questionnaire: Academic Program – By Gender

Attitudes Toward Mathematics

Number of Respondents	School*		Board*		Province*	
	79		4 435		97 060	
	Female 79 %†	Male N/D %†	Female 2 307 %†	Male 2 128 %†	Female 49 587 %†	Male 47 469 %†
1. Indicate the degree to which you agree or disagree with each of the following statements.						
a. I like mathematics.						
Strongly agree or agree	43%	N/D	51%	62%	48%	59%
Undecided	28%	N/D	27%	23%	27%	23%
Disagree or strongly disagree	29%	N/D	22%	15%	25%	18%
no response/ambiguous response	0%	N/D	<1%	<1%	<1%	<1%
b. I am good at mathematics.						
Strongly agree or agree	34%	N/D	41%	59%	45%	59%
Undecided	41%	N/D	36%	29%	32%	27%
Disagree or strongly disagree	25%	N/D	22%	11%	23%	13%
no response/ambiguous response	0%	N/D	<1%	<1%	<1%	<1%
c. I understand most of the mathematics I am taught.						
Strongly agree or agree	65%	N/D	70%	77%	69%	76%
Undecided	23%	N/D	20%	17%	20%	16%
Disagree or strongly disagree	13%	N/D	9%	6%	11%	8%
no response/ambiguous response	0%	N/D	<1%	1%	<1%	1%
d. The mathematics I learn now is very useful for everyday life.						
Strongly agree or agree	33%	N/D	39%	44%	33%	39%
Undecided	38%	N/D	32%	32%	34%	30%
Disagree or strongly disagree	29%	N/D	29%	24%	32%	30%
no response/ambiguous response	0%	N/D	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	52%	N/D	54%	59%	54%	59%
Undecided	32%	N/D	32%	28%	31%	28%
Disagree or strongly disagree	16%	N/D	14%	12%	15%	12%
no response/ambiguous response	0%	N/D	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.

† 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, 2007–2008

Student Questionnaire: Academic Program – By Gender

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School*		Board*		Province*	
	79		4 435		97 060	
	Female 79 %†	Male N/D %†	Female 2 307 %†	Male 2 128 %†	Female 49 587 %†	Male 47 469 %†
f. Mathematics is boring.						
Strongly agree or agree	34%	N/D	27%	28%	31%	31%
Undecided	22%	N/D	29%	28%	28%	27%
Disagree or strongly disagree	44%	N/D	44%	43%	40%	41%
no response/ambiguous response	0%	N/D	1%	1%	1%	1%
g. Mathematics is an easy subject.						
Strongly agree or agree	14%	N/D	20%	32%	22%	32%
Undecided	35%	N/D	31%	32%	29%	29%
Disagree or strongly disagree	51%	N/D	48%	35%	49%	37%
no response/ambiguous response	0%	N/D	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.

† 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, 2007–2008

Student Questionnaire: Academic Program – By Gender

Attitudes Toward Mathematics

Number of Respondents	School*		Board*		Province*	
	79		4 435		97 060	
	Female 79 %†	Male N/D %†	Female 2 307 %†	Male 2 128 %†	Female 49 587 %†	Male 47 469 %†
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	66%	N/D	64%	72%	63%	70%
Undecided	24%	N/D	24%	19%	24%	20%
Hard or very hard	10%	N/D	11%	7%	12%	9%
no response/ambiguous response	0%	N/D	1%	2%	1%	1%
b. Algebra (e.g., solving equations, simplifying expressions with polynomials)						
Very easy or easy	63%	N/D	63%	63%	62%	60%
Undecided	16%	N/D	19%	21%	19%	21%
Hard or very hard	20%	N/D	17%	15%	18%	18%
no response/ambiguous response	0%	N/D	1%	1%	1%	1%
c. Linear relations (e.g., scatter plots, lines of best fit)						
Very easy or easy	37%	N/D	53%	59%	52%	58%
Undecided	41%	N/D	29%	26%	28%	25%
Hard or very hard	23%	N/D	16%	14%	20%	16%
no response/ambiguous response	0%	N/D	1%	1%	1%	1%
d. Analytic geometry (e.g., slope, y-intercept, equations of lines)						
Very easy or easy	30%	N/D	47%	50%	41%	46%
Undecided	35%	N/D	26%	25%	26%	25%
Hard or very hard	34%	N/D	26%	23%	32%	27%
no response/ambiguous response	0%	N/D	1%	1%	1%	1%
e. Measurement (e.g., perimeter, area, volume)						
Very easy or easy	75%	N/D	75%	78%	74%	78%
Undecided	15%	N/D	17%	14%	16%	14%
Hard or very hard	10%	N/D	7%	7%	8%	7%
no response/ambiguous response	0%	N/D	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.

† 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, 2007–2008

Student Questionnaire: Academic Program – By Gender

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School*		Board*		Province*	
	79		4 435		97 060	
	Female 79 %†	Male N/D %†	Female 2 307 %†	Male 2 128 %†	Female 49 587 %†	Male 47 469 %†
f. Geometry (e.g., angles, parallel lines, quadrilaterals)						
Very easy or easy	43%	N/D	54%	61%	58%	65%
Undecided	32%	N/D	28%	24%	25%	22%
Hard or very hard	24%	N/D	17%	14%	16%	12%
no response/ambiguous response	1%	N/D	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.

† 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, 2007–2008

Student Questionnaire: Academic Program – By Gender

Background

Number of Respondents	School*		Board*		Province*	
	79		4 435		97 060	
	Female 79 %†	Male N/D %†	Female 2 307 %†	Male 2 128 %†	Female 49 587 %†	Male 47 469 %†
3a. Do you have a computer <i>at home</i> that you use for mathematics school work?						
Yes	49%	N/D	53%	50%	55%	52%
No	51%	N/D	46%	49%	44%	47%
no response/ambiguous response	0%	N/D	1%	1%	1%	1%
b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?						
Yes	95%	N/D	90%	86%	89%	84%
No	5%	N/D	9%	13%	11%	15%
no response/ambiguous response	0%	N/D	1%	1%	1%	1%
c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?						
Yes	4%	N/D	16%	16%	8%	10%
No	96%	N/D	83%	83%	91%	89%
no response/ambiguous response	0%	N/D	1%	1%	1%	1%
4a. How much time do 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.	15%	N/D	30%	23%	26%	19%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	56%	N/D	42%	34%	40%	33%
I usually spend <i>30 minutes or less</i> on mathematics homework.	29%	N/D	26%	39%	31%	43%
I am not usually assigned any mathematics homework.	0%	N/D	1%	2%	2%	3%
no response/ambiguous response	0%	N/D	1%	1%	1%	1%
b. How often do you complete all of your mathematics homework?						
Never or seldom	10%	N/D	9%	13%	9%	15%
Sometimes	18%	N/D	23%	29%	21%	26%
Often or always	72%	N/D	66%	57%	69%	58%
no response/ambiguous response	0%	N/D	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.

† 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, 2007–2008

Student Questionnaire: Academic Program – By Gender

Background

<i>Number of Respondents</i>	School*		Board*		Province*	
	79		4 435		97 060	
	Female 79 %†	Male N/D %†	Female 2 307 %†	Male 2 128 %†	Female 49 587 %†	Male 47 469 %†
5. What languages do you speak at home?						
Only or mostly English	44%	N/D	64%	62%	77%	75%
Another language (or languages) as often as English	34%	N/D	22%	21%	14%	14%
Mostly or only another language (or other languages)	22%	N/D	13%	15%	8%	10%
no response/ambiguous response	0%	N/D	2%	1%	1%	1%
6. How old are you?						
13 years or younger	3%	N/D	1%	1%	1%	1%
14 years	61%	N/D	61%	61%	67%	64%
15 years	35%	N/D	36%	36%	31%	32%
16 years or older	1%	N/D	1%	1%	1%	1%
no response/ambiguous response	0%	N/D	1%	1%	1%	1%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	29%	N/D	17%	20%	12%	17%
One to four times	52%	N/D	59%	55%	60%	58%
Five to nine times	14%	N/D	16%	16%	19%	17%
10 or more times	5%	N/D	7%	7%	7%	7%
no response/ambiguous response	0%	N/D	2%	1%	1%	1%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	48%	N/D	50%	43%	47%	44%
One to four times	42%	N/D	36%	36%	39%	38%
Five to nine times	8%	N/D	7%	10%	8%	10%
10 or more times	3%	N/D	5%	9%	5%	6%
no response/ambiguous response	0%	N/D	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.

† 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, 2007–2008

Student Questionnaire: Academic Program – By Gender

Background

<i>Number of Respondents</i>	School*		Board*		Province*	
	79		4 435		97 060	
	Female 79 %†	Male N/D %†	Female 2 307 %†	Male 2 128 %†	Female 49 587 %†	Male 47 469 %†
9. How many elementary schools (kindergarten to Grade 8) did you attend?						
One school	46%	N/D	39%	40%	28%	28%
Two schools	37%	N/D	32%	31%	36%	35%
Three schools	11%	N/D	16%	15%	19%	19%
Four schools	5%	N/D	7%	6%	9%	9%
Five schools or more	1%	N/D	5%	5%	7%	7%
no response/ambiguous response	0%	N/D	2%	2%	1%	1%

* Numbers and percentages are based on the total number of students who completed a questionnaire and for whom gender data were available.

† 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.