



Education
Quality and
Accountability
Office

Grade 9 Assessment of Mathematics, 2004–2005

Student Questionnaire: Academic Program–All Students School Results

School : Cardinal Newman HS (694193)

Board : Toronto Catholic District School Board (67059)

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	#	% 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	140	47%	2 397	53%	52 695	52%
Undecided	75	25%	1 117	25%	23 974	24%
Disagree or strongly disagree	85	28%	1 017	22%	24 445	24%
no response	0	0%	11	<1%	210	<1%
b. I am good at mathematics.						
Strongly agree or agree	135	45%	2 153	47%	53 107	52%
Undecided	96	32%	1 477	33%	28 755	28%
Disagree or strongly disagree	69	23%	897	20%	19 146	19%
no response	0	0%	15	<1%	316	<1%
c. I understand most of the mathematics I am taught.						
Strongly agree or agree	210	70%	3 212	71%	74 325	73%
Undecided	55	18%	856	19%	16 888	17%
Disagree or strongly disagree	34	11%	453	10%	9 610	9%
no response	1	<1%	21	<1%	501	<1%
d. The mathematics I learn now is very useful for everyday life.						
Strongly agree or agree	117	39%	2 009	44%	38 789	38%
Undecided	90	30%	1 422	31%	32 807	32%
Disagree or strongly disagree	92	31%	1 088	24%	29 263	29%
no response	1	<1%	23	1%	465	<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, 2004–2005

Student Questionnaire: Academic Program–All Students

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	300		4 542		101 324	
	#	% 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	153	51%	2 497	55%	57 942	57%
Undecided	89	30%	1 393	31%	30 201	30%
Disagree or strongly disagree	56	19%	637	14%	12 837	13%
no response	2	1%	15	<1%	344	<1%
f. Mathematics is boring.						
Strongly agree or agree	96	32%	1 284	28%	32 975	33%
Undecided	91	30%	1 323	29%	28 598	28%
Disagree or strongly disagree	112	37%	1 916	42%	39 404	39%
no response	1	<1%	19	<1%	347	<1%
g. Mathematics is an easy subject.						
Strongly agree or agree	55	18%	1 163	26%	29 550	29%
Undecided	88	29%	1 298	29%	27 981	28%
Disagree or strongly disagree	157	52%	2 059	45%	43 390	43%
no response	0	0%	22	<1%	403	<1%

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Grade 9 Assessment of Mathematics, 2004–2005

Student Questionnaire: Academic Program–All Students

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	300		4 542		101 324	
	#	% 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	204	68%	3 085	68%	67 512	67%
Undecided	57	19%	1 037	23%	22 435	22%
Hard or very hard	38	13%	401	9%	10 903	11%
no response	1	<1%	19	<1%	474	<1%
b. Algebra (e.g., solving equations, simplifying expressions with polynomials)						
Very easy or easy	159	53%	2 677	59%	60 046	59%
Undecided	78	26%	1 014	22%	20 807	21%
Hard or very hard	61	20%	822	18%	19 946	20%
no response	2	1%	29	1%	525	1%
c. Relationships (e.g., scatter plots, lines of best fit)						
Very easy or easy	188	63%	2 547	56%	60 027	59%
Undecided	83	28%	1 379	30%	26 803	26%
Hard or very hard	24	8%	577	13%	13 699	14%
no response	5	2%	39	1%	795	1%
d. Analytic geometry (e.g., slope, y-intercept, equations of lines)						
Very easy or easy	95	32%	1 989	44%	44 689	44%
Undecided	90	30%	1 201	26%	25 297	25%
Hard or very hard	112	37%	1 303	29%	30 349	30%
no response	3	1%	49	1%	989	1%
e. Measurement (e.g., volume, perimeter, surface area)						
Very easy or easy	211	70%	3 310	73%	73 671	73%
Undecided	65	22%	837	18%	17 445	17%
Hard or very hard	24	8%	363	8%	9 502	9%
no response	0	0%	32	1%	706	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, 2004–2005

Student Questionnaire: Academic Program–All Students

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	300		4 542		101 324	
	#	% ²	#	% ²	#	% ²
f. Geometry (e.g., angles, medians, quadrilaterals)						
Very easy or easy	191	64%	2 849	63%	64 438	64%
Undecided	80	27%	1 152	25%	23 536	23%
Hard or very hard	24	8%	501	11%	12 624	12%
no response	5	2%	40	1%	726	1%

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Grade 9 Assessment of Mathematics, 2004–2005

Student Questionnaire: Academic Program–All Students

Background

Number of Respondents	School ¹		Board ¹		Province ¹	
	300		4 542		101 324	
	#	% ²	#	% ²	#	% ²
3a. Do you have a computer <i>at home</i> that you use for mathematics school work?						
Yes	144	48%	2 122	47%	47 184	47%
No	151	50%	2 344	52%	52 462	52%
no response	5	2%	76	2%	1 678	2%
b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?						
Yes	252	84%	3 910	86%	86 203	85%
No	42	14%	564	12%	13 452	13%
no response	6	2%	68	1%	1 669	2%
c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?						
Yes	17	6%	669	15%	7 183	7%
No	277	92%	3 800	84%	92 428	91%
no response	6	2%	73	2%	1 713	2%
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.	71	24%	1 217	27%	21 270	21%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	121	40%	1 774	39%	35 111	35%
I usually spend <i>30 minutes or less</i> on mathematics homework.	96	32%	1 342	30%	39 352	39%
I usually am not assigned any mathematics homework.	4	1%	77	2%	2 399	2%
no response	8	3%	132	3%	3 192	3%
b. How often do you complete all of your mathematics homework?						
Never or seldom	21	7%	366	8%	9 476	9%
Sometimes	73	24%	1 080	24%	22 714	22%
Often or always	198	66%	2 956	65%	65 867	65%
no response	8	3%	140	3%	3 267	3%

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Grade 9 Assessment of Mathematics, 2004–2005

Student Questionnaire: Academic Program–All Students

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	300		4 542		101 324	
	#	% ²	#	% ²	#	% ²
5. What languages do you speak at home?						
Only or mostly English.	239	80%	2 823	62%	76 985	76%
Another language (or languages) as often as English	35	12%	985	22%	12 749	13%
Mostly or only another language (or other languages)	17	6%	593	13%	8 358	8%
no response	9	3%	141	3%	3 232	3%
6. How old are you?						
13 years or younger	0	0%	17	<1%	580	1%
14 years	213	71%	2 871	63%	65 340	64%
15 years	78	26%	1 463	32%	31 067	31%
16 years or older	0	0%	50	1%	1 087	1%
no response	9	3%	141	3%	3 250	3%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	53	18%	871	19%	13 959	14%
One to four times	183	61%	2 485	55%	57 331	57%
Five to nine times	42	14%	731	16%	19 255	19%
10 or more times	13	4%	317	7%	7 470	7%
no response	9	3%	138	3%	3 309	3%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	124	41%	2 218	49%	46 039	45%
One to four times	111	37%	1 610	35%	38 560	38%
Five to nine times	43	14%	376	8%	8 267	8%
10 or more times	13	4%	198	4%	5 170	5%
no response	9	3%	140	3%	3 288	3%

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Grade 9 Assessment of Mathematics, 2004–2005

Student Questionnaire: Academic Program–All Students

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	300		4 542		101 324	
	#	% ²	#	% ²	#	% ²
9. How many elementary schools (kindergarten to Grade 8) did you attend?						
One school	133	44%	1 748	38%	27 682	27%
Two schools	87	29%	1 468	32%	35 096	35%
Three schools	42	14%	727	16%	19 154	19%
Four schools	18	6%	237	5%	8 654	9%
Five schools or more	11	4%	220	5%	7 393	7%
no response	9	3%	142	3%	3 345	3%

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Grade 9 Assessment of Mathematics, 2004–2005

Student Questionnaire: Academic Program– By Gender School Results

School : Cardinal Newman HS (694193)

Board : Toronto Catholic District School Board (67059)

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	300		4 542		101 324	
	Female 154 % ²	Male 145 % ²	Female 2 266 % ²	Male 1 953 % ²	Female 50 741 % ²	Male 48 857 % 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	42%	52%	49%	57%	48%	56%
Undecided	26%	24%	25%	23%	25%	22%
Disagree or strongly disagree	32%	24%	26%	19%	27%	22%
no response	0%	0%	<1%	<1%	<1%	<1%
b. I am good at mathematics.						
Strongly agree or agree	39%	52%	41%	55%	46%	59%
Undecided	34%	29%	35%	29%	31%	26%
Disagree or strongly disagree	27%	19%	24%	16%	23%	15%
no response	0%	0%	<1%	<1%	<1%	<1%
c. I understand most of the mathematics I am taught.						
Strongly agree or agree	66%	74%	67%	74%	70%	77%
Undecided	22%	14%	21%	17%	18%	15%
Disagree or strongly disagree	11%	12%	11%	9%	11%	8%
no response	1%	0%	<1%	<1%	<1%	1%
d. The mathematics I learn now is very useful for everyday life.						
Strongly agree or agree	34%	44%	43%	46%	35%	41%
Undecided	35%	25%	32%	30%	35%	29%
Disagree or strongly disagree	31%	31%	24%	24%	29%	29%
no response	1%	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.

Grade 9 Assessment of Mathematics, 2004–2005

Student Questionnaire: Academic Program–By Gender

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	300		4 542		101 324	
	Female 154 % ²	Male 145 % ²	Female 2 266 % ²	Male 1 953 % ²	Female 50 741 % ²	Male 48 857 % ²
e. I need to keep taking mathematics for the kind of job I want after I leave school.						
Strongly agree or agree	47%	55%	53%	58%	54%	60%
Undecided	29%	30%	31%	30%	31%	28%
Disagree or strongly disagree	23%	14%	16%	12%	14%	11%
no response	1%	1%	<1%	<1%	<1%	<1%
f. Mathematics is boring.						
Strongly agree or agree	32%	32%	28%	29%	32%	34%
Undecided	29%	32%	29%	30%	29%	28%
Disagree or strongly disagree	38%	36%	43%	41%	39%	38%
no response	1%	0%	<1%	1%	<1%	<1%
g. Mathematics is an easy subject.						
Strongly agree or agree	12%	26%	21%	31%	24%	35%
Undecided	30%	29%	28%	29%	28%	28%
Disagree or strongly disagree	58%	46%	50%	39%	48%	37%
no response	0%	0%	<1%	1%	<1%	<1%

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Grade 9 Assessment of Mathematics, 2004–2005

Student Questionnaire: Academic Program–By Gender

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	300		4 542		101 324	
	Female 154 % ²	Male 145 % ²	Female 2 266 % ²	Male 1 953 % ²	Female 50 741 % ²	Male 48 857 % 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	62%	74%	65%	72%	63%	71%
Undecided	23%	15%	25%	20%	24%	20%
Hard or very hard	15%	10%	10%	7%	13%	9%
no response	0%	1%	<1%	1%	<1%	1%
b. Algebra (e.g., solving equations, simplifying expressions with polynomials)						
Very easy or easy	55%	50%	60%	57%	59%	59%
Undecided	23%	29%	20%	24%	20%	21%
Hard or very hard	21%	20%	19%	18%	20%	19%
no response	1%	1%	<1%	1%	<1%	1%
c. Relationships (e.g., scatter plots, lines of best fit)						
Very easy or easy	62%	64%	55%	57%	57%	62%
Undecided	29%	26%	31%	30%	28%	25%
Hard or very hard	8%	8%	14%	12%	15%	12%
no response	2%	1%	1%	1%	1%	1%
d. Analytic geometry (e.g., slope, y-intercept, equations of lines)						
Very easy or easy	27%	37%	43%	44%	41%	47%
Undecided	29%	30%	26%	27%	25%	24%
Hard or very hard	42%	32%	30%	28%	33%	27%
no response	1%	1%	1%	1%	1%	1%
e. Measurement (e.g., volume, perimeter, surface area)						
Very easy or easy	68%	73%	70%	76%	70%	76%
Undecided	23%	20%	20%	16%	19%	16%
Hard or very hard	8%	7%	9%	7%	11%	8%
no 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.

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Grade 9 Assessment of Mathematics, 2004–2005

Student Questionnaire: Academic Program– By Gender

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	300		4 542		101 324	
	Female 154 % ²	Male 145 % ²	Female 2 266 % ²	Male 1 953 % ²	Female 50 741 % ²	Male 48 857 % ²
f. Geometry (e.g., angles, medians, quadrilaterals)						
Very easy or easy	57%	70%	59%	66%	60%	67%
Undecided	33%	20%	27%	23%	25%	21%
Hard or very hard	8%	8%	13%	10%	14%	11%
no response	1%	2%	1%	1%	1%	1%

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Grade 9 Assessment of Mathematics, 2004–2005

Student Questionnaire: Academic Program–By Gender

Background

Number of Respondents	School ¹		Board ¹		Province ¹	
	300		4 542		101 324	
	Female 154 % ²	Male 145 % ²	Female 2 266 % ²	Male 1 953 % ²	Female 50 741 % ²	Male 48 857 % ²
3a. Do you have a computer <i>at home</i> that you use for mathematics school work?						
Yes	51%	44%	48%	44%	47%	46%
No	47%	54%	51%	54%	51%	52%
no response	2%	1%	1%	2%	1%	2%
b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?						
Yes	84%	84%	88%	83%	87%	83%
No	14%	14%	10%	15%	11%	15%
no response	3%	1%	1%	2%	1%	2%
c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?						
Yes	6%	6%	12%	14%	6%	8%
No	92%	93%	87%	84%	92%	90%
no response	3%	1%	1%	2%	1%	2%
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.	28%	19%	30%	22%	24%	18%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	42%	38%	42%	36%	38%	31%
I usually spend <i>30 minutes or less</i> on mathematics homework.	28%	37%	25%	37%	33%	45%
I usually am not assigned any mathematics homework.	1%	2%	1%	2%	1%	3%
no response	1%	4%	2%	3%	3%	3%
b. How often do you complete all of your mathematics homework?						
Never or seldom	6%	8%	7%	10%	7%	12%
Sometimes	23%	26%	22%	27%	20%	25%
Often or always	69%	62%	68%	61%	70%	60%
no response	1%	4%	3%	3%	3%	3%

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Grade 9 Assessment of Mathematics, 2004–2005

Student Questionnaire: Academic Program–By Gender

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	300		4 542		101 324	
	Female 154 % ²	Male 145 % ²	Female 2 266 % ²	Male 1 953 % ²	Female 50 741 % ²	Male 48 857 % ²
5. What languages do you speak at home?						
Only or mostly English.	77%	83%	63%	62%	77%	75%
Another language (or languages) as often as English	15%	8%	22%	21%	13%	12%
Mostly or only another language (or other languages)	6%	5%	12%	13%	7%	9%
no response	2%	4%	3%	3%	3%	3%
6. How old are you?						
13 years or younger	0%	0%	<1%	<1%	1%	1%
14 years	73%	70%	62%	63%	65%	64%
15 years	26%	26%	34%	32%	30%	31%
16 years or older	0%	0%	1%	1%	1%	1%
no response	1%	5%	3%	3%	3%	3%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	14%	21%	17%	22%	12%	16%
One to four times	68%	54%	56%	52%	58%	55%
Five to nine times	12%	17%	16%	16%	20%	18%
10 or more times	5%	3%	8%	7%	8%	7%
no response	1%	5%	3%	3%	3%	3%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	41%	41%	49%	46%	46%	45%
One to four times	42%	32%	37%	36%	39%	38%
Five to nine times	13%	16%	8%	9%	8%	8%
10 or more times	3%	6%	4%	6%	4%	6%
no response	1%	5%	3%	3%	3%	3%

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Grade 9 Assessment of Mathematics, 2004–2005

Student Questionnaire: Academic Program– By Gender

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	300		4 542		101 324	
	Female 154 % ²	Male 145 % ²	Female 2 266 % ²	Male 1 953 % ²	Female 50 741 % ²	Male 48 857 % ²
9. How many elementary schools (kindergarten to Grade 8) did you attend?						
One school	40%	48%	38%	39%	27%	27%
Two schools	31%	27%	32%	32%	35%	35%
Three schools	14%	14%	16%	16%	19%	19%
Four schools	8%	4%	6%	5%	9%	9%
Five schools or more	5%	2%	6%	4%	7%	7%
no response	1%	5%	3%	3%	3%	3%

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