



Grade 9 Assessment of Mathematics, 2004–2005

Student Questionnaire: Applied Program–All Students School Results

School : Cardinal Carter Academy for the Arts (694550)

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	7	58%	721	34%	15 306	33%
Undecided	4	33%	581	27%	11 502	25%
Disagree or strongly disagree	1	8%	829	39%	19 187	42%
no response	0	0%	15	1%	190	<1%
b. I am good at mathematics.						
Strongly agree or agree	5	42%	589	27%	15 110	33%
Undecided	7	58%	813	38%	15 196	33%
Disagree or strongly disagree	0	0%	722	34%	15 593	34%
no response	0	0%	22	1%	286	1%
c. I understand most of the mathematics I am taught.						
Strongly agree or agree	12	100%	1 276	59%	27 763	60%
Undecided	0	0%	542	25%	10 902	24%
Disagree or strongly disagree	0	0%	305	14%	7 118	15%
no response	0	0%	23	1%	402	1%
d. The mathematics I learn now is very useful for everyday life.						
Strongly agree or agree	8	67%	1 009	47%	17 588	38%
Undecided	2	17%	602	28%	13 973	30%
Disagree or strongly disagree	2	17%	513	24%	14 245	31%
no response	0	0%	22	1%	379	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: Applied Program–All Students

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	12		2 146		46 185	
	#	% 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	4	33%	973	45%	19 371	42%
Undecided	5	42%	629	29%	15 755	34%
Disagree or strongly disagree	3	25%	515	24%	10 749	23%
no response	0	0%	29	1%	310	1%
f. Mathematics is boring.						
Strongly agree or agree	1	8%	888	41%	21 288	46%
Undecided	2	17%	572	27%	11 185	24%
Disagree or strongly disagree	9	75%	663	31%	13 395	29%
no response	0	0%	23	1%	317	1%
g. Mathematics is an easy subject.						
Strongly agree or agree	1	8%	343	16%	9 846	21%
Undecided	6	50%	617	29%	12 948	28%
Disagree or strongly disagree	5	42%	1 160	54%	23 029	50%
no response	0	0%	26	1%	362	1%

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Grade 9 Assessment of Mathematics, 2004–2005

Student Questionnaire: Applied Program–All Students

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	12		2 146		46 185	
	#	% 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	9	75%	1 029	48%	22 299	48%
Undecided	1	8%	760	35%	14 657	32%
Hard or very hard	2	17%	321	15%	8 744	19%
no response	0	0%	36	2%	485	1%
b. Algebra (e.g., solving equations, simplifying expressions with polynomials)						
Very easy or easy	7	58%	807	38%	18 488	40%
Undecided	4	33%	667	31%	12 843	28%
Hard or very hard	1	8%	637	30%	14 339	31%
no response	0	0%	35	2%	515	1%
c. Relationships (e.g., scatter plots, lines of best fit)						
Very easy or easy	11	92%	1 101	51%	25 812	56%
Undecided	1	8%	666	31%	12 303	27%
Hard or very hard	0	0%	337	16%	7 415	16%
no response	0	0%	42	2%	655	1%
d. Analytic geometry (e.g., slope, y-intercept, equations of lines)						
Very easy or easy	10	83%	919	43%	18 751	41%
Undecided	0	0%	596	28%	13 207	29%
Hard or very hard	2	17%	586	27%	13 432	29%
no response	0	0%	45	2%	795	2%
e. Measurement (e.g., volume, perimeter, surface area)						
Very easy or easy	7	58%	1 170	55%	27 850	60%
Undecided	3	25%	586	27%	10 515	23%
Hard or very hard	2	17%	346	16%	7 185	16%
no response	0	0%	44	2%	635	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: Applied Program–All Students

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	12		2 146		46 185	
	#	% ²	#	% ²	#	% ²
f. Geometry (e.g., angles, medians, quadrilaterals)						
Very easy or easy	8	67%	888	41%	20 606	45%
Undecided	1	8%	723	34%	14 523	31%
Hard or very hard	3	25%	490	23%	10 405	23%
no response	0	0%	45	2%	651	1%

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Grade 9 Assessment of Mathematics, 2004–2005

Student Questionnaire: Applied Program–All Students

Background

Number of Respondents	School ¹		Board ¹		Province ¹	
	12		2 146		46 185	
	#	% ²	#	% ²	#	% ²
3a. Do you have a computer <i>at home</i> that you use for mathematics school work?						
Yes	3	25%	766	36%	17 183	37%
No	9	75%	1 303	61%	27 682	60%
no response	0	0%	77	4%	1 320	3%
b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?						
Yes	9	75%	1 570	73%	33 084	72%
No	3	25%	499	23%	11 780	26%
no response	0	0%	77	4%	1 321	3%
c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?						
Yes	0	0%	219	10%	3 030	7%
No	12	100%	1 847	86%	41 799	91%
no response	0	0%	80	4%	1 356	3%
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.	1	8%	339	16%	5 363	12%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	5	42%	575	27%	9 568	21%
I usually spend <i>30 minutes or less</i> on mathematics homework.	6	50%	952	44%	21 650	47%
I usually am not assigned any mathematics homework.	0	0%	170	8%	7 064	15%
no response	0	0%	110	5%	2 540	6%
b. How often do you complete all of your mathematics homework?						
Never or seldom	0	0%	251	12%	6 755	15%
Sometimes	2	17%	785	37%	14 106	31%
Often or always	10	83%	1 000	47%	22 846	49%
no response	0	0%	110	5%	2 478	5%

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Grade 9 Assessment of Mathematics, 2004–2005

Student Questionnaire: Applied Program–All Students

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	12		2 146		46 185	
	#	% ²	#	% ²	#	% ²
5. What languages do you speak at home?						
Only or mostly English.	11	92%	1 185	55%	36 433	79%
Another language (or languages) as often as English	1	8%	523	24%	4 626	10%
Mostly or only another language (or other languages)	0	0%	327	15%	2 686	6%
no response	0	0%	111	5%	2 440	5%
6. How old are you?						
13 years or younger	0	0%	3	<1%	128	<1%
14 years	5	42%	996	46%	22 348	48%
15 years	7	58%	807	38%	16 554	36%
16 years or older	0	0%	230	11%	4 681	10%
no response	0	0%	110	5%	2 474	5%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	3	25%	294	14%	4 422	10%
One to four times	5	42%	916	43%	20 489	44%
Five to nine times	3	25%	494	23%	10 757	23%
10 or more times	1	8%	330	15%	7 990	17%
no response	0	0%	112	5%	2 527	5%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	2	17%	627	29%	13 218	29%
One to four times	6	50%	802	37%	18 074	39%
Five to nine times	3	25%	331	15%	6 545	14%
10 or more times	1	8%	276	13%	5 844	13%
no response	0	0%	110	5%	2 504	5%

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Grade 9 Assessment of Mathematics, 2004–2005

Student Questionnaire: Applied Program–All Students

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	12		2 146		46 185	
	#	% ²	#	% ²	#	% ²
9. How many elementary schools (kindergarten to Grade 8) did you attend?						
One school	6	50%	696	32%	11 279	24%
Two schools	2	17%	699	33%	14 073	30%
Three schools	3	25%	333	16%	8 509	18%
Four schools	1	8%	165	8%	4 537	10%
Five schools or more	0	0%	138	6%	5 214	11%
no response	0	0%	115	5%	2 573	6%

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Grade 9 Assessment of Mathematics, 2004–2005

Student Questionnaire: Applied Program–By Gender School Results

School : Cardinal Carter Academy for the Arts (694550)

Board : Toronto Catholic District School Board (67059)

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	12		2 146		46 185	
	Female 11 % ²	Male 1 % ²	Female 978 % ²	Male 1 082 % ²	Female 20 345 % ²	Male 24 778 % 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	55%	100%	28%	39%	29%	37%
Undecided	36%	0%	28%	27%	25%	25%
Disagree or strongly disagree	9%	0%	44%	33%	46%	38%
no response	0%	0%	1%	1%	<1%	<1%
b. I am good at mathematics.						
Strongly agree or agree	36%	100%	20%	34%	25%	39%
Undecided	64%	0%	38%	38%	33%	32%
Disagree or strongly disagree	0%	0%	41%	27%	41%	28%
no response	0%	0%	1%	1%	1%	1%
c. I understand most of the mathematics I am taught.						
Strongly agree or agree	100%	100%	57%	62%	56%	64%
Undecided	0%	0%	26%	24%	26%	22%
Disagree or strongly disagree	0%	0%	16%	13%	18%	13%
no response	0%	0%	1%	1%	1%	1%
d. The mathematics I learn now is very useful for everyday life.						
Strongly agree or agree	64%	100%	46%	48%	35%	40%
Undecided	18%	0%	30%	27%	32%	29%
Disagree or strongly disagree	18%	0%	23%	24%	31%	30%
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.

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

Grade 9 Assessment of Mathematics, 2004–2005

Student Questionnaire: Applied Program– By Gender

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	12		2 146		46 185	
	Female 11 % ²	Male 1 % ²	Female 978 % ²	Male 1 082 % ²	Female 20 345 % ²	Male 24 778 % ²
e. I need to keep taking mathematics for the kind of job I want after I leave school.						
Strongly agree or agree	36%	0%	43%	48%	38%	45%
Undecided	36%	100%	30%	29%	36%	32%
Disagree or strongly disagree	27%	0%	26%	22%	26%	21%
no response	0%	0%	1%	1%	1%	1%
f. Mathematics is boring.						
Strongly agree or agree	9%	0%	41%	41%	46%	46%
Undecided	18%	0%	28%	26%	24%	24%
Disagree or strongly disagree	73%	100%	30%	32%	29%	29%
no response	0%	0%	1%	1%	1%	1%
g. Mathematics is an easy subject.						
Strongly agree or agree	9%	0%	13%	18%	16%	26%
Undecided	45%	100%	25%	32%	26%	30%
Disagree or strongly disagree	45%	0%	61%	48%	57%	44%
no response	0%	0%	1%	1%	1%	1%

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Grade 9 Assessment of Mathematics, 2004–2005

Student Questionnaire: Applied Program–By Gender

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	12		2 146		46 185	
	Female 11 % ²	Male 1 % ²	Female 978 % ²	Male 1 082 % ²	Female 20 345 % ²	Male 24 778 % 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	73%	100%	45%	51%	45%	51%
Undecided	9%	0%	36%	34%	32%	31%
Hard or very hard	18%	0%	17%	13%	21%	17%
no response	0%	0%	2%	2%	1%	1%
b. Algebra (e.g., solving equations, simplifying expressions with polynomials)						
Very easy or easy	55%	100%	38%	38%	40%	40%
Undecided	36%	0%	29%	33%	27%	29%
Hard or very hard	9%	0%	31%	28%	33%	30%
no response	0%	0%	1%	2%	1%	1%
c. Relationships (e.g., scatter plots, lines of best fit)						
Very easy or easy	91%	100%	51%	52%	56%	56%
Undecided	9%	0%	30%	32%	26%	27%
Hard or very hard	0%	0%	17%	14%	17%	15%
no response	0%	0%	2%	2%	1%	2%
d. Analytic geometry (e.g., slope, y-intercept, equations of lines)						
Very easy or easy	82%	100%	43%	43%	39%	42%
Undecided	0%	0%	27%	28%	28%	29%
Hard or very hard	18%	0%	28%	27%	32%	27%
no response	0%	0%	2%	2%	2%	2%
e. Measurement (e.g., volume, perimeter, surface area)						
Very easy or easy	64%	0%	54%	56%	58%	62%
Undecided	27%	0%	27%	27%	24%	22%
Hard or very hard	9%	100%	17%	15%	17%	14%
no response	0%	0%	2%	2%	1%	1%

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Grade 9 Assessment of Mathematics, 2004–2005

Student Questionnaire: Applied Program– By Gender

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	12		2 146		46 185	
	Female 11 % ²	Male 1 % ²	Female 978 % ²	Male 1 082 % ²	Female 20 345 % ²	Male 24 778 % ²
f. Geometry (e.g., angles, medians, quadrilaterals)						
Very easy or easy	73%	0%	37%	46%	40%	48%
Undecided	9%	0%	35%	32%	33%	30%
Hard or very hard	18%	100%	26%	20%	26%	20%
no response	0%	0%	2%	2%	1%	1%

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Grade 9 Assessment of Mathematics, 2004–2005

Student Questionnaire: Applied Program– By Gender

Background

Number of Respondents	School ¹		Board ¹		Province ¹	
	12		2 146		46 185	
	Female 11 % ²	Male 1 % ²	Female 978 % ²	Male 1 082 % ²	Female 20 345 % ²	Male 24 778 % ²
3a. Do you have a computer <i>at home</i> that you use for mathematics school work?						
Yes	27%	0%	34%	37%	38%	37%
No	73%	100%	63%	60%	60%	60%
no response	0%	0%	3%	4%	2%	3%
b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?						
Yes	73%	100%	78%	71%	75%	69%
No	27%	0%	20%	25%	22%	28%
no response	0%	0%	3%	4%	2%	3%
c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?						
Yes	0%	0%	9%	10%	6%	7%
No	100%	100%	88%	85%	91%	90%
no response	0%	0%	3%	4%	2%	3%
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.	9%	0%	17%	15%	13%	11%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	45%	0%	32%	23%	24%	18%
I usually spend <i>30 minutes or less</i> on mathematics homework.	45%	100%	41%	47%	45%	48%
I usually am not assigned any mathematics homework.	0%	0%	6%	9%	13%	17%
no response	0%	0%	4%	6%	5%	6%
b. How often do you complete all of your mathematics homework?						
Never or seldom	0%	0%	9%	14%	12%	17%
Sometimes	18%	0%	36%	37%	30%	31%
Often or always	82%	100%	51%	44%	53%	47%
no response	0%	0%	4%	6%	5%	6%

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

Grade 9 Assessment of Mathematics, 2004–2005

Student Questionnaire: Applied Program– By Gender

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	12		2 146		46 185	
	Female 11 % ²	Male 1 % ²	Female 978 % ²	Male 1 082 % ²	Female 20 345 % ²	Male 24 778 % ²
5. What languages do you speak at home?						
Only or mostly English.	91%	100%	54%	56%	79%	79%
Another language (or languages) as often as English	9%	0%	26%	24%	11%	9%
Mostly or only another language (or other languages)	0%	0%	15%	15%	5%	6%
no response	0%	0%	4%	6%	5%	6%
6. How old are you?						
13 years or younger	0%	0%	<1%	<1%	<1%	<1%
14 years	36%	100%	49%	45%	51%	47%
15 years	64%	0%	37%	38%	35%	36%
16 years or older	0%	0%	10%	11%	9%	11%
no response	0%	0%	4%	6%	5%	6%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	27%	0%	11%	16%	8%	11%
One to four times	36%	100%	46%	40%	45%	44%
Five to nine times	27%	0%	24%	22%	25%	22%
10 or more times	9%	0%	14%	17%	18%	17%
no response	0%	0%	5%	5%	5%	6%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	9%	100%	29%	29%	28%	29%
One to four times	55%	0%	40%	36%	41%	38%
Five to nine times	27%	0%	14%	16%	14%	14%
10 or more times	9%	0%	13%	13%	12%	13%
no response	0%	0%	4%	5%	5%	6%

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Grade 9 Assessment of Mathematics, 2004–2005

Student Questionnaire: Applied Program– By Gender

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	12		2 146		46 185	
	Female 11 % ²	Male 1 % ²	Female 978 % ²	Male 1 082 % ²	Female 20 345 % ²	Male 24 778 % ²
9. How many elementary schools (kindergarten to Grade 8) did you attend?						
One school	55%	0%	30%	34%	23%	25%
Two schools	9%	100%	33%	32%	31%	30%
Three schools	27%	0%	15%	16%	19%	18%
Four schools	9%	0%	9%	6%	10%	10%
Five schools or more	0%	0%	7%	6%	12%	11%
no response	0%	0%	5%	6%	5%	6%

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