



Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire: Academic Program–All Students

School Results

School : Father Henry Carr Catholic SS (707589)

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	33	56%	2 411	54%	52 708	52%
Undecided	11	19%	1 090	24%	23 222	23%
Disagree or strongly disagree	14	24%	932	21%	23 121	23%
no response/ambiguous response	1	2%	49	1%	1 739	2%
b. I am good at mathematics.						
Strongly agree or agree	34	58%	2 167	48%	53 189	53%
Undecided	16	27%	1 424	32%	27 690	27%
Disagree or strongly disagree	8	14%	835	19%	17 783	18%
no response/ambiguous response	1	2%	56	1%	2 128	2%
c. I understand most of the mathematics I am taught.						
Strongly agree or agree	46	78%	3 237	72%	73 569	73%
Undecided	8	14%	788	18%	16 043	16%
Disagree or strongly disagree	3	5%	385	9%	8 821	9%
no response/ambiguous response	2	3%	72	2%	2 357	2%
d. The mathematics I learn now is very useful for everyday life.						
Strongly agree or agree	37	63%	2 011	45%	39 365	39%
Undecided	14	24%	1 413	32%	32 322	32%
Disagree or strongly disagree	7	12%	985	22%	26 645	26%
no response/ambiguous response	1	2%	73	2%	2 458	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.

Note: N/R "Not reported" indicates that the number of respondents who completed a questionnaire is so small (fewer than six) that identification of individual results might be possible; results are not reported.

Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire: Academic Program–All Students

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	#	% ²	#	% ²	#	% ²
	59		4 482		100 790	
e. I need to keep taking mathematics for the kind of job I want after I leave school.						
Strongly agree or agree	40	68%	2 516	56%	56 662	56%
Undecided	14	24%	1 337	30%	29 871	30%
Disagree or strongly disagree	4	7%	559	12%	11 910	12%
no response/ambiguous response	1	2%	70	2%	2 347	2%
f. Mathematics is boring.						
Strongly agree or agree	24	41%	1 198	27%	31 145	31%
Undecided	11	19%	1 291	29%	27 941	28%
Disagree or strongly disagree	24	41%	1 915	43%	39 039	39%
no response/ambiguous response	0	0%	78	2%	2 665	3%
g. Mathematics is an easy subject.						
Strongly agree or agree	10	17%	1 203	27%	29 338	29%
Undecided	20	34%	1 291	29%	27 373	27%
Disagree or strongly disagree	28	47%	1 914	43%	41 433	41%
no response/ambiguous response	1	2%	74	2%	2 646	3%

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.

Note: N/R "Not reported" indicates that the number of respondents who completed a questionnaire is so small (fewer than six) that identification of individual results might be possible; results are not reported.

Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire: Academic Program–All Students

Attitudes Toward Mathematics

Number of Respondents	School ¹		Board ¹		Province ¹	
	59		4 482		100 790	
	#	% 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	71%	3 086	69%	67 080	67%
Undecided	12	20%	963	21%	21 142	21%
Hard or very hard	5	8%	348	8%	9 828	10%
no response/ambiguous response	0	0%	85	2%	2 740	3%
b. Algebra (e.g., solving equations, simplifying expressions with polynomials)						
Very easy or easy	27	46%	2 650	59%	59 080	59%
Undecided	18	31%	993	22%	20 079	20%
Hard or very hard	14	24%	738	16%	18 402	18%
no response/ambiguous response	0	0%	101	2%	3 229	3%
c. Linear relations (e.g., scatter plots, lines of best fit)						
Very easy or easy	33	56%	2 248	50%	54 480	54%
Undecided	16	27%	1 324	30%	26 136	26%
Hard or very hard	10	17%	808	18%	17 031	17%
no response/ambiguous response	0	0%	102	2%	3 143	3%
d. Analytic geometry (e.g., slope, y-intercept, equations of lines)						
Very easy or easy	0	0%	711	16%	17 936	18%
Undecided	0	0%	384	9%	10 916	11%
Hard or very hard	0	0%	337	8%	13 158	13%
no response/ambiguous response	59	100%	3 050	68%	58 780	58%
e. Measurement (e.g., perimeter, surface area, volume)						
Very easy or easy	50	85%	3 400	76%	74 126	74%
Undecided	6	10%	665	15%	15 157	15%
Hard or very hard	2	3%	303	7%	7 898	8%
no response/ambiguous response	1	2%	114	3%	3 609	4%

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.

Note: N/R "Not reported" indicates that the number of respondents who completed a questionnaire is so small (fewer than six) that identification of individual results might be possible; results are not reported.

Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire: Academic Program–All Students

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	59		4 482		100 790	
	#	% ²	#	% ²	#	% ²
f. Geometry (e.g., angles, quadrilaterals)						
Very easy or easy	37	63%	2 992	67%	65 524	65%
Undecided	14	24%	920	21%	20 403	20%
Hard or very hard	7	12%	464	10%	11 160	11%
no response/ambiguous response	1	2%	106	2%	3 703	4%

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.

Note: N/R "Not reported" indicates that the number of respondents who completed a questionnaire is so small (fewer than six) that identification of individual results might be possible; results are not reported.

Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire:
Academic Program–All Students

Background

Number of Respondents	School ¹		Board ¹		Province ¹	
	#	% ²	#	% ²	#	% ²
	59		4 482		100 790	
3a. Do you have a computer <i>at home</i> that you use for mathematics school work?						
Yes	23	39%	2 180	49%	49 442	49%
No	36	61%	2 183	49%	47 983	48%
no response/ambiguous response	0	0%	119	3%	3 365	3%
b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?						
Yes	54	92%	3 792	85%	83 903	83%
No	5	8%	554	12%	13 103	13%
no response/ambiguous response	0	0%	136	3%	3 784	4%
c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?						
Yes	5	8%	682	15%	7 275	7%
No	54	92%	3 665	82%	90 084	89%
no response/ambiguous response	0	0%	135	3%	3 431	3%
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.	14	24%	1 167	26%	20 726	21%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	13	22%	1 681	38%	35 271	35%
I usually spend <i>30 minutes or less</i> on mathematics homework.	30	51%	1 429	32%	39 033	39%
I am not usually assigned any mathematics homework.	2	3%	57	1%	2 671	3%
no response/ambiguous response	0	0%	148	3%	3 089	3%
b. How often do you complete all of your mathematics homework?						
Never or seldom	6	10%	392	9%	9 553	9%
Sometimes	29	49%	1 147	26%	22 698	23%
Often or always	24	41%	2 794	62%	65 337	65%
no response/ambiguous response	0	0%	149	3%	3 202	3%

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.

Note: N/R "Not reported" indicates that the number of respondents who completed a questionnaire is so small (fewer than six) that identification of individual results might be possible; results are not reported.

Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire: Academic Program–All Students

Background

Number of Respondents	School ¹		Board ¹		Province ¹	
	59		4 482		100 790	
	#	% ²	#	% ²	#	% ²
5. What languages do you speak at home?						
Only or mostly English	33	56%	2 736	61%	76 254	76%
Another language (or languages) as often as English	22	37%	1 025	23%	13 108	13%
Mostly or only another language (or other languages)	4	7%	573	13%	8 301	8%
no response/ambiguous response	0	0%	148	3%	3 127	3%
6. How old are you?						
13 years or younger	0	0%	24	1%	613	1%
14 years	28	47%	2 806	63%	64 811	64%
15 years	30	51%	1 457	33%	31 134	31%
16 years or older	1	2%	46	1%	1 060	1%
no response/ambiguous response	0	0%	149	3%	3 172	3%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	12	20%	787	18%	12 613	13%
One to four times	26	44%	2 527	56%	57 631	57%
Five to nine times	12	20%	682	15%	19 515	19%
10 or more times	8	14%	339	8%	7 764	8%
no response/ambiguous response	1	2%	147	3%	3 267	3%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	17	29%	2 094	47%	45 916	46%
One to four times	17	29%	1 628	36%	38 212	38%
Five to nine times	19	32%	384	9%	8 247	8%
10 or more times	6	10%	230	5%	5 150	5%
no response/ambiguous response	0	0%	146	3%	3 265	3%

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.

Note: N/R "Not reported" indicates that the number of respondents who completed a questionnaire is so small (fewer than six) that identification of individual results might be possible; results are not reported.

Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire: Academic Program–All Students

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	59		4 482		100 790	
	#	% ²	#	% ²	#	% ²
9. How many elementary schools (kindergarten to Grade 8) did you attend?						
One school	20	34%	1 770	39%	26 933	27%
Two schools	21	36%	1 441	32%	34 936	35%
Three schools	10	17%	643	14%	19 396	19%
Four schools	3	5%	263	6%	8 744	9%
Five schools or more	5	8%	218	5%	7 496	7%
no response/ambiguous response	0	0%	147	3%	3 285	3%

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.

Note: N/R "Not reported" indicates that the number of respondents who completed a questionnaire is so small (fewer than six) that identification of individual results might be possible; results are not reported.



Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire: Academic Program– By Gender

School Results

School : Father Henry Carr Catholic SS (707589)

Board : Toronto Catholic District School Board (67059)

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	59		4 482		100 790	
	Female 24 % ²	Male 35 % ²	Female 2 355 % ²	Male 2 127 % ²	Female 51 902 % ²	Male 48 888 % 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	62%	51%	49%	59%	48%	57%
Undecided	17%	20%	27%	22%	25%	21%
Disagree or strongly disagree	21%	26%	24%	18%	26%	20%
no response/ambiguous response	0%	3%	1%	2%	2%	2%
b. I am good at mathematics.						
Strongly agree or agree	58%	57%	42%	56%	47%	59%
Undecided	29%	26%	35%	28%	30%	25%
Disagree or strongly disagree	12%	14%	23%	14%	22%	13%
no response/ambiguous response	0%	3%	1%	2%	2%	2%
c. I understand most of the mathematics I am taught.						
Strongly agree or agree	83%	74%	70%	75%	70%	76%
Undecided	4%	20%	20%	15%	17%	14%
Disagree or strongly disagree	8%	3%	9%	8%	10%	7%
no response/ambiguous response	4%	3%	1%	2%	2%	2%
d. The mathematics I learn now is very useful for everyday life.						
Strongly agree or agree	71%	57%	43%	47%	36%	42%
Undecided	17%	29%	33%	30%	35%	29%
Disagree or strongly disagree	12%	11%	23%	21%	27%	26%
no response/ambiguous response	0%	3%	1%	2%	2%	3%

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 respondents who completed a questionnaire is so small (fewer than six) that identification of individual results might be possible; results are not reported.

N/D "No data available" is used to indicate that there were no respondents in a given program for a given gender group.

Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire: Academic Program– By Gender

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	Female 24 % ²	Male 35 % ²	Female 2 355 % ²	Male 2 127 % ²	Female 51 902 % ²	Male 48 888 % ²
	59		4 482		100 790	
e. I need to keep taking mathematics for the kind of job I want after I leave school.						
Strongly agree or agree	71%	66%	53%	59%	54%	59%
Undecided	21%	26%	31%	29%	31%	28%
Disagree or strongly disagree	8%	6%	14%	10%	13%	11%
no response/ambiguous response	0%	3%	1%	2%	2%	2%
f. Mathematics is boring.						
Strongly agree or agree	38%	43%	26%	27%	31%	31%
Undecided	25%	14%	28%	29%	28%	27%
Disagree or strongly disagree	38%	43%	44%	41%	39%	39%
no response/ambiguous response	0%	0%	1%	2%	3%	3%
g. Mathematics is an easy subject.						
Strongly agree or agree	17%	17%	22%	32%	24%	34%
Undecided	33%	34%	29%	28%	27%	27%
Disagree or strongly disagree	50%	46%	47%	37%	46%	36%
no response/ambiguous response	0%	3%	1%	2%	3%	3%

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 respondents who completed a questionnaire is so small (fewer than six) that identification of individual results might be possible; results are not reported.

N/D "No data available" is used to indicate that there were no respondents in a given program for a given gender group.

Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire:
Academic Program– By Gender

Attitudes Toward Mathematics

Number of Respondents	School ¹		Board ¹		Province ¹	
	Female 24 % ²	Male 35 % ²	Female 2 355 % ²	Male 2 127 % ²	Female 51 902 % ²	Male 48 888 % 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	67%	74%	66%	72%	63%	71%
Undecided	25%	17%	23%	20%	23%	19%
Hard or very hard	8%	9%	9%	6%	12%	8%
no response/ambiguous response	0%	0%	1%	2%	3%	3%
b. Algebra (e.g., solving equations, simplifying expressions with polynomials)						
Very easy or easy	58%	37%	62%	56%	59%	58%
Undecided	21%	37%	22%	23%	20%	20%
Hard or very hard	21%	26%	15%	18%	18%	18%
no response/ambiguous response	0%	0%	2%	3%	3%	3%
c. Linear relations (e.g., scatter plots, lines of best fit)						
Very easy or easy	46%	63%	48%	53%	52%	57%
Undecided	38%	20%	31%	27%	27%	25%
Hard or very hard	17%	17%	19%	17%	18%	15%
no response/ambiguous response	0%	0%	2%	3%	3%	3%
d. Analytic geometry (e.g., slope, y-intercept, equations of lines)						
Very easy or easy	0%	0%	14%	18%	16%	19%
Undecided	0%	0%	8%	9%	11%	11%
Hard or very hard	0%	0%	9%	6%	14%	12%
no response/ambiguous response	100%	100%	69%	67%	58%	58%
e. Measurement (e.g., perimeter, surface area, volume)						
Very easy or easy	79%	89%	74%	78%	71%	76%
Undecided	17%	6%	16%	14%	16%	14%
Hard or very hard	4%	3%	9%	5%	9%	7%
no response/ambiguous response	0%	3%	2%	3%	3%	4%

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 respondents who completed a questionnaire is so small (fewer than six) that identification of individual results might be possible; results are not reported.

N/D "No data available" is used to indicate that there were no respondents in a given program for a given gender group.

Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire: Academic Program– By Gender

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	Female 24 % ²	Male 35 % ²	Female 2 355 % ²	Male 2 127 % ²	Female 51 902 % ²	Male 48 888 % ²
	59		4 482		100 790	
f. Geometry (e.g., angles, quadrilaterals)						
Very easy or easy	71%	57%	65%	69%	62%	68%
Undecided	21%	26%	21%	21%	22%	19%
Hard or very hard	8%	14%	13%	8%	13%	10%
no response/ambiguous response	0%	3%	2%	3%	3%	4%

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 respondents who completed a questionnaire is so small (fewer than six) that identification of individual results might be possible; results are not reported.

N/D "No data available" is used to indicate that there were no respondents in a given program for a given gender group.

Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire:
Academic Program– By Gender

Background

Number of Respondents	School ¹		Board ¹		Province ¹	
	Female 24 % ²	Male 35 % ²	Female 2 355 % ²	Male 2 127 % ²	Female 51 902 % ²	Male 48 888 % ²
	59		4 482		100 790	
3a. Do you have a computer <i>at home</i> that you use for mathematics school work?						
Yes	50%	31%	50%	47%	50%	48%
No	50%	69%	47%	50%	47%	49%
no response/ambiguous response	0%	0%	2%	3%	3%	4%
b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?						
Yes	92%	91%	88%	81%	85%	81%
No	8%	9%	10%	15%	11%	15%
no response/ambiguous response	0%	0%	3%	3%	3%	4%
c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?						
Yes	12%	6%	16%	14%	7%	8%
No	88%	94%	81%	83%	90%	88%
no response/ambiguous response	0%	0%	3%	4%	3%	4%
4a. How much time do you usually 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.	38%	14%	30%	22%	24%	17%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	17%	26%	41%	34%	38%	31%
I usually spend <i>30 minutes or less</i> on mathematics homework.	42%	57%	26%	39%	33%	45%
I am not usually assigned any mathematics homework.	4%	3%	1%	2%	2%	4%
no response/ambiguous response	0%	0%	3%	4%	3%	3%
b. How often do you complete all of your mathematics homework?						
Never or seldom	12%	9%	7%	11%	7%	12%
Sometimes	46%	51%	23%	28%	20%	25%
Often or always	42%	40%	67%	57%	70%	60%
no response/ambiguous response	0%	0%	3%	3%	3%	3%

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 respondents who completed a questionnaire is so small (fewer than six) that identification of individual results might be possible; results are not reported.

N/D "No data available" is used to indicate that there were no respondents in a given program for a given gender group.

Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire: Academic Program– By Gender

Background

Number of Respondents	School ¹		Board ¹		Province ¹	
	Female 24 % ²	Male 35 % ²	Female 2 355 % ²	Male 2 127 % ²	Female 51 902 % ²	Male 48 888 % ²
	59		4 482		100 790	
5. What languages do you speak at home?						
Only or mostly English	46%	63%	62%	60%	76%	75%
Another language (or languages) as often as English	46%	31%	24%	22%	13%	13%
Mostly or only another language (or other languages)	8%	6%	12%	14%	7%	9%
no response/ambiguous response	0%	0%	3%	3%	3%	3%
6. How old are you?						
13 years or younger	0%	0%	1%	<1%	1%	1%
14 years	46%	49%	64%	61%	65%	63%
15 years	54%	49%	32%	34%	30%	32%
16 years or older	0%	3%	1%	1%	1%	1%
no response/ambiguous response	0%	0%	3%	3%	3%	3%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	21%	20%	17%	19%	11%	14%
One to four times	33%	51%	57%	56%	58%	56%
Five to nine times	29%	14%	15%	15%	20%	18%
10 or more times	17%	11%	8%	7%	8%	8%
no response/ambiguous response	0%	3%	3%	3%	3%	3%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	38%	23%	50%	43%	46%	45%
One to four times	29%	29%	36%	37%	38%	38%
Five to nine times	29%	34%	7%	10%	8%	9%
10 or more times	4%	14%	4%	6%	4%	6%
no response/ambiguous response	0%	0%	3%	3%	3%	3%

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 respondents who completed a questionnaire is so small (fewer than six) that identification of individual results might be possible; results are not reported.

N/D "No data available" is used to indicate that there were no respondents in a given program for a given gender group.

Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire: Academic Program– By Gender

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	Female 24 % ²	Male 35 % ²	Female 2 355 % ²	Male 2 127 % ²	Female 51 902 % ²	Male 48 888 % ²
	59		4 482		100 790	
9. How many elementary schools (kindergarten to Grade 8) did you attend?						
One school	38%	31%	38%	41%	27%	27%
Two schools	38%	34%	32%	32%	35%	35%
Three schools	12%	20%	14%	14%	19%	19%
Four schools	0%	9%	6%	5%	9%	9%
Five schools or more	12%	6%	5%	4%	7%	7%
no response/ambiguous response	0%	0%	3%	3%	3%	3%

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 respondents who completed a questionnaire is so small (fewer than six) that identification of individual results might be possible; results are not reported.

N/D "No data available" is used to indicate that there were no respondents in a given program for a given gender group.