



Grade 9 Assessment of Mathematics, 2005-2006

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	
	18		1 895		45 029	
	#	% 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	5	28%	679	36%	15 205	34%
Undecided	3	17%	512	27%	11 172	25%
Disagree or strongly disagree	10	56%	661	35%	17 807	40%
no response/ambiguous response	0	0%	43	2%	845	2%
b. I am good at mathematics.						
Strongly agree or agree	6	33%	569	30%	15 568	35%
Undecided	6	33%	677	36%	14 632	32%
Disagree or strongly disagree	6	33%	596	31%	13 746	31%
no response/ambiguous response	0	0%	53	3%	1 083	2%
c. I understand most of the mathematics I am taught.						
Strongly agree or agree	13	72%	1 131	60%	27 676	61%
Undecided	2	11%	457	24%	9 978	22%
Disagree or strongly disagree	3	17%	250	13%	6 144	14%
no response/ambiguous response	0	0%	57	3%	1 231	3%
d. The mathematics I learn now is very useful for everyday life.						
Strongly agree or agree	4	22%	955	50%	18 204	40%
Undecided	6	33%	529	28%	13 614	30%
Disagree or strongly disagree	8	44%	346	18%	11 987	27%
no response/ambiguous response	0	0%	65	3%	1 224	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: Applied Program–All Students

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	#	% 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	3	17%	869	46%	18 940	42%
Undecided	6	33%	591	31%	15 219	34%
Disagree or strongly disagree	9	50%	381	20%	9 685	22%
no response/ambiguous response	0	0%	54	3%	1 185	3%
f. Mathematics is boring.						
Strongly agree or agree	7	39%	722	38%	20 036	44%
Undecided	8	44%	504	27%	10 996	24%
Disagree or strongly disagree	3	17%	610	32%	12 769	28%
no response/ambiguous response	0	0%	59	3%	1 228	3%
g. Mathematics is an easy subject.						
Strongly agree or agree	2	11%	348	18%	9 951	22%
Undecided	7	39%	550	29%	12 769	28%
Disagree or strongly disagree	9	50%	935	49%	21 074	47%
no response/ambiguous response	0	0%	62	3%	1 235	3%

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Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire:
Applied Program—All Students

Attitudes Toward Mathematics

Number of Respondents	School ¹		Board ¹		Province ¹	
	18		1 895		45 029	
	#	% 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	50%	947	50%	21 213	47%
Undecided	5	28%	597	32%	14 303	32%
Hard or very hard	4	22%	290	15%	8 179	18%
no response/ambiguous response	0	0%	61	3%	1 334	3%
b. Algebra (e.g., solving equations, simplifying expressions with polynomials)						
Very easy or easy	11	61%	755	40%	18 182	40%
Undecided	1	6%	556	29%	12 080	27%
Hard or very hard	6	33%	508	27%	13 239	29%
no response/ambiguous response	0	0%	76	4%	1 528	3%
c. Linear relations (e.g., scatter plots, lines of best fit)						
Very easy or easy	12	67%	1 059	56%	26 500	59%
Undecided	4	22%	512	27%	10 588	24%
Hard or very hard	2	11%	249	13%	6 285	14%
no response/ambiguous response	0	0%	75	4%	1 656	4%
d. Measurement (e.g., perimeter, area, volume)						
Very easy or easy	10	56%	1 134	60%	28 878	64%
Undecided	5	28%	453	24%	9 085	20%
Hard or very hard	3	17%	217	11%	5 282	12%
no response/ambiguous response	0	0%	91	5%	1 784	4%
e. Geometry (e.g., angles, parallel lines, quadrilaterals)						
Very easy or easy	9	50%	749	40%	19 495	43%
Undecided	7	39%	658	35%	13 644	30%
Hard or very hard	2	11%	408	22%	10 139	23%
no response/ambiguous response	0	0%	80	4%	1 751	4%

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Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire:
Applied Program—All Students

Background

Number of Respondents	School ¹		Board ¹		Province ¹	
	#	% ²	#	% ²	#	% ²
3a. Do you have a computer <i>at home</i> that you use for mathematics school work?						
Yes	11	61%	765	40%	17 702	39%
No	6	33%	1 034	55%	25 709	57%
no response/ambiguous response	1	6%	96	5%	1 618	4%
b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?						
Yes	16	89%	1 355	72%	31 419	70%
No	1	6%	420	22%	11 770	26%
no response/ambiguous response	1	6%	120	6%	1 840	4%
c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?						
Yes	1	6%	179	9%	2 979	7%
No	16	89%	1 592	84%	39 908	89%
no response/ambiguous response	1	6%	124	7%	2 142	5%
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.	1	6%	288	15%	5 054	11%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	6	33%	551	29%	9 345	21%
I usually spend <i>30 minutes or less</i> on mathematics homework.	9	50%	795	42%	20 368	45%
I am not usually assigned any mathematics homework.	2	11%	151	8%	7 999	18%
no response/ambiguous response	0	0%	110	6%	2 263	5%
b. How often do you complete all of your mathematics homework?						
Never or seldom	4	22%	241	13%	6 466	14%
Sometimes	6	33%	671	35%	13 817	31%
Often or always	8	44%	876	46%	22 468	50%
no response/ambiguous response	0	0%	107	6%	2 278	5%

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Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire: Applied Program–All Students

Background

Number of Respondents	School ¹		Board ¹		Province ¹	
	18		1 895		45 029	
	#	% ²	#	% ²	#	% ²
5. What languages do you speak at home?						
Only or mostly English	16	89%	1 047	55%	35 635	79%
Another language (or languages) as often as English	2	11%	433	23%	4 438	10%
Mostly or only another language (or other languages)	0	0%	306	16%	2 705	6%
no response/ambiguous response	0	0%	109	6%	2 251	5%
6. How old are you?						
13 years or younger	0	0%	3	<1%	97	<1%
14 years	9	50%	1 003	53%	22 678	50%
15 years	9	50%	667	35%	15 927	35%
16 years or older	0	0%	107	6%	4 022	9%
no response/ambiguous response	0	0%	115	6%	2 305	5%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	1	6%	231	12%	4 082	9%
One to four times	10	56%	865	46%	20 171	45%
Five to nine times	4	22%	367	19%	10 380	23%
10 or more times	3	17%	310	16%	8 050	18%
no response/ambiguous response	0	0%	122	6%	2 346	5%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	5	28%	581	31%	13 139	29%
One to four times	7	39%	654	35%	17 323	38%
Five to nine times	3	17%	282	15%	6 390	14%
10 or more times	3	17%	261	14%	5 855	13%
no response/ambiguous response	0	0%	117	6%	2 322	5%

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Student Questionnaire: Applied Program–All Students

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	18		1 895		45 029	
	#	% ²	#	% ²	#	% ²
9. How many elementary schools (kindergarten to Grade 8) did you attend?						
One school	8	44%	657	35%	10 952	24%
Two schools	4	22%	524	28%	13 593	30%
Three schools	4	22%	299	16%	8 483	19%
Four schools	0	0%	146	8%	4 427	10%
Five schools or more	2	11%	146	8%	5 184	12%
no response/ambiguous response	0	0%	123	6%	2 390	5%

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Grade 9 Assessment of Mathematics, 2005-2006

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

Number of Respondents	School ¹		Board ¹		Province ¹	
	18		1 895		45 029	
	Female N/R % ²	Male N/R % ²	Female 856 % ²	Male 1 039 % ²	Female 20 400 % ²	Male 24 628 % 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	N/R	N/R	29%	42%	29%	38%
Undecided	N/R	N/R	27%	27%	25%	24%
Disagree or strongly disagree	N/R	N/R	43%	28%	44%	36%
no response/ambiguous response	N/R	N/R	2%	3%	2%	2%
b. I am good at mathematics.						
Strongly agree or agree	N/R	N/R	23%	36%	27%	41%
Undecided	N/R	N/R	36%	35%	33%	32%
Disagree or strongly disagree	N/R	N/R	39%	26%	37%	25%
no response/ambiguous response	N/R	N/R	2%	3%	2%	2%
c. I understand most of the mathematics I am taught.						
Strongly agree or agree	N/R	N/R	56%	63%	57%	65%
Undecided	N/R	N/R	25%	23%	24%	21%
Disagree or strongly disagree	N/R	N/R	16%	11%	16%	12%
no response/ambiguous response	N/R	N/R	3%	3%	3%	3%
d. The mathematics I learn now is very useful for everyday life.						
Strongly agree or agree	N/R	N/R	46%	54%	37%	43%
Undecided	N/R	N/R	30%	26%	32%	28%
Disagree or strongly disagree	N/R	N/R	22%	15%	28%	26%
no response/ambiguous response	N/R	N/R	3%	4%	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.

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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: Applied Program– By Gender

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	Female N/R % ²	Male N/R % ²	Female 856 % ²	Male 1 039 % ²	Female 20 400 % ²	Male 24 628 % ²
e. I need to keep taking mathematics for the kind of job I want after I leave school.						
Strongly agree or agree	N/R	N/R	45%	47%	38%	46%
Undecided	N/R	N/R	30%	32%	36%	32%
Disagree or strongly disagree	N/R	N/R	23%	18%	24%	19%
no response/ambiguous response	N/R	N/R	2%	3%	3%	3%
f. Mathematics is boring.						
Strongly agree or agree	N/R	N/R	42%	35%	45%	44%
Undecided	N/R	N/R	26%	27%	24%	24%
Disagree or strongly disagree	N/R	N/R	30%	34%	28%	29%
no response/ambiguous response	N/R	N/R	2%	4%	3%	3%
g. Mathematics is an easy subject.						
Strongly agree or agree	N/R	N/R	13%	23%	17%	27%
Undecided	N/R	N/R	25%	32%	27%	30%
Disagree or strongly disagree	N/R	N/R	59%	42%	54%	41%
no response/ambiguous response	N/R	N/R	3%	4%	3%	3%

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Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire:
Applied Program—By Gender

Attitudes Toward Mathematics

Number of Respondents	School ¹		Board ¹		Province ¹	
	Female N/R % ²	Male N/R % ²	Female 856 % ²	Male 1 039 % ²	Female 20 400 % ²	Male 24 628 % 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	N/R	N/R	49%	51%	44%	50%
Undecided	N/R	N/R	31%	32%	32%	31%
Hard or very hard	N/R	N/R	18%	13%	21%	16%
no response/ambiguous response	N/R	N/R	2%	4%	3%	3%
b. Algebra (e.g., solving equations, simplifying expressions with polynomials)						
Very easy or easy	N/R	N/R	41%	39%	40%	41%
Undecided	N/R	N/R	27%	31%	26%	27%
Hard or very hard	N/R	N/R	30%	25%	31%	28%
no response/ambiguous response	N/R	N/R	3%	5%	3%	4%
c. Linear relations (e.g., scatter plots, lines of best fit)						
Very easy or easy	N/R	N/R	54%	58%	58%	59%
Undecided	N/R	N/R	28%	26%	23%	24%
Hard or very hard	N/R	N/R	15%	12%	15%	13%
no response/ambiguous response	N/R	N/R	3%	4%	3%	4%
d. Measurement (e.g., perimeter, area, volume)						
Very easy or easy	N/R	N/R	60%	60%	62%	66%
Undecided	N/R	N/R	25%	23%	21%	20%
Hard or very hard	N/R	N/R	11%	11%	13%	10%
no response/ambiguous response	N/R	N/R	3%	6%	4%	4%
e. Geometry (e.g., angles, parallel lines, quadrilaterals)						
Very easy or easy	N/R	N/R	38%	41%	39%	47%
Undecided	N/R	N/R	34%	35%	31%	30%
Hard or very hard	N/R	N/R	25%	19%	27%	19%
no response/ambiguous response	N/R	N/R	3%	5%	4%	4%

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Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire: Applied Program— By Gender

Background

Number of Respondents	School ¹		Board ¹		Province ¹	
	Female N/R % ²	Male N/R % ²	Female 856 % ²	Male 1 039 % ²	Female 20 400 % ²	Male 24 628 % ²
3a. Do you have a computer <i>at home</i> that you use for mathematics school work?						
Yes	N/R	N/R	41%	40%	40%	39%
No	N/R	N/R	55%	54%	57%	57%
no response/ambiguous response	N/R	N/R	4%	6%	3%	4%
b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?						
Yes	N/R	N/R	77%	67%	73%	67%
No	N/R	N/R	19%	25%	23%	29%
no response/ambiguous response	N/R	N/R	4%	8%	4%	4%
c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?						
Yes	N/R	N/R	9%	10%	6%	7%
No	N/R	N/R	86%	82%	90%	88%
no response/ambiguous response	N/R	N/R	5%	8%	4%	5%
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.	N/R	N/R	18%	13%	13%	10%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	N/R	N/R	32%	27%	23%	19%
I usually spend <i>30 minutes or less</i> on mathematics homework.	N/R	N/R	40%	44%	44%	46%
I am not usually assigned any mathematics homework.	N/R	N/R	6%	10%	16%	19%
no response/ambiguous response	N/R	N/R	5%	7%	5%	5%
b. How often do you complete all of your mathematics homework?						
Never or seldom	N/R	N/R	12%	13%	12%	16%
Sometimes	N/R	N/R	37%	34%	30%	31%
Often or always	N/R	N/R	46%	46%	53%	47%
no response/ambiguous response	N/R	N/R	5%	6%	5%	5%

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Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire: Applied Program—By Gender

Background

Number of Respondents	School ¹		Board ¹		Province ¹	
	18		1 895		45 029	
	Female N/R % ²	Male N/R % ²	Female 856 % ²	Male 1 039 % ²	Female 20 400 % ²	Male 24 628 % ²
5. What languages do you speak at home?						
Only or mostly English	N/R	N/R	59%	52%	79%	79%
Another language (or languages) as often as English	N/R	N/R	23%	23%	11%	9%
Mostly or only another language (or other languages)	N/R	N/R	14%	18%	5%	6%
no response/ambiguous response	N/R	N/R	5%	7%	5%	5%
6. How old are you?						
13 years or younger	N/R	N/R	<1%	<1%	<1%	<1%
14 years	N/R	N/R	54%	52%	52%	49%
15 years	N/R	N/R	36%	35%	35%	36%
16 years or older	N/R	N/R	5%	6%	8%	10%
no response/ambiguous response	N/R	N/R	5%	7%	5%	5%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	N/R	N/R	11%	13%	8%	10%
One to four times	N/R	N/R	46%	45%	45%	45%
Five to nine times	N/R	N/R	19%	19%	24%	22%
10 or more times	N/R	N/R	19%	15%	19%	17%
no response/ambiguous response	N/R	N/R	5%	8%	5%	6%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	N/R	N/R	32%	30%	29%	30%
One to four times	N/R	N/R	35%	34%	40%	37%
Five to nine times	N/R	N/R	15%	15%	14%	14%
10 or more times	N/R	N/R	13%	14%	12%	14%
no response/ambiguous response	N/R	N/R	5%	7%	5%	5%

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Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire: Applied Program— By Gender

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	Female N/R % ²	Male N/R % ²	Female 856 % ²	Male 1 039 % ²	Female 20 400 % ²	Male 24 628 % ²
	18		1 895		45 029	
9. How many elementary schools (kindergarten to Grade 8) did you attend?						
One school	N/R	N/R	34%	36%	23%	25%
Two schools	N/R	N/R	30%	26%	30%	30%
Three schools	N/R	N/R	16%	16%	19%	18%
Four schools	N/R	N/R	8%	7%	10%	10%
Five schools or more	N/R	N/R	8%	7%	12%	11%
no response/ambiguous response	N/R	N/R	5%	8%	5%	6%

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