



Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire: Applied 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	26	32%	679	36%	15 205	34%
Undecided	24	30%	512	27%	11 172	25%
Disagree or strongly disagree	30	37%	661	35%	17 807	40%
no response/ambiguous response	1	1%	43	2%	845	2%
b. I am good at mathematics.						
Strongly agree or agree	22	27%	569	30%	15 568	35%
Undecided	32	40%	677	36%	14 632	32%
Disagree or strongly disagree	26	32%	596	31%	13 746	31%
no response/ambiguous response	1	1%	53	3%	1 083	2%
c. I understand most of the mathematics I am taught.						
Strongly agree or agree	49	60%	1 131	60%	27 676	61%
Undecided	22	27%	457	24%	9 978	22%
Disagree or strongly disagree	8	10%	250	13%	6 144	14%
no response/ambiguous response	2	2%	57	3%	1 231	3%
d. The mathematics I learn now is very useful for everyday life.						
Strongly agree or agree	40	49%	955	50%	18 204	40%
Undecided	30	37%	529	28%	13 614	30%
Disagree or strongly disagree	10	12%	346	18%	11 987	27%
no response/ambiguous response	1	1%	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	
	81		1 895		45 029	
	#	% 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	42	52%	869	46%	18 940	42%
Undecided	23	28%	591	31%	15 219	34%
Disagree or strongly disagree	15	19%	381	20%	9 685	22%
no response/ambiguous response	1	1%	54	3%	1 185	3%
f. Mathematics is boring.						
Strongly agree or agree	24	30%	722	38%	20 036	44%
Undecided	32	40%	504	27%	10 996	24%
Disagree or strongly disagree	22	27%	610	32%	12 769	28%
no response/ambiguous response	3	4%	59	3%	1 228	3%
g. Mathematics is an easy subject.						
Strongly agree or agree	10	12%	348	18%	9 951	22%
Undecided	28	35%	550	29%	12 769	28%
Disagree or strongly disagree	40	49%	935	49%	21 074	47%
no response/ambiguous response	3	4%	62	3%	1 235	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

Number of Respondents	School ¹		Board ¹		Province ¹	
	81		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	34	42%	947	50%	21 213	47%
Undecided	24	30%	597	32%	14 303	32%
Hard or very hard	17	21%	290	15%	8 179	18%
no response/ambiguous response	6	7%	61	3%	1 334	3%
b. Algebra (e.g., solving equations, simplifying expressions with polynomials)						
Very easy or easy	26	32%	755	40%	18 182	40%
Undecided	35	43%	556	29%	12 080	27%
Hard or very hard	15	19%	508	27%	13 239	29%
no response/ambiguous response	5	6%	76	4%	1 528	3%
c. Linear relations (e.g., scatter plots, lines of best fit)						
Very easy or easy	50	62%	1 059	56%	26 500	59%
Undecided	22	27%	512	27%	10 588	24%
Hard or very hard	3	4%	249	13%	6 285	14%
no response/ambiguous response	6	7%	75	4%	1 656	4%
d. Measurement (e.g., perimeter, area, volume)						
Very easy or easy	44	54%	1 134	60%	28 878	64%
Undecided	19	23%	453	24%	9 085	20%
Hard or very hard	10	12%	217	11%	5 282	12%
no response/ambiguous response	8	10%	91	5%	1 784	4%
e. Geometry (e.g., angles, parallel lines, quadrilaterals)						
Very easy or easy	18	22%	749	40%	19 495	43%
Undecided	28	35%	658	35%	13 644	30%
Hard or very hard	27	33%	408	22%	10 139	23%
no response/ambiguous response	8	10%	80	4%	1 751	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: Applied Program–All Students

Background

Number of Respondents	School ¹		Board ¹		Province ¹	
	81		1 895		45 029	
	#	% ²	#	% ²	#	% ²
3a. Do you have a computer <i>at home</i> that you use for mathematics school work?						
Yes	29	36%	765	40%	17 702	39%
No	42	52%	1 034	55%	25 709	57%
no response/ambiguous response	10	12%	96	5%	1 618	4%
b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?						
Yes	42	52%	1 355	72%	31 419	70%
No	27	33%	420	22%	11 770	26%
no response/ambiguous response	12	15%	120	6%	1 840	4%
c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?						
Yes	5	6%	179	9%	2 979	7%
No	65	80%	1 592	84%	39 908	89%
no response/ambiguous response	11	14%	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.	13	16%	288	15%	5 054	11%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	20	25%	551	29%	9 345	21%
I usually spend <i>30 minutes or less</i> on mathematics homework.	36	44%	795	42%	20 368	45%
I am not usually assigned any mathematics homework.	3	4%	151	8%	7 999	18%
no response/ambiguous response	9	11%	110	6%	2 263	5%
b. How often do you complete all of your mathematics homework?						
Never or seldom	6	7%	241	13%	6 466	14%
Sometimes	26	32%	671	35%	13 817	31%
Often or always	40	49%	876	46%	22 468	50%
no response/ambiguous response	9	11%	107	6%	2 278	5%

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

Background

Number of Respondents	School ¹		Board ¹		Province ¹	
	#	% ²	#	% ²	#	% ²
	81		1 895		45 029	
5. What languages do you speak at home?						
Only or mostly English	55	68%	1 047	55%	35 635	79%
Another language (or languages) as often as English	13	16%	433	23%	4 438	10%
Mostly or only another language (or other languages)	4	5%	306	16%	2 705	6%
no response/ambiguous response	9	11%	109	6%	2 251	5%
6. How old are you?						
13 years or younger	0	0%	3	<1%	97	<1%
14 years	49	60%	1 003	53%	22 678	50%
15 years	20	25%	667	35%	15 927	35%
16 years or older	1	1%	107	6%	4 022	9%
no response/ambiguous response	11	14%	115	6%	2 305	5%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	3	4%	231	12%	4 082	9%
One to four times	46	57%	865	46%	20 171	45%
Five to nine times	15	19%	367	19%	10 380	23%
10 or more times	7	9%	310	16%	8 050	18%
no response/ambiguous response	10	12%	122	6%	2 346	5%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	28	35%	581	31%	13 139	29%
One to four times	36	44%	654	35%	17 323	38%
Five to nine times	3	4%	282	15%	6 390	14%
10 or more times	3	4%	261	14%	5 855	13%
no response/ambiguous response	11	14%	117	6%	2 322	5%

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

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	81		1 895		45 029	
	#	% ²	#	% ²	#	% ²
9. How many elementary schools (kindergarten to Grade 8) did you attend?						
One school	27	33%	657	35%	10 952	24%
Two schools	26	32%	524	28%	13 593	30%
Three schools	10	12%	299	16%	8 483	19%
Four schools	3	4%	146	8%	4 427	10%
Five schools or more	4	5%	146	8%	5 184	12%
no response/ambiguous response	11	14%	123	6%	2 390	5%

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—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	
	81		1 895		45 029	
	Female 34 % ²	Male 47 % 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	32%	32%	29%	42%	29%	38%
Undecided	26%	32%	27%	27%	25%	24%
Disagree or strongly disagree	41%	34%	43%	28%	44%	36%
no response/ambiguous response	0%	2%	2%	3%	2%	2%
b. I am good at mathematics.						
Strongly agree or agree	24%	30%	23%	36%	27%	41%
Undecided	44%	36%	36%	35%	33%	32%
Disagree or strongly disagree	32%	32%	39%	26%	37%	25%
no response/ambiguous response	0%	2%	2%	3%	2%	2%
c. I understand most of the mathematics I am taught.						
Strongly agree or agree	65%	57%	56%	63%	57%	65%
Undecided	26%	28%	25%	23%	24%	21%
Disagree or strongly disagree	6%	13%	16%	11%	16%	12%
no response/ambiguous response	3%	2%	3%	3%	3%	3%
d. The mathematics I learn now is very useful for everyday life.						
Strongly agree or agree	44%	53%	46%	54%	37%	43%
Undecided	44%	32%	30%	26%	32%	28%
Disagree or strongly disagree	12%	13%	22%	15%	28%	26%
no response/ambiguous response	0%	2%	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.

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: Applied Program– By Gender

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	81		1 895		45 029	
	Female 34 % ²	Male 47 % 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	44%	57%	45%	47%	38%	46%
Undecided	26%	30%	30%	32%	36%	32%
Disagree or strongly disagree	26%	13%	23%	18%	24%	19%
no response/ambiguous response	3%	0%	2%	3%	3%	3%
f. Mathematics is boring.						
Strongly agree or agree	29%	30%	42%	35%	45%	44%
Undecided	38%	40%	26%	27%	24%	24%
Disagree or strongly disagree	26%	28%	30%	34%	28%	29%
no response/ambiguous response	6%	2%	2%	4%	3%	3%
g. Mathematics is an easy subject.						
Strongly agree or agree	12%	13%	13%	23%	17%	27%
Undecided	26%	40%	25%	32%	27%	30%
Disagree or strongly disagree	56%	45%	59%	42%	54%	41%
no response/ambiguous response	6%	2%	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.

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: Applied Program—By Gender

Attitudes Toward Mathematics

Number of Respondents	School ¹		Board ¹		Province ¹	
	81		1 895		45 029	
	Female 34 % ²	Male 47 % 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	47%	38%	49%	51%	44%	50%
Undecided	26%	32%	31%	32%	32%	31%
Hard or very hard	15%	26%	18%	13%	21%	16%
no response/ambiguous response	12%	4%	2%	4%	3%	3%
b. Algebra (e.g., solving equations, simplifying expressions with polynomials)						
Very easy or easy	29%	34%	41%	39%	40%	41%
Undecided	41%	45%	27%	31%	26%	27%
Hard or very hard	18%	19%	30%	25%	31%	28%
no response/ambiguous response	12%	2%	3%	5%	3%	4%
c. Linear relations (e.g., scatter plots, lines of best fit)						
Very easy or easy	68%	57%	54%	58%	58%	59%
Undecided	21%	32%	28%	26%	23%	24%
Hard or very hard	0%	6%	15%	12%	15%	13%
no response/ambiguous response	12%	4%	3%	4%	3%	4%
d. Measurement (e.g., perimeter, area, volume)						
Very easy or easy	59%	51%	60%	60%	62%	66%
Undecided	21%	26%	25%	23%	21%	20%
Hard or very hard	6%	17%	11%	11%	13%	10%
no response/ambiguous response	15%	6%	3%	6%	4%	4%
e. Geometry (e.g., angles, parallel lines, quadrilaterals)						
Very easy or easy	24%	21%	38%	41%	39%	47%
Undecided	29%	38%	34%	35%	31%	30%
Hard or very hard	35%	32%	25%	19%	27%	19%
no response/ambiguous response	12%	9%	3%	5%	4%	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: Applied Program— By Gender

Background

Number of Respondents	School ¹		Board ¹		Province ¹	
	81		1 895		45 029	
	Female 34 % ²	Male 47 % 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	38%	34%	41%	40%	40%	39%
No	47%	55%	55%	54%	57%	57%
no response/ambiguous response	15%	11%	4%	6%	3%	4%
b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?						
Yes	53%	51%	77%	67%	73%	67%
No	32%	34%	19%	25%	23%	29%
no response/ambiguous response	15%	15%	4%	8%	4%	4%
c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?						
Yes	6%	6%	9%	10%	6%	7%
No	79%	81%	86%	82%	90%	88%
no response/ambiguous response	15%	13%	5%	8%	4%	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.	9%	21%	18%	13%	13%	10%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	26%	23%	32%	27%	23%	19%
I usually spend <i>30 minutes or less</i> on mathematics homework.	44%	45%	40%	44%	44%	46%
I am not usually assigned any mathematics homework.	6%	2%	6%	10%	16%	19%
no response/ambiguous response	15%	9%	5%	7%	5%	5%
b. How often do you complete all of your mathematics homework?						
Never or seldom	3%	11%	12%	13%	12%	16%
Sometimes	29%	34%	37%	34%	30%	31%
Often or always	53%	47%	46%	46%	53%	47%
no response/ambiguous response	15%	9%	5%	6%	5%	5%

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: Applied Program—By Gender

Background

Number of Respondents	School ¹		Board ¹		Province ¹	
	81		1 895		45 029	
	Female 34 % ²	Male 47 % 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	62%	72%	59%	52%	79%	79%
Another language (or languages) as often as English	18%	15%	23%	23%	11%	9%
Mostly or only another language (or other languages)	6%	4%	14%	18%	5%	6%
no response/ambiguous response	15%	9%	5%	7%	5%	5%
6. How old are you?						
13 years or younger	0%	0%	<1%	<1%	<1%	<1%
14 years	59%	62%	54%	52%	52%	49%
15 years	21%	28%	36%	35%	35%	36%
16 years or older	3%	0%	5%	6%	8%	10%
no response/ambiguous response	18%	11%	5%	7%	5%	5%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	3%	4%	11%	13%	8%	10%
One to four times	50%	62%	46%	45%	45%	45%
Five to nine times	15%	21%	19%	19%	24%	22%
10 or more times	15%	4%	19%	15%	19%	17%
no response/ambiguous response	18%	9%	5%	8%	5%	6%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	35%	34%	32%	30%	29%	30%
One to four times	41%	47%	35%	34%	40%	37%
Five to nine times	0%	6%	15%	15%	14%	14%
10 or more times	3%	4%	13%	14%	12%	14%
no response/ambiguous response	21%	9%	5%	7%	5%	5%

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: Applied Program– By Gender

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	Female 34 % ²	Male 47 % ²	Female 856 % ²	Male 1 039 % ²	Female 20 400 % ²	Male 24 628 % ²
9. How many elementary schools (kindergarten to Grade 8) did you attend?						
One school	32%	34%	34%	36%	23%	25%
Two schools	29%	34%	30%	26%	30%	30%
Three schools	9%	15%	16%	16%	19%	18%
Four schools	3%	4%	8%	7%	10%	10%
Five schools or more	6%	4%	8%	7%	12%	11%
no response/ambiguous response	21%	9%	5%	8%	5%	6%

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.