



Grade 9 Assessment of Mathematics, 2005-2006

Student Questionnaire: Applied Program—All Students

School Results

School : James Cardinal McGuigan Catholic (723096)

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	13	22%	679	36%	15 205	34%
Undecided	19	32%	512	27%	11 172	25%
Disagree or strongly disagree	27	45%	661	35%	17 807	40%
no response/ambiguous response	1	2%	43	2%	845	2%
b. I am good at mathematics.						
Strongly agree or agree	11	18%	569	30%	15 568	35%
Undecided	26	43%	677	36%	14 632	32%
Disagree or strongly disagree	22	37%	596	31%	13 746	31%
no response/ambiguous response	1	2%	53	3%	1 083	2%
c. I understand most of the mathematics I am taught.						
Strongly agree or agree	33	55%	1 131	60%	27 676	61%
Undecided	15	25%	457	24%	9 978	22%
Disagree or strongly disagree	10	17%	250	13%	6 144	14%
no response/ambiguous response	2	3%	57	3%	1 231	3%
d. The mathematics I learn now is very useful for everyday life.						
Strongly agree or agree	38	63%	955	50%	18 204	40%
Undecided	15	25%	529	28%	13 614	30%
Disagree or strongly disagree	6	10%	346	18%	11 987	27%
no response/ambiguous response	1	2%	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	
	60		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	24	40%	869	46%	18 940	42%
Undecided	21	35%	591	31%	15 219	34%
Disagree or strongly disagree	14	23%	381	20%	9 685	22%
no response/ambiguous response	1	2%	54	3%	1 185	3%
f. Mathematics is boring.						
Strongly agree or agree	25	42%	722	38%	20 036	44%
Undecided	18	30%	504	27%	10 996	24%
Disagree or strongly disagree	16	27%	610	32%	12 769	28%
no response/ambiguous response	1	2%	59	3%	1 228	3%
g. Mathematics is an easy subject.						
Strongly agree or agree	6	10%	348	18%	9 951	22%
Undecided	15	25%	550	29%	12 769	28%
Disagree or strongly disagree	37	62%	935	49%	21 074	47%
no response/ambiguous response	2	3%	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	
	60		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	25	42%	947	50%	21 213	47%
Undecided	23	38%	597	32%	14 303	32%
Hard or very hard	9	15%	290	15%	8 179	18%
no response/ambiguous response	3	5%	61	3%	1 334	3%
b. Algebra (e.g., solving equations, simplifying expressions with polynomials)						
Very easy or easy	13	22%	755	40%	18 182	40%
Undecided	25	42%	556	29%	12 080	27%
Hard or very hard	19	32%	508	27%	13 239	29%
no response/ambiguous response	3	5%	76	4%	1 528	3%
c. Linear relations (e.g., scatter plots, lines of best fit)						
Very easy or easy	32	53%	1 059	56%	26 500	59%
Undecided	17	28%	512	27%	10 588	24%
Hard or very hard	8	13%	249	13%	6 285	14%
no response/ambiguous response	3	5%	75	4%	1 656	4%
d. Measurement (e.g., perimeter, area, volume)						
Very easy or easy	26	43%	1 134	60%	28 878	64%
Undecided	18	30%	453	24%	9 085	20%
Hard or very hard	13	22%	217	11%	5 282	12%
no response/ambiguous response	3	5%	91	5%	1 784	4%
e. Geometry (e.g., angles, parallel lines, quadrilaterals)						
Very easy or easy	17	28%	749	40%	19 495	43%
Undecided	29	48%	658	35%	13 644	30%
Hard or very hard	11	18%	408	22%	10 139	23%
no response/ambiguous response	3	5%	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	
	60		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	23	38%	765	40%	17 702	39%
No	34	57%	1 034	55%	25 709	57%
no response/ambiguous response	3	5%	96	5%	1 618	4%
b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?						
Yes	40	67%	1 355	72%	31 419	70%
No	18	30%	420	22%	11 770	26%
no response/ambiguous response	2	3%	120	6%	1 840	4%
c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?						
Yes	6	10%	179	9%	2 979	7%
No	51	85%	1 592	84%	39 908	89%
no response/ambiguous response	3	5%	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.	8	13%	288	15%	5 054	11%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	17	28%	551	29%	9 345	21%
I usually spend <i>30 minutes or less</i> on mathematics homework.	28	47%	795	42%	20 368	45%
I am not usually assigned any mathematics homework.	2	3%	151	8%	7 999	18%
no response/ambiguous response	5	8%	110	6%	2 263	5%
b. How often do you complete all of your mathematics homework?						
Never or seldom	9	15%	241	13%	6 466	14%
Sometimes	21	35%	671	35%	13 817	31%
Often or always	26	43%	876	46%	22 468	50%
no response/ambiguous response	4	7%	107	6%	2 278	5%

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, 2005-2006

Student Questionnaire: Applied Program–All Students

Background

Number of Respondents	School ¹		Board ¹		Province ¹	
	60		1 895		45 029	
	#	% ²	#	% ²	#	% ²
5. What languages do you speak at home?						
Only or mostly English	31	52%	1 047	55%	35 635	79%
Another language (or languages) as often as English	15	25%	433	23%	4 438	10%
Mostly or only another language (or other languages)	10	17%	306	16%	2 705	6%
no response/ambiguous response	4	7%	109	6%	2 251	5%
6. How old are you?						
13 years or younger	0	0%	3	<1%	97	<1%
14 years	37	62%	1 003	53%	22 678	50%
15 years	17	28%	667	35%	15 927	35%
16 years or older	2	3%	107	6%	4 022	9%
no response/ambiguous response	4	7%	115	6%	2 305	5%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	6	10%	231	12%	4 082	9%
One to four times	30	50%	865	46%	20 171	45%
Five to nine times	10	17%	367	19%	10 380	23%
10 or more times	9	15%	310	16%	8 050	18%
no response/ambiguous response	5	8%	122	6%	2 346	5%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	12	20%	581	31%	13 139	29%
One to four times	21	35%	654	35%	17 323	38%
Five to nine times	10	17%	282	15%	6 390	14%
10 or more times	12	20%	261	14%	5 855	13%
no response/ambiguous response	5	8%	117	6%	2 322	5%

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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	
	60		1 895		45 029	
	#	% ²	#	% ²	#	% ²
9. How many elementary schools (kindergarten to Grade 8) did you attend?						
One school	19	32%	657	35%	10 952	24%
Two schools	20	33%	524	28%	13 593	30%
Three schools	5	8%	299	16%	8 483	19%
Four schools	5	8%	146	8%	4 427	10%
Five schools or more	6	10%	146	8%	5 184	12%
no response/ambiguous response	5	8%	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 : James Cardinal McGuigan Catholic (723096)

Board : Toronto Catholic District School Board (67059)

Attitudes Toward Mathematics

Number of Respondents	School ¹		Board ¹		Province ¹	
	60		1 895		45 029	
	Female 24 % ²	Male 36 % 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	12%	28%	29%	42%	29%	38%
Undecided	29%	33%	27%	27%	25%	24%
Disagree or strongly disagree	58%	36%	43%	28%	44%	36%
no response/ambiguous response	0%	3%	2%	3%	2%	2%
b. I am good at mathematics.						
Strongly agree or agree	12%	22%	23%	36%	27%	41%
Undecided	42%	44%	36%	35%	33%	32%
Disagree or strongly disagree	46%	31%	39%	26%	37%	25%
no response/ambiguous response	0%	3%	2%	3%	2%	2%
c. I understand most of the mathematics I am taught.						
Strongly agree or agree	46%	61%	56%	63%	57%	65%
Undecided	25%	25%	25%	23%	24%	21%
Disagree or strongly disagree	29%	8%	16%	11%	16%	12%
no response/ambiguous response	0%	6%	3%	3%	3%	3%
d. The mathematics I learn now is very useful for everyday life.						
Strongly agree or agree	62%	64%	46%	54%	37%	43%
Undecided	21%	28%	30%	26%	32%	28%
Disagree or strongly disagree	17%	6%	22%	15%	28%	26%
no response/ambiguous response	0%	3%	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	
	Female 24 % ²	Male 36 % 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	46%	36%	45%	47%	38%	46%
Undecided	21%	44%	30%	32%	36%	32%
Disagree or strongly disagree	33%	17%	23%	18%	24%	19%
no response/ambiguous response	0%	3%	2%	3%	3%	3%
f. Mathematics is boring.						
Strongly agree or agree	38%	44%	42%	35%	45%	44%
Undecided	25%	33%	26%	27%	24%	24%
Disagree or strongly disagree	38%	19%	30%	34%	28%	29%
no response/ambiguous response	0%	3%	2%	4%	3%	3%
g. Mathematics is an easy subject.						
Strongly agree or agree	8%	11%	13%	23%	17%	27%
Undecided	12%	33%	25%	32%	27%	30%
Disagree or strongly disagree	79%	50%	59%	42%	54%	41%
no response/ambiguous response	0%	6%	3%	4%	3%	3%

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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	
	60		1 895		45 029	
	Female 24 % ²	Male 36 % 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	29%	50%	49%	51%	44%	50%
Undecided	38%	39%	31%	32%	32%	31%
Hard or very hard	29%	6%	18%	13%	21%	16%
no response/ambiguous response	4%	6%	2%	4%	3%	3%
b. Algebra (e.g., solving equations, simplifying expressions with polynomials)						
Very easy or easy	21%	22%	41%	39%	40%	41%
Undecided	46%	39%	27%	31%	26%	27%
Hard or very hard	29%	33%	30%	25%	31%	28%
no response/ambiguous response	4%	6%	3%	5%	3%	4%
c. Linear relations (e.g., scatter plots, lines of best fit)						
Very easy or easy	46%	58%	54%	58%	58%	59%
Undecided	33%	25%	28%	26%	23%	24%
Hard or very hard	17%	11%	15%	12%	15%	13%
no response/ambiguous response	4%	6%	3%	4%	3%	4%
d. Measurement (e.g., perimeter, area, volume)						
Very easy or easy	46%	42%	60%	60%	62%	66%
Undecided	25%	33%	25%	23%	21%	20%
Hard or very hard	25%	19%	11%	11%	13%	10%
no response/ambiguous response	4%	6%	3%	6%	4%	4%
e. Geometry (e.g., angles, parallel lines, quadrilaterals)						
Very easy or easy	38%	22%	38%	41%	39%	47%
Undecided	46%	50%	34%	35%	31%	30%
Hard or very hard	12%	22%	25%	19%	27%	19%
no response/ambiguous response	4%	6%	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 24 % ²	Male 36 % ²	Female 856 % ²	Male 1 039 % ²	Female 20 400 % ²	Male 24 628 % ²
	60		1 895		45 029	
3a. Do you have a computer <i>at home</i> that you use for mathematics school work?						
Yes	29%	44%	41%	40%	40%	39%
No	67%	50%	55%	54%	57%	57%
no response/ambiguous response	4%	6%	4%	6%	3%	4%
b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?						
Yes	71%	64%	77%	67%	73%	67%
No	25%	33%	19%	25%	23%	29%
no response/ambiguous response	4%	3%	4%	8%	4%	4%
c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?						
Yes	4%	14%	9%	10%	6%	7%
No	88%	83%	86%	82%	90%	88%
no response/ambiguous response	8%	3%	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.	21%	8%	18%	13%	13%	10%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	25%	31%	32%	27%	23%	19%
I usually spend <i>30 minutes or less</i> on mathematics homework.	42%	50%	40%	44%	44%	46%
I am not usually assigned any mathematics homework.	8%	0%	6%	10%	16%	19%
no response/ambiguous response	4%	11%	5%	7%	5%	5%
b. How often do you complete all of your mathematics homework?						
Never or seldom	21%	11%	12%	13%	12%	16%
Sometimes	33%	36%	37%	34%	30%	31%
Often or always	42%	44%	46%	46%	53%	47%
no response/ambiguous response	4%	8%	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	
	60		1 895		45 029	
	Female 24 % ²	Male 36 % 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	50%	53%	59%	52%	79%	79%
Another language (or languages) as often as English	29%	22%	23%	23%	11%	9%
Mostly or only another language (or other languages)	17%	17%	14%	18%	5%	6%
no response/ambiguous response	4%	8%	5%	7%	5%	5%
6. How old are you?						
13 years or younger	0%	0%	<1%	<1%	<1%	<1%
14 years	71%	56%	54%	52%	52%	49%
15 years	25%	31%	36%	35%	35%	36%
16 years or older	0%	6%	5%	6%	8%	10%
no response/ambiguous response	4%	8%	5%	7%	5%	5%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	8%	11%	11%	13%	8%	10%
One to four times	46%	53%	46%	45%	45%	45%
Five to nine times	21%	14%	19%	19%	24%	22%
10 or more times	21%	11%	19%	15%	19%	17%
no response/ambiguous response	4%	11%	5%	8%	5%	6%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	17%	22%	32%	30%	29%	30%
One to four times	33%	36%	35%	34%	40%	37%
Five to nine times	17%	17%	15%	15%	14%	14%
10 or more times	25%	17%	13%	14%	12%	14%
no response/ambiguous response	8%	8%	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 24 % ²	Male 36 % 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	33%	31%	34%	36%	23%	25%
Two schools	29%	36%	30%	26%	30%	30%
Three schools	8%	8%	16%	16%	19%	18%
Four schools	12%	6%	8%	7%	10%	10%
Five schools or more	12%	8%	8%	7%	12%	11%
no response/ambiguous response	4%	11%	5%	8%	5%	6%

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