

Student Questionnaire: Academic Program–All Students School Results

School: Chaminade College S (695947)

Board: Toronto Catholic District School Board (67059)

Attitudes Toward Mathematics

Number of Respondents	School ¹		Board ¹		Province ¹	
	#	% ²	#	% ²	#	% ²
	157		4 400		98 764	
	#	% 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	93	59%	2 329	53%	50 913	52%
Undecided	30	19%	1 078	24%	24 605	25%
Disagree or strongly disagree	33	21%	982	22%	23 043	23%
no response/ambiguous response	1	1%	11	<1%	203	<1%
b. I am good at mathematics.						
Strongly agree or agree	78	50%	1 995	45%	49 024	50%
Undecided	55	35%	1 519	35%	29 991	30%
Disagree or strongly disagree	21	13%	868	20%	19 450	20%
no response/ambiguous response	3	2%	18	<1%	299	<1%
c. I understand most of the mathematics I am taught.						
Strongly agree or agree	98	62%	3 107	71%	69 703	71%
Undecided	40	25%	886	20%	18 689	19%
Disagree or strongly disagree	16	10%	389	9%	10 006	10%
no response/ambiguous response	3	2%	18	<1%	366	<1%
d. The mathematics I learn now is very useful for everyday life.						
Strongly agree or agree	71	45%	1 798	41%	35 108	36%
Undecided	40	25%	1 430	32%	32 704	33%
Disagree or strongly disagree	43	27%	1 148	26%	30 560	31%
no response/ambiguous response	3	2%	24	1%	392	<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, 2006–2007

Student Questionnaire: Academic Program–All Students

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	157		4 400		98 764	
	#	% 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	90	57%	2 477	56%	54 717	55%
Undecided	46	29%	1 296	29%	29 962	30%
Disagree or strongly disagree	19	12%	604	14%	13 631	14%
no response/ambiguous response	2	1%	23	1%	454	<1%
f. Mathematics is boring.						
Strongly agree or agree	43	27%	1 174	27%	31 005	31%
Undecided	42	27%	1 252	28%	27 793	28%
Disagree or strongly disagree	69	44%	1 941	44%	39 364	40%
no response/ambiguous response	3	2%	33	1%	602	1%
g. Mathematics is an easy subject.						
Strongly agree or agree	40	25%	1 075	24%	26 623	27%
Undecided	41	26%	1 350	31%	28 596	29%
Disagree or strongly disagree	73	46%	1 951	44%	43 010	44%
no response/ambiguous response	3	2%	24	1%	535	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, 2006–2007

Student Questionnaire: Academic Program–All Students

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	157		4 400		98 764	
	#	% 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	109	69%	3 093	70%	66 218	67%
Undecided	37	24%	922	21%	21 620	22%
Hard or very hard	8	5%	352	8%	10 112	10%
no response/ambiguous response	3	2%	33	1%	814	1%
b. Algebra (e.g., solving equations, simplifying expressions with polynomials)						
Very easy or easy	82	52%	2 640	60%	59 158	60%
Undecided	44	28%	936	21%	20 381	21%
Hard or very hard	28	18%	798	18%	18 487	19%
no response/ambiguous response	3	2%	26	1%	738	1%
c. Linear relations (e.g., scatter plots, lines of best fit)						
Very easy or easy	58	37%	2 078	47%	47 683	48%
Undecided	61	39%	1 358	31%	28 744	29%
Hard or very hard	35	22%	929	21%	21 550	22%
no response/ambiguous response	3	2%	35	1%	787	1%
d. Analytic geometry (e.g., slope, y-intercept, equations of lines)						
Very easy or easy	42	27%	1 903	43%	40 227	41%
Undecided	49	31%	1 140	26%	25 381	26%
Hard or very hard	63	40%	1 318	30%	32 310	33%
no response/ambiguous response	3	2%	39	1%	846	1%
e. Measurement (e.g., perimeter, surface area, volume)						
Very easy or easy	117	75%	3 292	75%	74 375	75%
Undecided	29	18%	736	17%	15 853	16%
Hard or very hard	9	6%	327	7%	7 550	8%
no response/ambiguous response	2	1%	45	1%	986	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, 2006–2007

Student Questionnaire: Academic Program–All Students

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	157		4 400		98 764	
	#	% ²	#	% ²	#	% ²
f. Geometry (e.g., angles, quadrilaterals)						
Very easy or easy	99	63%	2 637	60%	62 616	63%
Undecided	43	27%	1 119	25%	22 566	23%
Hard or very hard	13	8%	596	14%	12 602	13%
no response/ambiguous response	2	1%	48	1%	980	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, 2006–2007

Student Questionnaire: Academic Program–All Students

Background

Number of Respondents	School ¹		Board ¹		Province ¹	
	#	% ²	#	% ²	#	% ²
	157		4 400		98 764	
3a. Do you have a computer <i>at home</i> that you use for mathematics school work?						
Yes	70	45%	2 144	49%	51 664	52%
No	85	54%	2 204	50%	46 122	47%
no response/ambiguous response	2	1%	52	1%	978	1%
b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?						
Yes	126	80%	3 789	86%	84 567	86%
No	31	20%	562	13%	13 246	13%
no response/ambiguous response	0	0%	49	1%	951	1%
c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?						
Yes	14	9%	662	15%	8 406	9%
No	141	90%	3 681	84%	89 175	90%
no response/ambiguous response	2	1%	57	1%	1 183	1%
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.	27	17%	1 201	27%	22 013	22%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	47	30%	1 694	38%	35 594	36%
I usually spend <i>30 minutes or less</i> on mathematics homework.	77	49%	1 358	31%	37 219	38%
I am not usually assigned any mathematics homework.	6	4%	83	2%	2 689	3%
no response/ambiguous response	0	0%	64	1%	1 249	1%
b. How often do you complete all of your mathematics homework?						
Never or seldom	20	13%	469	11%	11 626	12%
Sometimes	45	29%	1 160	26%	23 060	23%
Often or always	89	57%	2 705	61%	62 775	64%
no response/ambiguous response	3	2%	66	2%	1 303	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, 2006–2007

Student Questionnaire: Academic Program–All Students

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	157		4 400		98 764	
	#	% ²	#	% ²	#	% ²
5. What languages do you speak at home?						
Only or mostly English	109	69%	2 775	63%	75 675	77%
Another language (or languages) as often as English	30	19%	967	22%	13 200	13%
Mostly or only another language (or other languages)	16	10%	592	13%	8 522	9%
no response/ambiguous response	2	1%	66	2%	1 367	1%
6. How old are you?						
13 years or younger	1	1%	24	1%	839	1%
14 years	101	64%	2 786	63%	64 324	65%
15 years	53	34%	1 486	34%	31 232	32%
16 years or older	0	0%	36	1%	1 046	1%
no response/ambiguous response	2	1%	68	2%	1 323	1%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	27	17%	843	19%	14 229	14%
One to four times	87	55%	2 480	56%	58 048	59%
Five to nine times	25	16%	717	16%	18 021	18%
10 or more times	16	10%	282	6%	7 035	7%
no response/ambiguous response	2	1%	78	2%	1 431	1%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	96	61%	2 158	49%	45 139	46%
One to four times	45	29%	1 565	36%	38 103	39%
Five to nine times	8	5%	358	8%	8 568	9%
10 or more times	6	4%	243	6%	5 493	6%
no response/ambiguous response	2	1%	76	2%	1 461	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, 2006–2007

Student Questionnaire: Academic Program–All Students

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	157		4 400		98 764	
	#	% ²	#	% ²	#	% ²
9. How many elementary schools (kindergarten to Grade 8) did you attend?						
One school	86	55%	1 802	41%	27 575	28%
Two schools	44	28%	1 382	31%	34 973	35%
Three schools	13	8%	639	15%	18 970	19%
Four schools	8	5%	284	6%	8 460	9%
Five schools or more	4	3%	221	5%	7 298	7%
no response/ambiguous response	2	1%	72	2%	1 488	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.

Grade 9 Assessment of Mathematics, 2006–2007

Student Questionnaire: Academic Program–By Gender

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	157		4 400		98 764	
	Female N/D % ²	Male 157 % ²	Female 2 393 % ²	Male 2 007 % ²	Female 50 835 % ²	Male 47 929 % 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/D	59%	49%	58%	47%	57%
Undecided	N/D	19%	25%	23%	27%	23%
Disagree or strongly disagree	N/D	21%	26%	18%	27%	20%
no response/ambiguous response	N/D	1%	<1%	<1%	<1%	<1%
b. I am good at mathematics.						
Strongly agree or agree	N/D	50%	38%	54%	43%	57%
Undecided	N/D	35%	38%	30%	33%	28%
Disagree or strongly disagree	N/D	13%	24%	15%	24%	15%
no response/ambiguous response	N/D	2%	<1%	1%	<1%	<1%
c. I understand most of the mathematics I am taught.						
Strongly agree or agree	N/D	62%	69%	73%	67%	74%
Undecided	N/D	25%	21%	19%	21%	17%
Disagree or strongly disagree	N/D	10%	10%	8%	12%	8%
no response/ambiguous response	N/D	2%	<1%	1%	<1%	<1%
d. The mathematics I learn now is very useful for everyday life.						
Strongly agree or agree	N/D	45%	40%	42%	33%	39%
Undecided	N/D	25%	34%	31%	36%	30%
Disagree or strongly disagree	N/D	27%	26%	26%	32%	30%
no response/ambiguous response	N/D	2%	<1%	1%	<1%	<1%
e. I need to keep taking mathematics for the kind of job I want after I leave school.						
Strongly agree or agree	N/D	57%	54%	59%	53%	58%
Undecided	N/D	29%	31%	27%	32%	29%
Disagree or strongly disagree	N/D	12%	15%	12%	15%	13%
no response/ambiguous response	N/D	1%	<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.

Note: N/R "Not reported" indicates that the number of students responding to the questionnaire is so small (fewer than six in a group) that identification of individual results might be possible; therefore, results are not reported.

N/D "No data available" is used to indicate that there were no students for the group specified.

Grade 9 Assessment of Mathematics, 2006–2007

Student Questionnaire: Academic Program–By Gender

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	Female N/D % ²	Male 157 % ²	Female 2 393 % ²	Male 2 007 % ²	Female 50 835 % ²	Male 47 929 % ²
f. Mathematics is boring.						
Strongly agree or agree	N/D	27%	26%	27%	31%	32%
Undecided	N/D	27%	28%	29%	29%	28%
Disagree or strongly disagree	N/D	44%	45%	43%	40%	40%
no response/ambiguous response	N/D	2%	1%	1%	1%	1%
g. Mathematics is an easy subject.						
Strongly agree or agree	N/D	25%	20%	30%	22%	32%
Undecided	N/D	26%	31%	30%	29%	29%
Disagree or strongly disagree	N/D	46%	49%	39%	49%	38%
no response/ambiguous response	N/D	2%	<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.

Note: N/R "Not reported" indicates that the number of students responding to the questionnaire is so small (fewer than six in a group) that identification of individual results might be possible; therefore, results are not reported.

N/D "No data available" is used to indicate that there were no students for the group specified.

Grade 9 Assessment of Mathematics, 2006–2007

Student Questionnaire: Academic Program–By Gender

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	Female N/D % ²	Male 157 % ²	Female 2 393 % ²	Male 2 007 % ²	Female 50 835 % ²	Male 47 929 % 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/D	69%	67%	74%	64%	70%
Undecided	N/D	24%	23%	19%	24%	20%
Hard or very hard	N/D	5%	10%	6%	12%	9%
no response/ambiguous response	N/D	2%	1%	1%	1%	1%
b. Algebra (e.g., solving equations, simplifying expressions with polynomials)						
Very easy or easy	N/D	52%	61%	58%	61%	59%
Undecided	N/D	28%	21%	22%	20%	21%
Hard or very hard	N/D	18%	18%	19%	19%	19%
no response/ambiguous response	N/D	2%	<1%	1%	1%	1%
c. Linear relations (e.g., scatter plots, lines of best fit)						
Very easy or easy	N/D	37%	46%	49%	45%	51%
Undecided	N/D	39%	31%	30%	30%	28%
Hard or very hard	N/D	22%	22%	19%	24%	20%
no response/ambiguous response	N/D	2%	1%	1%	1%	1%
d. Analytic geometry (e.g., slope, y-intercept, equations of lines)						
Very easy or easy	N/D	27%	43%	44%	38%	44%
Undecided	N/D	31%	25%	27%	26%	25%
Hard or very hard	N/D	40%	32%	28%	35%	30%
no response/ambiguous response	N/D	2%	1%	1%	1%	1%
e. Measurement (e.g., perimeter, surface area, volume)						
Very easy or easy	N/D	75%	74%	76%	73%	77%
Undecided	N/D	18%	17%	16%	17%	15%
Hard or very hard	N/D	6%	8%	7%	8%	7%
no response/ambiguous response	N/D	1%	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.

Note: N/R "Not reported" indicates that the number of students responding to the questionnaire is so small (fewer than six in a group) that identification of individual results might be possible; therefore, results are not reported.

N/D "No data available" is used to indicate that there were no students for the group specified.

Grade 9 Assessment of Mathematics, 2006–2007

Student Questionnaire: Academic Program–By Gender

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	Female N/D % ²	Male 157 % ²	Female 2 393 % ²	Male 2 007 % ²	Female 50 835 % ²	Male 47 929 % ²
f. Geometry (e.g., angles, quadrilaterals)						
Very easy or easy	N/D	63%	58%	63%	60%	67%
Undecided	N/D	27%	26%	24%	24%	21%
Hard or very hard	N/D	8%	15%	12%	14%	11%
no response/ambiguous response	N/D	1%	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.

Note: N/R “Not reported” indicates that the number of students responding to the questionnaire is so small (fewer than six in a group) that identification of individual results might be possible; therefore, results are not reported.

N/D “No data available” is used to indicate that there were no students for the group specified.

Grade 9 Assessment of Mathematics, 2006–2007

Student Questionnaire: Academic Program–By Gender

Background

Number of Respondents	School ¹		Board ¹		Province ¹	
	Female N/D % ²	Male 157 % ²	Female 2 393 % ²	Male 2 007 % ²	Female 50 835 % ²	Male 47 929 % ²
3a. Do you have a computer <i>at home</i> that you use for mathematics school work?						
Yes	N/D	45%	48%	49%	54%	51%
No	N/D	54%	51%	50%	45%	48%
no response/ambiguous response	N/D	1%	1%	1%	1%	1%
b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?						
Yes	N/D	80%	89%	83%	88%	83%
No	N/D	20%	10%	16%	11%	16%
no response/ambiguous response	N/D	0%	1%	1%	1%	1%
c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?						
Yes	N/D	9%	16%	14%	8%	9%
No	N/D	90%	83%	85%	91%	90%
no response/ambiguous response	N/D	1%	1%	1%	1%	1%
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.	N/D	17%	32%	22%	25%	19%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	N/D	30%	41%	36%	40%	32%
I usually spend <i>30 minutes or less</i> on mathematics homework.	N/D	49%	25%	38%	32%	44%
I am not usually assigned any mathematics homework.	N/D	4%	2%	2%	2%	4%
no response/ambiguous response	N/D	0%	1%	1%	1%	1%
b. How often do you complete all of your mathematics homework?						
Never or seldom	N/D	13%	9%	13%	9%	15%
Sometimes	N/D	29%	24%	29%	21%	25%
Often or always	N/D	57%	65%	57%	69%	58%
no response/ambiguous response	N/D	2%	1%	2%	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.

Note: N/R "Not reported" indicates that the number of students responding to the questionnaire is so small (fewer than six in a group) that identification of individual results might be possible; therefore, results are not reported.

N/D "No data available" is used to indicate that there were no students for the group specified.

Grade 9 Assessment of Mathematics, 2006–2007

Student Questionnaire: Academic Program–By Gender

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	157		4 400		98 764	
	Female N/D % ²	Male 157 % ²	Female 2 393 % ²	Male 2 007 % ²	Female 50 835 % ²	Male 47 929 % ²
5. What languages do you speak at home?						
Only or mostly English	N/D	69%	63%	63%	77%	76%
Another language (or languages) as often as English	N/D	19%	23%	21%	14%	13%
Mostly or only another language (or other languages)	N/D	10%	13%	14%	8%	10%
no response/ambiguous response	N/D	1%	1%	2%	1%	1%
6. How old are you?						
13 years or younger	N/D	1%	<1%	1%	1%	1%
14 years	N/D	64%	64%	63%	66%	64%
15 years	N/D	34%	34%	34%	31%	32%
16 years or older	N/D	0%	1%	1%	1%	1%
no response/ambiguous response	N/D	1%	1%	2%	1%	1%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	N/D	17%	17%	22%	12%	17%
One to four times	N/D	55%	57%	55%	60%	58%
Five to nine times	N/D	16%	17%	15%	19%	17%
10 or more times	N/D	10%	7%	6%	7%	7%
no response/ambiguous response	N/D	1%	2%	2%	1%	2%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	N/D	61%	50%	48%	47%	45%
One to four times	N/D	29%	36%	36%	39%	38%
Five to nine times	N/D	5%	8%	9%	8%	9%
10 or more times	N/D	4%	5%	7%	5%	6%
no response/ambiguous response	N/D	1%	2%	2%	1%	2%

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 students responding to the questionnaire is so small (fewer than six in a group) that identification of individual results might be possible; therefore, results are not reported.

N/D "No data available" is used to indicate that there were no students for the group specified.

Grade 9 Assessment of Mathematics, 2006–2007

Student Questionnaire: Academic Program–By Gender

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	Female N/D % ²	Male 157 % ²	Female 2 393 % ²	Male 2 007 % ²	Female 50 835 % ²	Male 47 929 % ²
	157		4 400		98 764	
9. How many elementary schools (kindergarten to Grade 8) did you attend?						
One school	N/D	55%	40%	42%	28%	28%
Two schools	N/D	28%	32%	31%	35%	35%
Three schools	N/D	8%	15%	14%	19%	19%
Four schools	N/D	5%	7%	6%	9%	8%
Five schools or more	N/D	3%	5%	5%	7%	7%
no response/ambiguous response	N/D	1%	2%	2%	1%	2%

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 students responding to the questionnaire is so small (fewer than six in a group) that identification of individual results might be possible; therefore, results are not reported.

N/D "No data available" is used to indicate that there were no students for the group specified.