

## Student Questionnaire: Academic Program–All Students School Results

School: Cardinal Carter Academy for the Arts (694550)

Board: Toronto Catholic District School Board (67059)

### Attitudes Toward Mathematics

Number of Respondents	School <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	#	% <sup>2</sup>	#	% <sup>2</sup>	#	% <sup>2</sup>
	140		4 400		98 764	
<b>1. Indicate the degree to which you agree or disagree with each of the following statements.</b>						
<b>a. I like mathematics.</b>						
Strongly agree or agree	86	61%	2 329	53%	50 913	52%
Undecided	31	22%	1 078	24%	24 605	25%
Disagree or strongly disagree	23	16%	982	22%	23 043	23%
no response/ambiguous response	0	0%	11	<1%	203	<1%
<b>b. I am good at mathematics.</b>						
Strongly agree or agree	79	56%	1 995	45%	49 024	50%
Undecided	37	26%	1 519	35%	29 991	30%
Disagree or strongly disagree	24	17%	868	20%	19 450	20%
no response/ambiguous response	0	0%	18	<1%	299	<1%
<b>c. I understand most of the mathematics I am taught.</b>						
Strongly agree or agree	110	79%	3 107	71%	69 703	71%
Undecided	16	11%	886	20%	18 689	19%
Disagree or strongly disagree	14	10%	389	9%	10 006	10%
no response/ambiguous response	0	0%	18	<1%	366	<1%
<b>d. The mathematics I learn now is very useful for everyday life.</b>						
Strongly agree or agree	54	39%	1 798	41%	35 108	36%
Undecided	50	36%	1 430	32%	32 704	33%
Disagree or strongly disagree	36	26%	1 148	26%	30 560	31%
no response/ambiguous response	0	0%	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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	#	% <sup>2</sup>	#	% <sup>2</sup>	#	% <sup>2</sup>
	140		4 400		98 764	
<b>e. I need to keep taking mathematics for the kind of job I want after I leave school.</b>						
Strongly agree <b>or</b> agree	74	53%	2 477	56%	54 717	55%
Undecided	39	28%	1 296	29%	29 962	30%
Disagree <b>or</b> strongly disagree	27	19%	604	14%	13 631	14%
no response/ambiguous response	0	0%	23	1%	454	<1%
<b>f. Mathematics is boring.</b>						
Strongly agree <b>or</b> agree	29	21%	1 174	27%	31 005	31%
Undecided	36	26%	1 252	28%	27 793	28%
Disagree <b>or</b> strongly disagree	75	54%	1 941	44%	39 364	40%
no response/ambiguous response	0	0%	33	1%	602	1%
<b>g. Mathematics is an easy subject.</b>						
Strongly agree <b>or</b> agree	36	26%	1 075	24%	26 623	27%
Undecided	43	31%	1 350	31%	28 596	29%
Disagree <b>or</b> strongly disagree	61	44%	1 951	44%	43 010	44%
no response/ambiguous response	0	0%	24	1%	535	1%

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# Grade 9 Assessment of Mathematics, 2006–2007

## Student Questionnaire: Academic Program–All Students

### Attitudes Toward Mathematics

Number of Respondents	School <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	#	% <sup>2</sup>	#	% <sup>2</sup>	#	% <sup>2</sup>
	140		4 400		98 764	
<b>2. Indicate how easy or hard you find mathematics questions that deal with the following.</b>						
<b>a. Number sense (e.g., operations with integers, rational numbers, exponents)</b>						
Very easy or easy	93	66%	3 093	70%	66 218	67%
Undecided	36	26%	922	21%	21 620	22%
Hard or very hard	11	8%	352	8%	10 112	10%
no response/ambiguous response	0	0%	33	1%	814	1%
<b>b. Algebra (e.g., solving equations, simplifying expressions with polynomials)</b>						
Very easy or easy	102	73%	2 640	60%	59 158	60%
Undecided	16	11%	936	21%	20 381	21%
Hard or very hard	22	16%	798	18%	18 487	19%
no response/ambiguous response	0	0%	26	1%	738	1%
<b>c. Linear relations (e.g., scatter plots, lines of best fit)</b>						
Very easy or easy	96	69%	2 078	47%	47 683	48%
Undecided	24	17%	1 358	31%	28 744	29%
Hard or very hard	20	14%	929	21%	21 550	22%
no response/ambiguous response	0	0%	35	1%	787	1%
<b>d. Analytic geometry (e.g., slope, y-intercept, equations of lines)</b>						
Very easy or easy	75	54%	1 903	43%	40 227	41%
Undecided	34	24%	1 140	26%	25 381	26%
Hard or very hard	31	22%	1 318	30%	32 310	33%
no response/ambiguous response	0	0%	39	1%	846	1%
<b>e. Measurement (e.g., perimeter, surface area, volume)</b>						
Very easy or easy	117	84%	3 292	75%	74 375	75%
Undecided	19	14%	736	17%	15 853	16%
Hard or very hard	4	3%	327	7%	7 550	8%
no response/ambiguous response	0	0%	45	1%	986	1%

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, 2006–2007

### Student Questionnaire: Academic Program–All Students

#### Attitudes Toward Mathematics

<i>Number of Respondents</i>	School <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	140		4 400		98 764	
	#	% <sup>2</sup>	#	% <sup>2</sup>	#	% <sup>2</sup>
<b>f. Geometry (e.g., angles, quadrilaterals)</b>						
Very easy <b>or</b> easy	104	74%	2 637	60%	62 616	63%
Undecided	20	14%	1 119	25%	22 566	23%
Hard <b>or</b> very hard	16	11%	596	14%	12 602	13%
no response/ambiguous response	0	0%	48	1%	980	1%

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, 2006–2007

## Student Questionnaire: Academic Program–All Students

### Background

Number of Respondents	School <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	#	% <sup>2</sup>	#	% <sup>2</sup>	#	% <sup>2</sup>
	140		4 400		98 764	
<b>3a. Do you have a computer <i>at home</i> that you use for mathematics school work?</b>						
Yes	45	32%	2 144	49%	51 664	52%
No	94	67%	2 204	50%	46 122	47%
no response/ambiguous response	1	1%	52	1%	978	1%
<b>b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?</b>						
Yes	131	94%	3 789	86%	84 567	86%
No	8	6%	562	13%	13 246	13%
no response/ambiguous response	1	1%	49	1%	951	1%
<b>c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?</b>						
Yes	12	9%	662	15%	8 406	9%
No	127	91%	3 681	84%	89 175	90%
no response/ambiguous response	1	1%	57	1%	1 183	1%
<b>4a. How much time to you <i>usually</i> spend on mathematics homework (in or out of school) on any given day?</b>						
I usually spend <i>more than 45 minutes</i> on mathematics homework.	51	36%	1 201	27%	22 013	22%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	64	46%	1 694	38%	35 594	36%
I usually spend <i>30 minutes or less</i> on mathematics homework.	24	17%	1 358	31%	37 219	38%
I am not usually assigned any mathematics homework.	0	0%	83	2%	2 689	3%
no response/ambiguous response	1	1%	64	1%	1 249	1%
<b>b. How often do you complete all of your mathematics homework?</b>						
Never <b>or</b> seldom	4	3%	469	11%	11 626	12%
Sometimes	10	7%	1 160	26%	23 060	23%
Often <b>or</b> always	125	89%	2 705	61%	62 775	64%
no response/ambiguous response	1	1%	66	2%	1 303	1%

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, 2006–2007

### Student Questionnaire: Academic Program–All Students

#### Background

<i>Number of Respondents</i>	School <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	140		4 400		98 764	
	#	% <sup>2</sup>	#	% <sup>2</sup>	#	% <sup>2</sup>
<b>5. What languages do you speak at home?</b>						
Only or mostly English	98	70%	2 775	63%	75 675	77%
Another language (or languages) as often as English	24	17%	967	22%	13 200	13%
Mostly or only another language (or other languages)	17	12%	592	13%	8 522	9%
no response/ambiguous response	1	1%	66	2%	1 367	1%
<b>6. How old are you?</b>						
13 years or younger	1	1%	24	1%	839	1%
14 years	106	76%	2 786	63%	64 324	65%
15 years	31	22%	1 486	34%	31 232	32%
16 years or older	1	1%	36	1%	1 046	1%
no response/ambiguous response	1	1%	68	2%	1 323	1%
<b>7. How often have you been absent from your Grade 9 mathematics class this year?</b>						
Never	31	22%	843	19%	14 229	14%
One to four times	91	65%	2 480	56%	58 048	59%
Five to nine times	15	11%	717	16%	18 021	18%
10 or more times	2	1%	282	6%	7 035	7%
no response/ambiguous response	1	1%	78	2%	1 431	1%
<b>8. How often have you been late for your Grade 9 mathematics class this year?</b>						
Never	79	56%	2 158	49%	45 139	46%
One to four times	46	33%	1 565	36%	38 103	39%
Five to nine times	11	8%	358	8%	8 568	9%
10 or more times	3	2%	243	6%	5 493	6%
no response/ambiguous response	1	1%	76	2%	1 461	1%

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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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	140		4 400		98 764	
	#	% <sup>2</sup>	#	% <sup>2</sup>	#	% <sup>2</sup>
<b>9. How many elementary schools (kindergarten to Grade 8) did you attend?</b>						
One school	34	24%	1 802	41%	27 575	28%
Two schools	53	38%	1 382	31%	34 973	35%
Three schools	26	19%	639	15%	18 970	19%
Four schools	16	11%	284	6%	8 460	9%
Five schools or more	10	7%	221	5%	7 298	7%
no response/ambiguous response	1	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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	Female 107 % <sup>2</sup>	Male 33 % <sup>2</sup>	Female 2 393 % <sup>2</sup>	Male 2 007 % <sup>2</sup>	Female 50 835 % <sup>2</sup>	Male 47 929 % <sup>2</sup>
	140		4 400		98 764	
<b>1. Indicate the degree to which you agree or disagree with each of the following statements.</b>						
<b>a. I like mathematics.</b>						
Strongly agree <b>or</b> agree	62%	61%	49%	58%	47%	57%
Undecided	22%	21%	25%	23%	27%	23%
Disagree <b>or</b> strongly disagree	16%	18%	26%	18%	27%	20%
no response/ambiguous response	0%	0%	<1%	<1%	<1%	<1%
<b>b. I am good at mathematics.</b>						
Strongly agree <b>or</b> agree	52%	70%	38%	54%	43%	57%
Undecided	30%	15%	38%	30%	33%	28%
Disagree <b>or</b> strongly disagree	18%	15%	24%	15%	24%	15%
no response/ambiguous response	0%	0%	<1%	1%	<1%	<1%
<b>c. I understand most of the mathematics I am taught.</b>						
Strongly agree <b>or</b> agree	76%	88%	69%	73%	67%	74%
Undecided	14%	3%	21%	19%	21%	17%
Disagree <b>or</b> strongly disagree	10%	9%	10%	8%	12%	8%
no response/ambiguous response	0%	0%	<1%	1%	<1%	<1%
<b>d. The mathematics I learn now is very useful for everyday life.</b>						
Strongly agree <b>or</b> agree	38%	39%	40%	42%	33%	39%
Undecided	36%	33%	34%	31%	36%	30%
Disagree <b>or</b> strongly disagree	25%	27%	26%	26%	32%	30%
no response/ambiguous response	0%	0%	<1%	1%	<1%	<1%
<b>e. I need to keep taking mathematics for the kind of job I want after I leave school.</b>						
Strongly agree <b>or</b> agree	52%	55%	54%	59%	53%	58%
Undecided	29%	24%	31%	27%	32%	29%
Disagree <b>or</b> strongly disagree	19%	21%	15%	12%	15%	13%
no response/ambiguous response	0%	0%	<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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	140		4 400		98 764	
	Female 107 % <sup>2</sup>	Male 33 % <sup>2</sup>	Female 2 393 % <sup>2</sup>	Male 2 007 % <sup>2</sup>	Female 50 835 % <sup>2</sup>	Male 47 929 % <sup>2</sup>
<b>f. Mathematics is boring.</b>						
Strongly agree <b>or</b> agree	19%	27%	26%	27%	31%	32%
Undecided	26%	24%	28%	29%	29%	28%
Disagree <b>or</b> strongly disagree	55%	48%	45%	43%	40%	40%
no response/ambiguous response	0%	0%	1%	1%	1%	1%
<b>g. Mathematics is an easy subject.</b>						
Strongly agree <b>or</b> agree	20%	45%	20%	30%	22%	32%
Undecided	34%	21%	31%	30%	29%	29%
Disagree <b>or</b> strongly disagree	47%	33%	49%	39%	49%	38%
no response/ambiguous response	0%	0%	<1%	1%	<1%	1%

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## Grade 9 Assessment of Mathematics, 2006–2007

### Student Questionnaire: Academic Program–By Gender

#### Attitudes Toward Mathematics

<i>Number of Respondents</i>	School <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	Female 107 % <sup>2</sup>	Male 33 % <sup>2</sup>	Female 2 393 % <sup>2</sup>	Male 2 007 % <sup>2</sup>	Female 50 835 % <sup>2</sup>	Male 47 929 % <sup>2</sup>
<b>2. Indicate how easy or hard you find mathematics questions that deal with the following.</b>						
<b>a. Number sense (e.g., operations with integers, rational numbers, exponents)</b>						
Very easy or easy	63%	79%	67%	74%	64%	70%
Undecided	31%	9%	23%	19%	24%	20%
Hard or very hard	7%	12%	10%	6%	12%	9%
no response/ambiguous response	0%	0%	1%	1%	1%	1%
<b>b. Algebra (e.g., solving equations, simplifying expressions with polynomials)</b>						
Very easy or easy	72%	76%	61%	58%	61%	59%
Undecided	14%	3%	21%	22%	20%	21%
Hard or very hard	14%	21%	18%	19%	19%	19%
no response/ambiguous response	0%	0%	<1%	1%	1%	1%
<b>c. Linear relations (e.g., scatter plots, lines of best fit)</b>						
Very easy or easy	68%	70%	46%	49%	45%	51%
Undecided	18%	15%	31%	30%	30%	28%
Hard or very hard	14%	15%	22%	19%	24%	20%
no response/ambiguous response	0%	0%	1%	1%	1%	1%
<b>d. Analytic geometry (e.g., slope, y-intercept, equations of lines)</b>						
Very easy or easy	49%	70%	43%	44%	38%	44%
Undecided	28%	12%	25%	27%	26%	25%
Hard or very hard	23%	18%	32%	28%	35%	30%
no response/ambiguous response	0%	0%	1%	1%	1%	1%
<b>e. Measurement (e.g., perimeter, surface area, volume)</b>						
Very easy or easy	84%	82%	74%	76%	73%	77%
Undecided	14%	12%	17%	16%	17%	15%
Hard or very hard	2%	6%	8%	7%	8%	7%
no response/ambiguous response	0%	0%	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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	Female 107 % <sup>2</sup>	Male 33 % <sup>2</sup>	Female 2 393 % <sup>2</sup>	Male 2 007 % <sup>2</sup>	Female 50 835 % <sup>2</sup>	Male 47 929 % <sup>2</sup>
<b>f. Geometry (e.g., angles, quadrilaterals)</b>						
Very easy <b>or</b> easy	76%	70%	58%	63%	60%	67%
Undecided	16%	9%	26%	24%	24%	21%
Hard <b>or</b> very hard	8%	21%	15%	12%	14%	11%
no response/ambiguous response	0%	0%	1%	1%	1%	1%

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## Grade 9 Assessment of Mathematics, 2006–2007

### Student Questionnaire: Academic Program–By Gender

#### Background

Number of Respondents	School <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	Female 107 % <sup>2</sup>	Male 33 % <sup>2</sup>	Female 2 393 % <sup>2</sup>	Male 2 007 % <sup>2</sup>	Female 50 835 % <sup>2</sup>	Male 47 929 % <sup>2</sup>
<b>3a. Do you have a computer <i>at home</i> that you use for mathematics school work?</b>						
Yes	36%	21%	48%	49%	54%	51%
No	64%	79%	51%	50%	45%	48%
no response/ambiguous response	1%	0%	1%	1%	1%	1%
<b>b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?</b>						
Yes	96%	85%	89%	83%	88%	83%
No	3%	15%	10%	16%	11%	16%
no response/ambiguous response	1%	0%	1%	1%	1%	1%
<b>c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?</b>						
Yes	9%	6%	16%	14%	8%	9%
No	90%	94%	83%	85%	91%	90%
no response/ambiguous response	1%	0%	1%	1%	1%	1%
<b>4a. How much time to you <i>usually</i> spend on mathematics homework (in or out of school) on any given day?</b>						
I usually spend <i>more than 45 minutes</i> on mathematics homework.	36%	36%	32%	22%	25%	19%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	48%	39%	41%	36%	40%	32%
I usually spend <i>30 minutes or less</i> on mathematics homework.	15%	24%	25%	38%	32%	44%
I am not usually assigned any mathematics homework.	0%	0%	2%	2%	2%	4%
no response/ambiguous response	1%	0%	1%	1%	1%	1%
<b>b. How often do you complete all of your mathematics homework?</b>						
Never <b>or</b> seldom	1%	9%	9%	13%	9%	15%
Sometimes	7%	6%	24%	29%	21%	25%
Often <b>or</b> always	91%	85%	65%	57%	69%	58%
no response/ambiguous response	1%	0%	1%	2%	1%	1%

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## Grade 9 Assessment of Mathematics, 2006–2007

### Student Questionnaire: Academic Program–By Gender

#### Background

<i>Number of Respondents</i>	School <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	Female 107 % <sup>2</sup>	Male 33 % <sup>2</sup>	Female 2 393 % <sup>2</sup>	Male 2 007 % <sup>2</sup>	Female 50 835 % <sup>2</sup>	Male 47 929 % <sup>2</sup>
	140		4 400		98 764	
<b>5. What languages do you speak at home?</b>						
Only or mostly English	65%	85%	63%	63%	77%	76%
Another language (or languages) as often as English	21%	6%	23%	21%	14%	13%
Mostly or only another language (or other languages)	13%	9%	13%	14%	8%	10%
no response/ambiguous response	1%	0%	1%	2%	1%	1%
<b>6. How old are you?</b>						
13 years or younger	1%	0%	<1%	1%	1%	1%
14 years	78%	70%	64%	63%	66%	64%
15 years	20%	30%	34%	34%	31%	32%
16 years or older	1%	0%	1%	1%	1%	1%
no response/ambiguous response	1%	0%	1%	2%	1%	1%
<b>7. How often have you been absent from your Grade 9 mathematics class this year?</b>						
Never	21%	27%	17%	22%	12%	17%
One to four times	64%	67%	57%	55%	60%	58%
Five to nine times	12%	6%	17%	15%	19%	17%
10 or more times	2%	0%	7%	6%	7%	7%
no response/ambiguous response	1%	0%	2%	2%	1%	2%
<b>8. How often have you been late for your Grade 9 mathematics class this year?</b>						
Never	60%	45%	50%	48%	47%	45%
One to four times	30%	42%	36%	36%	39%	38%
Five to nine times	7%	9%	8%	9%	8%	9%
10 or more times	2%	3%	5%	7%	5%	6%
no response/ambiguous response	1%	0%	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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	Female 107 % <sup>2</sup>	Male 33 % <sup>2</sup>	Female 2 393 % <sup>2</sup>	Male 2 007 % <sup>2</sup>	Female 50 835 % <sup>2</sup>	Male 47 929 % <sup>2</sup>
<b>9. How many elementary schools (kindergarten to Grade 8) did you attend?</b>						
One school	21%	36%	40%	42%	28%	28%
Two schools	38%	36%	32%	31%	35%	35%
Three schools	21%	12%	15%	14%	19%	19%
Four schools	11%	12%	7%	6%	9%	8%
Five schools or more	8%	3%	5%	5%	7%	7%
no response/ambiguous response	1%	0%	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.