

Student Questionnaire: Applied Program–All Students School Results

School: Notre DameCatholic SS (738115)

Board: Toronto Catholic District School Board (67059)

Attitudes Toward Mathematics

Number of Respondents	School ¹		Board ¹		Province ¹	
	#	% ²	#	% ²	#	% ²
	44		1 956		42 804	
1. Indicate the degree to which you agree or disagree with each of the following statements.						
a. I like mathematics.						
Strongly agree or agree	11	25%	715	37%	14 741	34%
Undecided	18	41%	535	27%	11 898	28%
Disagree or strongly disagree	15	34%	696	36%	16 003	37%
no response/ambiguous response	0	0%	10	1%	162	<1%
b. I am good at mathematics.						
Strongly agree or agree	9	20%	588	30%	14 399	34%
Undecided	16	36%	743	38%	14 833	35%
Disagree or strongly disagree	19	43%	611	31%	13 331	31%
no response/ambiguous response	0	0%	14	1%	241	1%
c. I understand most of the mathematics I am taught.						
Strongly agree or agree	22	50%	1 184	61%	26 300	61%
Undecided	19	43%	516	26%	10 509	25%
Disagree or strongly disagree	3	7%	239	12%	5 715	13%
no response/ambiguous response	0	0%	17	1%	280	1%
d. The mathematics I learn now is very useful for everyday life.						
Strongly agree or agree	19	43%	947	48%	16 942	40%
Undecided	17	39%	571	29%	13 501	32%
Disagree or strongly disagree	8	18%	418	21%	12 057	28%
no response/ambiguous response	0	0%	20	1%	304	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: Applied Program–All Students

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	44		1 956		42 804	
	#	% 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	13	30%	865	44%	18 328	43%
Undecided	21	48%	649	33%	14 484	34%
Disagree or strongly disagree	10	23%	420	21%	9 687	23%
no response/ambiguous response	0	0%	22	1%	305	1%
f. Mathematics is boring.						
Strongly agree or agree	11	25%	695	36%	18 231	43%
Undecided	16	36%	555	28%	11 198	26%
Disagree or strongly disagree	17	39%	676	35%	12 958	30%
no response/ambiguous response	0	0%	30	2%	417	1%
g. Mathematics is an easy subject.						
Strongly agree or agree	4	9%	342	17%	9 251	22%
Undecided	12	27%	580	30%	12 717	30%
Disagree or strongly disagree	28	64%	1 010	52%	20 458	48%
no response/ambiguous response	0	0%	24	1%	378	1%

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Grade 9 Assessment of Mathematics, 2006–2007

Student Questionnaire: Applied Program–All Students

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	#	% ²	#	% ²	#	% ²
	44		1 956		42 804	
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	15	34%	957	49%	19 826	46%
Undecided	20	45%	617	32%	14 121	33%
Hard or very hard	9	20%	350	18%	8 367	20%
no response/ambiguous response	0	0%	32	2%	490	1%
b. Algebra (e.g., solving equations, simplifying expressions with polynomials)						
Very easy or easy	17	39%	798	41%	18 119	42%
Undecided	6	14%	569	29%	11 696	27%
Hard or very hard	20	45%	555	28%	12 526	29%
no response/ambiguous response	1	2%	34	2%	463	1%
c. Linear relations (e.g., scatter plots, lines of best fit)						
Very easy or easy	26	59%	1 196	61%	25 907	61%
Undecided	14	32%	476	24%	10 403	24%
Hard or very hard	4	9%	249	13%	5 977	14%
no response/ambiguous response	0	0%	35	2%	517	1%
d. Measurement (e.g., perimeter, area, volume)						
Very easy or easy	30	68%	1 200	61%	27 490	64%
Undecided	11	25%	448	23%	9 307	22%
Hard or very hard	2	5%	270	14%	5 421	13%
no response/ambiguous response	1	2%	38	2%	586	1%
e. Geometry (e.g., angles, parallel lines, quadrilaterals)						
Very easy or easy	14	32%	733	37%	17 887	42%
Undecided	17	39%	663	34%	13 608	32%
Hard or very hard	13	30%	519	27%	10 733	25%
no response/ambiguous response	0	0%	41	2%	576	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: 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	18	41%	814	42%	18 064	42%
No	26	59%	1 116	57%	24 253	57%
no response/ambiguous response	0	0%	26	1%	487	1%
b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?						
Yes	42	95%	1 514	77%	30 948	72%
No	2	5%	422	22%	11 372	27%
no response/ambiguous response	0	0%	20	1%	484	1%
c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?						
Yes	2	5%	250	13%	3 551	8%
No	42	95%	1 675	86%	38 669	90%
no response/ambiguous response	0	0%	31	2%	584	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.	5	11%	332	17%	5 266	12%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	18	41%	577	29%	9 518	22%
I usually spend <i>30 minutes or less</i> on mathematics homework.	20	45%	862	44%	19 777	46%
I am not usually assigned any mathematics homework.	1	2%	152	8%	7 534	18%
no response/ambiguous response	0	0%	33	2%	709	2%
b. How often do you complete all of your mathematics homework?						
Never or seldom	3	7%	273	14%	6 843	16%
Sometimes	20	45%	721	37%	13 239	31%
Often or always	21	48%	927	47%	22 057	52%
no response/ambiguous response	0	0%	35	2%	665	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: Applied Program–All Students

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	#	% ²	#	% ²	#	% ²
	44		1 956		42 804	
5. What languages do you speak at home?						
Only or mostly English	30	68%	1 126	58%	34 972	82%
Another language (or languages) as often as English	10	23%	481	25%	4 482	10%
Mostly or only another language (or other languages)	4	9%	321	16%	2 714	6%
no response/ambiguous response	0	0%	28	1%	636	1%
6. How old are you?						
13 years or younger	0	0%	10	1%	235	1%
14 years	22	50%	1 069	55%	22 967	54%
15 years	20	45%	709	36%	15 510	36%
16 years or older	2	5%	134	7%	3 399	8%
no response/ambiguous response	0	0%	34	2%	693	2%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	3	7%	301	15%	4 653	11%
One to four times	27	61%	913	47%	20 555	48%
Five to nine times	9	20%	412	21%	9 938	23%
10 or more times	5	11%	296	15%	6 942	16%
no response/ambiguous response	0	0%	34	2%	716	2%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	9	20%	660	34%	13 291	31%
One to four times	14	32%	701	36%	16 699	39%
Five to nine times	11	25%	268	14%	6 410	15%
10 or more times	9	20%	287	15%	5 659	13%
no response/ambiguous response	1	2%	40	2%	745	2%

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Grade 9 Assessment of Mathematics, 2006–2007

Student Questionnaire: Applied Program–All Students

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	#	% ²	#	% ²	#	% ²
	44		1 956		42 804	
9. How many elementary schools (kindergarten to Grade 8) did you attend?						
One school	11	25%	699	36%	11 235	26%
Two schools	15	34%	653	33%	13 593	32%
Three schools	10	23%	291	15%	8 197	19%
Four schools	3	7%	145	7%	4 278	10%
Five schools or more	5	11%	124	6%	4 764	11%
no response/ambiguous response	0	0%	44	2%	737	2%

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: Applied Program–By Gender

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	44		1 956		42 804	
	Female 44 % ²	Male N/D % ²	Female 908 % ²	Male 1 048 % ²	Female 19 453 % ²	Male 23 351 % 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	25%	N/D	30%	42%	28%	40%
Undecided	41%	N/D	28%	26%	28%	27%
Disagree or strongly disagree	34%	N/D	41%	31%	43%	32%
no response/ambiguous response	0%	N/D	<1%	1%	<1%	<1%
b. I am good at mathematics.						
Strongly agree or agree	20%	N/D	23%	36%	25%	41%
Undecided	36%	N/D	39%	37%	35%	34%
Disagree or strongly disagree	43%	N/D	37%	27%	39%	24%
no response/ambiguous response	0%	N/D	<1%	1%	<1%	1%
c. I understand most of the mathematics I am taught.						
Strongly agree or agree	50%	N/D	59%	62%	57%	65%
Undecided	43%	N/D	27%	26%	27%	23%
Disagree or strongly disagree	7%	N/D	14%	11%	16%	11%
no response/ambiguous response	0%	N/D	<1%	1%	1%	1%
d. The mathematics I learn now is very useful for everyday life.						
Strongly agree or agree	43%	N/D	47%	50%	36%	42%
Undecided	39%	N/D	32%	27%	34%	30%
Disagree or strongly disagree	18%	N/D	21%	22%	29%	27%
no response/ambiguous response	0%	N/D	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	30%	N/D	42%	46%	38%	46%
Undecided	48%	N/D	33%	33%	35%	33%
Disagree or strongly disagree	23%	N/D	24%	19%	26%	20%
no response/ambiguous response	0%	N/D	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: Applied Program–By Gender

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	Female 44 % ²	Male N/D % ²	Female 908 % ²	Male 1 048 % ²	Female 19 453 % ²	Male 23 351 % ²
f. Mathematics is boring.						
Strongly agree or agree	25%	N/D	37%	34%	44%	41%
Undecided	36%	N/D	27%	30%	26%	26%
Disagree or strongly disagree	39%	N/D	35%	34%	30%	31%
no response/ambiguous response	0%	N/D	1%	2%	1%	1%
g. Mathematics is an easy subject.						
Strongly agree or agree	9%	N/D	14%	21%	16%	26%
Undecided	27%	N/D	28%	31%	28%	31%
Disagree or strongly disagree	64%	N/D	58%	46%	55%	42%
no response/ambiguous response	0%	N/D	1%	2%	1%	1%

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Grade 9 Assessment of Mathematics, 2006–2007

Student Questionnaire: Applied Program–By Gender

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	44		1 956		42 804	
	Female 44 % ²	Male N/D % ²	Female 908 % ²	Male 1 048 % ²	Female 19 453 % ²	Male 23 351 % 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%	N/D	47%	50%	43%	49%
Undecided	45%	N/D	30%	33%	33%	33%
Hard or very hard	20%	N/D	21%	16%	23%	17%
no response/ambiguous response	0%	N/D	2%	2%	1%	1%
b. Algebra (e.g., solving equations, simplifying expressions with polynomials)						
Very easy or easy	39%	N/D	41%	41%	43%	42%
Undecided	14%	N/D	29%	29%	26%	29%
Hard or very hard	45%	N/D	29%	28%	31%	28%
no response/ambiguous response	2%	N/D	1%	2%	1%	1%
c. Linear relations (e.g., scatter plots, lines of best fit)						
Very easy or easy	59%	N/D	61%	61%	59%	61%
Undecided	32%	N/D	24%	25%	24%	24%
Hard or very hard	9%	N/D	13%	12%	15%	13%
no response/ambiguous response	0%	N/D	2%	2%	1%	1%
d. Measurement (e.g., perimeter, area, volume)						
Very easy or easy	68%	N/D	61%	62%	63%	65%
Undecided	25%	N/D	22%	23%	22%	21%
Hard or very hard	5%	N/D	15%	13%	14%	12%
no response/ambiguous response	2%	N/D	2%	2%	1%	1%
e. Geometry (e.g., angles, parallel lines, quadrilaterals)						
Very easy or easy	32%	N/D	36%	39%	37%	46%
Undecided	39%	N/D	32%	35%	32%	31%
Hard or very hard	30%	N/D	30%	24%	30%	21%
no response/ambiguous response	0%	N/D	2%	2%	1%	2%

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Grade 9 Assessment of Mathematics, 2006–2007

Student Questionnaire: Applied Program–By Gender

Background

Number of Respondents	School ¹		Board ¹		Province ¹	
	Female 44 % ²	Male N/D % ²	Female 908 % ²	Male 1 048 % ²	Female 19 453 % ²	Male 23 351 % ²
	44		1 956		42 804	
3a. Do you have a computer <i>at home</i> that you use for mathematics school work?						
Yes	41%	N/D	43%	40%	43%	42%
No	59%	N/D	55%	59%	56%	57%
no response/ambiguous response	0%	N/D	2%	1%	1%	1%
b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?						
Yes	95%	N/D	81%	74%	76%	70%
No	5%	N/D	18%	25%	23%	29%
no response/ambiguous response	0%	N/D	1%	1%	1%	1%
c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?						
Yes	5%	N/D	12%	14%	7%	9%
No	95%	N/D	87%	85%	91%	89%
no response/ambiguous response	0%	N/D	2%	2%	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.	11%	N/D	19%	16%	13%	11%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	41%	N/D	34%	25%	25%	20%
I usually spend <i>30 minutes or less</i> on mathematics homework.	45%	N/D	39%	48%	45%	47%
I am not usually assigned any mathematics homework.	2%	N/D	7%	9%	15%	19%
no response/ambiguous response	0%	N/D	1%	2%	1%	2%
b. How often do you complete all of your mathematics homework?						
Never or seldom	7%	N/D	10%	17%	13%	18%
Sometimes	45%	N/D	35%	38%	31%	31%
Often or always	48%	N/D	53%	42%	55%	49%
no response/ambiguous response	0%	N/D	1%	2%	1%	2%

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Grade 9 Assessment of Mathematics, 2006–2007

Student Questionnaire: Applied Program–By Gender

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	44		1 956		42 804	
	Female 44 % ²	Male N/D % ²	Female 908 % ²	Male 1 048 % ²	Female 19 453 % ²	Male 23 351 % ²
5. What languages do you speak at home?						
Only or mostly English	68%	N/D	57%	58%	82%	81%
Another language (or languages) as often as English	23%	N/D	26%	23%	11%	10%
Mostly or only another language (or other languages)	9%	N/D	16%	17%	5%	7%
no response/ambiguous response	0%	N/D	1%	2%	1%	2%
6. How old are you?						
13 years or younger	0%	N/D	<1%	1%	<1%	1%
14 years	50%	N/D	56%	54%	56%	52%
15 years	45%	N/D	36%	37%	35%	37%
16 years or older	5%	N/D	7%	7%	7%	9%
no response/ambiguous response	0%	N/D	1%	2%	1%	2%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	7%	N/D	14%	17%	9%	13%
One to four times	61%	N/D	47%	46%	48%	48%
Five to nine times	20%	N/D	20%	22%	24%	22%
10 or more times	11%	N/D	18%	13%	17%	15%
no response/ambiguous response	0%	N/D	1%	2%	2%	2%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	20%	N/D	34%	33%	31%	31%
One to four times	32%	N/D	38%	34%	40%	38%
Five to nine times	25%	N/D	13%	14%	15%	15%
10 or more times	20%	N/D	13%	16%	13%	14%
no response/ambiguous response	2%	N/D	2%	2%	2%	2%

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Grade 9 Assessment of Mathematics, 2006–2007

Student Questionnaire: Applied Program–By Gender

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	Female 44 % ²	Male N/D % ²	Female 908 % ²	Male 1 048 % ²	Female 19 453 % ²	Male 23 351 % ²
9. How many elementary schools (kindergarten to Grade 8) did you attend?						
One school	25%	N/D	34%	38%	25%	27%
Two schools	34%	N/D	34%	33%	32%	31%
Three schools	23%	N/D	16%	14%	19%	19%
Four schools	7%	N/D	8%	7%	10%	10%
Five schools or more	11%	N/D	6%	6%	12%	11%
no response/ambiguous response	0%	N/D	2%	3%	2%	2%

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