

Student Questionnaire: Applied 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
	52		1 956		42 804	
	#	% 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	20	38%	715	37%	14 741	34%
Undecided	14	27%	535	27%	11 898	28%
Disagree or strongly disagree	17	33%	696	36%	16 003	37%
no response/ambiguous response	1	2%	10	1%	162	<1%
b. I am good at mathematics.						
Strongly agree or agree	20	38%	588	30%	14 399	34%
Undecided	20	38%	743	38%	14 833	35%
Disagree or strongly disagree	11	21%	611	31%	13 331	31%
no response/ambiguous response	1	2%	14	1%	241	1%
c. I understand most of the mathematics I am taught.						
Strongly agree or agree	32	62%	1 184	61%	26 300	61%
Undecided	13	25%	516	26%	10 509	25%
Disagree or strongly disagree	6	12%	239	12%	5 715	13%
no response/ambiguous response	1	2%	17	1%	280	1%
d. The mathematics I learn now is very useful for everyday life.						
Strongly agree or agree	26	50%	947	48%	16 942	40%
Undecided	13	25%	571	29%	13 501	32%
Disagree or strongly disagree	12	23%	418	21%	12 057	28%
no response/ambiguous response	1	2%	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	
	52		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	25	48%	865	44%	18 328	43%
Undecided	16	31%	649	33%	14 484	34%
Disagree or strongly disagree	10	19%	420	21%	9 687	23%
no response/ambiguous response	1	2%	22	1%	305	1%
f. Mathematics is boring.						
Strongly agree or agree	17	33%	695	36%	18 231	43%
Undecided	10	19%	555	28%	11 198	26%
Disagree or strongly disagree	23	44%	676	35%	12 958	30%
no response/ambiguous response	2	4%	30	2%	417	1%
g. Mathematics is an easy subject.						
Strongly agree or agree	13	25%	342	17%	9 251	22%
Undecided	13	25%	580	30%	12 717	30%
Disagree or strongly disagree	25	48%	1 010	52%	20 458	48%
no response/ambiguous response	1	2%	24	1%	378	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	
	52		1 956		42 804	
	#	% 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	31	60%	957	49%	19 826	46%
Undecided	8	15%	617	32%	14 121	33%
Hard or very hard	12	23%	350	18%	8 367	20%
no response/ambiguous response	1	2%	32	2%	490	1%
b. Algebra (e.g., solving equations, simplifying expressions with polynomials)						
Very easy or easy	21	40%	798	41%	18 119	42%
Undecided	17	33%	569	29%	11 696	27%
Hard or very hard	13	25%	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	30	58%	1 196	61%	25 907	61%
Undecided	15	29%	476	24%	10 403	24%
Hard or very hard	5	10%	249	13%	5 977	14%
no response/ambiguous response	2	4%	35	2%	517	1%
d. Measurement (e.g., perimeter, area, volume)						
Very easy or easy	28	54%	1 200	61%	27 490	64%
Undecided	12	23%	448	23%	9 307	22%
Hard or very hard	11	21%	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	21	40%	733	37%	17 887	42%
Undecided	16	31%	663	34%	13 608	32%
Hard or very hard	14	27%	519	27%	10 733	25%
no response/ambiguous response	1	2%	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	17	33%	814	42%	18 064	42%
No	35	67%	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	38	73%	1 514	77%	30 948	72%
No	14	27%	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	4	8%	250	13%	3 551	8%
No	48	92%	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.	10	19%	332	17%	5 266	12%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	16	31%	577	29%	9 518	22%
I usually spend <i>30 minutes or less</i> on mathematics homework.	24	46%	862	44%	19 777	46%
I am not usually assigned any mathematics homework.	2	4%	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	8	15%	273	14%	6 843	16%
Sometimes	24	46%	721	37%	13 239	31%
Often or always	20	38%	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	
	52		1 956		42 804	
	#	% ²	#	% ²	#	% ²
5. What languages do you speak at home?						
Only or mostly English	29	56%	1 126	58%	34 972	82%
Another language (or languages) as often as English	15	29%	481	25%	4 482	10%
Mostly or only another language (or other languages)	8	15%	321	16%	2 714	6%
no response/ambiguous response	0	0%	28	1%	636	1%
6. How old are you?						
13 years or younger	2	4%	10	1%	235	1%
14 years	28	54%	1 069	55%	22 967	54%
15 years	16	31%	709	36%	15 510	36%
16 years or older	6	12%	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	7	13%	301	15%	4 653	11%
One to four times	31	60%	913	47%	20 555	48%
Five to nine times	10	19%	412	21%	9 938	23%
10 or more times	4	8%	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	20	38%	660	34%	13 291	31%
One to four times	22	42%	701	36%	16 699	39%
Five to nine times	9	17%	268	14%	6 410	15%
10 or more times	1	2%	287	15%	5 659	13%
no response/ambiguous response	0	0%	40	2%	745	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	
	52		1 956		42 804	
	#	% ²	#	% ²	#	% ²
9. How many elementary schools (kindergarten to Grade 8) did you attend?						
One school	17	33%	699	36%	11 235	26%
Two schools	21	40%	653	33%	13 593	32%
Three schools	6	12%	291	15%	8 197	19%
Four schools	6	12%	145	7%	4 278	10%
Five schools or more	2	4%	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.

2. Percentages may not add up to 100, due to rounding.

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	
	52		1 956		42 804	
	Female N/D % ²	Male 52 % 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	N/D	38%	30%	42%	28%	40%
Undecided	N/D	27%	28%	26%	28%	27%
Disagree or strongly disagree	N/D	33%	41%	31%	43%	32%
no response/ambiguous response	N/D	2%	<1%	1%	<1%	<1%
b. I am good at mathematics.						
Strongly agree or agree	N/D	38%	23%	36%	25%	41%
Undecided	N/D	38%	39%	37%	35%	34%
Disagree or strongly disagree	N/D	21%	37%	27%	39%	24%
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%	59%	62%	57%	65%
Undecided	N/D	25%	27%	26%	27%	23%
Disagree or strongly disagree	N/D	12%	14%	11%	16%	11%
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	50%	47%	50%	36%	42%
Undecided	N/D	25%	32%	27%	34%	30%
Disagree or strongly disagree	N/D	23%	21%	22%	29%	27%
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	48%	42%	46%	38%	46%
Undecided	N/D	31%	33%	33%	35%	33%
Disagree or strongly disagree	N/D	19%	24%	19%	26%	20%
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: Applied Program–By Gender

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	Female N/D % ²	Male 52 % ²	Female 908 % ²	Male 1 048 % ²	Female 19 453 % ²	Male 23 351 % ²
f. Mathematics is boring.						
Strongly agree or agree	N/D	33%	37%	34%	44%	41%
Undecided	N/D	19%	27%	30%	26%	26%
Disagree or strongly disagree	N/D	44%	35%	34%	30%	31%
no response/ambiguous response	N/D	4%	1%	2%	1%	1%
g. Mathematics is an easy subject.						
Strongly agree or agree	N/D	25%	14%	21%	16%	26%
Undecided	N/D	25%	28%	31%	28%	31%
Disagree or strongly disagree	N/D	48%	58%	46%	55%	42%
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: Applied Program–By Gender

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	52		1 956		42 804	
	Female N/D % ²	Male 52 % 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	N/D	60%	47%	50%	43%	49%
Undecided	N/D	15%	30%	33%	33%	33%
Hard or very hard	N/D	23%	21%	16%	23%	17%
no response/ambiguous response	N/D	2%	2%	2%	1%	1%
b. Algebra (e.g., solving equations, simplifying expressions with polynomials)						
Very easy or easy	N/D	40%	41%	41%	43%	42%
Undecided	N/D	33%	29%	29%	26%	29%
Hard or very hard	N/D	25%	29%	28%	31%	28%
no response/ambiguous response	N/D	2%	1%	2%	1%	1%
c. Linear relations (e.g., scatter plots, lines of best fit)						
Very easy or easy	N/D	58%	61%	61%	59%	61%
Undecided	N/D	29%	24%	25%	24%	24%
Hard or very hard	N/D	10%	13%	12%	15%	13%
no response/ambiguous response	N/D	4%	2%	2%	1%	1%
d. Measurement (e.g., perimeter, area, volume)						
Very easy or easy	N/D	54%	61%	62%	63%	65%
Undecided	N/D	23%	22%	23%	22%	21%
Hard or very hard	N/D	21%	15%	13%	14%	12%
no response/ambiguous response	N/D	2%	2%	2%	1%	1%
e. Geometry (e.g., angles, parallel lines, quadrilaterals)						
Very easy or easy	N/D	40%	36%	39%	37%	46%
Undecided	N/D	31%	32%	35%	32%	31%
Hard or very hard	N/D	27%	30%	24%	30%	21%
no response/ambiguous response	N/D	2%	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: Applied Program–By Gender

Background

Number of Respondents	School ¹		Board ¹		Province ¹	
	Female N/D % ²	Male 52 % ²	Female 908 % ²	Male 1 048 % ²	Female 19 453 % ²	Male 23 351 % ²
3a. Do you have a computer <i>at home</i> that you use for mathematics school work?						
Yes	N/D	33%	43%	40%	43%	42%
No	N/D	67%	55%	59%	56%	57%
no response/ambiguous response	N/D	0%	2%	1%	1%	1%
b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?						
Yes	N/D	73%	81%	74%	76%	70%
No	N/D	27%	18%	25%	23%	29%
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	8%	12%	14%	7%	9%
No	N/D	92%	87%	85%	91%	89%
no response/ambiguous response	N/D	0%	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.	N/D	19%	19%	16%	13%	11%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	N/D	31%	34%	25%	25%	20%
I usually spend <i>30 minutes or less</i> on mathematics homework.	N/D	46%	39%	48%	45%	47%
I am not usually assigned any mathematics homework.	N/D	4%	7%	9%	15%	19%
no response/ambiguous response	N/D	0%	1%	2%	1%	2%
b. How often do you complete all of your mathematics homework?						
Never or seldom	N/D	15%	10%	17%	13%	18%
Sometimes	N/D	46%	35%	38%	31%	31%
Often or always	N/D	38%	53%	42%	55%	49%
no response/ambiguous response	N/D	0%	1%	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: Applied Program–By Gender

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	Female N/D % ²	Male 52 % 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	N/D	56%	57%	58%	82%	81%
Another language (or languages) as often as English	N/D	29%	26%	23%	11%	10%
Mostly or only another language (or other languages)	N/D	15%	16%	17%	5%	7%
no response/ambiguous response	N/D	0%	1%	2%	1%	2%
6. How old are you?						
13 years or younger	N/D	4%	<1%	1%	<1%	1%
14 years	N/D	54%	56%	54%	56%	52%
15 years	N/D	31%	36%	37%	35%	37%
16 years or older	N/D	12%	7%	7%	7%	9%
no response/ambiguous response	N/D	0%	1%	2%	1%	2%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	N/D	13%	14%	17%	9%	13%
One to four times	N/D	60%	47%	46%	48%	48%
Five to nine times	N/D	19%	20%	22%	24%	22%
10 or more times	N/D	8%	18%	13%	17%	15%
no response/ambiguous response	N/D	0%	1%	2%	2%	2%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	N/D	38%	34%	33%	31%	31%
One to four times	N/D	42%	38%	34%	40%	38%
Five to nine times	N/D	17%	13%	14%	15%	15%
10 or more times	N/D	2%	13%	16%	13%	14%
no response/ambiguous response	N/D	0%	2%	2%	2%	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: Applied Program–By Gender

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	Female N/D % ²	Male 52 % ²	Female 908 % ²	Male 1 048 % ²	Female 19 453 % ²	Male 23 351 % ²
	52		1 956		42 804	
9. How many elementary schools (kindergarten to Grade 8) did you attend?						
One school	N/D	33%	34%	38%	25%	27%
Two schools	N/D	40%	34%	33%	32%	31%
Three schools	N/D	12%	16%	14%	19%	19%
Four schools	N/D	12%	8%	7%	10%	10%
Five schools or more	N/D	4%	6%	6%	12%	11%
no response/ambiguous response	N/D	0%	2%	3%	2%	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.