

Student Questionnaire: Applied Program–All Students School Results

School: Loretto College S (728063)

Board: Toronto Catholic District School Board (67059)

Attitudes Toward Mathematics

Number of Respondents	School ¹		Board ¹		Province ¹	
	#	% ²	#	% ²	#	% ²
	81		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	33	41%	715	37%	14 741	34%
Undecided	22	27%	535	27%	11 898	28%
Disagree or strongly disagree	25	31%	696	36%	16 003	37%
no response/ambiguous response	1	1%	10	1%	162	<1%
b. I am good at mathematics.						
Strongly agree or agree	24	30%	588	30%	14 399	34%
Undecided	29	36%	743	38%	14 833	35%
Disagree or strongly disagree	27	33%	611	31%	13 331	31%
no response/ambiguous response	1	1%	14	1%	241	1%
c. I understand most of the mathematics I am taught.						
Strongly agree or agree	48	59%	1 184	61%	26 300	61%
Undecided	20	25%	516	26%	10 509	25%
Disagree or strongly disagree	13	16%	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	44	54%	947	48%	16 942	40%
Undecided	21	26%	571	29%	13 501	32%
Disagree or strongly disagree	15	19%	418	21%	12 057	28%
no response/ambiguous response	1	1%	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	
	81		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	40	49%	865	44%	18 328	43%
Undecided	22	27%	649	33%	14 484	34%
Disagree or strongly disagree	18	22%	420	21%	9 687	23%
no response/ambiguous response	1	1%	22	1%	305	1%
f. Mathematics is boring.						
Strongly agree or agree	23	28%	695	36%	18 231	43%
Undecided	19	23%	555	28%	11 198	26%
Disagree or strongly disagree	38	47%	676	35%	12 958	30%
no response/ambiguous response	1	1%	30	2%	417	1%
g. Mathematics is an easy subject.						
Strongly agree or agree	15	19%	342	17%	9 251	22%
Undecided	27	33%	580	30%	12 717	30%
Disagree or strongly disagree	38	47%	1 010	52%	20 458	48%
no response/ambiguous response	1	1%	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
	81		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	33	41%	957	49%	19 826	46%
Undecided	24	30%	617	32%	14 121	33%
Hard or very hard	21	26%	350	18%	8 367	20%
no response/ambiguous response	3	4%	32	2%	490	1%
b. Algebra (e.g., solving equations, simplifying expressions with polynomials)						
Very easy or easy	25	31%	798	41%	18 119	42%
Undecided	22	27%	569	29%	11 696	27%
Hard or very hard	33	41%	555	28%	12 526	29%
no response/ambiguous response	1	1%	34	2%	463	1%
c. Linear relations (e.g., scatter plots, lines of best fit)						
Very easy or easy	48	59%	1 196	61%	25 907	61%
Undecided	20	25%	476	24%	10 403	24%
Hard or very hard	11	14%	249	13%	5 977	14%
no response/ambiguous response	2	2%	35	2%	517	1%
d. Measurement (e.g., perimeter, area, volume)						
Very easy or easy	50	62%	1 200	61%	27 490	64%
Undecided	18	22%	448	23%	9 307	22%
Hard or very hard	11	14%	270	14%	5 421	13%
no response/ambiguous response	2	2%	38	2%	586	1%
e. Geometry (e.g., angles, parallel lines, quadrilaterals)						
Very easy or easy	26	32%	733	37%	17 887	42%
Undecided	29	36%	663	34%	13 608	32%
Hard or very hard	25	31%	519	27%	10 733	25%
no response/ambiguous response	1	1%	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	
	81		1 956		42 804	
	#	% ²	#	% ²	#	% ²
3a. Do you have a computer <i>at home</i> that you use for mathematics school work?						
Yes	31	38%	814	42%	18 064	42%
No	49	60%	1 116	57%	24 253	57%
no response/ambiguous response	1	1%	26	1%	487	1%
b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?						
Yes	75	93%	1 514	77%	30 948	72%
No	6	7%	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	9	11%	250	13%	3 551	8%
No	72	89%	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.	9	11%	332	17%	5 266	12%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	30	37%	577	29%	9 518	22%
I usually spend <i>30 minutes or less</i> on mathematics homework.	38	47%	862	44%	19 777	46%
I am not usually assigned any mathematics homework.	3	4%	152	8%	7 534	18%
no response/ambiguous response	1	1%	33	2%	709	2%
b. How often do you complete all of your mathematics homework?						
Never or seldom	3	4%	273	14%	6 843	16%
Sometimes	25	31%	721	37%	13 239	31%
Often or always	53	65%	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	
	81		1 956		42 804	
	#	% ²	#	% ²	#	% ²
5. What languages do you speak at home?						
Only or mostly English	33	41%	1 126	58%	34 972	82%
Another language (or languages) as often as English	25	31%	481	25%	4 482	10%
Mostly or only another language (or other languages)	23	28%	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	59	73%	1 069	55%	22 967	54%
15 years	19	23%	709	36%	15 510	36%
16 years or older	3	4%	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	15	19%	301	15%	4 653	11%
One to four times	31	38%	913	47%	20 555	48%
Five to nine times	16	20%	412	21%	9 938	23%
10 or more times	19	23%	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	27	33%	660	34%	13 291	31%
One to four times	28	35%	701	36%	16 699	39%
Five to nine times	10	12%	268	14%	6 410	15%
10 or more times	16	20%	287	15%	5 659	13%
no response/ambiguous response	0	0%	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	
	81		1 956		42 804	
	#	% ²	#	% ²	#	% ²
9. How many elementary schools (kindergarten to Grade 8) did you attend?						
One school	35	43%	699	36%	11 235	26%
Two schools	21	26%	653	33%	13 593	32%
Three schools	17	21%	291	15%	8 197	19%
Four schools	5	6%	145	7%	4 278	10%
Five schools or more	2	2%	124	6%	4 764	11%
no response/ambiguous response	1	1%	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

Number of Respondents	School ¹		Board ¹		Province ¹	
	81		1 956		42 804	
	Female 81 % 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	41%	N/D	30%	42%	28%	40%
Undecided	27%	N/D	28%	26%	28%	27%
Disagree or strongly disagree	31%	N/D	41%	31%	43%	32%
no response/ambiguous response	1%	N/D	<1%	1%	<1%	<1%
b. I am good at mathematics.						
Strongly agree or agree	30%	N/D	23%	36%	25%	41%
Undecided	36%	N/D	39%	37%	35%	34%
Disagree or strongly disagree	33%	N/D	37%	27%	39%	24%
no response/ambiguous response	1%	N/D	<1%	1%	<1%	1%
c. I understand most of the mathematics I am taught.						
Strongly agree or agree	59%	N/D	59%	62%	57%	65%
Undecided	25%	N/D	27%	26%	27%	23%
Disagree or strongly disagree	16%	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	54%	N/D	47%	50%	36%	42%
Undecided	26%	N/D	32%	27%	34%	30%
Disagree or strongly disagree	19%	N/D	21%	22%	29%	27%
no response/ambiguous response	1%	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	49%	N/D	42%	46%	38%	46%
Undecided	27%	N/D	33%	33%	35%	33%
Disagree or strongly disagree	22%	N/D	24%	19%	26%	20%
no response/ambiguous response	1%	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	
	81		1 956		42 804	
	Female 81 % 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	28%	N/D	37%	34%	44%	41%
Undecided	23%	N/D	27%	30%	26%	26%
Disagree or strongly disagree	47%	N/D	35%	34%	30%	31%
no response/ambiguous response	1%	N/D	1%	2%	1%	1%
g. Mathematics is an easy subject.						
Strongly agree or agree	19%	N/D	14%	21%	16%	26%
Undecided	33%	N/D	28%	31%	28%	31%
Disagree or strongly disagree	47%	N/D	58%	46%	55%	42%
no response/ambiguous response	1%	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	
	81		1 956		42 804	
	Female 81 % 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	41%	N/D	47%	50%	43%	49%
Undecided	30%	N/D	30%	33%	33%	33%
Hard or very hard	26%	N/D	21%	16%	23%	17%
no response/ambiguous response	4%	N/D	2%	2%	1%	1%
b. Algebra (e.g., solving equations, simplifying expressions with polynomials)						
Very easy or easy	31%	N/D	41%	41%	43%	42%
Undecided	27%	N/D	29%	29%	26%	29%
Hard or very hard	41%	N/D	29%	28%	31%	28%
no response/ambiguous response	1%	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	25%	N/D	24%	25%	24%	24%
Hard or very hard	14%	N/D	13%	12%	15%	13%
no response/ambiguous response	2%	N/D	2%	2%	1%	1%
d. Measurement (e.g., perimeter, area, volume)						
Very easy or easy	62%	N/D	61%	62%	63%	65%
Undecided	22%	N/D	22%	23%	22%	21%
Hard or very hard	14%	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	36%	N/D	32%	35%	32%	31%
Hard or very hard	31%	N/D	30%	24%	30%	21%
no response/ambiguous response	1%	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	
	81		1 956		42 804	
	Female 81 % ²	Male N/D % 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	38%	N/D	43%	40%	43%	42%
No	60%	N/D	55%	59%	56%	57%
no response/ambiguous response	1%	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	93%	N/D	81%	74%	76%	70%
No	7%	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	11%	N/D	12%	14%	7%	9%
No	89%	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.	37%	N/D	34%	25%	25%	20%
I usually spend <i>30 minutes or less</i> on mathematics homework.	47%	N/D	39%	48%	45%	47%
I am not usually assigned any mathematics homework.	4%	N/D	7%	9%	15%	19%
no response/ambiguous response	1%	N/D	1%	2%	1%	2%
b. How often do you complete all of your mathematics homework?						
Never or seldom	4%	N/D	10%	17%	13%	18%
Sometimes	31%	N/D	35%	38%	31%	31%
Often or always	65%	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	
	81		1 956		42 804	
	Female 81 % 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	41%	N/D	57%	58%	82%	81%
Another language (or languages) as often as English	31%	N/D	26%	23%	11%	10%
Mostly or only another language (or other languages)	28%	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	73%	N/D	56%	54%	56%	52%
15 years	23%	N/D	36%	37%	35%	37%
16 years or older	4%	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	19%	N/D	14%	17%	9%	13%
One to four times	38%	N/D	47%	46%	48%	48%
Five to nine times	20%	N/D	20%	22%	24%	22%
10 or more times	23%	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	33%	N/D	34%	33%	31%	31%
One to four times	35%	N/D	38%	34%	40%	38%
Five to nine times	12%	N/D	13%	14%	15%	15%
10 or more times	20%	N/D	13%	16%	13%	14%
no response/ambiguous response	0%	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 81 % 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	43%	N/D	34%	38%	25%	27%
Two schools	26%	N/D	34%	33%	32%	31%
Three schools	21%	N/D	16%	14%	19%	19%
Four schools	6%	N/D	8%	7%	10%	10%
Five schools or more	2%	N/D	6%	6%	12%	11%
no response/ambiguous response	1%	N/D	2%	3%	2%	2%

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