

Student Questionnaire: Applied Program–All Students School Results

School: Father Henry Carr Catholic SS (707589)

Board: Toronto Catholic District School Board (67059)

Attitudes Toward Mathematics

Number of Respondents	School ¹		Board ¹		Province ¹	
	#	% ²	#	% ²	#	% ²
	80		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	39	49%	715	37%	14 741	34%
Undecided	17	21%	535	27%	11 898	28%
Disagree or strongly disagree	24	30%	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	31	39%	588	30%	14 399	34%
Undecided	26	32%	743	38%	14 833	35%
Disagree or strongly disagree	22	28%	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	53	66%	1 184	61%	26 300	61%
Undecided	16	20%	516	26%	10 509	25%
Disagree or strongly disagree	10	12%	239	12%	5 715	13%
no response/ambiguous response	1	1%	17	1%	280	1%
d. The mathematics I learn now is very useful for everyday life.						
Strongly agree or agree	45	56%	947	48%	16 942	40%
Undecided	19	24%	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	
	80		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	43	54%	865	44%	18 328	43%
Undecided	19	24%	649	33%	14 484	34%
Disagree or strongly disagree	17	21%	420	21%	9 687	23%
no response/ambiguous response	1	1%	22	1%	305	1%
f. Mathematics is boring.						
Strongly agree or agree	30	38%	695	36%	18 231	43%
Undecided	18	22%	555	28%	11 198	26%
Disagree or strongly disagree	31	39%	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	21	26%	342	17%	9 251	22%
Undecided	19	24%	580	30%	12 717	30%
Disagree or strongly disagree	40	50%	1 010	52%	20 458	48%
no response/ambiguous response	0	0%	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	
	#	% ²	#	% ²	#	% ²
	80		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	42	52%	957	49%	19 826	46%
Undecided	19	24%	617	32%	14 121	33%
Hard or very hard	18	22%	350	18%	8 367	20%
no response/ambiguous response	1	1%	32	2%	490	1%
b. Algebra (e.g., solving equations, simplifying expressions with polynomials)						
Very easy or easy	43	54%	798	41%	18 119	42%
Undecided	18	22%	569	29%	11 696	27%
Hard or very hard	17	21%	555	28%	12 526	29%
no response/ambiguous response	2	2%	34	2%	463	1%
c. Linear relations (e.g., scatter plots, lines of best fit)						
Very easy or easy	66	82%	1 196	61%	25 907	61%
Undecided	8	10%	476	24%	10 403	24%
Hard or very hard	5	6%	249	13%	5 977	14%
no response/ambiguous response	1	1%	35	2%	517	1%
d. Measurement (e.g., perimeter, area, volume)						
Very easy or easy	59	74%	1 200	61%	27 490	64%
Undecided	14	18%	448	23%	9 307	22%
Hard or very hard	6	8%	270	14%	5 421	13%
no response/ambiguous response	1	1%	38	2%	586	1%
e. Geometry (e.g., angles, parallel lines, quadrilaterals)						
Very easy or easy	32	40%	733	37%	17 887	42%
Undecided	28	35%	663	34%	13 608	32%
Hard or very hard	18	22%	519	27%	10 733	25%
no response/ambiguous response	2	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	29	36%	814	42%	18 064	42%
No	50	62%	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	58	72%	1 514	77%	30 948	72%
No	21	26%	422	22%	11 372	27%
no response/ambiguous response	1	1%	20	1%	484	1%
c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?						
Yes	5	6%	250	13%	3 551	8%
No	74	92%	1 675	86%	38 669	90%
no response/ambiguous response	1	1%	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.	8	10%	332	17%	5 266	12%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	21	26%	577	29%	9 518	22%
I usually spend <i>30 minutes or less</i> on mathematics homework.	32	40%	862	44%	19 777	46%
I am not usually assigned any mathematics homework.	18	22%	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	13	16%	273	14%	6 843	16%
Sometimes	33	41%	721	37%	13 239	31%
Often or always	33	41%	927	47%	22 057	52%
no response/ambiguous response	1	1%	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	
	80		1 956		42 804	
	#	% ²	#	% ²	#	% ²
5. What languages do you speak at home?						
Only or mostly English	35	44%	1 126	58%	34 972	82%
Another language (or languages) as often as English	20	25%	481	25%	4 482	10%
Mostly or only another language (or other languages)	24	30%	321	16%	2 714	6%
no response/ambiguous response	1	1%	28	1%	636	1%
6. How old are you?						
13 years or younger	0	0%	10	1%	235	1%
14 years	39	49%	1 069	55%	22 967	54%
15 years	30	38%	709	36%	15 510	36%
16 years or older	10	12%	134	7%	3 399	8%
no response/ambiguous response	1	1%	34	2%	693	2%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	14	18%	301	15%	4 653	11%
One to four times	39	49%	913	47%	20 555	48%
Five to nine times	14	18%	412	21%	9 938	23%
10 or more times	12	15%	296	15%	6 942	16%
no response/ambiguous response	1	1%	34	2%	716	2%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	19	24%	660	34%	13 291	31%
One to four times	28	35%	701	36%	16 699	39%
Five to nine times	13	16%	268	14%	6 410	15%
10 or more times	18	22%	287	15%	5 659	13%
no response/ambiguous response	2	2%	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	
	80		1 956		42 804	
	#	% ²	#	% ²	#	% ²
9. How many elementary schools (kindergarten to Grade 8) did you attend?						
One school	29	36%	699	36%	11 235	26%
Two schools	23	29%	653	33%	13 593	32%
Three schools	14	18%	291	15%	8 197	19%
Four schools	8	10%	145	7%	4 278	10%
Five schools or more	4	5%	124	6%	4 764	11%
no response/ambiguous response	2	2%	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	
	80		1 956		42 804	
	Female 34 % ²	Male 46 % 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	50%	48%	30%	42%	28%	40%
Undecided	18%	24%	28%	26%	28%	27%
Disagree or strongly disagree	32%	28%	41%	31%	43%	32%
no response/ambiguous response	0%	0%	<1%	1%	<1%	<1%
b. I am good at mathematics.						
Strongly agree or agree	38%	39%	23%	36%	25%	41%
Undecided	32%	33%	39%	37%	35%	34%
Disagree or strongly disagree	29%	26%	37%	27%	39%	24%
no response/ambiguous response	0%	2%	<1%	1%	<1%	1%
c. I understand most of the mathematics I am taught.						
Strongly agree or agree	68%	65%	59%	62%	57%	65%
Undecided	18%	22%	27%	26%	27%	23%
Disagree or strongly disagree	15%	11%	14%	11%	16%	11%
no response/ambiguous response	0%	2%	<1%	1%	1%	1%
d. The mathematics I learn now is very useful for everyday life.						
Strongly agree or agree	62%	52%	47%	50%	36%	42%
Undecided	21%	26%	32%	27%	34%	30%
Disagree or strongly disagree	18%	20%	21%	22%	29%	27%
no response/ambiguous response	0%	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	50%	57%	42%	46%	38%	46%
Undecided	32%	17%	33%	33%	35%	33%
Disagree or strongly disagree	18%	24%	24%	19%	26%	20%
no response/ambiguous response	0%	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	
	80		1 956		42 804	
	Female 34 % ²	Male 46 % ²	Female 908 % ²	Male 1 048 % ²	Female 19 453 % ²	Male 23 351 % ²
f. Mathematics is boring.						
Strongly agree or agree	44%	33%	37%	34%	44%	41%
Undecided	15%	28%	27%	30%	26%	26%
Disagree or strongly disagree	41%	37%	35%	34%	30%	31%
no response/ambiguous response	0%	2%	1%	2%	1%	1%
g. Mathematics is an easy subject.						
Strongly agree or agree	26%	26%	14%	21%	16%	26%
Undecided	26%	22%	28%	31%	28%	31%
Disagree or strongly disagree	47%	52%	58%	46%	55%	42%
no response/ambiguous response	0%	0%	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	
	80		1 956		42 804	
	Female 34 % ²	Male 46 % 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	47%	57%	47%	50%	43%	49%
Undecided	24%	24%	30%	33%	33%	33%
Hard or very hard	26%	20%	21%	16%	23%	17%
no response/ambiguous response	3%	0%	2%	2%	1%	1%
b. Algebra (e.g., solving equations, simplifying expressions with polynomials)						
Very easy or easy	47%	59%	41%	41%	43%	42%
Undecided	32%	15%	29%	29%	26%	29%
Hard or very hard	18%	24%	29%	28%	31%	28%
no response/ambiguous response	3%	2%	1%	2%	1%	1%
c. Linear relations (e.g., scatter plots, lines of best fit)						
Very easy or easy	79%	85%	61%	61%	59%	61%
Undecided	9%	11%	24%	25%	24%	24%
Hard or very hard	9%	4%	13%	12%	15%	13%
no response/ambiguous response	3%	0%	2%	2%	1%	1%
d. Measurement (e.g., perimeter, area, volume)						
Very easy or easy	76%	72%	61%	62%	63%	65%
Undecided	12%	22%	22%	23%	22%	21%
Hard or very hard	9%	7%	15%	13%	14%	12%
no response/ambiguous response	3%	0%	2%	2%	1%	1%
e. Geometry (e.g., angles, parallel lines, quadrilaterals)						
Very easy or easy	50%	33%	36%	39%	37%	46%
Undecided	24%	43%	32%	35%	32%	31%
Hard or very hard	24%	22%	30%	24%	30%	21%
no response/ambiguous response	3%	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 34 % ²	Male 46 % 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	47%	28%	43%	40%	43%	42%
No	50%	72%	55%	59%	56%	57%
no response/ambiguous response	3%	0%	2%	1%	1%	1%
b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?						
Yes	74%	72%	81%	74%	76%	70%
No	24%	28%	18%	25%	23%	29%
no response/ambiguous response	3%	0%	1%	1%	1%	1%
c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?						
Yes	9%	4%	12%	14%	7%	9%
No	88%	96%	87%	85%	91%	89%
no response/ambiguous response	3%	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.	9%	11%	19%	16%	13%	11%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	44%	13%	34%	25%	25%	20%
I usually spend <i>30 minutes or less</i> on mathematics homework.	26%	50%	39%	48%	45%	47%
I am not usually assigned any mathematics homework.	18%	26%	7%	9%	15%	19%
no response/ambiguous response	3%	0%	1%	2%	1%	2%
b. How often do you complete all of your mathematics homework?						
Never or seldom	18%	15%	10%	17%	13%	18%
Sometimes	41%	41%	35%	38%	31%	31%
Often or always	38%	43%	53%	42%	55%	49%
no response/ambiguous response	3%	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	
	80		1 956		42 804	
	Female 34 % ²	Male 46 % 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	38%	48%	57%	58%	82%	81%
Another language (or languages) as often as English	29%	22%	26%	23%	11%	10%
Mostly or only another language (or other languages)	29%	30%	16%	17%	5%	7%
no response/ambiguous response	3%	0%	1%	2%	1%	2%
6. How old are you?						
13 years or younger	0%	0%	<1%	1%	<1%	1%
14 years	32%	61%	56%	54%	56%	52%
15 years	44%	33%	36%	37%	35%	37%
16 years or older	21%	7%	7%	7%	7%	9%
no response/ambiguous response	3%	0%	1%	2%	1%	2%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	12%	22%	14%	17%	9%	13%
One to four times	53%	46%	47%	46%	48%	48%
Five to nine times	18%	17%	20%	22%	24%	22%
10 or more times	15%	15%	18%	13%	17%	15%
no response/ambiguous response	3%	0%	1%	2%	2%	2%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	18%	28%	34%	33%	31%	31%
One to four times	50%	24%	38%	34%	40%	38%
Five to nine times	18%	15%	13%	14%	15%	15%
10 or more times	12%	30%	13%	16%	13%	14%
no response/ambiguous response	3%	2%	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	
	80		1 956		42 804	
	Female 34 % ²	Male 46 % 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	29%	41%	34%	38%	25%	27%
Two schools	32%	26%	34%	33%	32%	31%
Three schools	21%	15%	16%	14%	19%	19%
Four schools	9%	11%	8%	7%	10%	10%
Five schools or more	6%	4%	6%	6%	12%	11%
no response/ambiguous response	3%	2%	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.