

Student Questionnaire: Applied Program–All Students School Results

School: Francis Libermann Catholic HS (707708)

Board: Toronto Catholic District School Board (67059)

Attitudes Toward Mathematics

Number of Respondents	School ¹		Board ¹		Province ¹	
	#	% ²	#	% ²	#	% ²
	45		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	21	47%	715	37%	14 741	34%
Undecided	15	33%	535	27%	11 898	28%
Disagree or strongly disagree	9	20%	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	17	38%	588	30%	14 399	34%
Undecided	19	42%	743	38%	14 833	35%
Disagree or strongly disagree	9	20%	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	32	71%	1 184	61%	26 300	61%
Undecided	7	16%	516	26%	10 509	25%
Disagree or strongly disagree	6	13%	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	29	64%	947	48%	16 942	40%
Undecided	8	18%	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	
	#	% 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	56%	865	44%	18 328	43%
Undecided	17	38%	649	33%	14 484	34%
Disagree or strongly disagree	3	7%	420	21%	9 687	23%
no response/ambiguous response	0	0%	22	1%	305	1%
f. Mathematics is boring.						
Strongly agree or agree	10	22%	695	36%	18 231	43%
Undecided	15	33%	555	28%	11 198	26%
Disagree or strongly disagree	20	44%	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	12	27%	342	17%	9 251	22%
Undecided	15	33%	580	30%	12 717	30%
Disagree or strongly disagree	18	40%	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
	45		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	28	62%	957	49%	19 826	46%
Undecided	12	27%	617	32%	14 121	33%
Hard or very hard	5	11%	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	38%	798	41%	18 119	42%
Undecided	14	31%	569	29%	11 696	27%
Hard or very hard	14	31%	555	28%	12 526	29%
no response/ambiguous response	0	0%	34	2%	463	1%
c. Linear relations (e.g., scatter plots, lines of best fit)						
Very easy or easy	26	58%	1 196	61%	25 907	61%
Undecided	12	27%	476	24%	10 403	24%
Hard or very hard	7	16%	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	28	62%	1 200	61%	27 490	64%
Undecided	10	22%	448	23%	9 307	22%
Hard or very hard	7	16%	270	14%	5 421	13%
no response/ambiguous response	0	0%	38	2%	586	1%
e. Geometry (e.g., angles, parallel lines, quadrilaterals)						
Very easy or easy	16	36%	733	37%	17 887	42%
Undecided	20	44%	663	34%	13 608	32%
Hard or very hard	9	20%	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	22	49%	814	42%	18 064	42%
No	23	51%	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	36	80%	1 514	77%	30 948	72%
No	9	20%	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	22	49%	250	13%	3 551	8%
No	23	51%	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.	3	7%	332	17%	5 266	12%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	10	22%	577	29%	9 518	22%
I usually spend <i>30 minutes or less</i> on mathematics homework.	24	53%	862	44%	19 777	46%
I am not usually assigned any mathematics homework.	5	11%	152	8%	7 534	18%
no response/ambiguous response	3	7%	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	15	33%	721	37%	13 239	31%
Often or always	24	53%	927	47%	22 057	52%
no response/ambiguous response	3	7%	35	2%	665	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–All Students

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	#	% ²	#	% ²	#	% ²
	45		1 956		42 804	
5. What languages do you speak at home?						
Only or mostly English	31	69%	1 126	58%	34 972	82%
Another language (or languages) as often as English	9	20%	481	25%	4 482	10%
Mostly or only another language (or other languages)	2	4%	321	16%	2 714	6%
no response/ambiguous response	3	7%	28	1%	636	1%
6. How old are you?						
13 years or younger	1	2%	10	1%	235	1%
14 years	20	44%	1 069	55%	22 967	54%
15 years	21	47%	709	36%	15 510	36%
16 years or older	0	0%	134	7%	3 399	8%
no response/ambiguous response	3	7%	34	2%	693	2%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	4	9%	301	15%	4 653	11%
One to four times	24	53%	913	47%	20 555	48%
Five to nine times	8	18%	412	21%	9 938	23%
10 or more times	6	13%	296	15%	6 942	16%
no response/ambiguous response	3	7%	34	2%	716	2%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	18	40%	660	34%	13 291	31%
One to four times	15	33%	701	36%	16 699	39%
Five to nine times	5	11%	268	14%	6 410	15%
10 or more times	3	7%	287	15%	5 659	13%
no response/ambiguous response	4	9%	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	
	45		1 956		42 804	
	#	% ²	#	% ²	#	% ²
9. How many elementary schools (kindergarten to Grade 8) did you attend?						
One school	8	18%	699	36%	11 235	26%
Two schools	20	44%	653	33%	13 593	32%
Three schools	5	11%	291	15%	8 197	19%
Four schools	6	13%	145	7%	4 278	10%
Five schools or more	3	7%	124	6%	4 764	11%
no response/ambiguous response	3	7%	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	
	45		1 956		42 804	
	Female 15 % ²	Male 30 % 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	20%	60%	30%	42%	28%	40%
Undecided	33%	33%	28%	26%	28%	27%
Disagree or strongly disagree	47%	7%	41%	31%	43%	32%
no response/ambiguous response	0%	0%	<1%	1%	<1%	<1%
b. I am good at mathematics.						
Strongly agree or agree	0%	57%	23%	36%	25%	41%
Undecided	67%	30%	39%	37%	35%	34%
Disagree or strongly disagree	33%	13%	37%	27%	39%	24%
no response/ambiguous response	0%	0%	<1%	1%	<1%	1%
c. I understand most of the mathematics I am taught.						
Strongly agree or agree	53%	80%	59%	62%	57%	65%
Undecided	20%	13%	27%	26%	27%	23%
Disagree or strongly disagree	27%	7%	14%	11%	16%	11%
no response/ambiguous response	0%	0%	<1%	1%	1%	1%
d. The mathematics I learn now is very useful for everyday life.						
Strongly agree or agree	53%	70%	47%	50%	36%	42%
Undecided	13%	20%	32%	27%	34%	30%
Disagree or strongly disagree	33%	10%	21%	22%	29%	27%
no response/ambiguous response	0%	0%	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	67%	50%	42%	46%	38%	46%
Undecided	27%	43%	33%	33%	35%	33%
Disagree or strongly disagree	7%	7%	24%	19%	26%	20%
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	
	Female 15 % ²	Male 30 % ²	Female 908 % ²	Male 1 048 % ²	Female 19 453 % ²	Male 23 351 % ²
f. Mathematics is boring.						
Strongly agree or agree	40%	13%	37%	34%	44%	41%
Undecided	27%	37%	27%	30%	26%	26%
Disagree or strongly disagree	33%	50%	35%	34%	30%	31%
no response/ambiguous response	0%	0%	1%	2%	1%	1%
g. Mathematics is an easy subject.						
Strongly agree or agree	7%	37%	14%	21%	16%	26%
Undecided	7%	47%	28%	31%	28%	31%
Disagree or strongly disagree	87%	17%	58%	46%	55%	42%
no response/ambiguous response	0%	0%	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	
	45		1 956		42 804	
	Female 15 % ²	Male 30 % 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	60%	63%	47%	50%	43%	49%
Undecided	33%	23%	30%	33%	33%	33%
Hard or very hard	7%	13%	21%	16%	23%	17%
no response/ambiguous response	0%	0%	2%	2%	1%	1%
b. Algebra (e.g., solving equations, simplifying expressions with polynomials)						
Very easy or easy	33%	40%	41%	41%	43%	42%
Undecided	33%	30%	29%	29%	26%	29%
Hard or very hard	33%	30%	29%	28%	31%	28%
no response/ambiguous response	0%	0%	1%	2%	1%	1%
c. Linear relations (e.g., scatter plots, lines of best fit)						
Very easy or easy	67%	53%	61%	61%	59%	61%
Undecided	20%	30%	24%	25%	24%	24%
Hard or very hard	13%	17%	13%	12%	15%	13%
no response/ambiguous response	0%	0%	2%	2%	1%	1%
d. Measurement (e.g., perimeter, area, volume)						
Very easy or easy	33%	77%	61%	62%	63%	65%
Undecided	47%	10%	22%	23%	22%	21%
Hard or very hard	20%	13%	15%	13%	14%	12%
no response/ambiguous response	0%	0%	2%	2%	1%	1%
e. Geometry (e.g., angles, parallel lines, quadrilaterals)						
Very easy or easy	27%	40%	36%	39%	37%	46%
Undecided	53%	40%	32%	35%	32%	31%
Hard or very hard	20%	20%	30%	24%	30%	21%
no response/ambiguous response	0%	0%	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 15 % ²	Male 30 % 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%	50%	43%	40%	43%	42%
No	53%	50%	55%	59%	56%	57%
no response/ambiguous response	0%	0%	2%	1%	1%	1%
b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?						
Yes	87%	77%	81%	74%	76%	70%
No	13%	23%	18%	25%	23%	29%
no response/ambiguous response	0%	0%	1%	1%	1%	1%
c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?						
Yes	53%	47%	12%	14%	7%	9%
No	47%	53%	87%	85%	91%	89%
no response/ambiguous response	0%	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.	13%	3%	19%	16%	13%	11%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	20%	23%	34%	25%	25%	20%
I usually spend <i>30 minutes or less</i> on mathematics homework.	47%	57%	39%	48%	45%	47%
I am not usually assigned any mathematics homework.	20%	7%	7%	9%	15%	19%
no response/ambiguous response	0%	10%	1%	2%	1%	2%
b. How often do you complete all of your mathematics homework?						
Never or seldom	7%	7%	10%	17%	13%	18%
Sometimes	40%	30%	35%	38%	31%	31%
Often or always	53%	53%	53%	42%	55%	49%
no response/ambiguous response	0%	10%	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	
	45		1 956		42 804	
	Female 15 % ²	Male 30 % 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	93%	57%	57%	58%	82%	81%
Another language (or languages) as often as English	7%	27%	26%	23%	11%	10%
Mostly or only another language (or other languages)	0%	7%	16%	17%	5%	7%
no response/ambiguous response	0%	10%	1%	2%	1%	2%
6. How old are you?						
13 years or younger	0%	3%	<1%	1%	<1%	1%
14 years	53%	40%	56%	54%	56%	52%
15 years	47%	47%	36%	37%	35%	37%
16 years or older	0%	0%	7%	7%	7%	9%
no response/ambiguous response	0%	10%	1%	2%	1%	2%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	13%	7%	14%	17%	9%	13%
One to four times	47%	57%	47%	46%	48%	48%
Five to nine times	13%	20%	20%	22%	24%	22%
10 or more times	27%	7%	18%	13%	17%	15%
no response/ambiguous response	0%	10%	1%	2%	2%	2%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	20%	50%	34%	33%	31%	31%
One to four times	53%	23%	38%	34%	40%	38%
Five to nine times	7%	13%	13%	14%	15%	15%
10 or more times	13%	3%	13%	16%	13%	14%
no response/ambiguous response	7%	10%	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 15 % ²	Male 30 % ²	Female 908 % ²	Male 1 048 % ²	Female 19 453 % ²	Male 23 351 % ²
	45		1 956		42 804	
9. How many elementary schools (kindergarten to Grade 8) did you attend?						
One school	27%	13%	34%	38%	25%	27%
Two schools	53%	40%	34%	33%	32%	31%
Three schools	0%	17%	16%	14%	19%	19%
Four schools	7%	17%	8%	7%	10%	10%
Five schools or more	13%	3%	6%	6%	12%	11%
no response/ambiguous response	0%	10%	2%	3%	2%	2%

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

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