

## Student Questionnaire: Applied Program–All Students School Results

School: Michael Power/St Joseph HS (731820)

Board: Toronto Catholic District School Board (67059)

### Attitudes Toward Mathematics

Number of Respondents	School <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	#	% <sup>2</sup>	#	% <sup>2</sup>	#	% <sup>2</sup>
	67		1 956		42 804	
	#	% <sup>2</sup>	#	% <sup>2</sup>	#	% <sup>2</sup>
<b>1. Indicate the degree to which you agree or disagree with each of the following statements.</b>						
<b>a. I like mathematics.</b>						
Strongly agree or agree	20	30%	715	37%	14 741	34%
Undecided	18	27%	535	27%	11 898	28%
Disagree or strongly disagree	29	43%	696	36%	16 003	37%
no response/ambiguous response	0	0%	10	1%	162	<1%
<b>b. I am good at mathematics.</b>						
Strongly agree or agree	20	30%	588	30%	14 399	34%
Undecided	26	39%	743	38%	14 833	35%
Disagree or strongly disagree	21	31%	611	31%	13 331	31%
no response/ambiguous response	0	0%	14	1%	241	1%
<b>c. I understand most of the mathematics I am taught.</b>						
Strongly agree or agree	42	63%	1 184	61%	26 300	61%
Undecided	17	25%	516	26%	10 509	25%
Disagree or strongly disagree	8	12%	239	12%	5 715	13%
no response/ambiguous response	0	0%	17	1%	280	1%
<b>d. The mathematics I learn now is very useful for everyday life.</b>						
Strongly agree or agree	24	36%	947	48%	16 942	40%
Undecided	19	28%	571	29%	13 501	32%
Disagree or strongly disagree	24	36%	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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	67		1 956		42 804	
	#	% <sup>2</sup>	#	% <sup>2</sup>	#	% <sup>2</sup>
<b>e. I need to keep taking mathematics for the kind of job I want after I leave school.</b>						
Strongly agree <b>or</b> agree	20	30%	865	44%	18 328	43%
Undecided	19	28%	649	33%	14 484	34%
Disagree <b>or</b> strongly disagree	28	42%	420	21%	9 687	23%
no response/ambiguous response	0	0%	22	1%	305	1%
<b>f. Mathematics is boring.</b>						
Strongly agree <b>or</b> agree	31	46%	695	36%	18 231	43%
Undecided	21	31%	555	28%	11 198	26%
Disagree <b>or</b> strongly disagree	15	22%	676	35%	12 958	30%
no response/ambiguous response	0	0%	30	2%	417	1%
<b>g. Mathematics is an easy subject.</b>						
Strongly agree <b>or</b> agree	8	12%	342	17%	9 251	22%
Undecided	20	30%	580	30%	12 717	30%
Disagree <b>or</b> strongly disagree	39	58%	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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	67		1 956		42 804	
	#	% <sup>2</sup>	#	% <sup>2</sup>	#	% <sup>2</sup>
<b>2. Indicate how easy or hard you find mathematics questions that deal with the following.</b>						
<b>a. Number sense (e.g., operations with integers, rational numbers, exponents)</b>						
Very easy or easy	33	49%	957	49%	19 826	46%
Undecided	23	34%	617	32%	14 121	33%
Hard or very hard	11	16%	350	18%	8 367	20%
no response/ambiguous response	0	0%	32	2%	490	1%
<b>b. Algebra (e.g., solving equations, simplifying expressions with polynomials)</b>						
Very easy or easy	18	27%	798	41%	18 119	42%
Undecided	28	42%	569	29%	11 696	27%
Hard or very hard	21	31%	555	28%	12 526	29%
no response/ambiguous response	0	0%	34	2%	463	1%
<b>c. Linear relations (e.g., scatter plots, lines of best fit)</b>						
Very easy or easy	42	63%	1 196	61%	25 907	61%
Undecided	14	21%	476	24%	10 403	24%
Hard or very hard	11	16%	249	13%	5 977	14%
no response/ambiguous response	0	0%	35	2%	517	1%
<b>d. Measurement (e.g., perimeter, area, volume)</b>						
Very easy or easy	43	64%	1 200	61%	27 490	64%
Undecided	13	19%	448	23%	9 307	22%
Hard or very hard	10	15%	270	14%	5 421	13%
no response/ambiguous response	1	1%	38	2%	586	1%
<b>e. Geometry (e.g., angles, parallel lines, quadrilaterals)</b>						
Very easy or easy	25	37%	733	37%	17 887	42%
Undecided	23	34%	663	34%	13 608	32%
Hard or very hard	19	28%	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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	#	% <sup>2</sup>	#	% <sup>2</sup>	#	% <sup>2</sup>
<b>3a. Do you have a computer <i>at home</i> that you use for mathematics school work?</b>						
Yes	28	42%	814	42%	18 064	42%
No	39	58%	1 116	57%	24 253	57%
no response/ambiguous response	0	0%	26	1%	487	1%
<b>b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?</b>						
Yes	49	73%	1 514	77%	30 948	72%
No	18	27%	422	22%	11 372	27%
no response/ambiguous response	0	0%	20	1%	484	1%
<b>c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?</b>						
Yes	3	4%	250	13%	3 551	8%
No	62	93%	1 675	86%	38 669	90%
no response/ambiguous response	2	3%	31	2%	584	1%
<b>4a. How much time to you <i>usually</i> spend on mathematics homework (in or out of school) on any given day?</b>						
I usually spend <i>more than 45 minutes</i> on mathematics homework.	10	15%	332	17%	5 266	12%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	21	31%	577	29%	9 518	22%
I usually spend <i>30 minutes or less</i> on mathematics homework.	31	46%	862	44%	19 777	46%
I am not usually assigned any mathematics homework.	5	7%	152	8%	7 534	18%
no response/ambiguous response	0	0%	33	2%	709	2%
<b>b. How often do you complete all of your mathematics homework?</b>						
Never <b>or</b> seldom	16	24%	273	14%	6 843	16%
Sometimes	22	33%	721	37%	13 239	31%
Often <b>or</b> always	29	43%	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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	67		1 956		42 804	
	#	% <sup>2</sup>	#	% <sup>2</sup>	#	% <sup>2</sup>
<b>5. What languages do you speak at home?</b>						
Only or mostly English	47	70%	1 126	58%	34 972	82%
Another language (or languages) as often as English	9	13%	481	25%	4 482	10%
Mostly or only another language (or other languages)	11	16%	321	16%	2 714	6%
no response/ambiguous response	0	0%	28	1%	636	1%
<b>6. How old are you?</b>						
13 years or younger	0	0%	10	1%	235	1%
14 years	42	63%	1 069	55%	22 967	54%
15 years	19	28%	709	36%	15 510	36%
16 years or older	5	7%	134	7%	3 399	8%
no response/ambiguous response	1	1%	34	2%	693	2%
<b>7. How often have you been absent from your Grade 9 mathematics class this year?</b>						
Never	13	19%	301	15%	4 653	11%
One to four times	18	27%	913	47%	20 555	48%
Five to nine times	19	28%	412	21%	9 938	23%
10 or more times	17	25%	296	15%	6 942	16%
no response/ambiguous response	0	0%	34	2%	716	2%
<b>8. How often have you been late for your Grade 9 mathematics class this year?</b>						
Never	19	28%	660	34%	13 291	31%
One to four times	19	28%	701	36%	16 699	39%
Five to nine times	8	12%	268	14%	6 410	15%
10 or more times	21	31%	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.

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# Grade 9 Assessment of Mathematics, 2006–2007

## Student Questionnaire: Applied Program–All Students

### Background

<i>Number of Respondents</i>	School <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	67		1 956		42 804	
	#	% <sup>2</sup>	#	% <sup>2</sup>	#	% <sup>2</sup>
<b>9. How many elementary schools (kindergarten to Grade 8) did you attend?</b>						
One school	26	39%	699	36%	11 235	26%
Two schools	21	31%	653	33%	13 593	32%
Three schools	11	16%	291	15%	8 197	19%
Four schools	2	3%	145	7%	4 278	10%
Five schools or more	7	10%	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

Number of Respondents	School <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	67		1 956		42 804	
	Female 25 % <sup>2</sup>	Male 42 % <sup>2</sup>	Female 908 % <sup>2</sup>	Male 1 048 % <sup>2</sup>	Female 19 453 % <sup>2</sup>	Male 23 351 % <sup>2</sup>
<b>1. Indicate the degree to which you agree or disagree with each of the following statements.</b>						
<b>a. I like mathematics.</b>						
Strongly agree or agree	44%	21%	30%	42%	28%	40%
Undecided	24%	29%	28%	26%	28%	27%
Disagree or strongly disagree	32%	50%	41%	31%	43%	32%
no response/ambiguous response	0%	0%	<1%	1%	<1%	<1%
<b>b. I am good at mathematics.</b>						
Strongly agree or agree	28%	31%	23%	36%	25%	41%
Undecided	36%	40%	39%	37%	35%	34%
Disagree or strongly disagree	36%	29%	37%	27%	39%	24%
no response/ambiguous response	0%	0%	<1%	1%	<1%	1%
<b>c. I understand most of the mathematics I am taught.</b>						
Strongly agree or agree	72%	57%	59%	62%	57%	65%
Undecided	20%	29%	27%	26%	27%	23%
Disagree or strongly disagree	8%	14%	14%	11%	16%	11%
no response/ambiguous response	0%	0%	<1%	1%	1%	1%
<b>d. The mathematics I learn now is very useful for everyday life.</b>						
Strongly agree or agree	36%	36%	47%	50%	36%	42%
Undecided	36%	24%	32%	27%	34%	30%
Disagree or strongly disagree	28%	40%	21%	22%	29%	27%
no response/ambiguous response	0%	0%	1%	1%	1%	1%
<b>e. I need to keep taking mathematics for the kind of job I want after I leave school.</b>						
Strongly agree or agree	44%	21%	42%	46%	38%	46%
Undecided	28%	29%	33%	33%	35%	33%
Disagree or strongly disagree	28%	50%	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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	67		1 956		42 804	
	Female 25 % <sup>2</sup>	Male 42 % <sup>2</sup>	Female 908 % <sup>2</sup>	Male 1 048 % <sup>2</sup>	Female 19 453 % <sup>2</sup>	Male 23 351 % <sup>2</sup>
<b>f. Mathematics is boring.</b>						
Strongly agree <b>or</b> agree	28%	57%	37%	34%	44%	41%
Undecided	36%	29%	27%	30%	26%	26%
Disagree <b>or</b> strongly disagree	36%	14%	35%	34%	30%	31%
no response/ambiguous response	0%	0%	1%	2%	1%	1%
<b>g. Mathematics is an easy subject.</b>						
Strongly agree <b>or</b> agree	8%	14%	14%	21%	16%	26%
Undecided	40%	24%	28%	31%	28%	31%
Disagree <b>or</b> strongly disagree	52%	62%	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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	67		1 956		42 804	
	Female 25 % <sup>2</sup>	Male 42 % <sup>2</sup>	Female 908 % <sup>2</sup>	Male 1 048 % <sup>2</sup>	Female 19 453 % <sup>2</sup>	Male 23 351 % <sup>2</sup>
<b>2. Indicate how easy or hard you find mathematics questions that deal with the following.</b>						
<b>a. Number sense (e.g., operations with integers, rational numbers, exponents)</b>						
Very easy or easy	64%	40%	47%	50%	43%	49%
Undecided	28%	38%	30%	33%	33%	33%
Hard or very hard	8%	21%	21%	16%	23%	17%
no response/ambiguous response	0%	0%	2%	2%	1%	1%
<b>b. Algebra (e.g., solving equations, simplifying expressions with polynomials)</b>						
Very easy or easy	36%	21%	41%	41%	43%	42%
Undecided	36%	45%	29%	29%	26%	29%
Hard or very hard	28%	33%	29%	28%	31%	28%
no response/ambiguous response	0%	0%	1%	2%	1%	1%
<b>c. Linear relations (e.g., scatter plots, lines of best fit)</b>						
Very easy or easy	76%	55%	61%	61%	59%	61%
Undecided	16%	24%	24%	25%	24%	24%
Hard or very hard	8%	21%	13%	12%	15%	13%
no response/ambiguous response	0%	0%	2%	2%	1%	1%
<b>d. Measurement (e.g., perimeter, area, volume)</b>						
Very easy or easy	44%	76%	61%	62%	63%	65%
Undecided	28%	14%	22%	23%	22%	21%
Hard or very hard	24%	10%	15%	13%	14%	12%
no response/ambiguous response	4%	0%	2%	2%	1%	1%
<b>e. Geometry (e.g., angles, parallel lines, quadrilaterals)</b>						
Very easy or easy	28%	43%	36%	39%	37%	46%
Undecided	36%	33%	32%	35%	32%	31%
Hard or very hard	36%	24%	30%	24%	30%	21%
no response/ambiguous response	0%	0%	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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	Female 25 % <sup>2</sup>	Male 42 % <sup>2</sup>	Female 908 % <sup>2</sup>	Male 1 048 % <sup>2</sup>	Female 19 453 % <sup>2</sup>	Male 23 351 % <sup>2</sup>
<b>3a. Do you have a computer <i>at home</i> that you use for mathematics school work?</b>						
Yes	64%	29%	43%	40%	43%	42%
No	36%	71%	55%	59%	56%	57%
no response/ambiguous response	0%	0%	2%	1%	1%	1%
<b>b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?</b>						
Yes	80%	69%	81%	74%	76%	70%
No	20%	31%	18%	25%	23%	29%
no response/ambiguous response	0%	0%	1%	1%	1%	1%
<b>c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?</b>						
Yes	8%	2%	12%	14%	7%	9%
No	88%	95%	87%	85%	91%	89%
no response/ambiguous response	4%	2%	2%	2%	1%	1%
<b>4a. How much time to you <i>usually</i> spend on mathematics homework (in or out of school) on any given day?</b>						
I usually spend <i>more than 45 minutes</i> on mathematics homework.	8%	19%	19%	16%	13%	11%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	44%	24%	34%	25%	25%	20%
I usually spend <i>30 minutes or less</i> on mathematics homework.	40%	50%	39%	48%	45%	47%
I am not usually assigned any mathematics homework.	8%	7%	7%	9%	15%	19%
no response/ambiguous response	0%	0%	1%	2%	1%	2%
<b>b. How often do you complete all of your mathematics homework?</b>						
Never <b>or</b> seldom	16%	29%	10%	17%	13%	18%
Sometimes	28%	36%	35%	38%	31%	31%
Often <b>or</b> always	56%	36%	53%	42%	55%	49%
no response/ambiguous response	0%	0%	1%	2%	1%	2%

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

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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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	67		1 956		42 804	
	Female 25 % <sup>2</sup>	Male 42 % <sup>2</sup>	Female 908 % <sup>2</sup>	Male 1 048 % <sup>2</sup>	Female 19 453 % <sup>2</sup>	Male 23 351 % <sup>2</sup>
<b>5. What languages do you speak at home?</b>						
Only or mostly English	64%	74%	57%	58%	82%	81%
Another language (or languages) as often as English	20%	10%	26%	23%	11%	10%
Mostly or only another language (or other languages)	16%	17%	16%	17%	5%	7%
no response/ambiguous response	0%	0%	1%	2%	1%	2%
<b>6. How old are you?</b>						
13 years or younger	0%	0%	<1%	1%	<1%	1%
14 years	80%	52%	56%	54%	56%	52%
15 years	16%	36%	36%	37%	35%	37%
16 years or older	4%	10%	7%	7%	7%	9%
no response/ambiguous response	0%	2%	1%	2%	1%	2%
<b>7. How often have you been absent from your Grade 9 mathematics class this year?</b>						
Never	16%	21%	14%	17%	9%	13%
One to four times	24%	29%	47%	46%	48%	48%
Five to nine times	32%	26%	20%	22%	24%	22%
10 or more times	28%	24%	18%	13%	17%	15%
no response/ambiguous response	0%	0%	1%	2%	2%	2%
<b>8. How often have you been late for your Grade 9 mathematics class this year?</b>						
Never	36%	24%	34%	33%	31%	31%
One to four times	32%	26%	38%	34%	40%	38%
Five to nine times	8%	14%	13%	14%	15%	15%
10 or more times	24%	36%	13%	16%	13%	14%
no response/ambiguous response	0%	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.

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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 <sup>1</sup>		Board <sup>1</sup>		Province <sup>1</sup>	
	Female 25 % <sup>2</sup>	Male 42 % <sup>2</sup>	Female 908 % <sup>2</sup>	Male 1 048 % <sup>2</sup>	Female 19 453 % <sup>2</sup>	Male 23 351 % <sup>2</sup>
<b>9. How many elementary schools (kindergarten to Grade 8) did you attend?</b>						
One school	44%	36%	34%	38%	25%	27%
Two schools	24%	36%	34%	33%	32%	31%
Three schools	12%	19%	16%	14%	19%	19%
Four schools	4%	2%	8%	7%	10%	10%
Five schools or more	16%	7%	6%	6%	12%	11%
no response/ambiguous response	0%	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.

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