

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

School: Cardinal Newman HS (694193)

Board: Toronto Catholic District School Board (67059)

### Attitudes Toward Mathematics

Number of Respondents	School*		Board*		Province*	
	#	% <sup>†</sup>	#	% <sup>†</sup>	#	% <sup>†</sup>
	223		4 435		97 060	
<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	97	43%	2 477	56%	51 933	54%
Undecided	64	29%	1 121	25%	24 084	25%
Disagree or strongly disagree	62	28%	827	19%	20 752	21%
no response/ambiguous response	0	0%	10	<1%	291	<1%
<b>b. I am good at mathematics.</b>						
Strongly agree or agree	103	46%	2 218	50%	50 336	52%
Undecided	79	35%	1 453	33%	28 641	30%
Disagree or strongly disagree	40	18%	747	17%	17 694	18%
no response/ambiguous response	1	<1%	17	<1%	389	<1%
<b>c. I understand most of the mathematics I am taught.</b>						
Strongly agree or agree	159	71%	3 254	73%	70 198	72%
Undecided	35	16%	826	19%	17 354	18%
Disagree or strongly disagree	28	13%	335	8%	9 081	9%
no response/ambiguous response	1	<1%	20	<1%	427	<1%
<b>d. The mathematics I learn now is very useful for everyday life.</b>						
Strongly agree or agree	78	35%	1 834	41%	34 857	36%
Undecided	79	35%	1 406	32%	31 445	32%
Disagree or strongly disagree	65	29%	1 171	26%	30 215	31%
no response/ambiguous response	1	<1%	24	1%	543	1%

\* Numbers and percentages are based on the total number of students who completed a questionnaire.

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

# Grade 9 Assessment of Mathematics, 2007–2008

## Student Questionnaire: Academic Program – All Students

### Attitudes Toward Mathematics

<i>Number of Respondents</i>	School*		Board*		Province*	
	223		4 435		97 060	
	#	%†	#	%†	#	%†
<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	118	53%	2 492	56%	54 493	56%
Undecided	70	31%	1 330	30%	28 602	29%
Disagree <b>or</b> strongly disagree	34	15%	582	13%	13 385	14%
no response/ambiguous response	1	<1%	31	1%	580	1%
<b>f. Mathematics is boring.</b>						
Strongly agree <b>or</b> agree	75	34%	1 205	27%	30 127	31%
Undecided	64	29%	1 264	29%	27 003	28%
Disagree <b>or</b> strongly disagree	83	37%	1 935	44%	39 250	40%
no response/ambiguous response	1	<1%	31	1%	680	1%
<b>g. Mathematics is an easy subject.</b>						
Strongly agree <b>or</b> agree	43	19%	1 147	26%	26 296	27%
Undecided	73	33%	1 400	32%	28 105	29%
Disagree <b>or</b> strongly disagree	105	47%	1 857	42%	41 996	43%
no response/ambiguous response	2	1%	31	1%	663	1%

\* Numbers and percentages are based on the total number of students who completed a questionnaire.

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

# Grade 9 Assessment of Mathematics, 2007–2008

## Student Questionnaire: Academic Program – All Students

### Attitudes Toward Mathematics

Number of Respondents	School*		Board*		Province*	
	#	%†	#	%†	#	%†
<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	141	63%	3 006	68%	64 672	67%
Undecided	54	24%	975	22%	21 197	22%
Hard or very hard	25	11%	392	9%	10 127	10%
no response/ambiguous response	3	1%	62	1%	1 064	1%
<b>b. Algebra (e.g., solving equations, simplifying expressions with polynomials)</b>						
Very easy or easy	134	60%	2 801	63%	59 076	61%
Undecided	42	19%	881	20%	19 377	20%
Hard or very hard	45	20%	706	16%	17 631	18%
no response/ambiguous response	2	1%	47	1%	976	1%
<b>c. Linear relations (e.g., scatter plots, lines of best fit)</b>						
Very easy or easy	121	54%	2 482	56%	53 292	55%
Undecided	60	27%	1 232	28%	25 595	26%
Hard or very hard	40	18%	676	15%	17 162	18%
no response/ambiguous response	2	1%	45	1%	1 011	1%
<b>d. Analytic geometry (e.g., slope, y-intercept, equations of lines)</b>						
Very easy or easy	95	43%	2 149	48%	42 499	44%
Undecided	63	28%	1 138	26%	24 787	26%
Hard or very hard	64	29%	1 096	25%	28 688	30%
no response/ambiguous response	1	<1%	52	1%	1 086	1%
<b>e. Measurement (e.g., perimeter, area, volume)</b>						
Very easy or easy	151	68%	3 395	77%	73 933	76%
Undecided	37	17%	687	15%	14 742	15%
Hard or very hard	33	15%	297	7%	7 182	7%
no response/ambiguous response	2	1%	56	1%	1 203	1%

\* Numbers and percentages are based on the total number of students who completed a questionnaire.

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

## Grade 9 Assessment of Mathematics, 2007–2008

### Student Questionnaire: Academic Program – All Students

#### Attitudes Toward Mathematics

<i>Number of Respondents</i>	School*		Board*		Province*	
	223		4 435		97 060	
	#	%†	#	%†	#	%†
<b>f. Geometry (e.g., angles, parallel lines, quadrilaterals)</b>						
Very easy <b>or</b> easy	115	52%	2 542	57%	59 734	62%
Undecided	58	26%	1 139	26%	22 673	23%
Hard <b>or</b> very hard	50	22%	694	16%	13 396	14%
no response/ambiguous response	0	0%	60	1%	1 257	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, 2007–2008

### Student Questionnaire: Academic Program – All Students

#### Background

Number of Respondents	School*		Board*		Province*	
	223		4 435		97 060	
	#	%†	#	%†	#	%†
<b>3a. Do you have a computer <i>at home</i> that you use for mathematics school work?</b>						
Yes	109	49%	2 271	51%	52 066	54%
No	112	50%	2 115	48%	44 138	45%
no response/ambiguous response	2	1%	49	1%	856	1%
<b>b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?</b>						
Yes	197	88%	3 907	88%	84 030	87%
No	23	10%	481	11%	12 251	13%
no response/ambiguous response	3	1%	47	1%	779	1%
<b>c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?</b>						
Yes	15	7%	695	16%	8 530	9%
No	205	92%	3 683	83%	87 513	90%
no response/ambiguous response	3	1%	57	1%	1 017	1%
<b>4a. How much time do 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.	48	22%	1 183	27%	22 240	23%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	74	33%	1 691	38%	35 082	36%
I usually spend <i>30 minutes or less</i> on mathematics homework.	95	43%	1 434	32%	36 184	37%
I am not usually assigned any mathematics homework.	4	2%	72	2%	2 504	3%
no response/ambiguous response	2	1%	55	1%	1 050	1%
<b>b. How often do you complete all of your mathematics homework?</b>						
Never <b>or</b> seldom	26	12%	477	11%	11 686	12%
Sometimes	74	33%	1 156	26%	22 897	24%
Often <b>or</b> always	122	55%	2 744	62%	61 317	63%
no response/ambiguous response	1	<1%	58	1%	1 160	1%

\* Numbers and percentages are based on the total number of students who completed a questionnaire.

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

# Grade 9 Assessment of Mathematics, 2007–2008

## Student Questionnaire: Academic Program – All Students

### Background

<i>Number of Respondents</i>	School*		Board*		Province*	
	223		4 435		97 060	
	#	%†	#	%†	#	%†
<b>5. What languages do you speak at home?</b>						
Only or mostly English	174	78%	2 794	63%	73 668	76%
Another language (or languages) as often as English	32	14%	960	22%	13 524	14%
Mostly or only another language (or other languages)	16	7%	617	14%	8 608	9%
no response/ambiguous response	1	<1%	64	1%	1 260	1%
<b>6. How old are you?</b>						
13 years or younger	0	0%	28	1%	932	1%
14 years	146	65%	2 704	61%	63 423	65%
15 years	73	33%	1 595	36%	30 494	31%
16 years or older	3	1%	49	1%	1 090	1%
no response/ambiguous response	1	<1%	59	1%	1 121	1%
<b>7. How often have you been absent from your Grade 9 mathematics class this year?</b>						
Never	36	16%	805	18%	14 035	14%
One to four times	133	60%	2 529	57%	57 266	59%
Five to nine times	40	18%	715	16%	17 737	18%
10 or more times	13	6%	323	7%	6 767	7%
no response/ambiguous response	1	<1%	63	1%	1 255	1%
<b>8. How often have you been late for your Grade 9 mathematics class this year?</b>						
Never	93	42%	2 075	47%	44 197	46%
One to four times	85	38%	1 608	36%	37 436	39%
Five to nine times	25	11%	380	9%	8 676	9%
10 or more times	19	9%	305	7%	5 412	6%
no response/ambiguous response	1	<1%	67	2%	1 339	1%

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## Grade 9 Assessment of Mathematics, 2007–2008

### Student Questionnaire: Academic Program – All Students

#### Background

<i>Number of Respondents</i>	School*		Board*		Province*	
	223		4 435		97 060	
	#	%†	#	%†	#	%†
<b>9. How many elementary schools (kindergarten to Grade 8) did you attend?</b>						
One school	97	43%	1 754	40%	27 105	28%
Two schools	74	33%	1 412	32%	34 270	35%
Three schools	27	12%	687	15%	18 558	19%
Four schools	12	5%	286	6%	8 643	9%
Five schools or more	11	5%	226	5%	7 176	7%
no response/ambiguous response	2	1%	70	2%	1 308	1%

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# Grade 9 Assessment of Mathematics, 2007–2008

## Student Questionnaire: Academic Program – By Gender

### Attitudes Toward Mathematics

Number of Respondents	School*		Board*		Province*	
	223		4 435		97 060	
	Female 106 %†	Male 117 %†	Female 2 307 %†	Male 2 128 %†	Female 49 587 %†	Male 47 469 %†
<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	40%	47%	51%	62%	48%	59%
Undecided	25%	32%	27%	23%	27%	23%
Disagree or strongly disagree	36%	21%	22%	15%	25%	18%
no response/ambiguous response	0%	0%	<1%	<1%	<1%	<1%
<b>b. I am good at mathematics.</b>						
Strongly agree or agree	36%	56%	41%	59%	45%	59%
Undecided	43%	28%	36%	29%	32%	27%
Disagree or strongly disagree	21%	15%	22%	11%	23%	13%
no response/ambiguous response	0%	1%	<1%	<1%	<1%	<1%
<b>c. I understand most of the mathematics I am taught.</b>						
Strongly agree or agree	75%	68%	70%	77%	69%	76%
Undecided	14%	17%	20%	17%	20%	16%
Disagree or strongly disagree	10%	15%	9%	6%	11%	8%
no response/ambiguous response	0%	1%	<1%	1%	<1%	1%
<b>d. The mathematics I learn now is very useful for everyday life.</b>						
Strongly agree or agree	33%	37%	39%	44%	33%	39%
Undecided	38%	33%	32%	32%	34%	30%
Disagree or strongly disagree	29%	29%	29%	24%	32%	30%
no response/ambiguous response	0%	1%	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	54%	52%	54%	59%	54%	59%
Undecided	27%	35%	32%	28%	31%	28%
Disagree or strongly disagree	19%	12%	14%	12%	15%	12%
no response/ambiguous response	0%	1%	1%	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.

† 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, 2007–2008

### Student Questionnaire: Academic Program – By Gender

#### Attitudes Toward Mathematics

<i>Number of Respondents</i>	School*		Board*		Province*	
	223		4 435		97 060	
	Female 106 %†	Male 117 %†	Female 2 307 %†	Male 2 128 %†	Female 49 587 %†	Male 47 469 %†
<b>f. Mathematics is boring.</b>						
Strongly agree <b>or</b> agree	38%	30%	27%	28%	31%	31%
Undecided	25%	32%	29%	28%	28%	27%
Disagree <b>or</b> strongly disagree	38%	37%	44%	43%	40%	41%
no response/ambiguous response	0%	1%	1%	1%	1%	1%
<b>g. Mathematics is an easy subject.</b>						
Strongly agree <b>or</b> agree	14%	24%	20%	32%	22%	32%
Undecided	35%	31%	31%	32%	29%	29%
Disagree <b>or</b> strongly disagree	51%	44%	48%	35%	49%	37%
no response/ambiguous response	0%	2%	1%	1%	1%	1%

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# Grade 9 Assessment of Mathematics, 2007–2008

## Student Questionnaire: Academic Program – By Gender

### Attitudes Toward Mathematics

<i>Number of Respondents</i>	School*		Board*		Province*	
	223		4 435		97 060	
	Female 106 %†	Male 117 %†	Female 2 307 %†	Male 2 128 %†	Female 49 587 %†	Male 47 469 %†
<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	60%	66%	64%	72%	63%	70%
Undecided	25%	24%	24%	19%	24%	20%
Hard or very hard	14%	9%	11%	7%	12%	9%
no response/ambiguous response	1%	2%	1%	2%	1%	1%
<b>b. Algebra (e.g., solving equations, simplifying expressions with polynomials)</b>						
Very easy or easy	58%	62%	63%	63%	62%	60%
Undecided	20%	18%	19%	21%	19%	21%
Hard or very hard	21%	20%	17%	15%	18%	18%
no response/ambiguous response	1%	1%	1%	1%	1%	1%
<b>c. Linear relations (e.g., scatter plots, lines of best fit)</b>						
Very easy or easy	53%	56%	53%	59%	52%	58%
Undecided	28%	26%	29%	26%	28%	25%
Hard or very hard	19%	17%	16%	14%	20%	16%
no response/ambiguous response	0%	2%	1%	1%	1%	1%
<b>d. Analytic geometry (e.g., slope, y-intercept, equations of lines)</b>						
Very easy or easy	43%	42%	47%	50%	41%	46%
Undecided	27%	29%	26%	25%	26%	25%
Hard or very hard	29%	28%	26%	23%	32%	27%
no response/ambiguous response	0%	1%	1%	1%	1%	1%
<b>e. Measurement (e.g., perimeter, area, volume)</b>						
Very easy or easy	65%	70%	75%	78%	74%	78%
Undecided	19%	15%	17%	14%	16%	14%
Hard or very hard	15%	15%	7%	7%	8%	7%
no response/ambiguous response	1%	1%	1%	1%	1%	1%

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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, 2007–2008

### Student Questionnaire: Academic Program – By Gender

#### Attitudes Toward Mathematics

<i>Number of Respondents</i>	School*		Board*		Province*	
	223		4 435		97 060	
	Female 106 %†	Male 117 %†	Female 2 307 %†	Male 2 128 %†	Female 49 587 %†	Male 47 469 %†
<b>f. Geometry (e.g., angles, parallel lines, quadrilaterals)</b>						
Very easy <b>or</b> easy	44%	58%	54%	61%	58%	65%
Undecided	34%	19%	28%	24%	25%	22%
Hard <b>or</b> very hard	22%	23%	17%	14%	16%	12%
no response/ambiguous response	0%	0%	1%	1%	1%	1%

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# Grade 9 Assessment of Mathematics, 2007–2008

## Student Questionnaire: Academic Program – By Gender

### Background

Number of Respondents	School*		Board*		Province*	
	223		4 435		97 060	
	Female 106 %†	Male 117 %†	Female 2 307 %†	Male 2 128 %†	Female 49 587 %†	Male 47 469 %†
<b>3a. Do you have a computer <i>at home</i> that you use for mathematics school work?</b>						
Yes	51%	47%	53%	50%	55%	52%
No	49%	51%	46%	49%	44%	47%
no response/ambiguous response	0%	2%	1%	1%	1%	1%
<b>b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?</b>						
Yes	92%	85%	90%	86%	89%	84%
No	8%	13%	9%	13%	11%	15%
no response/ambiguous response	0%	3%	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%	6%	16%	16%	8%	10%
No	92%	91%	83%	83%	91%	89%
no response/ambiguous response	0%	3%	1%	1%	1%	1%
<b>4a. How much time do 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.	22%	21%	30%	23%	26%	19%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	38%	29%	42%	34%	40%	33%
I usually spend <i>30 minutes or less</i> on mathematics homework.	40%	45%	26%	39%	31%	43%
I am not usually assigned any mathematics homework.	1%	3%	1%	2%	2%	3%
no response/ambiguous response	0%	2%	1%	1%	1%	1%
<b>b. How often do you complete all of your mathematics homework?</b>						
Never <b>or</b> seldom	11%	12%	9%	13%	9%	15%
Sometimes	33%	33%	23%	29%	21%	26%
Often <b>or</b> always	56%	54%	66%	57%	69%	58%
no response/ambiguous response	0%	1%	1%	1%	1%	1%

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# Grade 9 Assessment of Mathematics, 2007–2008

## Student Questionnaire: Academic Program – By Gender

### Background

<i>Number of Respondents</i>	School*		Board*		Province*	
	223		4 435		97 060	
	Female 106 %†	Male 117 %†	Female 2 307 %†	Male 2 128 %†	Female 49 587 %†	Male 47 469 %†
<b>5. What languages do you speak at home?</b>						
Only or mostly English	80%	76%	64%	62%	77%	75%
Another language (or languages) as often as English	16%	13%	22%	21%	14%	14%
Mostly or only another language (or other languages)	4%	10%	13%	15%	8%	10%
no response/ambiguous response	0%	1%	2%	1%	1%	1%
<b>6. How old are you?</b>						
13 years or younger	0%	0%	1%	1%	1%	1%
14 years	69%	62%	61%	61%	67%	64%
15 years	30%	35%	36%	36%	31%	32%
16 years or older	1%	2%	1%	1%	1%	1%
no response/ambiguous response	0%	1%	1%	1%	1%	1%
<b>7. How often have you been absent from your Grade 9 mathematics class this year?</b>						
Never	15%	17%	17%	20%	12%	17%
One to four times	61%	58%	59%	55%	60%	58%
Five to nine times	16%	20%	16%	16%	19%	17%
10 or more times	8%	4%	7%	7%	7%	7%
no response/ambiguous response	0%	1%	2%	1%	1%	1%
<b>8. How often have you been late for your Grade 9 mathematics class this year?</b>						
Never	42%	41%	50%	43%	47%	44%
One to four times	37%	39%	36%	36%	39%	38%
Five to nine times	12%	10%	7%	10%	8%	10%
10 or more times	8%	9%	5%	9%	5%	6%
no response/ambiguous response	0%	1%	2%	1%	1%	1%

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## Grade 9 Assessment of Mathematics, 2007–2008

### Student Questionnaire: Academic Program – By Gender

#### Background

<i>Number of Respondents</i>	School*		Board*		Province*	
	223		4 435		97 060	
	Female 106 %†	Male 117 %†	Female 2 307 %†	Male 2 128 %†	Female 49 587 %†	Male 47 469 %†
<b>9. How many elementary schools (kindergarten to Grade 8) did you attend?</b>						
One school	41%	46%	39%	40%	28%	28%
Two schools	35%	32%	32%	31%	36%	35%
Three schools	15%	9%	16%	15%	19%	19%
Four schools	6%	5%	7%	6%	9%	9%
Five schools or more	4%	6%	5%	5%	7%	7%
no response/ambiguous response	0%	2%	2%	2%	1%	1%

\* Numbers and percentages are based on the total number of students who completed a questionnaire and for whom gender data were available.

† 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.