

EQAO Grade 9 Assessment of Mathematics, 2007–2008

Student Questionnaire: Applied Program – All Students School Results

School: Chaminade College S (695947)

Board: Toronto Catholic District School Board (67059)

Attitudes Toward Mathematics

Number of Respondents	School*		Board*		Province*	
	#	%†	#	%†	#	%†
1. Indicate the degree to which you agree or disagree with each of the following statements.						
a. I like mathematics.						
Strongly agree or agree	32	54%	804	39%	15 066	35%
Undecided	12	20%	617	30%	12 166	29%
Disagree or strongly disagree	14	24%	627	30%	15 134	36%
no response/ambiguous response	1	2%	16	1%	259	1%
b. I am good at mathematics.						
Strongly agree or agree	23	39%	679	33%	15 023	35%
Undecided	21	36%	791	38%	14 370	34%
Disagree or strongly disagree	15	25%	575	28%	12 902	30%
no response/ambiguous response	0	0%	19	1%	330	1%
c. I understand most of the mathematics I am taught.						
Strongly agree or agree	40	68%	1 275	62%	26 487	62%
Undecided	16	27%	558	27%	10 068	24%
Disagree or strongly disagree	2	3%	209	10%	5 710	13%
no response/ambiguous response	1	2%	22	1%	360	1%
d. The mathematics I learn now is very useful for everyday life.						
Strongly agree or agree	32	54%	1 022	50%	17 153	40%
Undecided	17	29%	590	29%	12 973	30%
Disagree or strongly disagree	8	14%	426	21%	12 063	28%
no response/ambiguous response	2	3%	26	1%	436	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: Applied Program – All Students

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School*		Board*		Province*	
	59		2 064		42 625	
	#	%†	#	%†	#	%†
e. I need to keep taking mathematics for the kind of job I want after I leave school.						
Strongly agree or agree	30	51%	997	48%	18 316	43%
Undecided	20	34%	628	30%	14 170	33%
Disagree or strongly disagree	8	14%	418	20%	9 671	23%
no response/ambiguous response	1	2%	21	1%	468	1%
f. Mathematics is boring.						
Strongly agree or agree	10	17%	685	33%	18 188	43%
Undecided	23	39%	646	31%	11 051	26%
Disagree or strongly disagree	24	41%	703	34%	12 868	30%
no response/ambiguous response	2	3%	30	1%	518	1%
g. Mathematics is an easy subject.						
Strongly agree or agree	16	27%	395	19%	9 163	21%
Undecided	14	24%	627	30%	12 775	30%
Disagree or strongly disagree	27	46%	1 014	49%	20 199	47%
no response/ambiguous response	2	3%	28	1%	488	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: Applied Program – All Students

Attitudes Toward Mathematics

Number of Respondents	School*		Board*		Province*	
	59		2 064		42 625	
	#	%†	#	%†	#	%†
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	56%	1 022	50%	19 635	46%
Undecided	19	32%	660	32%	14 052	33%
Hard or very hard	5	8%	351	17%	8 314	20%
no response/ambiguous response	2	3%	31	2%	624	1%
b. Algebra (e.g., solving equations, simplifying expressions with polynomials)						
Very easy or easy	21	36%	874	42%	18 207	43%
Undecided	26	44%	619	30%	11 466	27%
Hard or very hard	10	17%	543	26%	12 362	29%
no response/ambiguous response	2	3%	28	1%	590	1%
c. Linear relations (e.g., scatter plots, lines of best fit)						
Very easy or easy	50	85%	1 307	63%	27 424	64%
Undecided	6	10%	490	24%	9 445	22%
Hard or very hard	0	0%	231	11%	5 113	12%
no response/ambiguous response	3	5%	36	2%	643	2%
d. Measurement (e.g., perimeter, area, volume)						
Very easy or easy	36	61%	1 341	65%	27 768	65%
Undecided	17	29%	448	22%	8 878	21%
Hard or very hard	4	7%	233	11%	5 280	12%
no response/ambiguous response	2	3%	42	2%	699	2%
e. Geometry (e.g., angles, parallel lines, quadrilaterals)						
Very easy or easy	25	42%	746	36%	17 800	42%
Undecided	25	42%	706	34%	13 104	31%
Hard or very hard	8	14%	575	28%	11 029	26%
no response/ambiguous response	1	2%	37	2%	692	2%

* 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: Applied Program – All Students

Background

Number of Respondents	School*		Board*		Province*	
	59		2 064		42 625	
	#	%†	#	%†	#	%†
3a. Do you have a computer <i>at home</i> that you use for mathematics school work?						
Yes	26	44%	917	44%	18 286	43%
No	32	54%	1 126	55%	23 996	56%
no response/ambiguous response	1	2%	21	1%	343	1%
b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?						
Yes	44	75%	1 665	81%	31 427	74%
No	14	24%	385	19%	10 859	25%
no response/ambiguous response	1	2%	14	1%	339	1%
c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?						
Yes	10	17%	274	13%	3 851	9%
No	47	80%	1 765	86%	38 313	90%
no response/ambiguous response	2	3%	25	1%	461	1%
4a. How much time do 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.	5	8%	364	18%	5 255	12%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	20	34%	680	33%	9 757	23%
I usually spend <i>30 minutes or less</i> on mathematics homework.	31	53%	858	42%	19 666	46%
I am not usually assigned any mathematics homework.	2	3%	144	7%	7 467	18%
no response/ambiguous response	1	2%	18	1%	480	1%
b. How often do you complete all of your mathematics homework?						
Never or seldom	3	5%	280	14%	7 057	17%
Sometimes	21	36%	755	37%	13 562	32%
Often or always	34	58%	1 005	49%	21 522	50%
no response/ambiguous response	1	2%	24	1%	484	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: Applied Program – All Students

Background

<i>Number of Respondents</i>	School*		Board*		Province*	
	59		2 064		42 625	
	#	%†	#	%†	#	%†
5. What languages do you speak at home?						
Only or mostly English	33	56%	1 231	60%	34 744	82%
Another language (or languages) as often as English	15	25%	501	24%	4 673	11%
Mostly or only another language (or other languages)	10	17%	309	15%	2 750	6%
no response/ambiguous response	1	2%	23	1%	458	1%
6. How old are you?						
13 years or younger	0	0%	17	1%	323	1%
14 years	33	56%	1 129	55%	23 078	54%
15 years	19	32%	767	37%	15 553	36%
16 years or older	6	10%	135	7%	3 227	8%
no response/ambiguous response	1	2%	16	1%	444	1%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	12	20%	287	14%	4 761	11%
One to four times	28	47%	1 010	49%	20 627	48%
Five to nine times	11	19%	439	21%	9 916	23%
10 or more times	7	12%	311	15%	6 851	16%
no response/ambiguous response	1	2%	17	1%	470	1%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	17	29%	682	33%	12 869	30%
One to four times	17	29%	782	38%	16 778	39%
Five to nine times	15	25%	310	15%	6 590	15%
10 or more times	9	15%	273	13%	5 886	14%
no response/ambiguous response	1	2%	17	1%	502	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: Applied Program – All Students

Background

<i>Number of Respondents</i>	School*		Board*		Province*	
	59		2 064		42 625	
	#	%†	#	%†	#	%†
9. How many elementary schools (kindergarten to Grade 8) did you attend?						
One school	25	42%	754	37%	11 430	27%
Two schools	18	31%	662	32%	13 590	32%
Three schools	9	15%	317	15%	8 165	19%
Four schools	3	5%	139	7%	4 225	10%
Five schools or more	3	5%	170	8%	4 716	11%
no response/ambiguous response	1	2%	22	1%	499	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: Applied Program – By Gender

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School*		Board*		Province*	
	59		2 064		42 625	
	Female N/D %†	Male 59 %†	Female 1 004 %†	Male 1 058 %†	Female 19 403 %†	Male 23 215 %†
1. Indicate the degree to which you agree or disagree with each of the following statements.						
a. I like mathematics.						
Strongly agree or agree	N/D	54%	31%	47%	29%	41%
Undecided	N/D	20%	32%	28%	30%	28%
Disagree or strongly disagree	N/D	24%	36%	25%	41%	31%
no response/ambiguous response	N/D	2%	1%	1%	1%	1%
b. I am good at mathematics.						
Strongly agree or agree	N/D	39%	26%	40%	27%	43%
Undecided	N/D	36%	38%	38%	35%	33%
Disagree or strongly disagree	N/D	25%	35%	22%	38%	24%
no response/ambiguous response	N/D	0%	1%	1%	1%	1%
c. I understand most of the mathematics I am taught.						
Strongly agree or agree	N/D	68%	58%	66%	58%	66%
Undecided	N/D	27%	29%	25%	26%	22%
Disagree or strongly disagree	N/D	3%	12%	8%	16%	11%
no response/ambiguous response	N/D	2%	1%	1%	1%	1%
d. The mathematics I learn now is very useful for everyday life.						
Strongly agree or agree	N/D	54%	46%	53%	37%	43%
Undecided	N/D	29%	31%	26%	32%	29%
Disagree or strongly disagree	N/D	14%	22%	19%	29%	27%
no response/ambiguous response	N/D	3%	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	N/D	51%	45%	52%	39%	46%
Undecided	N/D	34%	31%	30%	35%	32%
Disagree or strongly disagree	N/D	14%	23%	17%	25%	20%
no response/ambiguous response	N/D	2%	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: Applied Program – By Gender

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School*		Board*		Province*	
	59		2 064		42 625	
	Female N/D %†	Male 59 %†	Female 1 004 %†	Male 1 058 %†	Female 19 403 %†	Male 23 215 %†
f. Mathematics is boring.						
Strongly agree or agree	N/D	17%	35%	32%	43%	42%
Undecided	N/D	39%	31%	31%	26%	26%
Disagree or strongly disagree	N/D	41%	32%	36%	29%	31%
no response/ambiguous response	N/D	3%	1%	1%	1%	1%
g. Mathematics is an easy subject.						
Strongly agree or agree	N/D	27%	14%	24%	16%	26%
Undecided	N/D	24%	29%	32%	28%	32%
Disagree or strongly disagree	N/D	46%	55%	43%	55%	41%
no response/ambiguous response	N/D	3%	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: Applied Program – By Gender

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School*		Board*		Province*	
	59		2 064		42 625	
	Female N/D %†	Male 59 %†	Female 1 004 %†	Male 1 058 %†	Female 19 403 %†	Male 23 215 %†
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	N/D	56%	47%	52%	42%	49%
Undecided	N/D	32%	31%	33%	34%	32%
Hard or very hard	N/D	8%	20%	14%	22%	17%
no response/ambiguous response	N/D	3%	2%	1%	1%	2%
b. Algebra (e.g., solving equations, simplifying expressions with polynomials)						
Very easy or easy	N/D	36%	43%	42%	43%	42%
Undecided	N/D	44%	28%	32%	26%	28%
Hard or very hard	N/D	17%	27%	25%	30%	28%
no response/ambiguous response	N/D	3%	1%	2%	1%	2%
c. Linear relations (e.g., scatter plots, lines of best fit)						
Very easy or easy	N/D	85%	63%	64%	64%	65%
Undecided	N/D	10%	23%	24%	22%	22%
Hard or very hard	N/D	0%	12%	10%	13%	11%
no response/ambiguous response	N/D	5%	2%	2%	1%	2%
d. Measurement (e.g., perimeter, area, volume)						
Very easy or easy	N/D	61%	65%	65%	64%	66%
Undecided	N/D	29%	21%	22%	21%	21%
Hard or very hard	N/D	7%	12%	11%	14%	11%
no response/ambiguous response	N/D	3%	2%	2%	2%	2%
e. Geometry (e.g., angles, parallel lines, quadrilaterals)						
Very easy or easy	N/D	42%	33%	39%	36%	46%
Undecided	N/D	42%	34%	34%	32%	30%
Hard or very hard	N/D	14%	31%	25%	31%	22%
no response/ambiguous response	N/D	2%	2%	2%	2%	2%

* 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: Applied Program – By Gender

Background

Number of Respondents	School*		Board*		Province*	
	59		2 064		42 625	
	Female N/D %†	Male 59 %†	Female 1 004 %†	Male 1 058 %†	Female 19 403 %†	Male 23 215 %†
3a. Do you have a computer <i>at home</i> that you use for mathematics school work?						
Yes	N/D	44%	44%	45%	44%	42%
No	N/D	54%	55%	54%	55%	57%
no response/ambiguous response	N/D	2%	1%	1%	1%	1%
b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?						
Yes	N/D	75%	83%	78%	77%	71%
No	N/D	24%	16%	21%	22%	28%
no response/ambiguous response	N/D	2%	1%	1%	1%	1%
c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?						
Yes	N/D	17%	12%	14%	8%	10%
No	N/D	80%	86%	85%	91%	89%
no response/ambiguous response	N/D	3%	1%	1%	1%	1%
4a. How much time do 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.	N/D	8%	17%	18%	13%	11%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	N/D	34%	36%	30%	26%	21%
I usually spend <i>30 minutes or less</i> on mathematics homework.	N/D	53%	39%	44%	45%	47%
I am not usually assigned any mathematics homework.	N/D	3%	7%	7%	16%	19%
no response/ambiguous response	N/D	2%	1%	1%	1%	1%
b. How often do you complete all of your mathematics homework?						
Never or seldom	N/D	5%	13%	14%	14%	19%
Sometimes	N/D	36%	39%	35%	32%	32%
Often or always	N/D	58%	47%	50%	54%	48%
no response/ambiguous response	N/D	2%	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: Applied Program – By Gender

Background

Number of Respondents	School*		Board*		Province*	
	59		2 064		42 625	
	Female N/D %†	Male 59 %†	Female 1 004 %†	Male 1 058 %†	Female 19 403 %†	Male 23 215 %†
5. What languages do you speak at home?						
Only or mostly English	N/D	56%	58%	61%	81%	82%
Another language (or languages) as often as English	N/D	25%	24%	24%	12%	10%
Mostly or only another language (or other languages)	N/D	17%	16%	14%	6%	7%
no response/ambiguous response	N/D	2%	1%	1%	1%	1%
6. How old are you?						
13 years or younger	N/D	0%	<1%	1%	<1%	1%
14 years	N/D	56%	55%	55%	56%	52%
15 years	N/D	32%	38%	36%	35%	37%
16 years or older	N/D	10%	6%	7%	7%	8%
no response/ambiguous response	N/D	2%	1%	1%	1%	1%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	N/D	20%	10%	17%	9%	13%
One to four times	N/D	47%	51%	47%	49%	48%
Five to nine times	N/D	19%	23%	20%	24%	23%
10 or more times	N/D	12%	15%	15%	17%	15%
no response/ambiguous response	N/D	2%	1%	1%	1%	1%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	N/D	29%	33%	33%	30%	30%
One to four times	N/D	29%	41%	35%	40%	39%
Five to nine times	N/D	25%	14%	16%	15%	16%
10 or more times	N/D	15%	11%	15%	13%	15%
no response/ambiguous response	N/D	2%	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: Applied Program – By Gender

Background

<i>Number of Respondents</i>	School*		Board*		Province*	
	Female N/D %†	Male 59 %†	Female 1 004 %†	Male 1 058 %†	Female 19 403 %†	Male 23 215 %†
9. How many elementary schools (kindergarten to Grade 8) did you attend?						
One school	N/D	42%	35%	38%	26%	28%
Two schools	N/D	31%	31%	33%	32%	32%
Three schools	N/D	15%	16%	15%	19%	19%
Four schools	N/D	5%	7%	6%	10%	10%
Five schools or more	N/D	5%	9%	7%	12%	10%
no response/ambiguous response	N/D	2%	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.