

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

School: Cardinal Carter Academy for the Arts (694550)

Board: Toronto Catholic District School Board (67059)

### Attitudes Toward Mathematics

Number of Respondents	School*		Board*		Province*	
	16		2 064		42 625	
	#	% †	#	% †	#	% †
<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	6	38%	804	39%	15 066	35%
Undecided	3	19%	617	30%	12 166	29%
Disagree or strongly disagree	7	44%	627	30%	15 134	36%
no response/ambiguous response	0	0%	16	1%	259	1%
<b>b. I am good at mathematics.</b>						
Strongly agree or agree	5	31%	679	33%	15 023	35%
Undecided	7	44%	791	38%	14 370	34%
Disagree or strongly disagree	4	25%	575	28%	12 902	30%
no response/ambiguous response	0	0%	19	1%	330	1%
<b>c. I understand most of the mathematics I am taught.</b>						
Strongly agree or agree	13	81%	1 275	62%	26 487	62%
Undecided	3	19%	558	27%	10 068	24%
Disagree or strongly disagree	0	0%	209	10%	5 710	13%
no response/ambiguous response	0	0%	22	1%	360	1%
<b>d. The mathematics I learn now is very useful for everyday life.</b>						
Strongly agree or agree	4	25%	1 022	50%	17 153	40%
Undecided	5	31%	590	29%	12 973	30%
Disagree or strongly disagree	7	44%	426	21%	12 063	28%
no response/ambiguous response	0	0%	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*	
	16		2 064		42 625	
	#	%†	#	%†	#	%†
<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	3	19%	997	48%	18 316	43%
Undecided	6	38%	628	30%	14 170	33%
Disagree <b>or</b> strongly disagree	7	44%	418	20%	9 671	23%
no response/ambiguous response	0	0%	21	1%	468	1%
<b>f. Mathematics is boring.</b>						
Strongly agree <b>or</b> agree	5	31%	685	33%	18 188	43%
Undecided	8	50%	646	31%	11 051	26%
Disagree <b>or</b> strongly disagree	3	19%	703	34%	12 868	30%
no response/ambiguous response	0	0%	30	1%	518	1%
<b>g. Mathematics is an easy subject.</b>						
Strongly agree <b>or</b> agree	1	6%	395	19%	9 163	21%
Undecided	9	56%	627	30%	12 775	30%
Disagree <b>or</b> strongly disagree	6	38%	1 014	49%	20 199	47%
no response/ambiguous response	0	0%	28	1%	488	1%

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## Grade 9 Assessment of Mathematics, 2007–2008

### Student Questionnaire: Applied Program – All Students

#### Attitudes Toward Mathematics

Number of Respondents	School*		Board*		Province*	
	16		2 064		42 625	
	#	%†	#	%†	#	%†
<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	7	44%	1 022	50%	19 635	46%
Undecided	5	31%	660	32%	14 052	33%
Hard or very hard	4	25%	351	17%	8 314	20%
no response/ambiguous response	0	0%	31	2%	624	1%
<b>b. Algebra (e.g., solving equations, simplifying expressions with polynomials)</b>						
Very easy or easy	6	38%	874	42%	18 207	43%
Undecided	6	38%	619	30%	11 466	27%
Hard or very hard	4	25%	543	26%	12 362	29%
no response/ambiguous response	0	0%	28	1%	590	1%
<b>c. Linear relations (e.g., scatter plots, lines of best fit)</b>						
Very easy or easy	15	94%	1 307	63%	27 424	64%
Undecided	1	6%	490	24%	9 445	22%
Hard or very hard	0	0%	231	11%	5 113	12%
no response/ambiguous response	0	0%	36	2%	643	2%
<b>d. Measurement (e.g., perimeter, area, volume)</b>						
Very easy or easy	14	88%	1 341	65%	27 768	65%
Undecided	2	12%	448	22%	8 878	21%
Hard or very hard	0	0%	233	11%	5 280	12%
no response/ambiguous response	0	0%	42	2%	699	2%
<b>e. Geometry (e.g., angles, parallel lines, quadrilaterals)</b>						
Very easy or easy	9	56%	746	36%	17 800	42%
Undecided	6	38%	706	34%	13 104	31%
Hard or very hard	1	6%	575	28%	11 029	26%
no response/ambiguous response	0	0%	37	2%	692	2%

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## Grade 9 Assessment of Mathematics, 2007–2008

### Student Questionnaire: Applied Program – All Students

#### Background

Number of Respondents	School*		Board*		Province*	
	16		2 064		42 625	
	#	%†	#	%†	#	%†
<b>3a. Do you have a computer <i>at home</i> that you use for mathematics school work?</b>						
Yes	7	44%	917	44%	18 286	43%
No	9	56%	1 126	55%	23 996	56%
no response/ambiguous response	0	0%	21	1%	343	1%
<b>b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?</b>						
Yes	12	75%	1 665	81%	31 427	74%
No	4	25%	385	19%	10 859	25%
no response/ambiguous response	0	0%	14	1%	339	1%
<b>c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?</b>						
Yes	0	0%	274	13%	3 851	9%
No	16	100%	1 765	86%	38 313	90%
no response/ambiguous response	0	0%	25	1%	461	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.	1	6%	364	18%	5 255	12%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	4	25%	680	33%	9 757	23%
I usually spend <i>30 minutes or less</i> on mathematics homework.	9	56%	858	42%	19 666	46%
I am not usually assigned any mathematics homework.	2	12%	144	7%	7 467	18%
no response/ambiguous response	0	0%	18	1%	480	1%
<b>b. How often do you complete all of your mathematics homework?</b>						
Never <b>or</b> seldom	0	0%	280	14%	7 057	17%
Sometimes	9	56%	755	37%	13 562	32%
Often <b>or</b> always	7	44%	1 005	49%	21 522	50%
no response/ambiguous response	0	0%	24	1%	484	1%

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## Grade 9 Assessment of Mathematics, 2007–2008

### Student Questionnaire: Applied Program – All Students

#### Background

<i>Number of Respondents</i>	School*		Board*		Province*	
	16		2 064		42 625	
	#	%†	#	%†	#	%†
<b>5. What languages do you speak at home?</b>						
Only or mostly English	14	88%	1 231	60%	34 744	82%
Another language (or languages) as often as English	2	12%	501	24%	4 673	11%
Mostly or only another language (or other languages)	0	0%	309	15%	2 750	6%
no response/ambiguous response	0	0%	23	1%	458	1%
<b>6. How old are you?</b>						
13 years or younger	0	0%	17	1%	323	1%
14 years	7	44%	1 129	55%	23 078	54%
15 years	9	56%	767	37%	15 553	36%
16 years or older	0	0%	135	7%	3 227	8%
no response/ambiguous response	0	0%	16	1%	444	1%
<b>7. How often have you been absent from your Grade 9 mathematics class this year?</b>						
Never	1	6%	287	14%	4 761	11%
One to four times	11	69%	1 010	49%	20 627	48%
Five to nine times	2	12%	439	21%	9 916	23%
10 or more times	2	12%	311	15%	6 851	16%
no response/ambiguous response	0	0%	17	1%	470	1%
<b>8. How often have you been late for your Grade 9 mathematics class this year?</b>						
Never	5	31%	682	33%	12 869	30%
One to four times	8	50%	782	38%	16 778	39%
Five to nine times	2	12%	310	15%	6 590	15%
10 or more times	1	6%	273	13%	5 886	14%
no response/ambiguous response	0	0%	17	1%	502	1%

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## Grade 9 Assessment of Mathematics, 2007–2008

### Student Questionnaire: Applied Program – All Students

#### Background

<i>Number of Respondents</i>	School*		Board*		Province*	
	16		2 064		42 625	
	#	%†	#	%†	#	%†
<b>9. How many elementary schools (kindergarten to Grade 8) did you attend?</b>						
One school	5	31%	754	37%	11 430	27%
Two schools	9	56%	662	32%	13 590	32%
Three schools	1	6%	317	15%	8 165	19%
Four schools	0	0%	139	7%	4 225	10%
Five schools or more	1	6%	170	8%	4 716	11%
no response/ambiguous response	0	0%	22	1%	499	1%

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# Grade 9 Assessment of Mathematics, 2007–2008

## Student Questionnaire: Applied Program – By Gender

### Attitudes Toward Mathematics

Number of Respondents	School*		Board*		Province*	
	16		2 064		42 625	
	Female N/R %†	Male N/R %†	Female 1 004 %†	Male 1 058 %†	Female 19 403 %†	Male 23 215 %†
<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	N/R	N/R	31%	47%	29%	41%
Undecided	N/R	N/R	32%	28%	30%	28%
Disagree or strongly disagree	N/R	N/R	36%	25%	41%	31%
no response/ambiguous response	N/R	N/R	1%	1%	1%	1%
<b>b. I am good at mathematics.</b>						
Strongly agree or agree	N/R	N/R	26%	40%	27%	43%
Undecided	N/R	N/R	38%	38%	35%	33%
Disagree or strongly disagree	N/R	N/R	35%	22%	38%	24%
no response/ambiguous response	N/R	N/R	1%	1%	1%	1%
<b>c. I understand most of the mathematics I am taught.</b>						
Strongly agree or agree	N/R	N/R	58%	66%	58%	66%
Undecided	N/R	N/R	29%	25%	26%	22%
Disagree or strongly disagree	N/R	N/R	12%	8%	16%	11%
no response/ambiguous response	N/R	N/R	1%	1%	1%	1%
<b>d. The mathematics I learn now is very useful for everyday life.</b>						
Strongly agree or agree	N/R	N/R	46%	53%	37%	43%
Undecided	N/R	N/R	31%	26%	32%	29%
Disagree or strongly disagree	N/R	N/R	22%	19%	29%	27%
no response/ambiguous response	N/R	N/R	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	N/R	N/R	45%	52%	39%	46%
Undecided	N/R	N/R	31%	30%	35%	32%
Disagree or strongly disagree	N/R	N/R	23%	17%	25%	20%
no response/ambiguous response	N/R	N/R	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*	
	16		2 064		42 625	
	Female N/R %†	Male N/R %†	Female 1 004 %†	Male 1 058 %†	Female 19 403 %†	Male 23 215 %†
<b>f. Mathematics is boring.</b>						
Strongly agree <b>or</b> agree	N/R	N/R	35%	32%	43%	42%
Undecided	N/R	N/R	31%	31%	26%	26%
Disagree <b>or</b> strongly disagree	N/R	N/R	32%	36%	29%	31%
no response/ambiguous response	N/R	N/R	1%	1%	1%	1%
<b>g. Mathematics is an easy subject.</b>						
Strongly agree <b>or</b> agree	N/R	N/R	14%	24%	16%	26%
Undecided	N/R	N/R	29%	32%	28%	32%
Disagree <b>or</b> strongly disagree	N/R	N/R	55%	43%	55%	41%
no response/ambiguous response	N/R	N/R	1%	1%	1%	1%

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# Grade 9 Assessment of Mathematics, 2007–2008

## Student Questionnaire: Applied Program – By Gender

### Attitudes Toward Mathematics

Number of Respondents	School*		Board*		Province*	
	16		2 064		42 625	
	Female N/R %†	Male N/R %†	Female 1 004 %†	Male 1 058 %†	Female 19 403 %†	Male 23 215 %†
<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	N/R	N/R	47%	52%	42%	49%
Undecided	N/R	N/R	31%	33%	34%	32%
Hard or very hard	N/R	N/R	20%	14%	22%	17%
no response/ambiguous response	N/R	N/R	2%	1%	1%	2%
<b>b. Algebra (e.g., solving equations, simplifying expressions with polynomials)</b>						
Very easy or easy	N/R	N/R	43%	42%	43%	42%
Undecided	N/R	N/R	28%	32%	26%	28%
Hard or very hard	N/R	N/R	27%	25%	30%	28%
no response/ambiguous response	N/R	N/R	1%	2%	1%	2%
<b>c. Linear relations (e.g., scatter plots, lines of best fit)</b>						
Very easy or easy	N/R	N/R	63%	64%	64%	65%
Undecided	N/R	N/R	23%	24%	22%	22%
Hard or very hard	N/R	N/R	12%	10%	13%	11%
no response/ambiguous response	N/R	N/R	2%	2%	1%	2%
<b>d. Measurement (e.g., perimeter, area, volume)</b>						
Very easy or easy	N/R	N/R	65%	65%	64%	66%
Undecided	N/R	N/R	21%	22%	21%	21%
Hard or very hard	N/R	N/R	12%	11%	14%	11%
no response/ambiguous response	N/R	N/R	2%	2%	2%	2%
<b>e. Geometry (e.g., angles, parallel lines, quadrilaterals)</b>						
Very easy or easy	N/R	N/R	33%	39%	36%	46%
Undecided	N/R	N/R	34%	34%	32%	30%
Hard or very hard	N/R	N/R	31%	25%	31%	22%
no response/ambiguous response	N/R	N/R	2%	2%	2%	2%

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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: Applied Program – By Gender

#### Background

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

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## Grade 9 Assessment of Mathematics, 2007–2008

### Student Questionnaire: Applied Program – By Gender

#### Background

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

#### Background

<i>Number of Respondents</i>	School*		Board*		Province*	
	16		2 064		42 625	
	Female N/R %†	Male N/R %†	Female 1 004 %†	Male 1 058 %†	Female 19 403 %†	Male 23 215 %†
<b>9. How many elementary schools (kindergarten to Grade 8) did you attend?</b>						
One school	N/R	N/R	35%	38%	26%	28%
Two schools	N/R	N/R	31%	33%	32%	32%
Three schools	N/R	N/R	16%	15%	19%	19%
Four schools	N/R	N/R	7%	6%	10%	10%
Five schools or more	N/R	N/R	9%	7%	12%	10%
no response/ambiguous response	N/R	N/R	1%	1%	1%	1%

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