

**Relationship between Absences, Classroom Reading Performance, and Reading CRCT Standardized Test Scores among Fifth Grade Students at Creek View Elementary (Spring, 2007)**

**Description:**

This study investigates the relationship between attendance, classroom reading performance as determined by the semester grade in reading, and CRCT scores in the area of reading during the second semester of the 2006/2007 school year. The students involved in the study were fifth grade students at Creek View Elementary. Fifteen students were randomly selected for this study.

**Methods:**

Fifth graders at Creek View Elementary receive daily instruction in the area of reading instruction. At the fifth grade level this instruction focuses on building vocabulary and improving comprehension both inferential and factual. Throughout the year teachers spend time focusing on improving standardized test taking in preparation for the administration of the CRCT in April. In regards to attendance, students are marked as present for the day if they are at school for at least 3.5 hours. Teachers mark this attendance on a daily basis. The semester reading grade and the reading CRCT score will be compared with the student's number of absences during the second semester to determine if any significant relationships exist between the three variables: absences, classroom achievement in reading, and standardized test performance. Classroom achievement scores and standardized test scores will also be compared to determine if any correlation exists.

**Results:**

The descriptive statistics and the correlations are shown in the tables below:

**Descriptive Statistics**

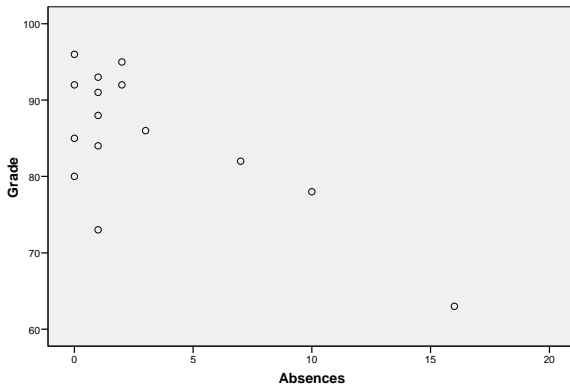
	N	Minimum	Maximum	Mean	Std. Deviation
Absences	15	0	16	3.00	4.567
Grade	15	63	96	85.20	9.025
CRCT	15	798	892	848.20	25.395
Valid N (listwise)	15				

### Correlations

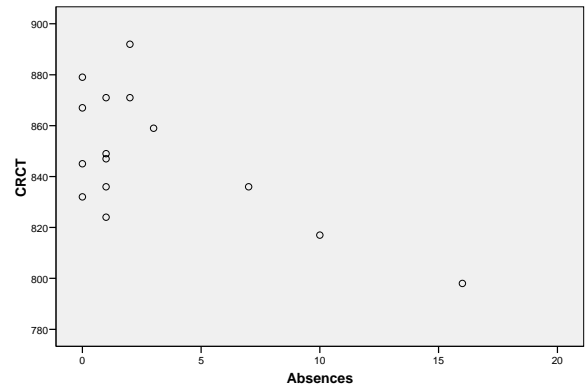
		Absences	Grade	CRCT
Absences	Pearson Correlation	1	-.712(**)	-.646(**)
	Sig. (2-tailed)		.003	.009
	N	15	15	15
Grade	Pearson Correlation	-.712(**)	1	.857(**)
	Sig. (2-tailed)	.003		.000
	N	15	15	15
CRCT	Pearson Correlation	-.646(**)	.857(**)	1
	Sig. (2-tailed)	.009	.000	
	N	15	15	15

\*\* Correlation is significant at the 0.01 level (2-tailed).

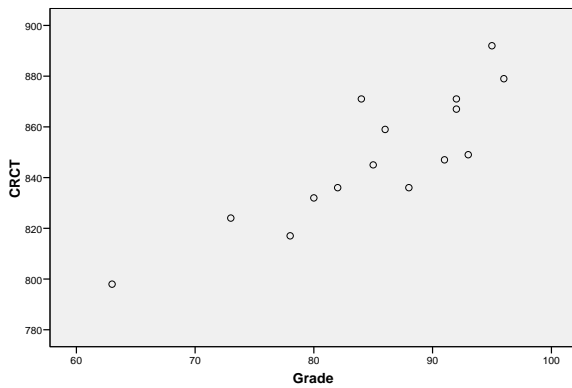
**Grades vs. Absences**



**CRCT scores vs. Absences**



**CRCT scores vs. Grades**



### **Discussions / Conclusions:**

The strongest correlation was found between the CRCT score and the semester reading grade ( $r=.857$ ). This correlation can be expected since they are both a reflection of the student's ability to perform similar tasks related to reading.

A strong negative correlation can be found between number of absences and both the CRCT score ( $r=-.646$ ) and the semester reading grade ( $r=-.712$ ). At the elementary level many teachers do not require students to make up work that is missed, since the majority of the activities are hands on. Therefore students with chronic absences do not receive the same amount of practice and instruction as those students who are regularly in attendance at school. Since the CRCT test is based on the material the students have learned throughout the school year, it follows that students not in attendance and therefore not receiving the instruction and practice will not perform well on the final assessment.

This study confirms that attendance is an important factor with regard to student success. While many other factors may contribute to academic success, attendance at school does have a significant impact on student performance.

### **RawData:**

Attendance	Grades	CRCT
0	92	867
0	85	845
0	96	879
0	80	832
1	93	849
1	91	847
1	88	836
1	73	824
1	84	871
2	95	892
2	92	871
3	86	859
7	82	836
10	78	817
16	63	798