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A Study to Determine the Correlation Between School Attendance and the Passing Rate on the Virginia Literacy Passport Test at Rosemont Middle School 1990-1992

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A STUDY TO DETERMINE

THE CORRELATION BETWEEN SCHOOL ATTENDANCE

AND THE PASSING RATE ON THE VIRGINIA LITERACY

PASSPORT TEST AT ROSEMONT MIDDLE SCHOOL 1990 - 1992

A Research Paper

Presented to the Graduate Faculty of the

Department of Occupational and Technical Studies

at Old Dominion University

In Partial Fulfillment

of the Requirements for

the Master of Science in Education Degree

By

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APPROVAL PAGE

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under the direction of Dr. John M. Ritz in OTED 636, Problems

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APPROVAL BY: _8-3-93_

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ACKNOWLEDGMENTS

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CHAPTER I

INTRODUCTION

Much attention has been focused on the educational

program America 2000. It has been pointed out that we

have some very severe problems in our educational

system. A cry has been made from the United States

Department of Education, Congress, the President,

concerned parents, citizens, local school systems, the

governors, and a host of other agencies.

The Virginia Department of Education is seeking

ways to lower the illiteracy problem. It is felt that

we must prepare our students to face a more complex and

challenging America.

One way the Virginia State Department of Education

has decided to attack some of these problems is to

require all eighth graders to pass the state's Literacy

Passport Test. Students passing this test will be

allowed to enter high school with a level of competency

and be eligible for their high school diploma.

> State Superintendent of Public Instruction Joseph
> A. Spagnolo, Jr. gave the board preliminary results
> of a survey which found that 14 percent of the
> state's 74,424 eighth-graders, about one in seven,

have not passed at least one of the test's three parts (Bradley, 1992 p. 2).

All local school systems are required to administer this test in the sixth-grade.

The researcher, along with eleven other sixth-grade teachers at Rosemont Middle School, is actively fulfilling Norfolk Public Schools' mission of teaching and learning in the classroom setting, along with the state's Standards of Learning Objectives. In the past two-years test scores have been observed and they have stimulated great concern for our teachers and students in the sixth-grade. The area of concern centers around such high absentee rates of our sixth-graders, for whatever reasons, months prior to testing. In doing monthly attendance reports it has been noted that students have been absent as many as 10-25 days within a nine-week grading period. When students are absent for whatever reasons they miss lessons designed to enhance their learning. The sixth-grade teachers at Rosemont Middle School have much to be concerned about their role in the educational program labeled America 2000.

STATEMENT OF THE PROBLEM

The problem of this study was to determine the correlation between school attendance and the passing rate on the Virginia Literacy Passport Test at Rosemont Middle School during the 1990-1991 and 1991-1992 school years.

RESEARCH GOALS

This study provided insight on the correlation between school attendance and the passing rate for the Literacy Passport Test. Examination of the following questions established a relationship between school attendance and the passing rate of the test:

1. Did students with high attendance records earn higher test scores?

2. Did students with low school attendance records earn lower test scores?

3. Is there a relationship between Literacy Passport Test Scores and school attendance?

BACKGROUND AND SIGNIFICANCE

State-mandated minimal competency testing or
proficiency testing programs appeared with dizzying
speed in the last few years. Since 1974, however,
every state in the country has adopted high school
graduation standards. What is now called in most
places minimal competency testing (Cooper, 1981,
p. vii).

About ten years ago the state of Virginia mandated

the Minimal Competency Test and this test was to be

administered to students in the eleventh grade. Test

results determined if students would be eligible for

graduation if they have demonstrated mastery of the

basic skills in reading and mathematics by obtaining a

passing score.

Today the test is no longer called the Minimal

Competency Test. It is now called the Virginia

Literacy Passport Test.

In 1986, the Governor's Commission on Excellence in
Education in Virginia recommended the establishment
of the literacy passport (Virginia Department of
Education Division of Research and Testing, 1990,
p. 3).

The Virginia General Assembly established a law for

the official Literacy Passport Test coded as 22.1-25.3.

13:4.

> The law states:

> The General Assembly and the Board of Education
> recognize the need to reduce the illiteracy rate in
> the Commonwealth and to this end, establish the
> requirement for a Literacy Passport for all
> students prior to grade nine (Virginia Department
> of Education Division of Research and Testing,
> 1990, p. 3).

As of March 26, 1992, 14 percent of Virginia's

eight-graders have not met the requirements of the

state's literacy test to enter high school for various

reasons. State Superintendent Joseph Spagnolo believes

we as Virginians should have some concern about such

results (Bradley, 1992, p. 3).

A possible area of concern is poor attendance from

our pupils.

> Poor school attendance arouses strong feelings in
> teachers, parents, members of the educational
> support services, educational administrators,
> politicians, and not least pupils (Galloway, 1985,
> p. 2).

Poor attendance can be a major factor to those failing the literacy test. Their absentee record may not afford them sufficient time to prepare themselves academically for such a test.

> Several studies report truants as being less successful in tests of attainment and general intelligence than regular attenders (Galloway, 1985, p. 4).

Further study will provide additional information about why Virginia had a 14 percent failure rate on the Literacy Passport Test. Student absentees can be addressed on all levels of education. Provisions can be made to ensure our students in grade six are getting the necessary skills from the state's Standards of Learning Objectives to help increase their chances of passing the test.

Such a study can be instrumental in addressing student absenteeism and how parents and schools can provide incentives to encourage pupils to attend school on a regular basis. Also this study can bring about public awareness of the significance between school attendance and attaining high academic skills to avoid becoming illiterate.

Men who are forced to attend school by compulsory schooling laws earn higher wages as a result of their increased schooling (Angrist and Krueger, 1991, p. 981).

LIMITATIONS OF THE STUDY

This study was based upon the following

limitations:

> 1) Attendance records and test scores of the 1992-93 sixth- graders were not used for correlation because their test results will not be available until late spring 1993.

> 2) The correlation will be confined to the test results of only Rosemont's sixth-graders from 1990-1991 and 1991-1992. The findings will reflect only two years out of four years that the test has been administered. The researcher was unable to correlate the results of four years of testing.

> 3) During the 1990-1991 and 1991-1992 test dates a number of students were absent. The findings of the study will not include the entire sixth-grade population at Rosemont Middle School.

> 4) Special Education students having exempt status did not take the Virginia Literacy Passport Test. These test findings will not include this population.

ASSUMPTIONS

This study was based on the following assumptions:

1) Students having regular attendance status will recognize the significance of school and passing the Literacy Passport Test. Students with regular attendance status will be exposed to more teaching thus enabling them to acquire more knowledge.

2) Teachers will continue to emphasis the importance of daily attendance to acquire the necessary skills to pass the Literacy Passport Test. Pupils attending school on a regular basis will be exposed to the Standards of Learning Objectives daily.

3) Teachers provided students and parents with attendance reports and encouraged pupils to report to school daily. Informal Progress Reports were mailed once each nine weeks stating attendance and academic achievement.

4) Parents, teachers, and students were aware of the importance of the Virginia Literacy Passport Test.

5) Parents and students were knowledgeable about the test being a law for high school entrance.

PROCEDURES

In order to answer the research goals, test scores and attendance records were recorded and reviewed from 1990-1992. Prior to any viewing of test scores and

attendance records, permission was secured from Norfolk

City Schools Research and Testing Department by

submitting this proposal for their approval. With test

scores and attendance records recorded, tabulation and

analyzing was done to establish the correlation between

school attendance and the passing rate on the Virginia

Literacy Passport Test.

DEFINITION OF TERMS

The following terms have special meaning to the study.

1) Virginia Literacy Passport Test - state testing of
   the basic skills in the areas of reading, writing,
   and mathematics before a pupil can be allowed to
   enter high school in ninth grade.

2) 180 days - the total of days that the state of
   Virginia require for school attendance for a year.

3) 250 - passing score for the Literacy Passport.

4) Minimal Competence Test - testing of pupils in the
   eleventh-grade in the areas of reading and
   mathematics to qualify for their high school
   diploma.

(9)

5) Standards of Learning Objectives - objectives to be taught by each school in the state of Virginia from grades kindergarten through twelfth grade.

6) High school entrance - grade nine is the beginning or the first year of high school.

7) Absentee - pupils not present in school.

8) Truant - one who is absent from school without permission.

OVERVIEW OF CHAPTERS

In Chapter I, the problem has been identified and the goals presented. The problem was to determine the correlation between school attendance and the passing rate on the Virginia Literacy Passport Test at Rosemont Middle School during the 1990-1991 and 1991-1992 school years in grade six.

There is clearly a need to investigate the study to provide incentives and innovations for upgrading our children's academic performance and help them learn the significance of a good education today.

> Testing scores are too low, writing abilities are atrocious, and our children's all-around achievement compared with that of children in other industrial countries is appalling (Janko, 1987, p. 26).

Chapter I continues with support of Janko's statement in addressing this issue by providing data, test results, and procedures, and evidence that school attendance does play an important role in our educational system.

Chapters II, III, IV, and V presented a complete review of related literature, methods and procedures, findings, and summary, conclusions and recommendations addressing the problem of this study.

CHAPTER II

REVIEW OF LITERATURE

Chapter II of this study, a Review of Literature, was conducted to examine the relationship of school attendance to the passing rate on The Virginia Literacy Passport Test. Prior to entering high school in many states, it is mandatory that students pass a literacy test. This requirement was made into a public law and a part of Virginia's Board of Education effective July 1988.

There are many factors that play a role in a child's educational enhancement. School absenteeism is one. Chapter II presented its views on the role that school absenteeism plays in a child's educational advancement. It examined why students were absent, explained the role that parents, schools, and government play and revealed the effects of absenteeism on this country's educational creditability. The following topics were explored in a Review of Literature: 1) Virginia's Competency Test, 2) The Virginia Literacy Passport Test, and 3) School Absenteeism as a factor in hindering the educational process.

Virginia's Competency Test

All eleventh-graders in Virginia were required to take the Minimal Competency Test prior to their graduation. Up to 1988 students were tested on their mathematics and reading performance. Testing in the

eleventh-grade brought about much concern from parents, students, school administrators, and the Virginia State Board of Education.

The eleventh-grade test was too late. There was no education value if you wait until that point. The standards on that test were very minimal (The Literacy Passport Test, March 1993, p. 12). A change in policy was made in Virginia stating that students no longer needed to take the Minimal Competency Test, but the Literacy Passport Test was required prior to entering high school.

The Virginia Literacy Passport Test

Students attending schools in Virginia are required to pass a literacy test. This is the law. The test is called the Literacy Passport Test. Students are tested in the areas of reading, writing, and mathematics. A passing score of 250 in each area allows for promotion to the ninth-grade. Ninth-grade is the first of four years of high school. Virginia educators, parents, and legislature bodies want to prepare their students prior to entering high schools. The test is administered in the sixth-grade. This grade is chosen to give students sufficient time to prepare themselves prior to ninth-grade. The 1989-90 school year was the first year of administering the test and 1993 was the fourth year for the test. If students fail any portion of the test in sixth grade, they will be given two more opportunities,

one in the seventh-grade and one in the eight grade.
These students are re-tested only on the portions of the
test they fail. Once a student has passed all three
portions, they do not need to take the test again.
State and school administrators have expressed that,

> In high school, emphasis is on reading to learn,
> not learning to read. Therefore, students need to
> have mastered the basics to do well in other
> subjects such as chemistry, government, and English
> (Virginia's Literacy Testing News, 1992, p. 1).

The Literacy Passport Test will identify at risk
students. These students are eligible for remedial
instructions. School systems must provide alternative
programs for students not passing the test prior to
leaving the eight-grade. One remedial program is free
summer school for six weeks. These students are given
additional academic instructions in the area or areas of
their weaknesses.

Fourteen percent of 74,424 Virginia eight-grade
students have not acquired a passing status as of
September 1992. These students are unclassified and
will attend remedial classes for mathematics, reading,
or writing. Being unclassified means that students have
been issued limitations on their school activities.

> The Virginia High School League and the Virginia
> Board of Education have interpreted unclassified
> status. They've agreed that if you can't be
> classified as a ninth-grader, then you are not
> eligible to participate in interscholastic extra
> curricular activities, i.e. sports and
> cheerleading.

A point to clarify is that, unclassified students are allowed to participate in extracurricular activities just not interscholastic ones (The Literacy Passport Test, March 1993, p. 11).

Special provisions are addressed to students having handicapping conditions, learning disabilities, and limited English skills. Such provisions consist of special accommodations, postponement or exemption.

The reading test contains eleven sections having 300 to 350 words each. Students must select seventy-seven multiple choice answers to fill in the blanks. Five choices are given and students select the best word that makes the section complete.

The writing test requires students to respond to a specific topic given to them. Students are reminded in their test booklet to address the skills they have learned in the writing process and each student must have access to a dictionary. Papers will be scored on their content, sentence structure, grammar usage, mechanics, and style.

The mathematics test covers fractions, geometry, problem solving, time, measurement, place value, area perimeter, decimals, operation of whole numbers and money. A total of 120 items are given with the selection of the answers being multiple-choice.

Out of a possible score of 300, students must pass with a score of 250. None of the tests are timed. Students who are absent will be allowed to make up any of the test within the three-week time frame allotted for each school district.

Testing is conducted between February and March of each year. All tests are corrected by the Data Recognition Corporation of Minnesota.

The test results have raised some strong concern from Virginia's State Board of Education. Some board members feel that too many students are unable to pass the test.

> Some kids, even those with A's and B's are not passing the test. There is a large block of students who are unable to take test well. I'm suggesting there may be some bias in testing (Bradley, 1992, p.26).

The school year of 1990-91 had about 8,500 seventh-graders who had failed all three parts of the Literacy Passport Test. These students re-took the test and 46 percent of that number did obtain passing scores.

Joseph A. Spangnolo, Jr., Superintendent of Public Instruction stated, "the Literacy Passport is precisely where we want to go, but the question is, how do you deal with it on a statewide basis?" (Bradley, 1992, p. 2).

In 1998 students in Virginia will see some revisions of the Literacy Passport Test. The standards of Learning will not be used as the objectives for the test items, instead a new set of objectives will be applied called the Common Core of Learning Competencies. The mathematics portion of the test will contain more word problems for pupils to use their critical thinking and reasoning skills to solve. Revisions are in the making for the Literacy Passport Test (See Appendix A).

School Absenteeism As a Factor in Hindering
the Educational Process

A school year consists of 180 days in the state of Virginia. There are four grading periods in a year having forty-five days each. Students are expected to attend school on a regular basic to attain knowledge, as well as look upon education as a life long learning process.

School attendance has been a problem for a number years.

> Poor attendance was a problem to teachers and parents well before school attendance became compulsory. Making education compulsory reduced the problem, but did not solve it (Galloway, 1985, p.1).

Students are absent for various reasons. Their excuses may vary from being slightly or mildly ill to being severally ill, truancy, traveling, personal home related problems, and a host of other excuses. The Education Act of 1944 defines the ruling regarding school attendance under Section 39.

> The Act acknowledges three principal reasons for absence: (i) sickness or any unavoidable cause, (ii) religious observance and (iii) the legal education agency's failure to provide suitable travel arrangements if the child's lives more than three miles from school (Galloway, 1985, p. 6).

Parents have been prosecuted for not keeping in compliance with this act. Virginia State Board of Education clearly defines the law regarding absences and attendance records as outlined in (Appendix B, Students).

Schools across the country have recognized that school absenteeism and learning are related. Various school systems have offered rewards for perfect attendance.

The Red Bank Regional School District in New Jersey pays a number of high school students $5.00 a day to attend classes. The funds come from a Federal Job Placement Administration Grant. These are their at risk students.

> The Red Bank District has found that its at-risk students are those who have failed the state proficiency test for high school graduation, those deemed in danger of dropping out, and those considered business or trade oriented (Dismuke, 1988, p. 13).

Many officials oppose such a plan because they feel parents and students should comply with the law of mandatory school attendance.

Different school systems deal with students absenteeism differently. One such school system is Davidson County, North Carolina. It uses grade averages and students attendance records as a means to be exempted from final exams. This program has been in effect for ten years and school officials reported that their absenteeisms has been reduced about 80 percent.

Since 1968 Suhundro High School in Tucson, Arizona has provided for four one hour conference sessions each week. Students that are absent from school are allowed to attend these conference sessions to make up missed assignments, get tutoring assistance from

school personnel, and participate in extra-curriculum
activities. Many feel that these four one hour
conference sessions have been very successful.

The state of Wisconsin has been involved in a
program called Learnfare. The objective of the
Learnfare program is to improve school attendance and
high school completion by teenagers whose families are
on welfare. Jennings reported state officials as saying,
"Welfare funds or benefits are cut to parents of
children who do not attend school regularly" (1990,
p. 18). The program was designed for children between
the ages 13 and 19 in 1988. If students miss more than
two unexcused absences within a month then parents may
lose money from their checks.

> The University of Wisconsin at Milwaukee, which
> found that the program often does not achieve its
> goal of getting students to return to school. The
> researchers concluded that only 28 percent of
> students whose families were disciplined under
> Learnfare were regularly attending school two
> months after their last sanctions(Jennings, 1990,
> p. 18).

The Learnfare program has brought much attention
from critics. Many feel that poor families have been
singled out and other parents have been allowed to
escape punishment for their children being absent from
school. Since its beginning in 1988 the Learnfare
program has ended up in court and a federal judge has
placed an injunction on cutting welfare benefits.
Attendance records may not have been reported correctly
leading to this sanction. School officials must be
accurate in their attendance reporting procedures.

As of February, 1992, no significant gain was seen
in the attendance of the Learnfare students. A study was
done by the Employment and Training Institute at the
University of Wisconsin, Milwaukee. A total of 56,000
student attendance records were examined in Milwaukee
schools and five other schools in the state. The final
population was selected from students whose parents
currently received welfare benefits and from students
whose parents no longer receive welfare benefits.

> The study concluded that an increase in attendance
> was not attributed to the Learnfare program in
> Milwaukee or any of the five other districts. One
> year after Learnfare began, one-third of the
> students involved had improved attendance, while
> more than half had poorer attendance (Cohen, 1992,
> p. 2).

> It also showed that in each of the three school
> years under Learnfare, the two largest districts
> showed dropout rates well above 20 percent (Cohen,
> 1992, p. 2).

The study continued to show that 30 percent of students
ranging from 13 to 19 years old in the program missed 20
days of school in the first semester of school and 40
percent of the students in the program had missed more
days in the third semester. The control group
consisting of former Learnfare participants showed
various attendance measures.

> The researchers did not find any improvement
> attributable to Learnfare after controlling for
> other variables. The control's group graduation
> was compared to the Learnfare's group and the
> findings were that both groups graduated about the
> same graduation of 18 percent in Milwaukee district
> (Cohen, 1992, p. 20).

Many critics felt that the study was bias and disagreed with their findings.

> In a statement responding to the report, Secretary of Health and Social Services, Gerald Whithburn faulted its analysis and tone and said it buried key outcomes, such as a finding that attendance generally improved among almost all Learnfare subpopulations between the first and second year of the program (Cohen, 1992, p. 2).

A revision is being asked of the Employment and Training Institution by the state of Wisconsin. Since Wisconsin started a Learnfare program a number of other states have similar programs. Virginia, Florida, Illinois, Maine, Minnesota, North Carolina, and Ohio are some of the states.

The Dade County Public School system went as far as to grant all middle school students a ticket to the All-Star Weekend game in the Miami Arena in February of 1990. To qualify for a ticket, students had to maintain a perfect attendance record between January 2, 1990 and February 1, 1990. School officials calculated that 15,000 students would attend using previous attendance reports but to their surprise, 26,244 of Dade County student body of 60,000 middle-school students earned a record of perfect attendance.

> This resulted in a 75 percent increase over the same period last year, because Miami Arena seats only 15,008, the National Basketball Association decided to offer the qualifiers their choice of a ticket to the exhibition, a basketball, or a sport bag or jacket bearing the National Basketball Association team logo of their preference (Neff, 1990, p. 7).

(21)

Students attending the exhibition game were able to hear Bob Lanier and Isaiah Thomas encourage them to stay in school.

The American education system has heard the cries of society demanding more of them to better prepare the youth for the future. Schools are being held more accountable for its high school graduates that enter colleges and the job market unprepared, not having the basic skills necessary to function.

Schools officials in Eldridge, Iowa, designed a No-Nonsense Policy for Schools Attendance in 1988.
This plan was designed for grades 9-12 at North Scott High School. The school was experiencing high absentee rates.

> Some days up to 40 percent of our students were absent at least one class period, a significant number of these absences involving students who were unexcused or skipping for various reasons (Kube and Ratigan, 1991, p. 67).

Teachers and the principal of North Scott High School designed a plan that allowed students to be absent up to 10 class periods within a semester course and still get credit for the class. All absences must be because of a valid reason; parents are to verify absences, otherwise the absences are counted as truancy. Students found to be truant must come to school on Saturdays to spend three and half hours in the in-school suspension program and make-up assignments are given to those students. Students may be eligible for exemption status for exams it they maintain perfect attendance.

(22)

Parents are informed when students are approaching 10 absences, and any students with 10 or more absences may request for the teacher to give additional assignments to help them pass the class. With these seven techniques students attendance and academic achievement change.

> Sixty percent of our students now have perfect attendance each semester, this helps students recognize they have missed important lessons. Both student achievement and teacher efficiency have improved. With absenteeism down, learning can only go up (Kube and Ratigan, 1991, p. 68-69).

The program was able to be a success because of the involvement of school personnel, students, and parents. All parties were given up dated information and communication with the home and school did play a vital role in this program.

School officials stated, "In the first year of this policy, students absences fell 65 percent, truancies 78 percent" (Kube and Ratigan, 1991 p. 68-69).

All across the United States educators have linked school absences with poor academic success. Test scores are not high and many colleges are faced with providing remedial classes. A reform has been called to improve the American educational system.

> In the last few years, schools and teachers have taken a fearful drubbing in the media and in political forums for academic failures of their students. The indictment is full: Test scores are too low. American students routinely run up huge totals of absences and cut classes (Janko, 1988, p. 26).

A survey done by New York City Board of Education in 1983 revealed that a large number of their students attending high school are absent excessively. Thirty-three percent of their students have missed valuable instructional time therefore making it difficult for teachers to teach. In addition to this study, another one was done later. Edmund Janko, an English teacher, further discovered in his research that "Two years later, a national study reported that the typical student cuts 100 classes a year" (1988, p. 26).

Chicago Public Schools reported that low attendance and enrollment would cost the city about $5.7 million dollars in 1988. Having a large absentee rate was not the city's only concern but also seeing that children were missing their educational attainment. School board members expressed that,

> More important, it under cuts the education of youngsters, especially those who need schooling the most children from low-income families who are most prone to absences, truancy, and dropping out (Houston and Rearden, 1988, p.3).

In 1965 Douglas and Ross did a correlation of student attendance records of four years and their test results from reading, vocabulary, mathematics, and intelligence tests. Their results stated that, "They found a positive relationship between average scores and attendance, but this did not hold for a group of upper middle class children" (Galloway, 1985, p. 5). The middle class children's test scores were not lower even though the absences were averaged as being

equivalent to eight weeks out the school year.

Fogelman did research for the National Child Development Study of children from their early entrance into school up to age sixteen in 1978. His findings were:

> Poor attenders at age seven were not educationally retarded at sixteen compared with their peers, provided they had been attending regularly at fifteen. On the other hand, continued poor attendance at fifteen was related to poor educational attainments" (Galloway, 1985, p. 5).

John Easton and George Engelhard, Jr. did a correlation of school attendance, reading achievement, and test results from the Iowa Tests of Basic Skills in 1981. Their original population was 1,200 students but because of various problems they were only able to obtain 151 school records of students,

> Who had complete test score data in their records for the fourth through eighth grades (the year when the achievement tests were administered) (Easton and Engelhard, 1991, p.271).

Students were chosen randomly in 1979 from Chicago Public Schools. The means for school attendance was done by taking

> The average number of days absent per week of enrollment was calculated for each of the 9 years of elementary school by dividing the number of days absent each year by the appropriate number of weeks of enrollment for each student. These absence values were broken down by sex of the students and by year of elementary school graduation (1976, 1977, 1978, 1979) to create a 2 X 4 factorial design for the multivariate analysis of absence rates. (Easton and Engelhard, 1982, p. 270).

The results were that kindergarten students were absent the most and absenteeism slowed down until the fourth grade. After fourth grade absenteeism began to rise again up to eighth grade. Results on the sex of students indicated that girls have a higher absentee rate than boys but not a great amount of significant.

Examination of the 151 students absence records and the Iowa Basic Test of skills revealed that,

> There are significant relationships between kindergarten absence and fourth and fifth grade reading scores, sixth grade absence and sixth grade scores, and between seventh grade absence and reading scores in the seventh and eighth grades. As far as test scores are concerned, absence is an important matter in the final years of elementary school (Easton and Engelhard, 1981, p. 273).

With this indication the researchers believed that school attendance does play a vital role in students obtaining their education.

Other researchers have expressed somewhat different views about the correlation of school absenteeism and test results. Among them are Rozell. His study

> Found relatively low correlations between students absence rates and their grades in a variety of high school courses. He interpreted his results as supporting the hypothesis that prior attendance has a causal effect on subsequent school achievement (Easton and Engelhard, 1981, p.269).

It will be to everyone's advantage to emphasis to America's youth the importance of attending school regularly. With students attending school regularly they have an opportunity to receive an education that

will prepare them for obtaining life long learning skills. The fact is that, "American students are steadily being out performed by students in other countries" (Selsky, 1990, p. 36).

The United States Department of Education has expressed that if parents would become more active with their children's education then America could see an improvement in student academics, increased school attendance, a decrease in the number of students dropping out of school and a decline in delinquency.

A number of states have offered guarantees to business employers about their high school graduates. Prince George County School of Maryland has stated it will re-educate its high school graduates free if they fail to perform satisfactory with an employer in applying their reading, writing, and mathematics skills on a job within a year's period of time. Chesapeake Public Schools of Virginia has offered a plan similar to Prince George County schools. Their plan states

> An educational performance warranty exists between the Chesapeake Public Schools, its graduates, and the Hampton Roads business community. In the Chesapeake Public Schools, we promote excellence. Toward that end the Chesapeake School Board assures that the graduate named herein meets the high standards of excellence implied by receipt of this diploma. Any graduate of the Chesapeake Public Schools shall, within a five year period following graduation, be eligible for reinforcement of ny basic skill or skills an employer deems necessary to achieve successful employment. No cost for such service(s) shall be charged to either the graduate or the employer (Office of Public Information Chesapeake Public Schools, 1990, p.1).

Students need to acknowledge that schools can help prepare them for the real world. The Educational Renaissance cites 43 trends for United States schools because,

> There is a growing mismatch between the vocabulary, reading, and writing skills of the United States labor force and the competency required for the jobs available (Mismatched Skills, 1992, p.14).

School attendance is one means of obtaining educational competency.

SUMMARY

Chapter II, Review of Literature, presented several views about school attendances and academic success. Significant information was given to indicate relationships do exist with school attendance and achievement. The next chapter will present the methods and procedures utilized in answering the questions regarding the correlation of school attendance and the passing rate of the Literacy Passport Test.

Chapter III

Methods and Procedures

Chapter III, Methods and Procedures, was to determine the relationship of school absenteeism to the passing rate on The Virginia Literacy Passport Test. This chapter presents the methods and procedures used to collect and analyze the data. Discussed in this chapter were the (1) population, (2) instrument design, (3) data collection and (4) statistical analysis.

Population

The population for this study were the sixth-graders who attended Rosemont Middle School during the school years of 1990-1991 and 1991-1992. These students were selected from the entire enrollment of the twelve sixth-grade classes at Rosemont Middle School. The ages of these students range from eleven to fourteen years old. Their curriculm consisted of instructions in communiation skills, mathematics, science, social studies, and exploratory classes. Students were expected to attend school for one hundred eighty days. Middle School students were expected to experience many changes. These changes include physical, social, emotional, added responsibilities, and independence.

Instrument Design

The Virigina Literay Passport Test was administered to the sixth-graders during the winter of 1991 and 1992 school terms. Students took the Writing Test which allowed them to pass with a score of 250 to 300, the Reading Test consisted of seventy-seven test items giving pupils the same passing range as the Writing Test, and the Mathematics Test consisted of 120 test items with the same passing scale. Responses for the mathematics and reading tests were multiple choice, while the writing test required students to give a written response to a statement or question provided in the test booklet. All testing was conducted within a two or three week span. With testing completed all test booklets were collected and forwarded to the test center for scoring. Test results indicated the individuals who will qualify to enter high school. Sample test items were found in the Appendixes C and D.

Attendance records of each sixth-grader who took the test were examined from September to February of both years making this a period of six months prior to students taking the Literacy Passport Test.

Data Collection and Statistical Analysis

Two years of test results and school attendance records were

collected and organized by the researcher for this correlation. Statistical analysis was done by examining each sixth-grader's attendance record and their raw scores on all three of the Virginia Literacy Passport Test. Product Moment Correlation was used in tabulation to determine the relationship between school absenteeism and the Literacy Passport Test results. Correlation results were presented in the form of graphs and tables.

Summary

Chapter III presented the population, the instrument design and the data collection with statistical analysis to determine the relationship of school absenteeism to the passing rate on The Virginia Literacy Passport Test. The next two chapters will present the findings and summary, conclusions, and recommendations of the correlation of school attendance and the passing rate of the Literacy Passport Test.

CHAPTER IV

FINDINGS

The purpose of this study was to
determine the correlation between school attendance and
the passing rate on the Virginia Literacy Passport Test
at Rosemont Middle School during 1990 - 1991 and 1991 -
1992. Chapter IV, presented the statistical tabulation
of two years of testing on the Virginia Literacy
Passport Test.

TESTING AND SCHOOL ATTENDANCE

Students in Virginia are required to take
the Literacy Passport Test prior to entering high school
in the sixth - grade. Students are tested in three
areas reading, writing, and mathematics. A score of two
hundred fifty is needed to qualify for high school
entrance in the ninth - grade. Along with getting a
passing score of two hundred fifty, students are
expected to attend school for one hundred eighty days.
The state of Virginia has mandated that one hundred
eighty days will be the length of one school year.

NARRATIVE

Table 1 represented the 1991 - 1992 Reading Literacy Passport Test data. Two hundred eighty-eight students were listed on the test roster but only two hundred sixty-eight students took the test. A final count of two hundred sixty-six attendance records were found. Two attendance records could not be located.

Statistical tabulation was done using the Reading Literacy Passport Test scores and the total number of days each student was absent for a period of six months. Table 1 was formatted to use the Pearson's r formula on a spreadsheet program. Correlation results were done using the Critical Values of Pearson Product Moment Correlation Coefficient Table from Bruce W. Tuckman, Conducting Educational Research, 1988. The two-tailed test level of significance was read from the 5 and 1 percent listing from the table to determine a relationship with school attendance and the Literacy Passport Test. The coefficient relationship was presented in Chapter V of this study.

TABLE 1

1991-1992 READING LITERACY
PASSPORT TEST SCORES and ATTENDANCE

	Reading Scores		Attendance		
Samples	X	X2	Y	Y2	XY
S1	245	60025	1	1	245
S2	288	82944	0	0	0
S3	241	58081	31	961	7471
S4	267	71289	8	64	2136
S5	264	69696	9	81	2376
S6	244	59536	3	9	732
S7	253	64009	0	0	0
S8	252	63504	18	324	4536
S9	261	68121	13	169	3393
S10	258	66564	0	0	0
S11	274	75076	0	0	0
S12	250	62500	2	4	500
S13	221	48841	23	529	5083
S14	271	73441	0	0	0
S15	268	71824	4	16	1072
S16	229	52441	12	144	27848
S17	256	65536	6	36	1536
S18	288	82944	10	100	2880
S19	262	68644	4	16	1048
S20	268	71824	3	9	804
S21	253	64009	1	1	253
S22	253	64009	0	0	0
S23	280	78400	4	16	1120
S24	250	62500	0	0	0
S25	256	65536	2	4	512
S26	270	72900	5	25	1350
S27	258	66564	1	1	258
S28	259	67081	11	121	2849
S29	276	76176	1	1	276
S30	252	63504	15	225	3780
S31	271	73441	10	100	2710
S32	283	80089	0	0	0
S33	242	58564	3	9	726
S34	265	70225	5	25	1325
S35	244	59536	0	0	0
S36	283	80089	31	961	8773
S37	265	70225	0	0	0
S38	242	58,564	0	0	0
S39	258	66,564	0	0	0
S40	242	58,564	0	0	0
S41	279	77,841	0	0	0
S42	250	62,500	0	0	0
S43	276	76,176	0	0	0

(34)

TABLE 1 Continued

S44	244	59,536	47	2,209	11,468
S45	286	81,796	16	256	4,576
S46	239	57,121	8	64	1,912
S47	241	58,081	0	0	0
S48	262	68,644	10	100	2,620
S49	256	65,536	5	25	1,280
S50	265	70,225	0	0	0
S51	252	63,504	16	256	4,032
S52	279	77,841	0	0	0
S53	265	70,225	15	225	3,975
S54	276	76,176	5	25	1,380
S55	256	65,536	5	25	1,280
S56	276	76,176	5	25	1,380
S57	280	78400	6	36	1680
S58	259	67081	3	9	777
S59	256	65536	2	4	512
S60	233	54289	0	0	0
S61	283	83521	0	0	0
S62	252	63504	0	0	0
S63	265	70225	10	100	2650
S64	245	60025	0	0	0
S65	279	77841	12	144	3348
S66	267	71289	34	1156	9078
S67	297	88209	4	16	1188
S68	256	65536	1	1	256
S69	267	71289	13	169	3471
S70	271	73441	1	1	271
S71	271	73441	5	25	1355
S72	264	69696	0	0	0
S73	215	46225	0	0	0
S74	258	66564	1	1	258
S75	273	74529	1	1	273
S76	248	61504	6	36	1488
S77	248	61504	9	81	2232
S78	256	65536	4	16	1024
S79	259	67081	0	0	0
S80	253	64009	16	256	4048
S81	279	77841	0	0	0
S82	276	76176	1	1	276
S83	252	63504	15	225	3780
S84	256	65536	0	0	0
S85	268	71824	1	1	268
S86	276	76,176	7	49	1,932
S87	271	73441	2	4	542

TABLE 1 Continued

S88	280	78400	2	4	560
S89	270	72900	26	676	7020
S90	262	68644	0	0	0
S91	273	74526	2	4	546
S92	264	69696	17	289	4488
S93	215	46225	4	16	3440
S94	256	65536	6	36	1536
S95	256	65536	4	16	1024
S96	262	65025	0	6	0
S97	262	68644	1	1	262
S98	253	64009	7	49	1771
S99	258	66564	4	16	1032
S100	280	78400	10	100	2800
S101	268	71824	17	289	4556
S102	245	60025	30	900	7350
S103	264	69696	1	1	264
S104	262	68644	5	25	1310
S105	256	65536	9	81	2304
S106	253	64009	9	81	2277
S107	261	68121	1	1	261
S108	282	79524	3	9	846
S109	261	67121	1	1	261
S110	262	68644	4	16	1048
S111	248	61504	0	0	0
S112	279	77841	0	0	0
S113	264	69696	0	0	0
S114	280	78400	0	0	0
S115	268	71824	22	484	5896
S116	242	58564	10	100	2420
S117	253	64009	0	0	0
S118	256	65536	12	144	3072
S119	267	71289	0	0	0
S120	294	86436	5	25	1470
S121	300	90000	7	49	2100
S122	264	69696	5	25	1320
S123	271	73441	10	100	2710
S124	255	65025	15	225	3825
S125	256	65536	19	361	4864
S126	273	74529	0	0	0
S127	276	76176	2	4	552
S128	270	72900	0	0	0
S129	217	47089	29	841	6293
S130	224	50176	26	676	5824
S131	262	68644	6	36	1572

TABLE 1 Continued

S132	268	71824	6	36	1608
S133	245	46225	10	100	2150
S134	283	80089	2	4	566
S135	299	89401	0	0	0
S136	241	58081	4	16	964
S137	259	67081	1	1	259
S138	252	63504	8	64	2016
S139	248	61504	1	1	248
S140	235	55225	0	0	0
S141	217	47089	19	361	4123
S142	258	66564	14	196	3612
S143	233	54289	4	16	932
S144	259	67081	18	324	4662
S145	247	61009	17	289	4199
S146	265	70225	0	0	0
S147	258	66564	1	1	258
S148	283	80089	10	100	2830
S149	267	71289	0	0	0
S150	245	60025	13	169	3185
S151	244	59536	4	16	976
S152	265	70225	0	0	0
S153	229	52441	8	64	1832
S154	268	71824	0	0	0
S155	223	49729	7	49	1561
S156	259	67081	8	64	2072
S157	259	67081	5	25	1295
S158	253	64009	1	1	253
S159	235	55225	17	289	3995
S160	271	73441	13	169	3523
S161	232	53824	6	36	1392
S162	248	61504	3	9	744
S163	258	66564	2	4	516
S164	238	56644	12	144	2856
S165	255	65025	0	0	0
S166	267	71289	3	9	801
S167	265	70225	0	0	0
S168	283	80089	2	4	566
S169	267	68121	0	0	0
S170	255	65025	0	0	0
S171	286	81796	5	25	1430
S172	262	68644	5	25	1310
S173	262	68644	1	1	262
S174	279	77841	0	0	0
S175	211	44521	20	400	4220
S176	248	61504	6	36	1488

TABLE 1 Continued

S177	261	68121	2	4	522
S178	274	75076	1	1	274
S179	220	48400	0	0	0
S180	264	69696	4	16	1056
S181	265	70225	5	25	1325
S182	271	73441	12	144	3252
S183	262	68644	2	4	524
S184	248	61504	2	4	496
S185	256	65536	8	64	2048
S186	265	70225	5	25	1325
S187	259	67081	6	36	1554
S188	265	70225	5	25	1325
S189	268	71824	15	225	4020
S190	265	70225	3	9	795
S191	242	58564	9	81	2178
S192	255	65025	1	1	255
S193	235	55225	4	16	940
S194	264	69696	2	4	528
S195	256	65536	3	9	768
S196	252	63504	4	16	1008
S197	276	76176	4	16	1104
S198	248	61504	9	81	2232
S199	261	68121	4	16	1044
S200	256	65536	6	36	1536
S201	280	78400	2	4	560
S202	268	71824	3	9	804
S203	253	64009	11	121	2783
S204	253	64009	2	4	506
S205	255	65025	28	784	7140
S206	265	70225	3	9	795
S207	256	65536	11	121	2816
S208	273	74529	10	100	2730
S209	252	63504	20	400	5040
S210	264	69696	1	1	264
S211	270	72900	1	1	270
S212	276	76176	20	400	5520
S213	226	51076	24	576	5424
S214	248	61504	4	16	992
S215	250	62500	5	25	1250
S216	297	88209	5	25	1485
S217	265	70225	0	0	0
S218	244	59536	0	0	0
S219	264	69696	28	784	7392
S220	256	65536	1	1	256

TABLE 1 Continued

S221	271	73441	0	0	0
S222	259	67081	19	361	4921
S223	276	76176	0	0	0
S224	227	51529	16	256	3632
S225	265	70225	14	196	3710
S226	261	68121	5	25	1305
S227	279	77841	8	64	2232
S228	279	77841	1	1	279
S229	259	67081	6	36	1554
S230	230	52900	5	25	1150
S231	236	55696	0	0	0
S232	265	70225	9	81	2385
S233	245	60025	10	100	2450
S234	259	67081	12	144	3108
S235	244	59536	1	1	244
S236	248	61504	5	25	1240
S237	280	78400	2	4	560
S238	286	81796	11	121	3146
S239	258	66564	1	1	258
S240	256	65536	19	361	4864
S241	274	75076	5	25	1370
S242	244	59536	22	484	5368
S243	252	63504	11	121	2772
S244	261	68121	4	16	1044
S245	268	71824	16	256	4288
S246	248	61504	4	16	992
S247	261	68121	5	25	1305
S248	258	66564	17	289	4386
S249	256	65564	4	16	1024
S250	268	65536	6	36	1608
S251	262	71824	15	225	3930
S252	267	68644	0	0	0
S253	209	71289	15	225	3135
S254	261	43681	0	0	0
S255	247	68121	6	36	1482
S256	242	61009	0	0	0
S257	241	58564	0	0	0
S258	265	58081	9	81	2385
S259	256	70225	1	1	256
S260	250	65536	1	1	250
S261	245	62500	10	100	2450
S262	259	60025	3	9	777
S263	245	58564	17	289	4165
S264	242	54289	0	0	0
S265	233	46225	5	25	1165
S266	215	46225	27	729	5805
Totals	68820	17841613.	1751	27275	472911.

The Reading Literacy Passport Test

1991 - 1992

Pearson's r

$$r = \frac{5,290, 506.00}{40,536,962,184,042}$$

sqrt = 40,536,962,184,042 = 6,366.864.39

r = 5,290,506.00 / 6,366,864.39 = +0.83

NARRATIVE

Table 2 listed the test data from the 1991 - 1992 Writing Literacy Passport Test at Rosemont Middle School. A total of two hundred eighty-eight students were listed on the test roster but only two hundred seventy-one students took the test. Out of the two hundred seventy-one students, the researcher found attendance records for two hundred sixty-four students. Seven attendance records were missing from the school's records.

Seven pages presented the statistical tabulation and analyzing on a spreadsheet program formatted to use Pearson's r formula. A correlation relationship was read using the Critical Values of the Pearson Product Moment Correlation Coefficient Table on the 5 and 1 percent levels. The coefficient relationship was presented in Chapter V of this study.

TABLE 2
1991-92 WRITING LITERACY
PASSPORT TEST SCORES and ATTENDANCE

Samples	Reading Scores		Attendance		
	X	X2	Y	Y2	XY
S1	258	66,564	1	1	258
S2	273	35,721	0	0	0
S3	189	35,721	31	961	5,859
S4	276	76,176	8	64	2,208
S5	218	47,524	2	4	436
S6	244	59,536	3	9	732
S7	284	80,656	0	0	0
S8	247	61,009	18	324	4,446
S9	254	64,516	13	169	3,302
S10	235	55,225	0	0	0
S11	284	80,656	0	0	0
S12	240	57,600	2	4	480
S13	266	70,756	15	225	3,990
S14	235	55,225	23	529	5,405
S15	284	80,656	0	0	0
S16	254	64,516	4	16	1,016
S17	258	66,564	12	144	3,096
S18	254	64,516	6	36	1,524
S19	266	70,756	10	100	2,660
S20	284	80,656	4	16	1,136
S21	281	78,961	11	121	3,091
S22	244	59,536	3	9	732
S23	250	62,500	1	1	250
S24	284	80,656	0	0	0
S25	289	83,521	4	16	1,156
S26	244	59,536	0	0	0
S27	223	49,729	2	4	446
S28	257	66,049	5	25	1,285
S29	257	66,049	1	1	257
S30	289	83,521	11	121	3,179
S31	268	71,824	1	1	268
S32	250	62,500	15	225	3,750
S33	213	45,369	10	100	2,130
S34	271	73,441	0	0	0
S35	266	70,756	3	9	798
S36	266	70,756	5	25	1,330
S37	258	66,564	26	676	6,708
S38	240	57,600	0	0	0
S39	263	69,169	31	961	8,153
S40	240	57,600	0	0	0
S41	273	74,529	0	0	0
S42	214	45,796	0	0	0
S43	289	83,521	0	0	0
S44	263	69,169	0	0	0
S45	250	62,500	47	2,209	11
S46	300	90,000	16	256	11,750
S47	240	57,600	8	64	1,920
S48	271	73,441	10	100	2,710
S49	254	64,516	5	25	1,270

(41)

TABLE 2 Continued

S50	268	71,824	0	0	0
S51	250	62,500	16	256	4,000
S52	289	83,521	0	0	0
S53	250	62,500	15	225	3,750
S54	261	68,121	5	25	1,350
S55	257	66,049	5	25	1,285
S56	271	73,441	5	25	1,355
S57	263	69,169	6	36	1,578
S58	254	64,516	3	9	762
S59	257	66,049	2	4	514
S60	276	76,176	0	0	0
S61	276	76,176	0	0	0
S62	273	74,529	0	0	0
S63	263	69,169	10	100	2,630
S64	271	73,441	0	0	0
S65	235	55,225	17	289	3,995
S66	233	54,289	12	144	2,796
S67	257	66,049	34	1,156	8,738
S68	292	85,264	4	16	116
S69	263	69,169	1	1	263
S70	263	69,169	13	169	3,419
S71	284	80,656	1	1	284
S72	247	61,009	22	484	5,434
S73	276	76,176	5	25	1,380
S74	266	70,756	0	0	0
S75	258	66,564	1	1	258
S76	276	76,176	1	1	276
S77	263	69,169	6	36	1,578
S78	244	59,536	9	81	2,196
S79	233	54,289	4	16	932
S80	218	47,524	16	256	3,488
S81	252	63,504	0	0	0
S82	284	80,656	1	1	284
S83	235	55,225	15	225	3,525
S84	271	73,441	1	1	271
S85	230	52,900	7	49	1,610
S86	261	68,121	2	4	522
S87	292	85,264	2	4	584
S88	268	71,824	26	676	6,968
S89	284	80,656	0	0	0
S90	261	68,121	2	4	522
S91	250	62,500	17	289	4,250
S92	194	37,636	4	16	776
S93	254	64,516	29	841	7,366
S94	276	76,176	0	0	0
S95	258	66,564	4	16	1,032
S96	276	76,176	0	0	0
S97	300	90,000	1	1	300
S98	237	56,169	7	49	1,659
S99	271	73,441	4	16	1,084

TABLE 2 Continued

S100	268	71,824	10	100	2,680
S101	266	70,756	17	289	4,522
S102	223	49,729	30	900	6,690
S103	263	69,169	1	1	263
S104	271	73,441	5	25	1,355
S105	227	51,529	9	81	2,043
S106	244	59,536	9	81	2,196
S107	237	56,169	1	1	237
S108	281	78,961	3	9	843
S109	266	70,756	1	1	266
S110	235	55,225	4	16	940
S111	250	62,500	0	0	0
S112	271	73,441	0	0	0
S113	284	80,656	0	0	0
S114	266	70,756	0	0	0
S115	266	70,756	22	484	5,852
S116	266	70,756	10	100	8,660
S117	237	56,169	0	0	0
S118	250	62,500	12	144	3,000
S119	252	63,504	0	0	0
S120	258	66,564	5	25	1,290
S121	281	78,961	7	49	1,967
S122	268	71,824	5	25	1,340
S123	230	52,900	10	100	2,300
S124	235	55,225	10	100	2,350
S125	227	51,529	15	225	3,405
S126	247	61,009	19	361	4,693
S127	263	69,169	0	0	0
S128	281	78,961	2	4	562
S129	213	45,369	26	676	5,538
S130	266	70,756	0	0	0
S131	237	56,169	6	36	8,532
S132	247	61,009	6	36	1,482
S133	213	45,369	10	100	2,130
S134	257	66,049	2	4	514
S135	289	83,521	0	0	0
S136	218	47,524	4	16	832
S137	252	63,504	1	1	252
S138	247	61,009	8	64	1,976
S139	218	47,524	1	1	218
S140	211	44,521	0	0	0
S141	220	48,400	19	361	4,180
S142	278	77,284	14	196	3,892
S143	278	77,284	4	16	1,112
S144	254	64,516	18	324	4,572

TABLE 2 Continued

S145	244	59,536	17	289	4,148
S146	230	52,900	0	0	0
S147	220	48,400	1	1	220
S148	286	81,796	10	100	2,860
S149	240	57,600	0	0	0
S150	233	54,289	13	169	3,029
S151	266	70,756	4	16	1,064
S152	254	64,516	0	0	0
S153	214	45,796	8	64	1,712
S154	252	63,504	0	0	0
S155	257	66,049	8	64	2,056
S156	263	69,169	5	25	1,315
S157	250	62,500	1	1	250
S158	227	51,529	17	289	3,859
S159	233	54,289	13	169	3,029
S160	216	46,656	6	36	1,296
S161	263	69,169	3	9	789
S162	261	68,121	2	4	522
S163	240	57,600	12	144	2,880
S164	266	70,756	0	0	0
S165	271	73,441	3	9	813
S166	237	56,169	14	196	3,318
S167	263	69,169	0	0	0
S168	263	69,169	2	4	526
S169	254	64,516	0	0	0
S170	258	66,564	0	0	0
S171	271	73,441	5	25	1,355
S172	244	59,536	5	25	1,220
S173	261	68,121	1	1	261
S174	252	63,504	0	0	0
S175	206	42,436	20	400	4,120
S176	237	56,169	6	36	1,422
S177	237	56,169	2	4	474
S178	286	81,796	1	1	286
S179	271	73,441	4	16	1,084
S180	230	52,900	5	25	1,150
S181	268	71,824	12	144	3,216

(44)

TABLE 2 Continued

S182	240	57,600	2	4	480
S183	250	62,500	2	4	500
S184	237	56,169	8	64	1,896
S185	273	74,529	5	25	1,365
S186	235	55,225	6	36	1,410
S187	252	63,504	5	25	1,260
S188	286	81,796	15	225	4,290
S189	258	66,564	3	9	774
S190	278	77,284	1	1	278
S191	252	63,504	4	16	1,008
S192	273	74,529	2	4	546
S193	223	49,729	3	9	669
S194	261	68,121	4	16	1,044
S195	254	64,516	4	16	1,016
S196	252	63,504	9	81	2,268
S197	240	57,600	4	16	960
S198	258	66,564	6	36	1,548
S199	271	73,441	2	4	542
S200	244	59,536	3	9	732
S201	211	44,521	11	121	2,321
S202	271	73,441	2	4	542
S203	257	66,049	28	784	7,196
S204	263	69,169	3	9	789
S205	258	66,564	11	121	2,838
S206	266	70,756	10	100	2,660
S207	263	69,169	20	400	5,260
S208	268	71,824	1	1	268
S209	258	66,564	1	1	258
S210	240	57,600	8	64	1,920
S211	218	47,524	0	0	0
S212	276	76,176	20	400	5,520
S213	250	62,500	24	576	600
S214	258	66,564	4	16	1,032
S215	273	74,529	5	25	1,365
S216	278	77,284	5	25	1,390
S217	268	71,824	0	0	0
S218	250	62,500	28	784	7,000
S219	268	71,824	1	1	268
S220	276	76,176	0	0	0
S221	252	63,504	19	361	4,788
S222	266	70,756	0	0	0
S223	254	64,516	16	256	4,064
S224	252	63,504	14	196	3,528
S225	237	56,169	5	25	1,185

TABLE 2 Continued

S226	281	78,961	8	64	2,248
S227	273	74,529	1	1	273
S228	247	61,009	6	36	1,482
S229	257	66,049	5	25	1,285
S230	211	44,521	0	0	0
S231	266	70,756	9	81	2,394
S232	247	61,009	10	100	2,470
S233	273	74,529	12	144	3,276
S234	266	70,756	1	1	266
S235	237	56,169	5	25	1,185
S236	258	66,564	2	4	516
S237	300	90,000	11	121	3,300
S238	247	61,009	1	1	247
S239	220	48,400	19	361	4,180
S240	273	74,529	5	25	1,365
S241	227	51,529	22	484	4,994
S242	227	51,529	11	121	2,497
S243	266	70,756	4	16	1,064
S244	237	56,169	16	256	3,792
S245	244	59,536	4	16	976
S246	252	63,504	5	25	1,260
S247	240	57,600	17	289	4,080
S248	254	64,516	4	16	1,016
S249	289	83,521	6	36	1,734
S250	289	83,521	15	225	4,335
S251	278	77,284	0	0	0
S252	213	45,369	15	225	3,195
S253	247	61,009	0	0	0
S254	233	54,289	6	36	1,398
S255	271	73,441	0	0	0
S256	257	66,049	0	0	0
S257	268	71,824	9	81	2,412
S258	244	59,536	1	1	244
S259	252	63,504	1	1	252
S260	263	69,169	3	9	789
S261	254	64,516	17	289	4,318
S262	250	62,500	0	0	0
S263	227	51,529	5	25	1,135
S264	230	52,900	27	729	6,210

TOTAL	67,322	17,240,840	1,803	29,081	459,396

The Writing Literacy Passport Test

1991 - 1992

Pearson's r

$$r = \frac{-101,022}{85,566,031,169,700}$$

sqrt = 85,566,031,169,700 = 9,250,190.87

r = -101.022 / 9,250,190.87 = - 0.11

NARRATIVE

Table 3 listed the test data for the 1991 - 1992 Mathematics Literacy Passport Test administered at Rosemont Middle School. Two hundred sixty-two attendance records and test scores were found from the two hundred sixty-four students listed as taking the test. Two attendance records were not found for two students listed on the test roster.

Statistical tabulation was done using a spreadsheet program. Tabulation results were interpreted by reading the Critical Values of Pearson Product Moment Correlation Table on the 5 and 1 percent levels of the two-tailed test levels of significance.

TABLE 3

1991-92 MATHEMATICS LITERACY
PASSPORT TEST SCORES and ATTENDANCE

Samples	Math Scores		Attendance		
	X	X2	Y	Y2	XY
S1	260	67,600	1	1	260
S2	285	81,225	0	0	0
S3	256	65,536	31	961	7,936
S4	249	62,001	8	64	1,992
S5	265	70,225	9	81	2,385
S6	249	62,001	3	9	747
S7	261	68,121	0	0	0
S8	246	60,516	18	324	4,428
S9	262	68,644	13	169	3,406
S10	258	66,564	0	0	0
S11	244	59,536	0	0	0
S12	261	68,121	0	0	0
S13	260	67,600	2	4	520
S14	238	56,644	23	529	5,474
S15	278	77,284	0	0	0
S16	261	68,121	4	16	1,044
S17	239	57,121	12	144	2,868
S18	263	69,169	6	36	1,578
S19	266	70,756	10	100	2,660
S20	254	64,516	4	16	1,016
S21	270	72,900	3	9	810
S22	260	67,600	1	1	260
S23	255	65,025	0	0	0
S24	265	70,225	4	16	1,060
S25	239	57,121	0	0	0
S26	256	65,536	2	4	512
S27	257	66,049	5	25	1,285
S28	261	68,121	1	1	261
S29	265	70,225	11	121	2,915
S30	265	70,225	1	1	265
S31	256	65,536	15	225	3,840
S32	240	57,600	10	100	2,400
S33	275	75,625	0	0	0
S34	256	65,536	3	9	768
S35	266	70,756	5	25	1,330
S36	259	67,081	0	6	0
S37	265	70,225	31	961	8,215
S38	271	73,441	0	0	0
S39	261	68,121	0	0	0
S40	253	64,009	0	0	0
S41	270	72,900	0	0	0
S42	250	62,500	0	0	0
S43	273	74,529	0	0	0

(48)

TABLE 3 Continued

S44	256	65,536	47	2,209	12,032
S45	263	69,169	16	256	4,208
S46	249	62,001	8	64	1,992
S47	244	59,536	0	0	0
S48	254	64,516	15	225	3,810
S49	262	68,644	5	25	1,310
S50	265	7,225	0	0	0
S51	261	68,121	16	256	4,176
S52	261	68,121	0	0	0
S53	259	67,081	15	225	3,885
S54	263	69,169	5	25	1,315
S55	255	65,025	5	25	1,275
S56	260	67,600	5	25	1,300
S57	267	71,289	6	36	1,602
S58	261	68,121	3	9	783
S59	265	70,225	2	4	530
S60	271	73,441	0	0	0
S61	265	70,225	0	0	0
S62	273	74,529	10	100	2,730
S63	261	68,121	0	0	0
S64	266	70,756	12	144	3,192
S65	250	62,500	34	1,156	8,500
S66	285	81,225	4	16	1,140
S67	256	65,536	1	1	256
S68	251	63,001	13	169	3,263
S69	266	70,756	1	1	266
S70	255	65,025	22	484	5,610
S71	266	70,756	5	25	1,330
S72	263	69,169	0	0	0
S73	233	54,289	0	0	0
S74	260	67,600	1	1	260
S75	258	66,564	1	1	258
S76	252	63,504	6	36	1,512
S77	252	63,504	4	16	1,008
S78	266	70,756	0	0	0
S79	254	64,516	16	256	4,064
S80	261	68,121	0	0	0
S81	261	68,121	0	0	0
S82	244	59,536	15	225	3,660
S83	257	66,049	1	1	257
S84	263	62,068	7	49	1,841
S85	259	67,081	2	4	518
S86	257	66,049	2	4	514
S87	261	68,121	26	676	6,786

TABLE 3 Continued

S88	262	68,644	0	0	0
S89	266	70,756	2	4	532
S90	257	66,049	17	287	4,369
S91	240	57,600	6	36	1,440
S92	275	75,625	0	0	0
S93	252	63,504	4	16	1,008
S94	262	68,644	0	0	0
S95	263	69,169	1	1	263
S96	257	66,049	7	49	1,799
S97	255	65,025	4	16	1,020
S98	271	73,441	10	100	2,710
S99	247	61,009	17	287	4,199
S100	239	57,121	30	900	7,170
S101	263	69,169	1	1	263
S102	262	68,644	5	25	1,310
S103	243	59,049	9	81	2,187
S104	250	62,500	1	1	250
S105	265	70,225	3	9	795
S106	265	70,225	1	1	265
S107	263	69,169	4	16	1,052
S108	248	61,504	0	0	0
S109	273	74,529	0	0	0
S110	273	74,529	0	0	0
S111	271	73,441	0	0	0
S112	258	66,564	22	484	5,676
S113	268	71,824	10	100	2,680
S114	249	62,001	0	0	0
S115	253	64,009	12	144	3,036
S116	261	68,121	0	0	0
S117	267	71,289	5	25	1,335
S118	271	73,441	7	49	1,897
S119	263	69,169	5	25	1,315
S120	265	70,225	10	100	2,650
S121	246	60,516	15	225	3,690
S122	254	64,516	19	361	4,826
S123	265	64,516	0	0	0
S124	255	70,225	2	4	510
S125	267	65,025	0	0	0
S126	239	57,121	29	841	6,937
S127	239	57,121	26	676	6,214
S128	258	66,564	6	36	1,548
S129	261	68,121	6	36	1,566
S130	247	61,009	10	100	2,470
S131	266	70,756	2	4	532

TABLE 3 Continued

S132	278	77,284	0	0	0
S133	256	65,536	4	16	1,024
S134	249	62,001	1	1	249
S135	253	64,009	8	64	2,024
S136	253	64,009	1	1	253
S137	243	59,049	0	0	0
S138	231	53,361	19	361	4,389
S139	270	18,900	14	196	3,780
S140	249	62,001	4	16	996
S141	260	67,600	18	324	4,680
S142	252	63,504	17	289	4,284
S143	252	63,504	0	0	0
S144	252	63,504	1	1	252
S145	254	64,516	10	100	2,540
S146	266	70,756	0	0	0
S147	262	68,644	13	169	3,406
S148	242	58,564	4	16	968
S149	250	62,500	0	0	0
S150	285	81,225	8	64	2,280
S151	248	61,504	0	0	0
S152	237	56,169	7	49	1,659
S153	257	66,049	8	64	2,056
S154	259	67,081	5	25	1,295
S155	258	66,564	1	1	258
S156	239	57,121	17	289	4,063
S157	263	69,169	13	169	3,419
S158	244	59,536	6	36	0
S159	250	62,500	3	9	750
S160	254	64,516	2	4	508
S161	254	64,516	0	0	5,080
S162	273	74,529	3	9	819
S163	257	66,049	0	0	0
S164	260	67,600	2	4	520
S165	254	64,516	0	0	0
S166	266	70,756	0	0	0
S167	257	66,049	5	25	1,285
S168	266	70,756	5	25	1,330
S169	267	71,289	1	1	267
S170	263	69,169	0	0	0
S171	238	56,644	20	400	4,760
S172	249	62,001	6	36	1,494
S173	240	57,600	2	4	480
S174	281	78,961	1	1	281
S175	247	61,009	0	0	0
S176	246	60,516	4	16	984

TABLE 3 Continued

S177	262	68,644	5	25	1,310
S178	260	67,600	12	144	3,120
S179	248	61,504	2	4	996
S180	251	63,001	2	4	502
S181	252	63,504	8	64	2,016
S182	258	66,564	5	25	1,290
S183	252	63,504	6	36	1,512
S184	253	64,009	5	25	1,265
S185	285	81,225	15	225	4,275
S186	256	65,536	3	9	768
S187	250	62,500	9	81	2,250
S188	252	63,504	1	1	252
S189	247	61,009	4	16	988
S190	256	65,536	2	4	512
S191	257	66,049	3	9	771
S192	252	63,504	4	16	1,008
S193	265	70,225	4	16	1,060
S194	260	67,600	9	81	2,340
S195	244	59,536	4	16	976
S196	247	61,009	6	36	1,482
S197	270	72,900	2	4	540
S198	266	70,756	3	9	798
S199	252	63,504	11	121	2,772
S200	265	70,225	2	4	530
S201	252	63,504	28	784	7,056
S202	261	68,121	3	9	783
S203	265	70,225	11	121	2,915
S204	254	64,516	10	100	2,540
S205	239	57,121	20	400	4,780
S206	254	64,516	1	1	254
S207	268	71,824	1	1	268
S208	258	66,564	20	400	5,160
S209	232	53,824	24	576	5,568
S210	247	61,009	4	16	988
S211	254	64,516	5	25	1,270
S212	266	70,756	5	25	1,330
S213	271	73,441	0	0	0
S214	257	66,049	0	0	0
S215	256	65,536	28	784	7,168
S216	261	68,121	1	1	261
S217	266	70,756	0	0	0
S218	255	65,025	19	361	4,845
S219	270	72,900	0	0	0
S220	236	55,696	16	256	3,776

TABLE 3 Continued

S221	251	63,001	14	196	3,514
S222	259	67,081	5	25	1,295
S223	271	73,441	8	64	2,168
S224	268	71,824	1	1	268
S225	254	64,516	6	36	1,524
S226	270	72,900	5	25	1,350
S227	239	57,121	0	0	0
S228	249	62,001	9	81	2,241
S229	254	64,516	10	100	2,540
S230	267	71,289	12	144	3,204
S231	249	62,001	1	1	249
S232	249	62,001	5	25	1,245
S233	265	70,225	2	4	530
S234	265	70,225	11	121	2,915
S235	254	64,516	1	1	254
S236	20	72,900	19	361	5,130
S237	257	66,049	5	25	1,285
S238	246	60,514	22	484	5,412
S239	243	59,049	11	121	2,673
S240	261	68,121	4	16	1,044
S241	244	59,536	16	256	3,904
S242	251	63,001	4	16	1,004
S243	254	64,516	5	25	1,270
S244	261	68,121	17	289	4,437
S245	257	66,049	4	16	1,028
S246	261	68,121	6	36	1,566
S247	259	67,081	15	225	3,885
S248	255	65,025	0	0	0
S249	252	63,504	15	225	3,780
S250	262	68,644	0	0	0
S251	255	65,025	6	36	1,530
S252	270	72,900	0	0	0
S253	255	65,025	0	0	0
S254	256	65,536	9	81	2,304
S255	241	58,081	1	1	241
S256	254	64,516	1	1	254
S257	254	64,516	10	100	2,540
S258	266	70,756	3	9	798
S259	250	62,500	17	289	4,250
S260	252	63,504	0	0	0
S261	246	60,516	5	25	1,230
S262	238	56,644	27	729	6,426
TOTALS	68,122	17,248,250	1,743	27,557	446,948

The Mathematics Literacy Passport Test

1991 - 1992

Pearson's r

$$r = \frac{-1,636,270}{313,806,815,646,072}$$

sqrt = 313,806,815,646,072 = 17,714,593

r = -1,636,270 / 17,714,593 = -0.09

NARRATIVE

Table 4 represented the Reading Literacy Passport
Test data for the 1990 - 1991 school year that was
administered at Rosemont Middle School. Three hundred-
two students were listed on the test roster but only
two hundred eighty-seven students took the test. The
researcher found two hundred eighty-two attendance
records to correlate with the Reading Literacy Passport
Test scores. Five attendance records were missing from
the school's records.

Statistical tabulation and analyzing was done using
a spreadsheet program. To establish if a correlation
relationship existed the researcher used the Critical
Values of the Pearson Product Moment Correlation
Coefficient Table for the two-tailed test level of
significance at the 5 and 1 percent levels . Results
of the coefficient relationship were presented in
Chapter V of this study.

(54)

TABLE 4

1990-91 READING LITERACY
PASSPORT TEST SCORES and ATTENDANCE

	Reading Scores		Attendance		
Samples	X	X2	Y	Y2	XY
S1	221	48,841	14	196	3,094
S2	253	64,009	3	9	759
S3	253	64,009	0	0	0
S4	255	65,025	17	289	4,335
S5	262	68,644	0	0	0
S6	238	56,644	8	64	1,904
S7	248	61,504	9	81	2,232
S8	248	61,504	22	484	5,456
S9	256	65,536	2	4	512
S10	252	63,504	54	2,916	13,608
S11	253	64,009	17	289	4,301
S12	238	56,644	6	36	1,428
S13	270	72,900	21	441	5,670
S14	244	59,536	6	36	1,464
S15	256	65,536	0	0	0
S16	265	70,225	2	4	530
S17	235	55,225	6	36	1,410
S18	241	58,081	9	81	2,169
S19	262	68,644	11	121	2,882
S20	239	57,121	0	0	0
S21	274	75,076	4	16	1,096
S22	253	64,009	0	0	0
S23	247	61,009	2	4	494
S24	270	72,900	33	1,089	8,910
S25	239	57,121	6	36	1,434
S26	262	68,644	4	16	1,048
S27	258	66,564	29	841	7,482
S28	264	69,696	2	4	528
S29	276	76,176	5	25	1,380
S30	274	75,076	1	1	274
S31	22	63,504	0	0	0
S32	261	68,121	9	81	2,349
S33	271	73,441	0	0	0
S34	271	73,441	0	0	0
S35	256	65,536	25	625	6,400
S36	265	70,225	1	1	265
S37	255	65,025	1	1	255
S38	253	64,009	4	16	1,012
S39	267	71,289	1	1	267
S40	270	72,900	6	36	1,620
S41	220	48,400	5	25	1,100
S42	261	68,121	8	64	2,088
S43	236	55,696	0	0	0

TABLE 4 Continued

S44	247	61,009	7	49	1,729
S45	291	84,681	1	1	291
S46	264	69,696	13	169	3,432
S47	218	47,524	22	484	4,796
S48	261	15,921	15	225	3,915
S49	295	87,025	0	0	0
S50	268	71,824	1	1	268
S51	253	64,009	8	64	2,024
S52	259	67,081	0	0	0
S53	235	55,225	3	9	705
S54	282	79,524	3	9	846
S55	259	67,081	16	256	4,144
S56	299	89,401	0	0	0
S57	291	84,681	5	25	1,455
S58	253	64,009	5	25	1,265
S59	280	78,400	6	36	1,680
S60	247	61,009	15	225	3,705
S61	274	75,076	8	64	2,192
S62	267	71,289	1	1	267
S63	259	67,081	11	121	2,849
S64	276	76,176	0	0	0
S65	267	71,289	40	1,600	10,680
S66	250	62,500	0	0	0
S67	238	56,644	11	121	2,618
S68	265	70,225	13	169	3,445
S69	292	85,264	3	9	876
S70	271	73,441	8	64	2,168
S71	245	60,025	17	289	4,165
S72	282	79,524	8	64	2,256
S73	256	65,536	12	144	3,072
S74	253	64,009	8	64	2,024
S75	247	61,009	14	196	3,458
S76	268	71,824	6	36	1,608
S77	212	44,944	4	16	848
S78	247	61,009	4	16	988
S79	235	55,225	18	324	4,230
S80	247	61,009	4	16	988
S81	264	69,696	7	49	1,848
S82	253	64,009	7	49	1,771
S83	250	62,500	2	4	500
S84	230	52,900	3	9	690
S85	291	84,681	13	169	3,783
S86	262	68,644	3	9	786
S87	268	71,824	0	0	0

TABLE 4 Continued

S88	233	54,289	36	1,296	8,388
S89	253	64,009	22	484	5,566
S90	261	68,121	3	9	783
S91	259	67,081	6	36	1,554
S92	258	66,564	11	121	2,838
S93	248	61,504	7	49	1,736
S94	274	75,076	0	0	0
S95	265	70,225	6	36	1,590
S96	252	63,504	5	25	1,260
S97	262	68,644	15	225	3,930
S98	247	61,009	0	0	0
S99	292	85,264	15	225	4,380
S100	253	64,009	16	256	4,048
S101	253	64,009	4	16	1,012
S102	247	61,009	9	81	2,223
S103	258	66,564	6	36	1,548
S104	256	65,536	0	0	0
S105	252	63,504	4	16	1,008
S106	267	71,289	3	9	801
S107	248	61,504	1	1	248
S108	276	76,176	5	25	1,380
S109	247	61,009	0	0	0
S110	236	55,696	6	36	1,416
S111	283	80,089	0	0	0
S112	253	64,009	6	36	1,518
S113	273	74,529	7	49	1,911
S114	280	78,400	15	225	4,200
S115	259	67,081	1	1	259
S116	267	71,289	0	0	0
S117	273	74,529	5	25	1,365
S118	262	68,644	1	1	262
S119	270	72,900	7	49	1,890
S120	267	71,289	17	289	4,539
S121	267	71,289	3	9	801
S122	300	90,000	0	0	0
S123	247	61,009	18	324	4,446
S124	268	71,824	3	9	804
S125	235	55,225	0	0	0
S126	264	69,696	7	49	1,848
S127	267	71,289	2	4	534
S128	247	61,009	16	256	3,952
S129	273	74,529	0	0	0
S130	218	47,524	28	784	6,104

TABLE 4 Continued

S131	261	68,121	4	16	1,044
S132	262	68,644	9	81	2,358
S133	262	94,844	0	0	0
S134	233	54,289	1	1	233
S135	261	68,121	1	1	261
S136	291	84,681	4	16	1,164
S137	273	74,529	8	64	2,184
S138	250	62,500	0	0	0
S139	258	66,564	0	0	0
S140	258	66,564	1	1	258
S141	247	61,009	17	289	4,199
S142	264	69,696	6	36	1,584
S143	244	59,536	1	1	244
S144	264	69,696	0	0	0
S145	280	78,400	2	4	560
S146	273	74,529	11	121	3,003
S147	277	76,729	2	4	560
S148	235	55,225	13	169	3,055
S149	256	65,536	3	9	768
S150	241	58,081	18	324	4,338
S151	241	58,081	2	4	482
S152	282	79,524	0	0	0
S153	262	68,644	0	0	0
S154	276	76,176	0	0	0
S155	258	66,564	18	324	4,644
S156	242	58,564	1	1	242
S157	262	68,644	0	0	0
S158	264	69,696	1	1	264
S159	256	65,536	3	9	768
S160	268	71,824	13	169	3,484
S161	252	63,504	22	484	5,544
S162	277	76,729	2	4	554
S163	292	85,264	3	9	876
S164	276	76,176	27	729	7,452
S165	248	61,504	8	64	1,984
S166	262	68,644	5	25	1,310
S167	274	75,076	11	121	3,014
S168	259	67,081	3	9	777
S169	253	64,009	2	4	506
S170	267	71,289	8	64	2,136
S171	242	58,564	1	1	242
S172	270	72,900	8	64	2,160
S173	262	68,644	0	0	0

TABLE 4 Continued

S174	277	76,729	3	9	831
S175	280	78,400	1	1	280
S176	256	65,536	1	1	256
S177	250	62,500	2	4	500
S178	270	72,900	8	64	2,160
S179	248	61,504	22	484	5,456
S180	253	64,009	0	0	0
S181	248	61,504	8	64	1,984
S182	292	85,269	2	4	584
S183	262	68,644	5	25	1,310
S184	291	84,681	0	0	0
S185	267	71,289	0	0	0
S186	285	81,225	0	0	0
S187	253	64,009	1	1	253
S188	274	75,076	1	1	274
S189	244	59,536	3	9	732
S190	252	63,504	0	0	0
S191	262	68,644	0	0	0
S192	268	71,824	0	0	0
S193	229	52,441	12	144	2,748
S194	285	81,225	0	0	0
S195	273	74,529	1	1	273
S196	255	65,025	6	36	1,530
S197	264	69,696	2	4	528
S198	264	69,696	34	1,156	8,976
S199	248	61,504	28	784	6,944
S200	256	65,536	3	9	768
S201	271	73,441	35	1,225	9,485
S202	285	81,225	8	64	2,280
S203	255	65,025	0	0	0
S204	253	64,009	10	100	2,530
S205	253	64,009	1	1	253
S206	255	35,025	3	9	765
S207	277	75,729	2	4	554
S208	255	65,025	5	25	1,275
S209	268	71,824	1	1	268
S210	271	73,441	0	0	0
S211	274	75,076	1	1	274
S212	271	73,441	0	0	0
S213	270	72,900	3	9	810
S214	235	55,225	7	49	1,645
S215	262	68,644	1	1	261
S216	241	58,081	1	1	241

TABLE 4 Continued

S217	264	69,696	7	49	1,848
S218	264	69,696	1	1	264
S219	253	64,009	2	4	506
S220	253	64,009	1	1	253
S221	258	66,564	2	4	516
S222	268	71,824	12	144	3,216
S223	268	71,824	1	1	268
S224	261	68,121	3	9	783
S225	261	68,121	3	9	783
S226	270	72,900	5	25	1,350
S227	242	54,564	4	16	968
S228	258	66,564	2	4	516
S229	277	76,729	17	289	4,709
S230	244	59,536	4	16	976
S231	276	76,176	9	81	2,484
S232	235	55,225	13	169	3,055
S233	261	68,121	0	0	0
S234	253	64,009	1	1	253
S235	265	70,225	5	25	1,325
S236	271	73,441	2	4	542
S237	276	76,176	7	49	1,932
S238	253	64,009	3	9	759
S239	268	71,824	9	81	2,412
S240	224	50,176	27	729	6,048
S241	283	80,089	4	16	1,132
S242	217	47,089	17	289	3,689
S243	262	68,644	3	9	786
S244	277	76,729	0	0	0
S245	245	60,025	5	25	1,225
S246	262	68,644	2	4	524
S247	244	59,536	3	9	732
S248	247	61,009	2	4	494
S249	258	66,564	6	36	1,548
S250	253	64,009	1	1	253
S251	262	68,644	1	1	262
S252	255	65,025	3	9	765
S253	220	48,400	9	81	1,980
S254	256	65,536	0	0	0
S255	252	36,504	4	16	1,008
S256	268	71,824	2	4	536
S257	241	58,081	1	1	241
S258	253	64,009	3	9	759
S259	291	84,681	9	81	2,619

TABLE 4 Continued

S260	261	68,121	4	16	1,044
S261	253	64,009	1	1	253
S262	242	58,564	2	4	484
S263	264	69,696	0	0	0
S264	252	63,504	13	169	3,276
S265	245	60,025	5	25	1,225
S266	250	62,500	4	16	100
S267	268	71,824	62	3,844	16,616
S268	268	71,824	0	0	0
S269	252	63,504	6	36	1,512
S270	265	70,225	3	9	795
S271	242	58,564	18	324	4,356
S272	259	68,081	5	25	1,295
S273	267	71,289	0	0	0
S274	262	68,644	8	64	2,096
S275	282	795,244	3	9	846
S276	256	65,536	4	16	1,024
S277	283	80,089	6	36	1,698
S278	271	73,441	7	49	1,897
S279	261	68,121	16	256	4,176
S280	261	28,121	14	196	365
S281	242	58,564	5	25	1,210
S282	253	1,012	2	4	506
Totals	72,920	19,567,890	1,877	33,195	476,636

The Reading Literacy Passport Test

1990 - 1991

Pearson's r

$$r = \frac{-2,459,488}{1,172,350,956,257,380}$$

sqrt = 1,172.350,956,257,380 = 34,239,611

r = -2,459,488 /34,239,611 = -0.07

NARRATIVE

Table 5 listed the Writing Literacy Passport Test data for 1990 - 1991. Three hundred students were listed on the test roster but only two hundred seventy-eight students took the test. Eight attendance records and names were missing from the roster of two hundred seventy-eight names thus giving the researcher a final count of two hundred seventy students to correlate test scores and attendance records.

Statistical tabulation was done by using a spreadsheet program. After tabulation was done the researcher used the Critical Values of the Pearson Product Moment Correlation Coefficient Table to analyze the data for the Writing Literacy Passport Test on the 5 and 1 percent levels from the two tailed test level of significance. A coefficient relationship was presented in Chapter V of this study.

(62)

TABLE 5

1990-91 WRITING LITERACY
PASSPORT TEST SCORES and ATTENDANCE

Samples	Writing Scores X	X2	Attendance Y	Y2	XY
S1	215	46,225	14	196	3,010
S2	259	67,081	3	9	777
S3	242	58,564	0	0	0
S4	221	48,841	17	289	3,757
S5	266	70,756	3	9	798
S6	266	70,756	0	0	0
S7	229	52,441	8	64	1,832
S8	232	53,824	9	81	2,088
S9	277	76,729	2	4	554
S10	259	67,081	22	484	5,698
S11	257	66,049	17	289	4,369
S12	208	43,264	6	36	1,248
S13	277	76,729	21	441	5,817
S14	257	66,049	6	36	1,542
S15	263	69,169	0	0	0
S16	272	73,984	2	4	544
S17	232	53,824	6	36	1,392
S18	283	80,089	9	81	2,547
S19	274	75,076	11	121	3,014
S20	261	68,121	0	0	0
S21	287	82,369	4	16	1,148
S22	203	41,209	0	0	0
S23	263	69,169	2	4	526
S24	259	67,081	33	1,089	8,547
S25	274	75,076	6	36	1,644
S26	253	64,009	4	16	1,012
S27	272	73,984	29	841	7,888
S28	287	82,369	2	4	574
S29	255	65,025	5	25	1,275
S30	300	90,000	1	1	300
S31	248	61,504	0	0	0
S32	250	62,500	9	81	2,250
S33	287	82,369	0	0	0
S34	281	78,961	0	0	0
S35	248	61,504	8	64	1,984
S36	261	68,121	25	625	6,525
S37	274	75,076	1	1	274
S38	274	75,076	1	1	274
S39	245	60,025	1	1	245
S40	272	73,984	4	16	1,088
S41	285	81,225	1	1	285
S42	217	47,089	6	36	1,302
S43	253	64,009	8	64	2,024

TABLE 5 Continued

S44	259	67,081	0	0	0
S45	257	66,049	7	49	1,799
S46	255	65,029	1	1	255
S47	255	65,029	13	169	3,315
S48	300	90,000	0	0	0
S49	245	60,025	1	1	245
S50	281	78,961	8	64	2,248
S51	217	47,089	3	9	651
S52	269	72,361	3	9	807
S53	299	89,401	16	256	4,784
S54	287	82,369	0	0	0
S55	269	72,361	5	25	1,345
S56	277	76,729	5	25	1,385
S57	297	88,209	6	36	1,782
S58	266	70,756	15	225	3,990
S59	277	76,729	8	64	2,216
S60	248	61,504	1	1	248
S61	263	69,169	11	121	2,893
S62	248	61,504	0	0	0
S63	263	69,169	0	0	0
S64	245	60,025	11	121	2,695
S65	281	78,961	13	169	3,653
S66	281	78,961	3	9	843
S67	263	69,169	8	64	2,104
S68	269	72,361	17	289	4,573
S69	250	62,500	8	64	2,000
S70	226	51,076	12	144	2,712
S71	242	58,564	8	64	1,936
S72	213	45,369	14	196	2,982
S73	248	61,504	6	36	1,488
S74	229	52,441	4	16	916
S75	232	53,824	18	324	4,176
S76	253	64,009	4	16	1,012
S77	277	76,729	7	49	76,729
S78	272	73,984	7	49	1,904
S79	238	56,644	3	9	714
S80	263	69,169	13	169	3,419
S81	245	60,025	3	9	735
S82	295	87,025	0	0	0
S83	224	50,176	36	1,296	8,064
S84	248	61,504	22	484	5,456
S85	272	73,984	3	9	816
S86	263	69,169	6	36	1,578
S87	263	69,169	11	121	2,893

TABLE 5 Continued

S88	261	68,121	7	49	1,827
S89	259	67,081	6	36	1,554
S90	248	61,504	5	25	1,240
S91	238	56,644	15	225	3,570
S92	245	60,025	16	256	3,920
S93	257	66,049	62	3,844	15,934
S94	229	52,441	4	16	916
S95	218	47,524	9	81	1,962
S96	266	70,756	6	36	1,596
S97	245	60,025	0	0	0
S98	269	72,361	4	16	1,076
S99	274	75,076	5	25	1,370
S100	277	76,729	1	1	277
S101	292	85,264	5	25	1,460
S102	274	75,076	0	0	0
S103	226	51,076	6	36	1,356
S104	277	76,729	7	49	1,939
S105	266	70,756	6	36	3,990
S106	259	67,081	1	1	259
S107	269	72,361	0	0	0
S108	263	62,068	5	25	1,315
S109	272	73,984	1	1	272
S110	272	73,984	7	49	1,904
S111	292	85,264	17	289	4,964
S112	283	80,089	3	9	849
S113	300 ·	90,000	0	0	0
S114	257	66,049	18	324	4,626
S115	272	73,984	3	9	816
S116	245	60,025	0	0	0
S117	277	76,729	7	49	1,939
S118	287	82,369	2	4	574
S119	257	66,049	16	256	4,112
S120	257	66,049	0	0	0
S121	263	69,169	4	16	1,052
S122	272	73,984	9	81	2,448
S123'	287	82,369	0	0	0
S124	263	69,169	1	1	263
S125	287	82,369	1	1	287
S126	261	68,121	4	16	1,044
S127	283	80,089	8	64	2,264
S128	257	66,049	0	0	0
S129	257	66,049	0	0	0
S130	261	68,121	1	1	261
S131	253	64,009	17	289	4,301

TABLE 5 Continued

S132	242	58,564	6	36	1,452
S133	217	47,089	1	1	217
S134	261	68,121	0	0	0
S135	287	82,369	2	4	574
S136	279	77,841	11	121	3,069
S137	255	65,025	2	4	574
S138	242	58,564	11	121	3,069
S139	253	64,009	13	169	510
S140	261	68,121	3	9	2,662
S141	235	55,225	18	324	3,289
S142	269	72,361	2	4	783
S143	295	87,025	0	0	4,230
S144	289	83,521	0	0	538
S145	248	61,504	18	324	0
S146	232	53,824	0	0	0
S147	248	61,504	18	324	248
S148	266	70,756	3	9	798
S149	274	75,076	13	169	3,562
S150	263	69,169	22	484	5,764
S151	287	82,369	2	4	574
S152	285	81,225	3	9	855
S153	285	81,225	27	729	7,695
S154	259	67,081	8	64	2,072
S155	279	77,841	5	25	1,395
S156	300	90,000	11	121	3,300
S157	263	69,169	3	9	789
S158	257	66,049	2	4	514
S159	242	58,564	8	64	1,936
S160	210	44,100	1	1	210
S161	257	66,049	8	64	2,056
S162	248	61,504	0	0	0
S163	279	77,841	3	9	837
S164	287	82,369	1	1	287
S165	299	89,401	1	1	299
S166	266	70,756	13	169	3,458
S167'	259	67,081	2	4	518
S168	263	69,169	8	64	2,104
S169	255	65,025	22	484	5,610
S170	0	0	0	0	0
S171	217	47,089	8	64	1,736
S172	279	69,471	2	4	558
S173	277	76,729	5	25	1,385
S174	277	76,729	0	0	0

TABLE 5 Continued

S175	297	88,209	0	0	0
S176	263	69,169	0	0	0
S177	250	62,500	1	1	250
S178	285	81,225	1	1	285
S179	253	64,009	3	9	759
S180	274	75,076	0	0	0
S181	253	64,009	0	0	0
S182	253	64,009	0	0	0
S183	257	66,049	12	144	3,084
S184	255	65,025	0	0	0
S185	283	80,089	1	1	283
S186	259	67,081	6	36	1,554
S187	248	61,504	2	4	496
S188	281	78,961	34	1,156	9,554
S189	283	80,089	3	9	849
S190	272	73,984	35	1,225	9,520
S191	295	87,025	8	64	2,360
S192	245	60,025	0	0	0
S193	263	69,169	10	100	2,630
S194	289	83,521	1	1	289
S195	259	67,081	3	9	77
S196	261	68,121	2	4	522
S197	300	90,000	5	25	1,500
S198	253	64,009	1	1	253
S199	259	67,081	0	0	0
S200	261	68,121	1	1	261
S201	269	72,361	0	0	0
S202	274	75,076	3	9	822
S203	232	53,824	1	1	232
S204	248	61,504	1	1	248
S205	272	73,984	7	49	1,904
S206	226	51,076	1	1	226
S207	248	61,504	2	4	496
S208	253	64,009	1	1	253
S209'	277	76,729	2	4	554
S210	281	78,961	12	144	3,372
S211	257	66,049	1	1	257
S212	277	76,729	3	9	831
S213	259	67,081	5	25	1,295
S214	266	70,756	4	16	1,064
S215	277	76,729	2	4	554
S216	257	66,049	17	289	4,369
S217	229	52,441	4	16	916

TABLE 5 Continued

S218	226	51,076	9	81	2,034
S219	259	67,081	13	169	3,367
S220	277	76,729	0	0	0
S221	221	48,841	1	1	221
S222	263	69,169	5	25	1,315
S223	287	82,369	2	4	574
S224	281	78,961	7	49	1,967
S225	266	70,756	3	9	798
S226	292	85,264	9	81	2,628
S227	261	68,121	27	729	7,047
S228	285	81,225	4	16	1,140
S229	224	50,176	17	289	3,808
S230	274	75,076	3	9	822
S231	285	81,225	0	0	0
S232	269	72,361	26	676	6,994
S233	257	66,049	5	25	1,285
S234	218	47,524	2	4	436
S235	0	0	3	9	0
S236	255	64,009	2	4	506
S237	245	60,025	6	36	1,470
S238	259	67,081	1	1	259
S239	274	75,076	1	1	274
S240	257	66,049	3	9	771
S241	218	47,524	0	0	0
S242	226	51,076	4	16	904
S243	229	52,441	3	9	687
S244	277	76,729	2	4	554
S245	242	58,564	1	1	242
S246	257	66,049	3	9	771
S247	259	67,081	9	81	2,331
S248	245	60,025	2	4	490
S249	232	53,824	1	1	232
S250	255	65,025	2	4	510
S251	255	65,025	0	0	0
S252	218	47,524	5	25	1,090
S253	250	62,500	4	16	1,000

(68)

TABLE 5 Continued

S254	263	69,169	0	0	0
S255	242	58,564	6	36	1,452
S256	261	68,121	3	9	783
S257	263	69,169	18	324	4,734
S258	242	58,564	5	25	1,210
S259	263	69,169	8	64	0
S260	263	69,169	8	64	2,104
S261	261	68,121	3	9	783
S262	300	90,000	6	36	1,800
S263	269	72,361	2	4	538
S264	235	55,225	4	16	940
S265	263	69,169	7	49	1,841
S266	274	75,076	16	256	4,384
S267	263	69,169	14	196	3,682
S268	238	56,644	1	1	238
S269	261	68,121	5	25	1,305
S270	274	75,076	2	4	548

Totals	69,881	18,316,096	1,709	27,043	511,365

The Writing Literacy Passport Test

1990 - 1991

Pearson's r

$$r = \frac{1,861,921}{27,158,149,476,411}$$

sqrt = 27,158,149,476,411 = 16,479,730

r = 1,861,921 / 16,479,730 = +.11

NARRATIVE

Table 6 represented the 1990 - 1991 Mathematics Literacy Passport Test data. Three hundred students were listed on the test roster but only two hundred eighty-four students took the test. Three attendance records were missing from the two hundred eighty-four students listed on the test roster. The final count for the researcher was two hundred eighty-one students to correlate test scores and attendance records.

Statistical tabulation was done using the Pearson's r formula on a spreadsheet program. The data was analyzed by using the Critical Values of the Pearson Product Moment Correlation Coefficient Table for the two-tailed test level of significance on the 5 and 1 percent levels. The final tabulation was used to established a coefficient relationship between school attendance and the passing rate on the Mathematics Literacy Passport Test. Chapter V presented the results.

TABLE 6

1990-91 MATHEMATICS LITERACY
PASSPORT TEST SCORES and ATTENDANCE

	Mathematics Scores		Attendance		
Samples	X	X2	Y	Y2	XY
S1	242	58,564	14	196	3,388
S2	256	65,536	3	9	768
S3	252	63,504	0	0	0
S4	252	63,504	17	289	4,284
S5	255	65,025	3	9	765
S6	259	67,081	0	0	0
S7	251	63,001	8	64	2,008
S8	251	63,001	9	81	2,259
S9	253	64,009	22	484	5,566
S10	243	59,049	2	4	486
S11	257	66,049	17	289	4,369
S12	251	63,001	6	36	1,506
S13	246	60,516	6	36	1,476
S14	249	62,001	0	0	0
S15	261	68,121	2	4	522
S16	248	61,504	6	36	1,488
S17	257	66,049	9	81	2,313
S18	245	60,025	9	81	2,205
S19	252	63,504	11	121	2,772
S20	258	66,564	0	0	0
S21	260	67,600	4	16	1,040
S22	254	64,516	0	0	0
S23	258	66,564	2	4	516
S24	242	58,564	33	1,089	7,986
S25	243	59,049	6	36	1,458
S26	264	69,696	4	16	1,056
S27	261	68,121	2	4	522
S28	258	66,564	29	841	7,482
S29	250	62,500	2	4	500
S30	260	67,600	5	25	1,300
S31	259	67,081	1	1	259
S32	255	65,025	0	0	0
S33	265	70,225	9	81	2,385
S34	263	69,169	0	0	0
S35	259	67,081	0	0	0
S36	255	65,025	25	625	6,375
S37	261	68,121	1	1	261
S38	249	62,001	1	1	249
S39	248	61,504	4	16	992
S40	259	67,081	1	1	259
S41	257	66,049	6	36	1,542
S42	248	61,504	5	25	1,240
S43	248	61,504	1	1	248

(71)

TABLE 6 Continued

S44	260	67,600	8	64	2,080
S45	250	62,500	0	0	0
S46	257	66,049	7	49	1,799
S47	259	67,081	1	1	259
S48	262	68,644	13	169	3,406
S49	235	55,225	22	484	5,170
S50	251	63,001	15	225	3,765
S51	267	71,289	0	0	0
S52	251	63,001	1	1	251
S53	259	67,081	8	64	2,072
S54	253	64,009	0	0	0
S55	256	65,536	2	4	512
S56	246	60,516	3	9	738
S57	281	78,961	3	9	843
S58	249	62,001	16	256	3,984
S59	260	67,600	0	0	0
S60	275	75,625	0	0	0
S61	259	67,081	5	25	1,295
S62	249	62,001	5	25	1,245
S63	255	65,025	6	36	1,530
S64	262	68,644	15	225	3,930
S65	263	69,169	8	64	2,104
S66	261	68,121	1	1	261
S67	261	68,121	11	121	2,871
S68	258	66,564	0	0	0
S69	247	61,009	0	0	0
S70	255	65,025	11	121	2,805
S71	254	64,516	13	169	3,302
S72	278	77,284	3	9	834
S73	262	68,644	8	64	2,096
S74	259	67,081	17	289	4,403
S75	259	67,081	8	64	2,072
S76	259	67,081	12	144	3,108
S77	226	51,076	8	64	1,909
S78	239	57,121	14	196	3,346
S79	260	67,600	6	36	1,560
S80	241	58,081	4	16	964
S81	246	60,516	4	16	984
S82	248	61,504	18	324	4,464
S83	246	60,516	4	16	984
S84	259	67,081	7	49	1,813
S85	251	63,001	7	49	1,757
S86	252	63,504	2	4	504
S87	249	62,001	3	9	747

TABLE 6 Continued

S88	255	65,025	13	169	3,315
S89	253	64,009	3	9	759
S90	300	90,000	0	0	0
S91	251	63,001	22	484	5,522
S92	252	63,504	3	9	756
S93	265	70,225	6	36	1,590
S94	254	64,516	11	121	2,794
S95	250	62,500	5	25	1,250
S96	246	60,516	7	49	1,722
S97	263	69,169	0	0	0
S98	259	67,081	6	36	1,554
S99	251	63,001	5	25	1,255
S100	267	71,289	4	16	1,068
S101	253	64,009	15	225	3,795
S102	248	61,504	0	0	0
S103	236	55,696	25	625	5,900
S104	271	73,441	15	225	4,065
S105	245	60,025	16	256	400
S106	265	70,225	62	3,844	16,430
S107	251	63,001	4	16	1,004
S108	241	58,081	9	81	2,169
S109	245	60,025	6	36	1,470
S110	245	60,025	0	0	0
S111	259	67,081	4	16	1,036
S112	253	64,009	3	9	759
S113	243	59,049	1	1	243
S114	251	63,001	5	25	1,255
S115	243	59,049	0	0	0
S116	257	66,049	6	36	1,542
S117	261	68,121	0	0	0
S118	242	58,564	6	36	1,452
S119	264	69,696	7	49	1,848
S120	262	68,644	15	225	3,930
S121	255	65,025	1	1	255
S122	255	65,025	0	0	0
S123	254	64,516	5	25	1,270
S124	260	67,600	1	1	260
S125	271	73,441	7	49	1,897
S126	258	66,564	17	289	4,386
S127	253	64,009	3	9	759
S128	273	74,529	0	0	0
S129	253	64,009	3	9	759
S130	255	65,025	0	0	0
S131	263	69,169	7	49	1,841

S132	263	69,169	0	0	0
S133	257	66,049	6	36	1,542
S134	255	65,025	2	4	510
S135	245	60,025	16	256	3,920
S136	259	67,081	0	0	0
S137	248	61,504	28	784	6,944
S138	268	71,824	4	16	1,072
S139	255	65,025	9	81	2,295
S140	262	68,644	0	0	0
S141	255	65,025	1	1	255
S142	264	69,696	3	9	792
S143	267	71,289	1	1	267
S144	255	65,025	4	16	1,020
S145	265	60,025	8	64	2,120
S146	264	69,696	0	0	0
S147	255	65,025	0	0	0
S148	261	68,121	1	1	261
S149	251	63,001	17	289	4,267
S150	257	66,049	6	36	1,542
S151	252	63,504	1	1	252
S152	255	65,025	0	0	0
S153	273	74,529	2	4	546
S154	243	59,049	18	324	4,374
S155	261	68,121	11	121	2,871
S156	256	65,536	2	4	512
S157	257·	66,049	5	25	1,285
S158	260	67,600	11	121	2,860
S159	251	63,001	13	169	3,263
S160	248	61,504	1	1	248
S161	247	61,009	3	9	741
S162	285	81,225	2	4	570
S163	257	66,049	0	0	0
S164	273	74,529	0	0	0
S165	278	77,284	0	0	0
S166	252	63,504	18	324	4,536
S167	261	68,121	8	64	2,088
S168	259	67,081	1	1	259
S169	259	67,081	0	0	0
S170	258	66,564	1	1	258
S171	256	65,536	3	9	768
S172	260	67,600	13	169	3,380
S173	267	71,289	22	484	5,874
S174	273	71,289	2	4	546

TABLE 6 Continued

S175	275	75,625	3	9	825
S176	269	72,361	27	729	7,263
S177	245	60,025	8	64	1,960
S178	262	68,644	5	25	1,310
S179	255	68,644	3	9	786
S180	251	65,025	11	121	2,805
S181	251	63,001	3	9	753
S182	259	67,081	2	4	518
S183	262	68,644	8	64	2,096
S184	248	61,504	1	1	248
S185	263	69,169	8	64	2,104
S186	256	65,536	0	0	0
S187	255	65,025	3	9	765
S188	262	68,644	1	1	262
S189	249	32,001	1	1	249
S190	246	60,516	13	169	3,198
S191	244	59,536	2	4	488
S192	269	72,361	8	64	2,152
S193	267	71,289	22	484	5,874
S194	261	68,121	4	16	1,044
S195	256	65,536	0	0	0
S196	260	67,600	8	64	2,080
S197	275	75,625	2	4	550
S198	258	66,564	5	25	1,290
S199	278	77,284	0	0	0
S200	253	64,009	0	0	0
S201	259	67,081	0	0	0
S202	249	62,001	1	1	249
S203	271	73,441	6	36	1,626
S204	255	65,025	2	4	510
S205	260	67,600	1	1	260
S206	253	64,009	3	9	759
S207	251	63,001	0	0	0
S208	251	63,001	4	16	1,004
S209	257	66,049	0	0	0
S210	253	64,009	7	49	1,771
S211	255	65,025	0	0	0
S212	257	66,049	12	144	3,084
S213	267	71,289	0	0	0
S214	251	63,001	1	1	251
S215	259	67,081	6	36	1,554
S216	254	64,516	2	4	508
S217	251	63,001	34	1,156	8,534

TABLE 6 Continued

S218	247	61,009	21	441	5,187
S219	251	63,001	3	9	753
S220	258	66,564	35	1,225	9,030
S221	271	73,441	8	64	2,168
S222	258	66,564	0	0	0
S223	258	66,564	10	100	2,580
S224	251	63,001	1	1	251
S225	258	66,564	3	9	774
S226	256	65,536	2	4	512
S227	264	69,696	5	25	1,320
S228	252	63,504	1	1	252
S229	258	66,564	0	0	0
S230	267	71,289	1	1	267
S231	251	63,001	0	0	0
S232	265	70,225	3	9	795
S233	245	60,025	7	49	1,715
S234	258	66,564	1	1	258
S235	255	65,025	1	1	255
S236	253	64,009	7	49	1,771
S237	268	71,824	1	1	268
S238	264	69,696	16	256	4,224
S239	255.	65,025	2	4	510
S240	254	64,516	1	1	254
S241	249	62,001	2	4	498
S242	256	65,536	12	144	3,072
S243	253	64,009	1	1	253
S244	269	72,361	3	9	807
S245	259	67,081	5	25	1,295
S246	268	71,824	4	16	1,072
S247	262	68,644	2	4	524
S248	267	71,289	17	289	4,539
S249	248	61,504	4	16	1,072
S250	255	65,025	14	196	3,570
S251	264	69,696	9	81	2,376
S252	247	61,009	13	169	3,211
S253	254	64,516	0	0	0
S254	259	67,081	1	1	259
S255	246	60,516	1	1	246
S256	268	71,824	5	25	1,340
S257	262	68,644	2	4	524

TABLE 6 Continued

S258	267	71,289	7	49	1,869
S259	248	61,504	3	9	744
S260	255	65,025	9	81	2,295
S261	264	69,696	4	16	1,056
S262	247	61,009	13	169	3,211
S263	254	64,516	0	0	0
S264	258	66,564	3	9	774
S265	265	70,225	0	0	0
S266	251	63,001	26	676	6,526
S267	253	64,009	5	25	1,265
S268	258	66,564	2	4	516
S269	253	64,009	3	9	759
S270	251	63,001	2	4	502
S271	262	68,644	6	36	1,572
S272	248	61,504	1	1	248
S273	253	64,009	2	4	506
S274	251	63,001	1	1	251
S275	251	63,001	3	9	753
S276	239	58,121	9	81	2,151
S277	253	64,009	0	0	0
S278	250	62,500	4	16	1,000
S279	259	67,081	2	4	518
S280	250	62,500	1	1	250
S281	250	62,500	3	9	750

TOTALS   72,027   18,440,937   1,715   26,509   434,008

The Mathematics Literacy Passport Test

1990 - 1991

Pearson's r

$$r = \frac{-1,606,868}{1,366,506,464,688,148}$$

sqrt = 1,366,506,464,688 = 36,966,288

r = -1,606,868 / 36,966,288 = -0.04

Table 7 presented the number of students taking and passing all three tests at Rosemont Middle School for two years of testing.

TABLE 7

ROSEMONT MIDDLE SCHOOL PASSING RATE

Year	Reading Number Tested	Percent Passing	Number Passing
1990 - 91	287	76.3	219
1991 - 92	268	75.0	201

Year	Writing Number Tested	Percent Passing	Number Passing
1990 - 91	278	73.6	203
1991 - 92	268	66.3	180

Year	Mathematics Number Tested	Percent Passing	Number Passing
1990 - 91	284	81.0	230
1991 - 92	264	79.2	209

Table 8 presented the number of students taking and failing all three tests at Rosemont Middle School for two years of testing.

TABLE 8

ROSEMONT MIDDLE SCHOOL FAILING RATE

Year	Reading Number Tested	Percent Failing	Number Failing
1990 - 91	287	23.7	68
1991 - 92	268	25.0	67

Year	Writing Number Tested	Percent Failing	Number Failing
1990 - 91	284	26.4	75
1991 - 92	271	33.7	91

Year	Mathematics Number Tested	Percent Failing	Number Failing
1990 - 91	284	19.0	54
1991 - 92	264	20.8	55

Figure 1 represented the total number of days absent in each of the twelve sixth - grade homerooms from September 1990 to February 1991. A total of two thousand two hundred eighty-two days were computed as the number of days absent in this grade level. Three hundred eighty days was the average number of days absent per month.

Monthly Absences Report
Rosemont Middle School Grade Six

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.
171	343	408	417	496	447
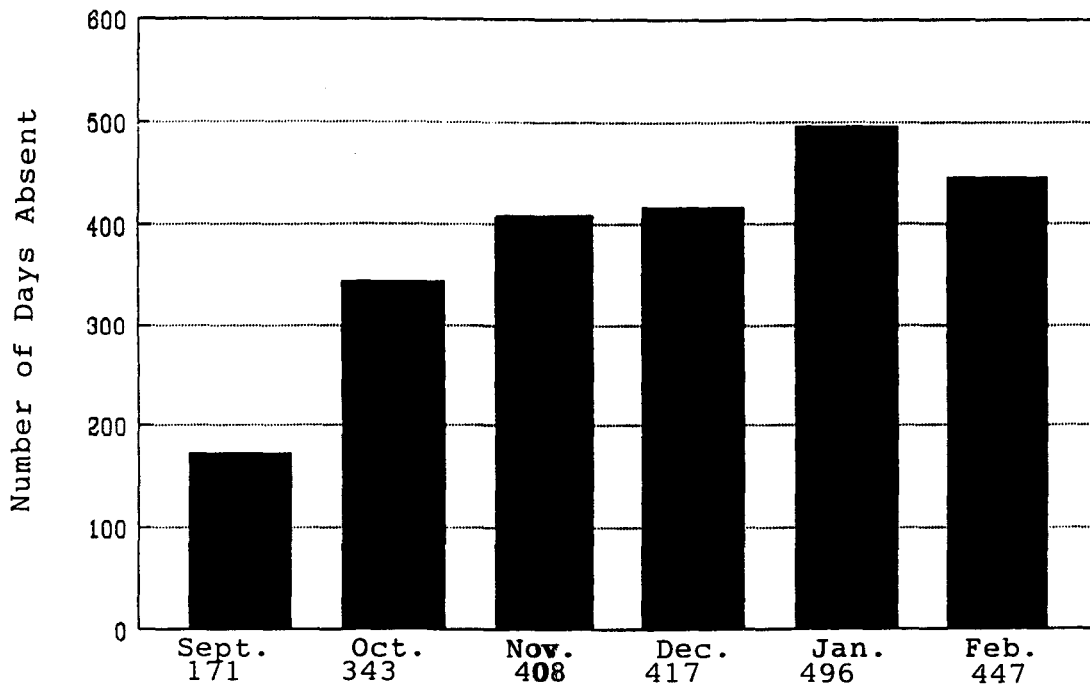
FIGURE 1

Figure 2 represented the total number of days absent in each of the twelve sixth - grade homerooms from September 1991 to February 1992. A total of two thousand five hundred sixty-nine days were computed as the number of days absent in this grade level. Four hundred twenty-eight days was the average number of absent per month.

Monthly Absences Report
Rosemont Middle School Grade Six
1991 - 1992

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.
195	445	455	501	536	437
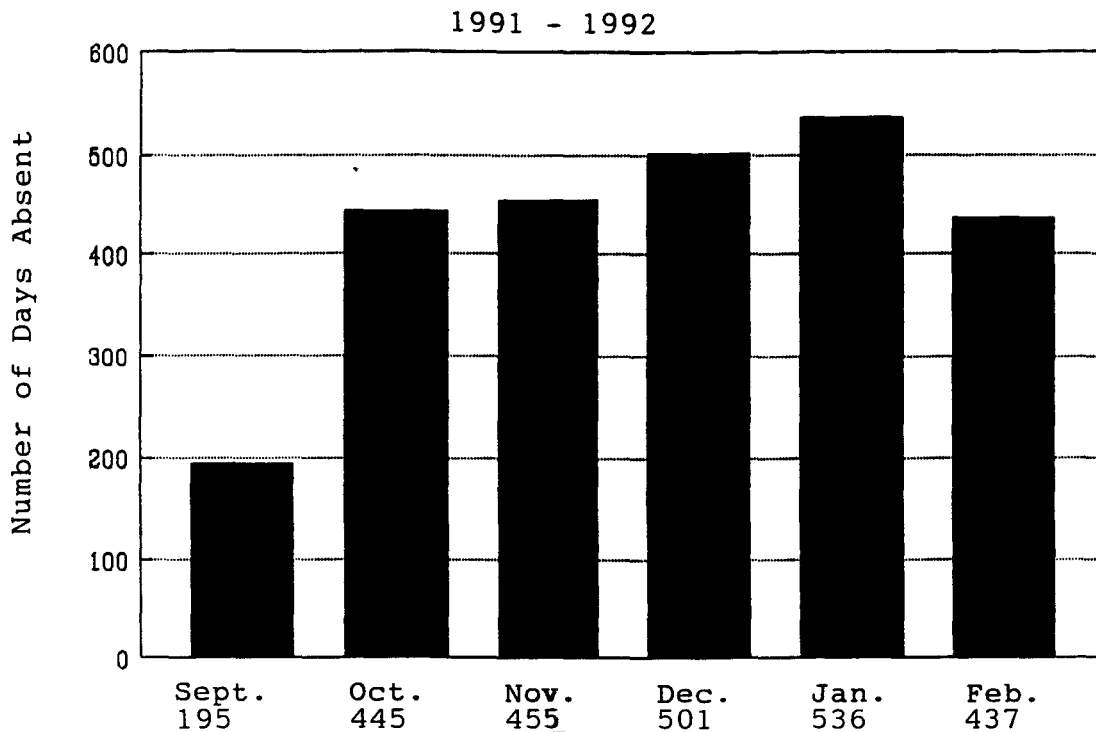
FIGURE 2

NARRATIVE

Students enrolled in Virginia Public Schools are expected to attend school for 180 days. High school students missing more than thirty unexcused hours of instructions are given a falling grade for the class. This ruling does not apply to middle school students. Rosemont Middle School had a total of 2,282 absences for a six month period in 1990 - 1991 and 2,569 absences in 1991 - 1992. There were 287 more days absent in 1991 - 1992 than 1990 - 1991. Noting that for both years September had the least number of days absent and January had the most number of days students were absent.

Figures 3 and 4 presented comparisons of the girls and boys attendance patterns for the two years of the Virginia Literacy Passport Testing. The figures showed that boys were absent the most in both years of testing. N was 279 for 1990 - 1991 and N was 273 for 1991 - 1992 for Rosemont Middle School students.

Figures 5 and 6 presented Rosemont Middle School students test scores that ranged from 189 t0 300. These scores showed students within the passing and failing range.

Absence Comparison of
Girls and Boys 1990 – 1991
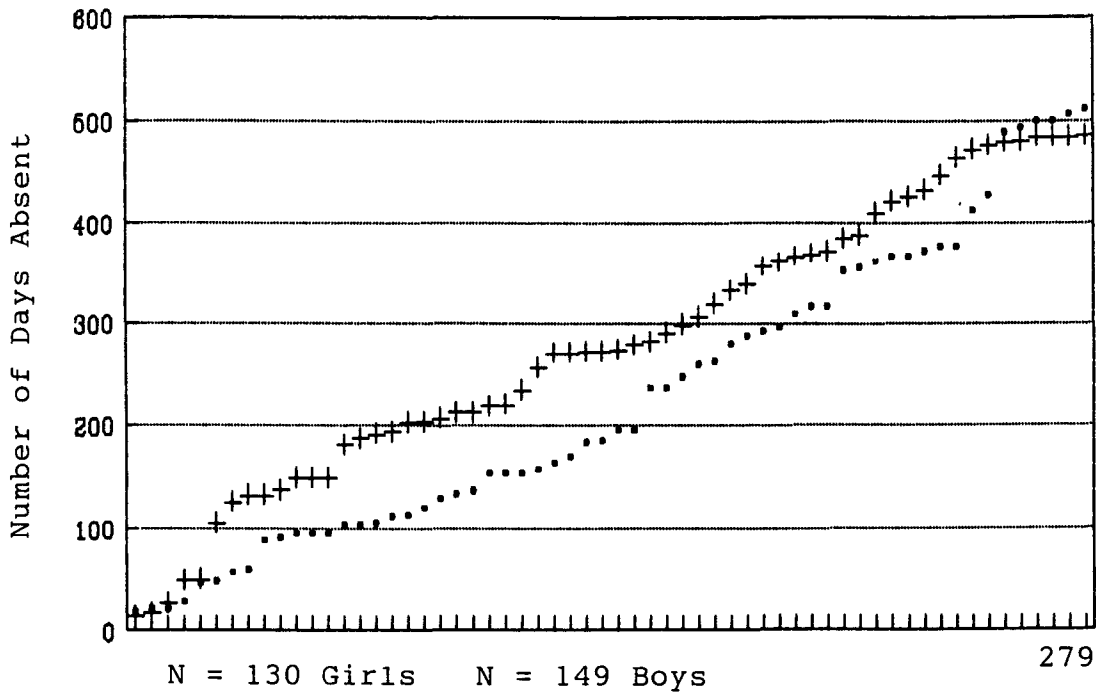
Figure 3 Grade Six Absence Pattern

• Girls   + Boys

Absent Comparison of Girls and Boys 1991 – 1992
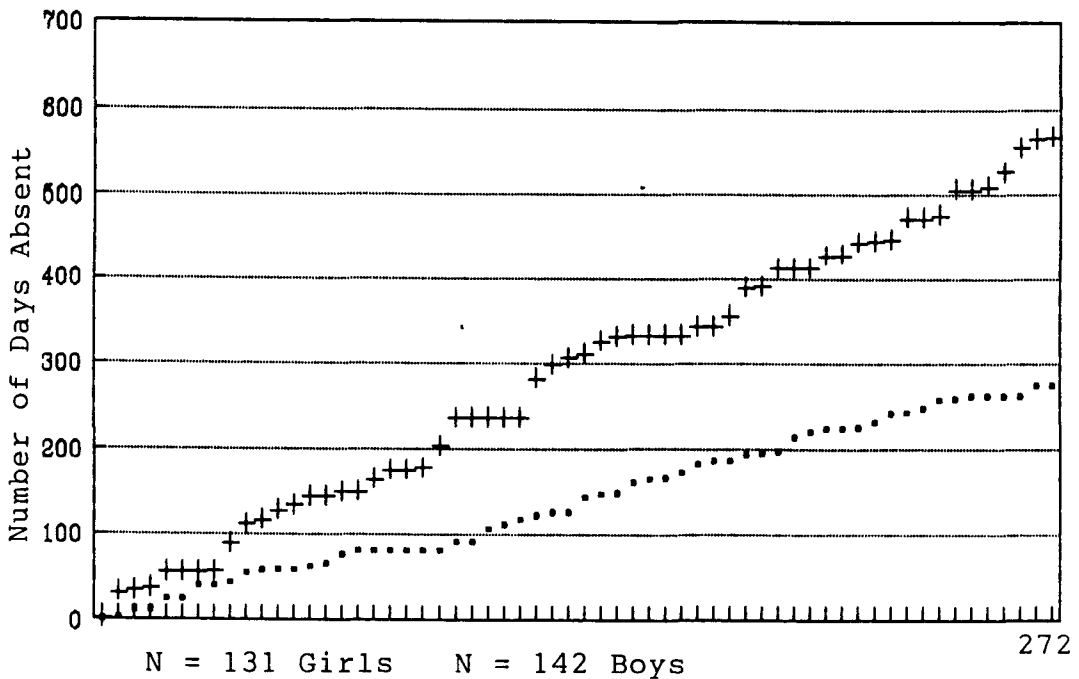
Figure 4 Grade Six Absent Pattern

Mathematics Literacy Passport Test

Roesmont Middle School 1990 - 91
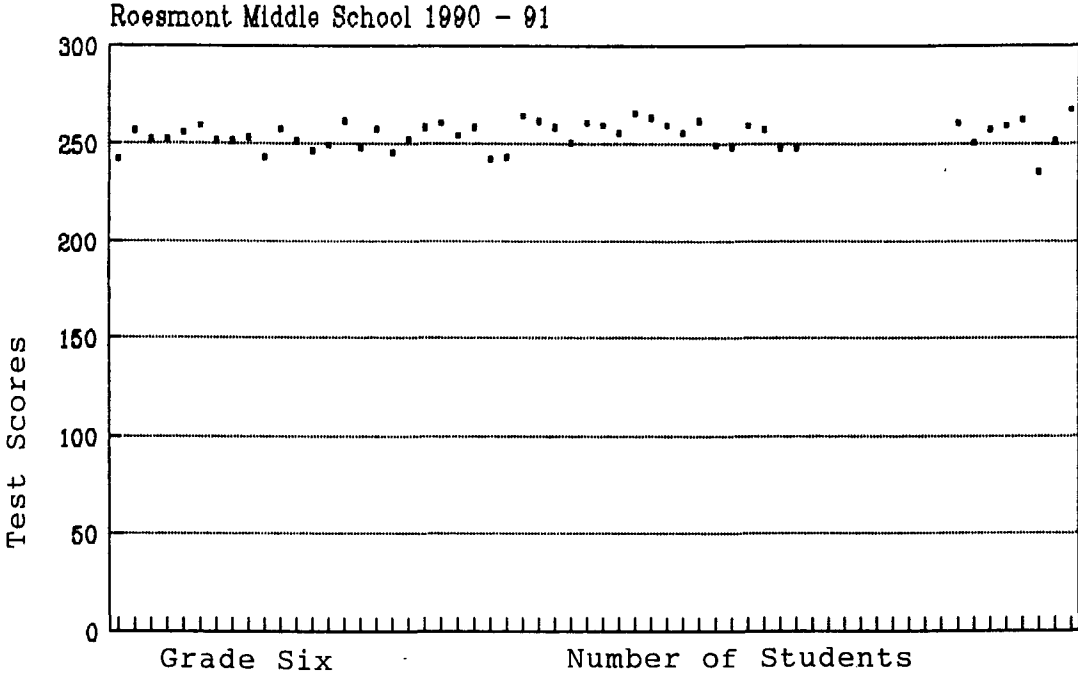
FIGURE 5 N = (281)

Writing Literacy Passport Test 1991 - 92

Rosemont Middle School 1991 - 92
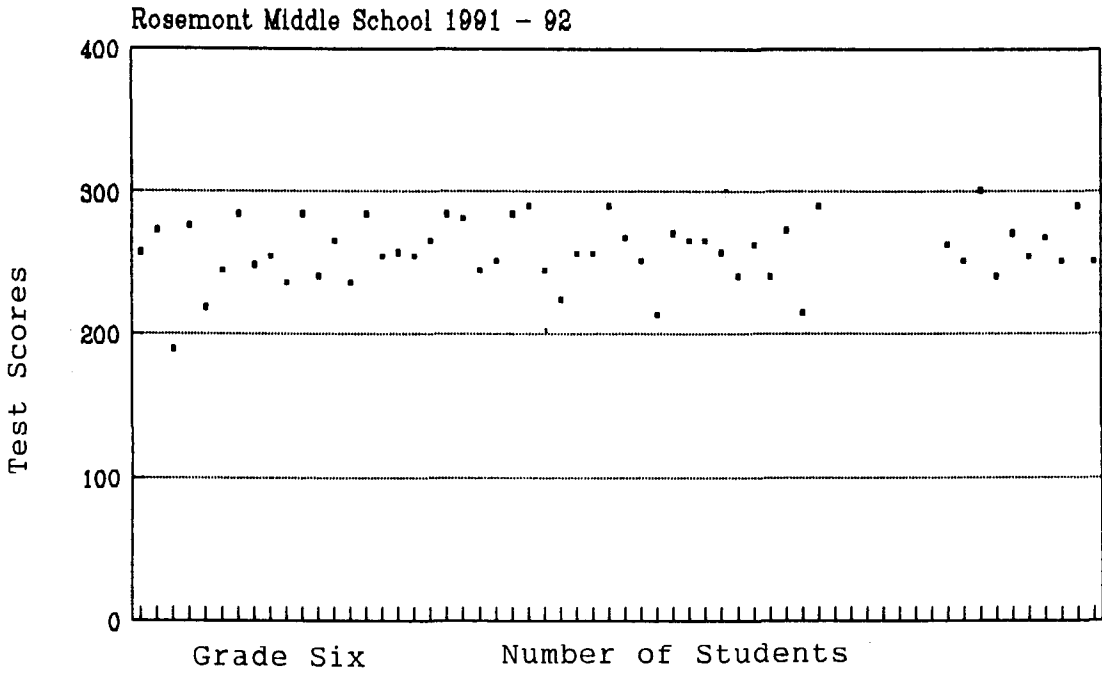
Figure 6 N = 264

SUMMARY

The statistical results of two years of the Virginia Literacy Passport Testing at Rosemont Middle School have been compiled and summarized to address the following research goals:

1. Did students with higher attendance records earn higher test scores?

2. Did students with low attendance records earn lower test scores?

3. Is there a relationship between Literacy Passport Test scores and school attendance?

Chapter V presented the final summary, conclusions, and recommendations for this study.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Chapter V, addressed the analyzed data found in Chapter IV. This data was summarized, conclusions drawn, and recommendations were made regarding school attendance and the passing rate on the Virginia Literacy Passport Test administered at Rosemont Middle School during the 1990 - 1991 and 1991 - 1992 school years.

SUMMARY

The problem of this study was to determine the correlation between school attendance and the passing rate on the Virginia Literacy Passport Test at Rosemont Middle School during the 1990 - 1991 and 1991 -1992 school years. To determine a correlation relationship between the school attendance and the passing rate on the Virginia Literacy Passport Test the following research goals were written :

1. Did students with high attendance records earn higher test scores?

2. Did students with low attendance records earn lower test scores?

3. Is there a relationship between the Literacy Passport Test Scores and school attendance?

This study recorded the following limitations :

1. Correlation was done on two of the four years that the Virginia Literacy Passport Test has been administered to Virginia's sixth - graders.

2. The findings of this study did not include the entire sixth - grade population at Rosemont Middle School. A number of students were absent on the test dates for the 1990 - 91 and 1991 - 92 school years.

3. Special Education students having exempt status were not included in these test findings.

4. Attendance records were missing from the school's files.

5. Names of students were missing from the test roster of students having test scores . Their test scores were available for documentation but the researcher could not identify their attendance records.

The instrument used to determine the correlation relationship was the Virginia Literacy Passport Test scores from the Reading, Writing, and Mathematics Literacy Tests and school attendance records six months prior to testing for all students who took the

(87)

tests. Students that earned a score of two hundred fifty received a passing status for high school entrance.

The Literacy Passport Test scores and attendance records of six months were collected for the two years of testing. The data was examined and organized to be used in statistical tabulation. Pearson'r formula determined the correlation relationship between school attendance and the passing rate on the Virginia Literacy Passport Test from 1990 - 91 and 1991 - 92 school years.

School attendance has been a major concern across the United States for many years. It has attracted so much attention that states have written mandatory school attendance laws. School absenteeism has been very costly in terms of money and costly in the area of American students acquiring educational competencies. Various reports have stated that American students were behind on the educational ladder when compared to Japanese students and students of other countries. This study was done to provide additional information regarding what role school absenteeism played in American students getting their education.

CONCLUSIONS

The following conclusions were reached after tabulation of two years of school attendance records

and the Virginia Literacy Passport Testing :

The 1991 - 1992 Reading Literacy Passport Test gave a Product Moment Coefficient of a +83 for the results of the correlation with school attendance records. N was 266 students and with the coefficient relationship of a +83 this indicated that there was a strong statistical relationship between school attendance and the passing rate on the Literacy Passport Test.

The 1991 - 1992 Writing Literacy Passport Test presented a -0.11 coefficient relationship. This indicated that there was a weak to non-statistical relationship between school attendance and the passing rate on the Literacy Passport Test. With a -0.11 coefficient relationship the researcher observed that students with low or high attendance records did not play a significant role in the passing rate on the Writing Literacy Passport Test. Rosemont Middle School passing rate for this test was 66 percent. The entire sixth - grade population failed this test. N was 264.

The Mathematics Literacy Passport Test for 1991 - 1992 presented a -0.09 coefficient relationship. The researcher concluded that there was no statistical relationship between school attendance and the passing rate on the Literacy Passport Test. Students with eleven or more absences from September of 1991 to February of 1992 scores ranged from two hundred fifty to two hundred

ninety-nine for passing the test. Students who had zero
to 10 absences had passing scores that ranged from two
hundred fifty to three hundred. The overall passing rate
for this test was 79.2 percent at Rosemont Middle
School. Attendance did not play a significant role in
for the passing rate. N was 282.

A coefficient correlation relationship of - 0.07
for the 1990 - 1991 Reading Literacy Passport
Test was tabulated. This was a weak to non-statistical
relationship. This tabulation along with the 1991 - 92
Writing and Mathematics Literacy Passport Tests
addressed the researcher goals. There was an
insignificant relationship between school attendance
and the passing rate on the Virginia Literacy Passport
Test. Students with perfect attendance for the six month
period failed one or more of the test. There was no
guarantee that students who attended school everyday
acquired the necessary skills needed to pass the
Virginia Literacy Passport Test.

The 1990 - 1991 Writing Literacy Passport Test
coefficient relationship was a +11. The researcher
observed that there was a weak positive statistical
correlation relationship. N was 270 and the school's
passing rate was 76.3 percent. This weak correlation

(90)

answered the researcher's goal. School attendance did
not effect the scores of students passing the Writing
Literacy Passport Test. Students with zero to sixty-two
absences passed the Virginia Literacy Passport Test.
The researcher concluded that students with high and
low attendance records did pass the test.

The 1990 - 1991 Mathematics Literacy Passport Test
coefficient relationship was -0.04. This correlation
represented a weak to non-statistical relationship. Such
a coefficient factor stated that school attendance
was not a factor in students passing the Virginia
Literacy Passport Test. Rosemont Middle School's
passing rate was 81.0 percent and their failing rate
was 19 percent. High nor low attendance played a role
in the school's passing rate. N was two hundred eighty-
one.

RECOMMENDATIONS

The following recommendations were submitted
to improve the attendance records and the passing
status of their students:
1.   The radio station Z 104 should continue issuing
their It's Cool To Stay In School Program Discount
Cards for students with four or fewer absences.
Additional businesses should be solicited for their help
in encouraging students to attend school on a regular
basis along with emphasizing the need to get good
grades.

2.   Rosemont Middle School should participate in the McDonald's Flunk Buster Program. This program encourages students to attend school regularly and to maintain passing grades. A school contact could be initiated by the Achievement Committee.

3.   Michael Jordan Stay In School Program is looking for twenty cities that would be interested in participating in his program. The program's objective is to get students motivated to attend school, build self esteem, and work hard in the academic areas. An administrator from the Norfolk Public Schools should apply for this program.

4.   Students often look up to sports celebrities and these celebrities may play a vital role in motivating students at Rosemont Middle School. Local sports teams such as the Tidewater Sharks Football Team and the Norfolk Tides Baseball Team should be contacted to participate in encouraging students to stay in school. Both teams may be able to provide small incentives such as free tickets to home games, have signing autograph sessions in person at Rosemont Middle School, give pictures, t-shirts, calendars, caps, and any other team materials away to students who attend school regularly and maintain satisfactory academic performance.

5. Weekly recognition of students in each homeroom that maintained regular attendance patterns and a passing status. Students could be rewarded with free food coupons and free tickets to the school's Student Council Association dances.

6. Use Good Morning Rosemont Middle School Television Program to interview students who make coming to school important and performing well once they are present.

7. Have a writing contest on "What Role Does Attendance Play in Succeeding in School?"

8. Every cluster in the school should brainstorm to find creative means to encourage students to attend school regularly and maintain a passing status.

9. Involve the Parent Teacher Association with getting their input about schools affairs in reference to school attendance and satisfactory performance.

10. Solicit help from various radio stations in broadcasting the names of students who attend school on a regular basis and perform well.

11. Additional research in grades seven and eight may provide stronger correlation coefficients in determining a relationship between school attendance and the passing rate on the Virginia Literacy Passport Test.

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APPENDICES

APPENDICE A

Revisions of The Passport Literacy Test

THE VIRGINIA COMMON CORE
OF
LEARNING

DRAFT

Prepared for Presentation to
the Virginia Board of Education

February 1, 1993

The Common Core of Learning

The Common Core of Learning is a statement of expectations for students. It reflects what all citizens should be able to do. It defines the results of schooling that are necessary to prepare young people for life-long learning. It is an interdisciplinary, integrated framework that will require individualized approaches to instructional strategies, settings, and allocation of resources.

The common core is the cornerstone of the World Class Education program. It clearly links the findings of social and cognitive research and a host of other indicators of future needs to the process of schooling in the commonwealth. The common core is not only consistent with the needs of young people, as expressed by the foremost authorities in our country today, but it also reflects the needs of our society in terms of individual and collective citizenship.

As described in this document, the common core prescribes an outcome-based approach to designing and delivering education. Artificial constraints such as time, resources, and organizational structures must give way to achieving results. The common core defines the successful student in terms of critical outcomes that include knowledge, skills, and attitudes. In order to achieve these outcomes, students will have to learn and apply knowledge about the sciences, history, geography, the arts, and other subjects that will prepare them for citizenship, productive careers, and satisfying lives.

Section I of the Common Core of Learning presents the expected outcomes of education and defines that which students should become as a result of schooling. Section II outlines the process skills of thinking, communicating, problem solving, quantifying, and collaborating that are crucial in interpersonal relationships, in the arts, or in science. Those who use the common core as a framework for redefining schools should focus on how each part of Section I supports and reinforces Section II, and vice versa.

A more detailed blueprint for transforming schools and curricula will be available in a document outlining achievement standards for all students during the fall of 1993. Work also has begun on the development of a User's Guide that will suggest how individuals might use the Common Core of Learning to encourage innovation.

Acknowledgements

The development of the Common Core of Learning has been a labor-intensive process. Thanks are expressed to the Common Core of Learning development team under the leadership of Harvey Carmichael and Carol Rezba, to the administrative tutelage of Ida Hill and Helen Stiff, and to the thousands of teachers, principals, and other educators who have assisted in getting us to this point.

We would be remiss if we failed to acknowledge the assistance provided by the members of the Common Core of Learning team. A list of participants is included at the end of this document. We should also acknowledge the valuable assistance of many of the consultants that made this effort meaningful. A list of those individuals is also included at the end of the document. Finally, we wish to express our appreciation to the many parents, teachers, administrators, university faculty and students, and members of business and industry who reviewed the many working papers and contributed comments to the development of the Common Core of Learning.

The Virginia Common Core of Learning
Profile of
Student Outcomes

Section I: Life Roles
What Students Should Become as a Result of Schooling

1. Fulfilled Individual

2. Supportive Person

3. Life-Long Learner

4. Expressive Contributor

5. Quality Worker

6. Informed Citizen

7. Environmental Steward

Section II: Process Skills
What Students Should Be Able To Do As a Result of Schooling

1. Thinking

2. Problem Solving

3. Communicating

4. Quantifying

5. Collaborating

2. Supportive Person

A person who values associations with other people, and builds and maintains a variety of beneficial human relationships. This role embodies the range of family, personal, community, business, or international associations that each individual encounters in life.

STUDENT OUTCOMES

Students should:

◆ Build and support relationships.

◆ Exhibit truthfulness, fairness, integrity, and respect for self and others.

◆ Analyze conflict to discover methods of cooperative resolution.

◆ Understand the views and needs of others.

◆ Communicate and cooperate with people of other communities and nations.

1. Fulfilled Individual

A person who has a good sense of his/her abilities and needs, and uses that knowledge consistently to make choices likely to lead to a healthy, productive, and fulfilling life. This role embraces the physical, mental, and emotional aspects of life that provide the foundation for personal fulfillment.

STUDENT OUTCOMES

Students Should:

◆ Analyze personal strengths and limitations to improve behaviors, capabilities, and plans.

◆ Implement and manage personal, educational, and career plans.

◆ Contribute to their own wellness, safety, and physical fitness.

◆ Develop a perspective of the intellectual, emotional, physical, artistic, and material aspects of life.

◆ Manage personal needs without ignoring the needs and rights of others.

◆ Critique and verify information necessary for making important life decisions.

3. Life-Long Learner

A person who continually gains in knowledge and in the ability to respond to a changing environment. This role reflects the reality that new challenges, ideas, information, and opportunities present themselves both in and outside of the classroom, and long after the years of formal schooling have been completed.

STUDENT OUTCOMES

Students should:

♦ Anticipate new situations and probable needs, and use the knowledge that these circumstances require.

♦ Utilize information, organizations, and persons as learning resources.

♦ Demonstrate confidence in their ability to learn.

♦ Use efficient learning techniques and technologies to acquire and apply new knowledge and skills.

♦ Adjust learning strategies as the situation or need demands.

4. Expressive Contributor

A person who appreciates and enjoys cultural and creative activities, participates in them, and grasps important ways in which culture defines both the individual and society. This role includes the range of activities and personal contributions that give expression, meaning, and enrichment to both the individual and the community.

STUDENT OUTCOMES

Students should:

◆ Explore, investigate, and participate in various cultural and creative endeavors.

◆ Express insights, feelings, and perceptions through a variety of creative performances or products.

◆ Examine how people's perceptions are affected by cultures, the arts, and technology.

◆ Examine ways that culture and the arts reflect aesthetics, history, beliefs, values, and traditions.

5. Quality Worker

A person who takes responsibility for consistently producing high-quality products or services. This role encompasses the range of skills, abilities, and attitudes necessary to produce, market, and deliver quality services and products.

STUDENT OUTCOMES

Students should:

◆ Investigate how goods and services are produced, distributed, and sold.

◆ Value high quality and persevere until it is achieved.

◆ Take responsibility for their own work.

◆ Collaborate effectively in the work environment.

◆ Plan, produce, and deliver high quality products and services.

◆ Use emerging technologies and resources to meet the demands of competition.

◆ Recognize and adapt to changes in work methods as needed.

6. Informed Citizen

A person who is well informed about the history, political structure, and needs of his/her nation, state, and community, and is involved in local, national, and international issues. This role encompasses the diversity of political, economic, and social activities and the exercise of the responsibilities of citizenship within the local, national, and international communities.

STUDENT OUTCOMES

Students should:

- Identify community problems and be able to negotiate solutions contributing to the public good.

- Investigate the history and culture of people as they are reflected in a variety of social, ethnic, linguistic, and national groups.

- Cooperate with individuals and groups in seeking social, political, and economic stability and improvement.

- Support and defend civil and human rights.

- Analyze the meaning and effects of significant American and world events, ideas, and public documents.

- Accept the responsibilities of citizenship within American society.

- Participate in and support community service activities.

7. Environmental Steward

A person who comprehends the interrelationships and essential workings of the natural world, appreciates their vital importance, and uses resources effectively and responsibly. This role involves understanding the natural world and the importance of protecting, managing, and enhancing its resources.

STUDENT OUTCOMES

Students should:

◆ Identify the uses of the natural world and the benefits and problems associated with each.

◆ Investigate the structure and dynamics of physical and living systems.

◆ Appreciate the aesthetics and diversity of the environment, and their relationship to physical, social, and economic well-being.

◆ Develop a variety of skills to utilize and monitor environmental resources effectively.

◆ Examine how environmental decisions are made by individuals, businesses, and governments.

◆ Evaluate alternatives, develop plans, and perform actions that respond to environmental concerns.

◆ Use the environment responsibly and encourage others to do so.

Section II

Process Skills

1. Thinking

The ability to develop and use multiple frames of reference to identify, assess, integrate, and use information and resources in reasoning, decision making, and complex problem solving.

Students should:

◆ Exhibit productive habits of mind that make learning more efficient, such as openness and a desire for new ideas, persistence when a solution is not apparent, and a skeptical demand for verification.

◆ Use imagination freely to combine ideas or information in new ways; make connections between seemingly unrelated ideas; and reshape goals in ways that reveal new possibilities.

◆ Construct and extend knowledge by using, discovering, investigating, and making connections, linkages, and relationships.

◆ Think and act critically and creatively to generate and evaluate novel approaches to specific goals, constraints, and alternatives; consider risks, evaluate, and choose best alternatives.

2. Problem Solving

The ability to identify and formulate solutions to numerous discipline-specific, interdisciplinary, thematic, or student-centered problems.

Students should:

◆ Formulate a question or recognize that a problem exists by clarifying issues; determine the discrepancy between the existing and the ideal; recognize possible reasons for the discrepancy; and identify underlying assumptions, premises, and requirements necessary for developing a workable plan of action.

◆ Identify sources of relevant information and plan efficient data-gathering techniques.

◆ Make objective and accurate observations.

◆ Collect, evaluate, organize, and review information, recognizing when additional information is needed.

◆ Analyze information and reach conclusions by making supported generalizations, inferences, and predictions.

◆ Determine whether a solution is correct, complete, effective, and ethical.

3. Communicating

The ability to comprehend and use words, pictures, gestures, deeds, styles, symbols, emotions, and mannerisms for creating, conveying, and processing thoughts.

Students should:

◆   Locate, comprehend, and interpret written information in prose and in documents such as manuals, tables, graphs, and schedules.

◆   Communicate thoughts, ideas, information, and messages through oral, written, and graphic presentations such as letters, journals, computer programs, prototypes, speeches, instructions, manuals, reports, proofs, and flow charts.

◆   Select, organize, and analyze information and communicate the results to others through oral, written, symbolic, graphic, pictorial, and multimedia presentations.

◆   Receive, interpret, and respond to verbal and nonverbal messages.

◆   Appreciate and respond to ideas and emotions expressed through the visual, performing, and linguistic arts.

◆   Recognize and appreciate the unique benefits associated with proficiency in another language.

4. Quantifying

The ability to represent quantitative and spatial relationships in a broad range of situations, express those relations using the language of mathematics, use technology to carry out numerical procedures and make predictions, and interpret the results.

Students should:

◆ Quantify variables from phenomena in physical, biological, and social contexts.

◆ Represent relationships between variables arithmetically, algebraically, geometrically, graphically, and/or statistically.

◆ Use techniques and properties of number systems to calculate, find solutions, and make predictions. The techniques should be appropriate to the context of the problem and should include estimating, approximating, and using calculation algorithms with technological assistance.

◆ Use algebraic, geometric, graphical, and/or statistical techniques to find solutions and/or make predictions about patterns, models, functions and relationships.

◆ Interpret mathematical characteristics of pattern, shape, dimension, data, chance, and change in numerous contexts to understand their significance in the world.

5. Collaborating

The ability to demonstrate effective leadership and group skills in order to accomplish common goals.

Students should:

◆ Contribute ideas, suggestions, and effort as a productive team member to accomplish group objectives.

◆ Work cooperatively with others as a team leader, member, organizer, coordinator, or facilitator in group activities.

◆ Function as a teacher or a mentor in group or individual activities to help others learn.

◆ Work and communicate with fellow students, clients, and customers to satisfy their expectations.

◆ Work collaboratively with people from a variety of ethnic, social, or educational backgrounds.

Concluding Thoughts

The Common Core of Learning provides a foundation for transforming public education, not by dictating what must be done, but by indicating what needs to be accomplished. Ideally educators, working with parents, policymakers, and the larger community will discuss necessary steps to restructure schools in ways consistent with the outcomes listed in this document.

The success of the World Class Education initiative is dependent on the willingness of all Virginians to think about public education in new ways. The shift from the status quo, input-based, program-driven system to a dynamic outcome-based, process-oriented endeavor will be difficult. Such a shift will require active support from school administrators, teachers, school board members, parents, students, representatives of business and industry, political leaders, and indeed all citizens.

In 1787, Thomas Jefferson, in *Notes on the State of Virginia*, called for "an education adapted to the capacity and the condition of everyone, and directed to their freedom and happiness." As we approach the 21st Century, we are challenged to ponder the tides of change sweeping across our planet, and to entertain the possibilities at hand for improving the human condition.

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The Virginia Common Core of Learning
Bibliography

These materials, and others like them, provide some details about today's urgent need for educational reform. They illuminate the idea that the Common Core of Learning for all students can be a step in the right direction. The Common Core of Learning, supported by appropriate restructuring to make possible its implementation, improvements in teacher training, more useful assessment, and other measures, could make educational reform a reality rather than just a goal.

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COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
P.O. BOX 6Q
RICHMOND, VIRGINIA 23216-2060

SUPTS. MEMO. NO. 1
July 24, 1992

INTERPRETIVE

TO: Division Superintendents

FROM: Joseph A. Spagnolo, Jr., Superintendent of Public Instruction

            Doris L. Redfield, Deputy Superintendent for Policy, Assessment, Research,
            and Information Systems

SUBJECT: Literacy Passport Testing Program Policy Interpretation

        By this memorandum, we are responding to questions of policy raised by recent
action of the State Board of Education relative to the Literacy Passport Testing Program.
At their meeting on June 24, 1992, the Board adopted policies for directing and
implementing the Literacy Passport Testing Program. These policies were sent to you via
Superintendent's Informational Memorandum No. 154, dated July 10, 1992.

        The action of the Board accomplished the following:

❑   affirmed the laws and most regulations which authorize the program;

❑   affirmed and further clarified certain regulations through interpretation;

❑   amended the interpretation of certain other regulations; and

❑   created new policies, requiring the revision of certain regulations.

Policy Foundation for the Literacy Passport Testing Program

        Since July 1988, the key policies of the Literacy Passport Testing Program have
been embodied in both public law and the regulations of the Board of Education. Section
22.1-253.13:4 of the Code of Virginia, as stated in the Standards of Quality (SOQ),
requires all students to earn the literacy passport in order to (1) be promoted to ninth grade,
except those students who are identified as handicapped (Standard 4.B); and (2) obtain a
standard diploma (Standard 4.C). Regulations of the State Board of Education, embodied
in the Standards for Accrediting Public Schools in Virginia (SOA), require school divisions
to create an alternative program for each student who has not earned the passport by the end
of grade eight (Standard F, Criterion 1).

        Also part of the policy foundation for the Literacy program is the public law of
Virginia embodied in the SOQ since 1981 which requires school divisions to implement

educational objectives for students equivalent to or exceeding the Board's Standards of Learning (SOL) which comprise the content of the literacy tests (Standard 1.B).

In addition to the SOQ and the SOA, other important policy documents pertaining to the Literacy Passport Testing Program are:

❑ Interpretive Superintendent's Memorandum No. 3 (ISM#3), December 18, 1991, "Promotion of and Programs for Students as a Consequence of the Literacy Testing Program";

❑ Administrative Superintendent's Memorandum No. 3 (ASM#3), January 3, 1990, "Literacy Testing Program - Guidelines for Testing Students with Handicapping Conditions";

❑ Administrative Superintendent's Memorandum No. 117 (ASM#117), October 18, 1989, "Determination of Postponement of Literacy Passport Testing for a Student of Limited English Proficiency (LEP)"; and

❑ Administrative Superintendent's Memorandum No. 54 (ASM#54), June 5, 1992, "Procedures for Appealing Literacy Testing Program Scores" (update of ASM#66, 7/10/91 and ASM#88, 7/3/90).

This memorandum presents the definitive interpretation of the law, regulations, policies and guidelines implementing the Literacy Passport Testing Program (LPT). All interpretations are in effect as of this date by authorization of current SOQ and SOA regulations unless otherwise noted.

Policies and Interpretations

1.   To become members of the ninth grade class, students must earn a literacy passport.

1.1   This requirement applies to students who were sixth graders or lower in 1989-90. This requirement does not apply to students who were seventh graders or above in 1989-90, regardless of their present grade membership.

1.2   The passport is earned by passing all three of the literacy tests: reading comprehension, writing and mathematics. Students are given their first official opportunity to take the tests in grade six. (Non-credit, pre-LPT tests are offered in fourth grade.) In subsequent grades, students are provided the opportunity to retake the test(s) not yet passed. Once a student has passed a literacy test, the student is not required to retake it. Retesting for passing students is not permitted; however, if a student should retake a test previously passed and not pass it, the pass status remains in effect. In such a situation, appropriate instructional support should be provided to the student.

1.3   Any (one or more) of the tests may be postponed for LEP students until they have acquired greater facility in English; however, the option to postpone does not exempt the LEP student from the requirement to earn a passport in order to become a member of the ninth grade class. See ASM#117 for details. Although an LEP student may be literate in another language, the literacy standard for the LPT is in English, the proclaimed language of the Commonwealth. No translation accommodations can be provided, including the use of translation dictionaries.

1.4   Students, with identified disabilities under the Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia who are progressing according to their individualized education programs (IEP), may become members of the ninth grade class, whether or not they have passed and whether or not they have taken the literacy tests. This exemption from the ninth grade barrier is valid regardless of whether the IEP is leading to a standard diploma, a special diploma or a certificate of program completion.

1.5   For students with identified disabilities under Section 504 of the Rehabilitation Act of 1973, their education plans must address whether or not the student will take the literacy tests and work toward a standard diploma. For those students whose education plans indicate that they will take the literacy tests, the education plans must also address whether or not the student will become a member of the ninth grade class if the student does not earn the passport by the end of grade eight. This decision must be made on an individual basis.

1.6   Students with disabilities identified by Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, and students with identified disabilities under Section 504 of the Rehabilitation Act of 1973 whose education plans exempt them from the ninth grade barrier, retain that exemption until such time that services under the Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia or Section 504 of the Rehabilitation Act of 1973 are terminated. If these students fail to earn the passport upon taking the tests at the next available administration after termination of services, they lose their classification/grade status and move to a Literacy Development Plan.

1.7   Students with disabilities identified by Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, and students with identified disabilities under Section 504 of the Rehabilitation Act of 1973, may be accommodated during testing. See ASM#3 for details and a list of allowable accommodations to the test administration procedures. In addition, there are three accommodations which are defined therein as non-standard administrations because the nature of the accommodation changes what the test measures. A student with an identified disability who has passed a test utilizing any accommodation, including the non-standard administration accommodations, has passed for all purposes; i.e., upon passing all three, the student with identified disability has earned the passport.

1.8   Students who transfer into Virginia's public schools in the eighth grade after testing has occurred may become members of the ninth grade. To retain their status, transfer students are expected to take and pass the tests at the first administration offered after transfer. If they do not successfully earn the passport upon taking the tests, they lose their classification status/grade membership and move to a Literacy Development Plan, also referred to as an alternative program. Because the opportunity to take the tests is the issue, "transferring after testing has occurred" is interpreted as having no opportunity to take one or more of the tests. A student may have no opportunity to take all three tests because the student entered after one or more of the tests were offered, was absent with a medical excuse during the entire testing period, or was overlooked and not scheduled to take the tests due to inattention of the local administration. This interpretation does not apply to students for whom a decision was made to postpone testing.

2.   **To earn a standard diploma, a student must earn the passport in addition to meeting all other state and local criteria.**

2.1   Students with identified disabilities are not exempt from this requirement. If they do not meet this requirement, and do meet all other state and local requirements, they may earn a special diploma.

2.2   Students who transfer into Virginia's public schools in the twelfth grade after testing has occurred are exempt from this requirement. (This policy requires modifications to the SOA and would begin with twelfth grade students in 1995-96.)

2.3   Students who transfer into Virginia's public schools in the ninth through twelfth grades are classified in grade membership according to their sending schools' recommendation until they take the test(s). If there is no sending school (e.g., home-instruction), the local superintendent should determine grade membership. To retain their status, transfer students are expected to take and pass the tests at the first administration offered after their transfer. If they do not successfully earn the passport upon taking the tests, they lose their classification status/grade membership and move to a Literacy Development Plan, also referred to as an alternative program. (The transfer policy applies to grade nine in 1992-93; grades nine and ten in 1993-94; grades nine, ten and eleven in 1994-95; and grades nine, ten, eleven and twelve in 1995-96 and in all subsequent years.)

2.4   Private school and home-instructed/schooled students may not take the tests unless and until they are enrolled in a public school setting leading to a Virginia standard diploma. Homebound students must be provided the opportunity to take the tests. Students, who are placed in private facilities by the public schools or other state government agencies, should be provided the opportunity to take the tests if they are working toward a standard diploma to be awarded by a Virginia public school.

2.5   Students, who leave school without earning the passport for a standard diploma, may return annually to attempt the test(s) in order to upgrade a special diploma or other certification to a standard diploma. Students shall be notified of this opportunity at the time they leave public schooling. (This policy requires modifications to the SOA and would begin with twelfth grade students in 1995-96.)

2.6   Adult students, who return to complete requirements for a standard diploma, will be required to earn the passport beginning with diplomas awarded in 1996. Opportunities to take the test(s) will be offered to adult students beginning in 1992-93.

3.   <u>Requirements for students who have not earned the passport by the end of grade eight but have met local criteria for promotion:</u>

3.1   The SOQ has stated since 1988 that a student must earn a passport to be promoted to ninth grade. Since 1989 (see ASM #117 and ISM #3), "be promoted to" has been interpreted as "be classified as." Board action in June 1992 clarified this interpretation as "be a member of for any purpose." In addition, the SOA requires school divisions to create an alternative program for each student who has not earned the passport by the end of grade eight; local school divisions have the latitude to determine the appropriate alternative program, now called the Literacy Development Plan (LDP), for each student. (Guidelines for the Literacy Development Plan will be provided via a future Superintendent's Memorandum.)

3.2   Students in this category shall be reported as ungraded. To account for the numbers, placements and progress of these students, school divisions shall develop methods to track students classified as ungraded solely because they have not yet earned the passport. School divisions should use the Communications Automated Transition System (CATS), or other means, to track the current status of all students relative to passing the three components of the LPT. (Guidelines clarifying the data to be collected will be provided via a future Superintendent's Memorandum.)

3.3   Since the inception of the LPT, the Virginia High School League (VHSL) has interpreted its regulations such that a student who is not a ninth grader is not eligible to represent that student's school in VHSL-sponsored interscholastic contests. In its action on June 24, 1992, the State Board of Education affirmed that position and adopted its own policy to that effect. These contests include extra-curricular, interscholastic varsity and junior varsity athletic (including cheerleading), dramatic, forensic, and literary competitions. The Board's policy does not apply to band and participation in clubs which are not VHSL-sponsored activities or contests. Students with identified disabilities, who are progressing according to their education plans and exempt from the ninth grade barrier, also are not barred from participation in VHSL-sponsored activities on the basis of not earning a passport. (The Board's policy requires new regulation to be added to the SOA and would become effective as Board regulation on or about July 1, 1993. Current VHSL interpretation of non-eligibility remains in effect.)

3.4   The Literacy Development Plan (LDP), or alternative program, should reflect all
        that is known about a student's emotional, psychological, health and educational
        needs. The LDP should outline the provision of a program designed to directly
        address the student's needs. The LDP is the appropriate place to address such
        issues as (1) the physical housing of the student (e.g. the building, homeroom,
        schedule, etc. which best facilitates the delivery of that student's program for
        meeting the objectives of the LDP); (2) the student's participation in co-curricular,
        activities and clubs which foster the LDP objectives; and (3) participation in any
        other opportunities which promote the student's emotional, psychological, health
        and educational development. However, the student may not represent a grade or
        hold a position which represents grade membership. Separate facilities such as
        separate homerooms are not required. (Guidelines for the Literacy Development
        Plan will be provided via a future Superintendent's Memorandum.)

3.5   Documentation concerning the actions taken to continue to prepare students to
        pass the LPT and to acquire job entry skills; and to earn a high school diploma, a
        certificate of program completion or a general education development certificate
        shall be kept in the cumulative files of these students. (This policy requires revision
        of the Regulations Governing the Management of the Student's Scholastic Record;
        however, good practice would suggest this be implemented immediately.)

4.   Requirements for students who have not earned the passport by the end of grade six:

4.1   Students who do not successfully complete all three portions of the LPT at the
        end of grade six shall have developed for them a Literacy Development Plan.
        This plan must reflect all that is known about a student's emotional,
        psychological, health and educational needs, and outline the provision of
        programs which directly address the student's needs. Increasing the amount and
        quality of time for learning is a preferred option. Pull-out programs which are not
        directly tied to the learning objectives of the child's regular classroom should not
        be used as they tend to fragment learning rather than enhance it. The Literacy
        Development Plan should be reassessed or redrawn periodically as needed, and if
        the student does not earn the passport by the end of grade eight. (Good practice
        would suggest this be implemented immediately. This policy requires modifications to
        the SOA and would be effective as Board regulation on or about July 1, 1993.)

4.2   Students who do not successfully complete all three portions of the LPT at the
        end of grade six shall be afforded supplemental opportunities to participate in
        literacy development activities. These activities should reflect the concept of
        variable time and resource allocation for those students, and may be scheduled
        before and after school, or during the summer months. Pull-out programs which
        are not directly tied to the learning objectives of the child's regular classroom
        should not be used as they tend to fragment learning rather than enhance it.
        Currently, Standard 1.C of the SOQ requires students who do not pass the
        literacy tests to take special remedial programs and permits the division
        superintendent to require a student who has not passed the literacy tests to attend

4.2 (continued)

summer school. Good practice would suggest that a summer school experience be offered and required for students whose learning needs require more instructional time than can be secured in 180 days. (The part of this policy which requires supplemental programs be offered must be added to the SOA and would be effective as Board regulation on or about July 1, 1993.)

4.3 All students at age nine, and by no later than the middle of fourth grade, should be assessed within their classroom programs to identify strengths and weaknesses in reading comprehension, writing and mathematics. Results of this assessment should be used to meet student needs through the instructional program. In addition, it is strongly advised that the school system utilize the statewide grade four pre-LPT, which has been available to divisions since 1988-89, to determine the proficiency of each student with respect to the content areas of the LPT. (This guideline is in effect beginning with the 1992-93 school year.)

5. Notification of students and parents of students about the consequences of not earning the passport is of critical importance.

5.1 Students and parents of students in grades six through eight must be informed of the requirement to successfully pass all three tests to be a ninth grader. The original document for notification was ISM#34, February 7, 1990, "Literacy Testing Program - Brochure for Parents." This brochure will be revised and a camera-ready copy made available to school divisions by October 15, 1992. (Guidelines for notification will be provided via a future Superintendent's Memorandum.)

5.2 Students and parents of students with disabilities, whose Individualized Education Program or Section 504 education plan exempts them from taking the LPT, must be informed that such an exemption, if continued until the end of schooling, will preclude these students from earning a standard diploma. This policy has been in effect since ASM#3. (It will be explained further in the next revision of the Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia.)

5.3 LEP students and parents of LEP students must be informed of the consequences of the decision to postpone a student's taking the literacy tests. This policy has been in effect since ASM#117. Sample notification forms translated into six of the major languages are included in the June 1992 edition of the ESL Handbook for Teachers and Administrators. Fairfax County Public Schools has generously shared these translations and given permission to duplicate them.

5.4 Transfer students and their parents must be informed on entry to Virginia public elementary and middle schools that the passport is required for grade nine membership. Transfer students and their parents must be informed on entry to Virginia public high schools that the passport is required to earn a standard diploma. Forms and guidelines will be provided via a Superintendent's Memorandum by October 15, 1992.

5.5   For students who have not earned the passport following the sixth grade administration of the tests, school divisions must maintain a record of notification within the cumulative files of these students. (Good practice would suggest this be implemented immediately. This policy requires revision of <u>the Regulations Governing the Management of the Student's Scholastic Record</u> and would be effective as Board regulation on or about July 1, 1993.)

6.   <u>Additional Testing Opportunities</u>:

6.1   The Board in its action on June 24, 1992 directed the Department of Education to (1) make a second annual test administration available as soon as possible; (2) make additional testing opportunities available for twelfth grade students; and (3) fully fund the fourth grade pre-LPT measures. No funds are available for 1992-93. The Department, at the Board's direction, will request funding from the Governor and General Assembly for the 1993-94 school year. Additional test administrations will not be possible unless and until such funding is approved by the Governor and General Assembly.

6.2   Beginning in 1992-93, all three tests are scheduled to be administered in a three-week period. In its action on June 24, 1992, the Board directed local school divisions to make every effort to provide make-up testing opportunities for students who may have been absent when the tests were generally administered. These make-up opportunities must be provided during the three weeks scheduled for testing.

7.   <u>Appeals</u>:

7.1   Administrative Superintendent's Memorandum No. 54 (ASM#54), dated June 5, 1992, "Procedures for Appealing Literacy Testing Program Scores" (update of ASM#66, 7/10/91 and ASM#88, 7/3/90) outlines the types of appeals and the process to follow in making them. The timeline of September 1 to 15 was established with the knowledge that the students' responses to the writing task would not be returned to every school division until late June and that a writing appeal was not possible without first examining the response. Beginning in summer 1992, the Department will accept and process appeals for eighth grade students only from June 15 through September 15.

7.2   The appeal to change a score to NV for "not valid" is designed to be used only if a student was ill, on medication, or in some other way incapacitated while taking the test. Since NV also means that the student had no opportunity to take the test, attestation is required that the invalid test taking was due to documented emotional, psychological or health trauma.

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Additional Policy Information

As noted, Department staff are working to prepare guidelines, notification forms and revisions to the appropriate regulations. We will continue to keep you informed and provide these policy documents as they become available. If you have any questions which were not addressed in this memorandum or the documents, included by reference, please contact Dr. Redfield at (804) 225-2050.

JASJr/DLR/clc

APPENDICE B

Students

§ 9-20   Absences/Attendance Records

Under no condition are any registers to be closed before the end of the last day of the school term. Actual attendance should be recorded in the register through the last day of the school term. However, report cards prepared before closing the teacher's register will not reflect the presence or absence of the student on days subsequent to preparation of these report cards.

Sickness of a student, severe affliction in the family, exposure to contagious disease or extremely inclement weather or religious holidays shall be considered legitimate excuses for absence or tardiness. In all cases of absence or tardiness, the parent or guardian, in person or in writing, shall give an excuse stating the cause. Until notes for absence are received and approved, or a satisfactory excuse given in person by the parent or guardian, the absence shall be unexcused.

Nothing in the foregoing, however, shall be construed as preventing the principal from exercising discretionary power to excuse students from school upon written request from the parent or guardian stating the reason for and time of absence.

A.   Attendance - School/Classes

After three (3) days of absence, the principal or his/her designee(s) shall make every effort to notify the parent/guardian of the student's absence. After a total of seven (7) days of absence, the parent/guardian shall be notified in writing of the absences. The written notice shall be specific as to dates of absence from school/class. These absences, when reaching a total of fifteen (15) consecutive days, shall result in said student being dropped from the school roll, (W9), and the parent shall be notified in writing.

Students who repeatedly absent themselves from school or scheduled classes, without permission from school authorities, subject themselves to disciplinary action.

SUCH INSTANCES OF REPEATED VIOLATIONS, AS INDICATED ABOVE, MAY RESULT IN THE ISSUANCE OF A CONDUCT, DISCIPLINARY OR SUSPENSION NOTICE; OR MAY CULMINATE IN A SUGGESTED EXPULSION.

§ 9-20   Absences/Attendance Records   (continued)

B.   Tardiness - School/Classes

Students who are tardy may be subject to disciplinary action.

C.   Legal Action Against Students/Parents

Principals may, initiate legal action against students and/or parents who are in violation of the Compulsory School Attendance Laws through the following procedures:

1. Identification of candidates for petitions and initiation of petition process.

a. Identification.

(1) The principal and visiting teacher collaboratively will decide on the students on whom petitions will be filed each month.

(2) The students considered for court petitions should be on roll or withdrawn from school for fifteen consecutive days of absence.

(3) The students considered for court petitions should not have reached their seventeenth birthday and should not reach their seventeenth birthday until after the current school year.

(4) The students considered for court petitions should be chronic offenders.

(5) The parents of students considered for court petitions should have been contacted personally by school staff.

(6) At least one truancy must be documented.

b. The petition process is initiated by the principal's initiating a visiting teacher referral including such items as follows:

(1) Dates of absences during the current school year.

(continued)

§ 9-20   Absences/Attendance Records   (continued)

C.   Legal Action Against Students/Parents (continued)

(2)   Dates of contacts with parents, including written communications and personal contacts. This should include the person making the contact and the reason given by the parent for absenteeism at the time of the contact.

(3)   Reasons given for other absences, if known.

(4)   Dates of documented truancies.

(5)   Copies of transcript with grade sheet and test data, when appropriate.

(6)   Pertinent previous history in relationship to attendance from school record.

2.   Central Office Processing Procedures.

a.   Visiting teacher reponsibilities.

(1)   The visiting teacher will confer with the parents during a home visit informing them of the seriousness of the situation and that a referral will be made to the Family Crisis Intervention Unit of the Juvenile Court at that time and that a petition will be filed the next time the student is truant from school.

(2)   If the family has not received the services of the Family Crisis Intervention Unit, the visiting teacher will initiate a referral with that unit.

(3)   Upon notification from the school of another truancy, the visiting teacher will file a petition in Juvenile Court.

(continued)

§ 9-20   Absences/Attendance Records   .(continued)

C.   Legal Action Against Students/Parents   (continued)

b.   Coordination with school during process.

(1) The school will notify the visiting teacher on a regular basis of the attendance record of a student upon whom a petition is being considered.

(2) ˙ The school will inform the visiting teacher immediately when a truancy is documented for a student upon whom a petition is being considered.

3. Follow-up to Court Action.

a.   The visiting teacher will notify the school of the disposition of the court action immediately following such action indicating the date the student is to return to school, when applicable.

b.   The school will accordingly record and monitor the attendance of a student returning after court action.

c.   The school will initiate follow-up action each time a student is absent from school following court action.

d.   The school will advise the visiting teacher regularly of the progress of the student in school after court action.

e.   The school will notify the visiting teacher immediately when a truancy is documented for a student after court action.

f.   The visiting teacher, upon notification from the school of a documented truancy of a student returning to school after court action, will notify the Commonwealth's Attorney by letter requesting additional court action. A copy of the letter will be forwarded to the probation officer, when applicable.

Legal Reference:

Virginia State Board of Education, Regulations, "Pupil Accounting Records Generally" (July, 1973), pp. 71-73

(continued)

§ 9-20   Absences/Attendance Records   (continued)

Legal Reference: (continued)

Code of Va., § 22-275.1.   Ages of children required to attend.--
Every parent, guardian, or other person in the Commonwealth, having
control or charge of any child, or children, who have reached the
sixth birthday on or before December thirty-first of the school year
and have not passed the seventeenth birthday, shall send such child,
or children, to a public school, or to a private, denominational or
parochial school, or have such child or children taught by a tutor or
teacher of qualifications prescribed by the State Board of Education
and approved by the division superintendent in a home, and such
child, or children, shall regularly attend such school during the
period of each year the public schools are in session and for the same
number of days and hours per day as in the public schools; provided,
however, during the 1974-75 school year such child, or children, shall
have reached the sixth birthday on or before October thirty-first, and
during the 1975-76 school year such child, or children, shall have
reached the sixth birthday on or before November thirtieth.

Effective: July 1, 1974; revised March 11, 1975; revised
      December 1, 1980

APPENDIC C

Samples of the Writing and Reading Literacy

Passport Test

WRITING ASSIGNMENT

Write about how to do something that kids your age like to do. Use your planning time to think about what you will write. Pretend that your class has a visitor from a foreign country. Your visitor does not know very much about what kids your age like to do. Your teacher has asked that each person in the class write a paper explaining how to do something that kids your age enjoy doing. Decide on one activity that you want to explain, then write a paper explaining to your foreign guest how to do something that you enjoy doing. Remember that your foreign guest will need a clear explanation in order to understand the activity. Use the scratch paper your teacher gave you to make notes or to list ideas.

When you finish planning, turn to page 7 and begin writing your paper. The people who will read your paper are adults, like your teacher. Be sure to write so that these people will understand what the activity is and how to do it.

When you finish writing, read your paper to be sure it makes sense. Be sure that you have used the best words to say what you want to say. Make all of the changes that you think will help your paper, and correct all the mistakes that you can find. Make your changes and corrections neatly so that your paper will be easy to read.

CHECKLIST FOR WRITERS

_____ I planned for my paper before writing it.

_____ I revised my paper to be sure that

    _____ the subject of my paper was clear;

    _____ everything in my paper told about my subject;

    _____ my paper was logically organized so readers would understand my message;

    _____ my words and information made my paper interesting to readers; and

    _____ my sentences made sense, sounded like me, and read smoothly.

_____ I edited my paper to be sure that

    _____ I used good grammar;

    _____ I used capital letters and punctuation marks correctly;

    _____ I let my readers know where I started new paragraphs; and

    _____ I made my spelling correct.

_____ I proofread my paper to make sure that my paper was the way I wanted readers to read it.

Exhibit 2. Sample DRP Passage

Bridges are built to allow a continuous flow of highway and railway traffic across water lying in their paths. But engineers cannot forget that river traffic, too, is essential to our economy. The role of ____**1**____ is important. To keep these vessels moving freely, bridges are built high enough, when possible, to let them pass underneath. Sometimes, however, channels must accommodate very tall ships. It may be uneconomical to build a tall enough bridge. The ____**2**____ would be too high. To save money, engineers build movable bridges.

1 a) wind   b) boats
  c) weight   d) wires
     e) experience

2 a) levels   b) cost
  c) standards   d) waves
     e) deck

In the swing bridge, the middle part pivots or swings open. When the bridge is closed, this section joins the two ends of the bridge, blocking tall vessels. But this section ____**3**____. When swung open, it is perpendicular to the ends of the bridge, creating two free channels for river traffic. With swing bridges, channel width is limited by the bridge's piers. The largest swing bridge provides only a 75-meter channel. Such channels are sometimes too ____**4**____. In such cases, a bascule bridge may be built.

3 a) stands   b) floods
  c) wears   d) turns
     e) supports

4 a) narrow   b) rough
  c) long   d) deep
     e) straight

Bascule bridges are drawbridges with two arms that swing upward. They provide an opening as wide as the span. They are also versatile. These bridges are not limited to being fully opened or fully closed. They can be ____**5**____ in many ways. They can be fixed at different angles to accommodate different vessels.

5 a) crossed   b) approached
  c) lighted   d) planned
     e) positioned

In vertical lift bridges, the center remains horizontal. Towers at both ends allow the center to be lifted like an elevator. One interesting variation of this kind of bridge was built during World War II. A lift bridge was desired, but there were wartime shortages of the steel and machinery needed for the towers. It was hard to find enough ____**6**____. An ingenious engineer designed the bridge so that it did not have to be raised above traffic. Instead it was ____**7**____. It could be submerged seven meters below the surface of the river. Ships sailed over it.

6 a) work   b) material
  c) time   d) power
     e) space

7 a) burned   b) emptied
  c) secured   d) shared
     e) lowered

Table 2. Readability of Prose Samples in DRP Units

34 DRP Units

Bears are big. They need a lot of food. Bears eat meat. They eat bugs. They eat berries. They eat honey. They eat fish, too. Bears feed in the spring. They feed in the summer. They feed in the fall. Bears look for food then. They hunt. They fish. They dig roots. They pick berries. They eat a lot. They grow fat. Soon, winter comes. It gets cold. It snows. But the bears don't need to go out. They don't need food. They are fat enough. They can sleep.

39 DRP Units

A bird's wings are well-shaped for flight. The wing is curved. It cuts the air. This helps lift the bird. The feathers are light. But they are strong. They help make birds the best fliers. A bird can move them in many directions. Birds move their wings forward and down. Then they move them up and back. This is how they fly.

43 DRP Units

Many states are dry in summer. They get hardly any rain. Nearly all their water comes from melted snow. It is stored. It is kept in dammed-up ponds and lakes. It is used during the growing season to water farms and orchards. Farmers buy the water. They are told how much they will be able to get. The amount changes each year. It depends on how snowy the winter was. A farmer needs to know how much he will receive. It allows him to decide which of several crops he ought to plant. The choice is based on how much water different crops need.

47 DRP Units

The part of a beach between high and low tide is called the middle beach. It is home to many plants and animals. But life on this middle beach is hard. There is no protection against the wash of the oncoming waves. Some animals survive by digging holes in the sand. They can stay in their homes under ground. The undertow will not pull them out to sea. They are safe.

51 DRP Units

Most creatures take care to protect their eggs. The walking stick does not. It just drops its eggs, scattering them loosely on the ground. Dozens and dozens drop at a time. As the eggs fall onto dry leaves, they sound like raindrops falling. Many of the eggs do not hatch. But enough do so that the walking sticks will not die out. They have existed on earth since before the era of the dinosaurs.

56 DRP Units

The people of Greece used the alphabet of the Semites. At first the Greeks wrote from right to left and left to right in alternating lines. The Greek name for this system of writing came from their words for "ox" and "turn." The method reminded them of oxen going back and forth, plowing a field. Eventually, the Greeks wrote only in one direction, as most people do now.

60 DRP Units

The ouija board is a simple rectangular piece of wood. All the letters of the alphabet are set out in a semicircle across a long edge. The ten digits and the words "yes," "no," and "goodbye" appear below. A small heart-shaped piece of wood called a planchette is mounted on casters so it can move easily on the board. When one places his fingertips lightly on the planchette, it slides around. It moves apparently without any conscious control on the part of the operator. Its pointer is supposed to spell out the answers to questions.

64 DRP Units

Wall paintings are especially vulnerable to atmospheric change. Archaeologists know this. Hence they try to discover, before opening a tomb, whether they will find murals. Special tools have been designed for this purpose. One of the most useful is a kind of camera that can be dropped into the ground before the digging starts. If the camera indicates the presence of wall art, scientists can prepare to take steps to preserve the painting as soon as it is reached.

73 DRP Units

Hellenistic literature showed an interest in individual history and psychology, rather than man in general. Theophrastus' Characters, with its detailed portraits of such types as the flatterer, appeared during this time. Biography, dealing with the lives of real people, was a flourishing form. And in philosophy the emphasis was on personal conduct rather than speculation about reality.

81 DRP Units

Jefferson's preference for an agrarian society and his idealization of the independent farmer reflected a conviction that representative government required a secure and relatively prosperous economic base to function successfully. He perceived the farmer as economically independent, and thus unlikely to surrender his judgment as a citizen to the influence of demogogues. His dislike and distrust of cities derived from a conviction that urban conditions, especially for the poorer classes, forced men into such a bitter struggle for sheer self-preservation that their natural moral sense could not be relied upon to produce social harmony or to guarantee responsible citizenship.

Note: The readability calculations are based upon longer samples.

APPENDIC D

Samples of the Mathematics Literacy

Passport Test

1. What does the 3 represent in the numeral 403,170,392?

    a. 3 hundred thousands
    b. 3 millions
    c. 3 ten millions
    d. 3 hundred millions

2. What is 1,764 rounded to the nearest hundred?

    a. 1,700
    b. 1,760
    c. 1,800
    d. 2,000

3. What is the best estimate of the answer to this problem?

    $$612 \div 17 = \underline{\hphantom{xxxx}}$$

    a. 3
    b. 4
    c. 30
    d. 400

4. Which of the following is five and three tenths as a decimal?

    a. 5.03
    b. 5.3
    c. 5.310
    d. 53.10

5. Select the symbol that makes the statement correct.

    $$16,256 \underline{\hphantom{xxxx}} 16,265$$

    a. >
    b. <
    c. =

14. Multiply: 5.32
              x 4.1
              _____

    a. 2.1812
    b. 21.812
    c. 218.12
    d. 2181.2
    e. none of the above

15. Divide: 16) 33.6

    a. 0.021
    b. 0.21
    c. 2.1
    d. 21
    e. none of the above

16. Add: $1\frac{1}{2}$

         $+\ 2\frac{3}{10}$
         _____

    a. $2\frac{9}{10}$

    b. $3\frac{1}{13}$

    c. $3\frac{1}{3}$

    d. $3\frac{4}{5}$

    e. none of the above

Be sure your answer is
expressed in lowest terms.

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17. Subtract: $8\frac{4}{5}$

$-2\frac{1}{10}$

Be sure your answer is
expressed in lowest terms

a. $6\frac{3}{10}$

b. $6\frac{3}{5}$

c. $6\frac{7}{10}$

d. $6\frac{9}{10}$

e. none of the above

18. Multiply: $\frac{1}{2} \times \frac{3}{8} =$

Be sure your answer is
expressed in lowest terms.

a. $\frac{3}{16}$
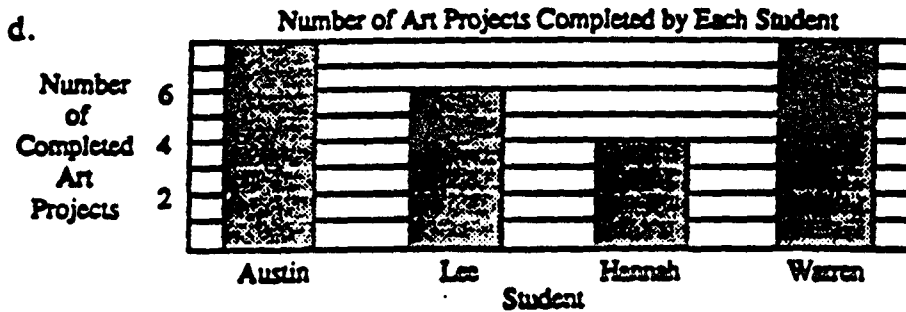
b. $\frac{3}{4}$

c. $\frac{7}{8}$

d. 4

e. none of the above

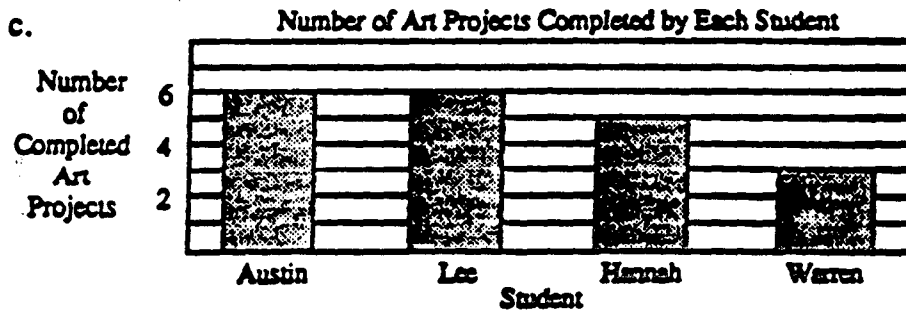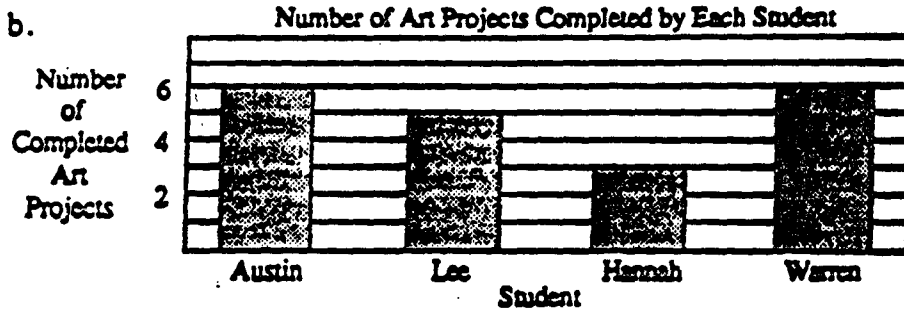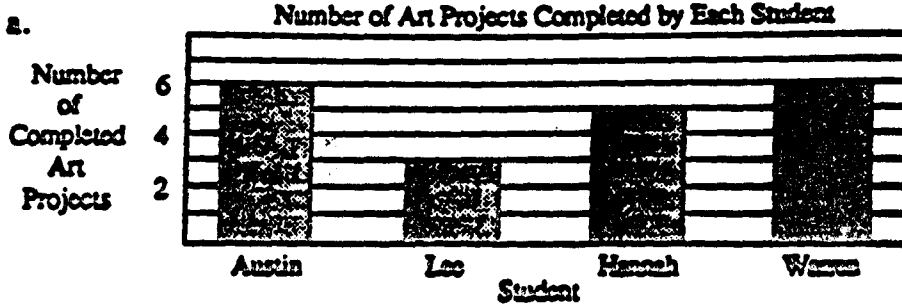19. Which numeral makes this statement true?

$$\frac{7}{8} = \frac{?}{16}$$

a. 9
b. 14
c. 15
d. 21

30. Which graph correctly represents the data shown in the table below?

Student	Number of Art Projects Completed
Austin	6
Lee	5
Hannah	3
Warren	6

a.

Number of Art Projects Completed by Each Student

b.

Number of Art Projects Completed by Each Student

c.

Number of Art Projects Completed by Each Student

d.

Number of Art Projects Completed by Each Student

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APPENDICE E

Letter of Permission

2309 Rock Creek Dr.
Chesapeake, Va.23325
April 5, 1993

Dr. Aaron Gay
The Department of Research,
Testing, and Statistics
Norfolk Public Schools
Norfolk, Virginia 23510

Dear Dr. Gay:

As a graduate student at Old Dominion University and a
Communication Skills Teacher at Rosemont Middle School, I am
conducting a research study to determine if there is a
relationship between school attendance and the passing rate
for the Literacy Passport Test. The results of my study
might provide some additional information for educators to
continue to search and upgrade educational incentives for
pupils to attend school with a low absentee rate. This
information will be presented to Rosemont's School
Management Assistance Resource Team and the Achievement
Committee to help them continue to promote the significance
of school attendance and academic success.

I am submitting three copies of my proposal and asking
for permission to secure the attendance records and the test
results from the Literacy Passport Tests of Rosemont's
students from 1990 to 1992. This research will be conducted
from May 10 til August 13, 1993.

Thank you for helping me with this research project.

Sincerely yours,

Victoria Porter