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WHAT IMPACT DOES AN ATTENDANCE INCENTIVE PROGRAM HAVE ON  
STUDENT ATTENDANCE?

by  
Marilyn Cosme

A Thesis

Submitted in partial fulfillment of the requirements of the Master of Arts Degree  
of  
The Graduate School  
at  
Rowan University  
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Approved by  
Professor

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## ABSTRACT

Marilyn Cosme

What Impact Does an Attendance Incentive Program Have on Student Attendance?

2004/05

Dr. David H. Moyer

School Administration

The purpose of this study was to determine the impact of an attendance incentive program on the attendance of students in a small, rural elementary school setting. The methodology of the study consisted of collecting attendance data from the previous school year. The data were then compared to the attendance data from the current school year. During the previous school year there was no attendance incentive program. During the present school year an attendance incentive program was created and promoted by the school. The study was conducted on the entire student population in a New Jersey elementary school that housed grades preschool through second. There were approximately 400 students in the school.

Except for one month during the study there was an increase in the rate of perfect attendance for every month when data were compared from the current school year to the previous school year. Notwithstanding all of the uncontrollable factors that can affect student attendance such as illness, death in the family or other emergencies, it was concluded that an attendance incentive program that provided interim rewards for perfect attendance on a monthly and quarterly basis had a positive effect on student attendance in school.

## Acknowledgements

First, I would like to thank the Almighty because He has taught me “I can do all things through Christ whose strength is in me.” Second, I would like to thank my parents, David and Maria Cosme for planting the seed in me that has blossomed into my lifelong commitment to learning and always reaching beyond my goals and expectations. Third, I would like to thank the professors and faculty at Rowan University in Glassboro, NJ, especially Dr. David Moyer for guiding me diligently and professionally through this process. Fourth I would like to acknowledge Mrs. Lois Perry, my principal, my field mentor, my example of a highly qualified, very positive and excellent leader. You taught me so much, not only by what you told me, but by what you showed me. Finally, I would like to thank Michael Bright. You came into this at just perfect time. You are my rock, the foundation that keeps me grounded.

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## CHAPTER 1

### Introduction

#### Focus of the study

Student attendance was a significant factor when it came to academic progress and achievement. When students had a high number of absences from school, they missed lessons and curriculum content that were essential for their academic and social development. The teacher had to take time out of the regular classroom instruction and routine to catch up the absent student on instructional material that he/she missed. The entire education process was disrupted when students were absent from school for both the absent student and for the students who were not absent. The intern believed that frequent absenteeism from school was a detriment to the overall academic achievement of the student. Furthermore, studies showed that chronic absenteeism led to juvenile delinquent behavior, low social economic status, unemployment, marital difficulties, poor health status and adult criminal behavior (Baker, 2000; Ford & Sutphen, 1996).

Absenteeism was an ongoing major problem in the public school systems (Ford & Sutphen, 1996; Sheats & Dunkleberger, 2001). School leaders continued to search for innovative ways to get students to attend school regularly. A review of the literature and an observation and informal analysis of current events and personal experiences supported the intern's belief that absenteeism negatively impacted academic performance. Since there was a high rate of student absenteeism, to earn an education and social development were not enough of motivating factors for students to attend school. Therefore, other incentives were created to improve student attendance.

Through the collection and analysis of material culture data, attendance records, and the development and implementation of an attendance incentive program, the intern conducted a study to determine if attendance incentives improved student attendance at school. The attendance incentive program was promoted throughout the entire school by all of the school staff. The program was introduced and explained to the students of the school and their parents during Back to School Night during the month of September 2004.

The intern developed an attendance incentive program called the "A" Team. Students of the school became members of the "A" Team by achieving perfect attendance for one marking period. Perfect attendance was defined by the Winslow Township School District regulation on attendance, Regulation 5200 (see Appendix A for the complete regulation). For students who achieved perfect attendance during one marking period, they received a certificate of achievement, recognition in the school newsletter, and a coupon or certificate to a local business, such as the bowling alley, local McDonald's restaurant, or ice cream store. Students were permitted to become members of the "A" Team for all of the marking periods, if they qualified. The intern believed that the opportunity for students to belong to a school recognized program would encourage the students to come to school daily. Also, the intern believed that by implementing an attendance incentive program, parents would want their child to receive recognition as a member of the program and would be motivated to send their child to school on a regular basis.

In order to encourage the students to attend school everyday and to provide more frequent recognition of perfect attendance an interim reward system was created.

Students that achieved perfect attendance for one month received recognition over the school's public address system, recognition on the Monthly Perfect Attendance bulletin board display in the hallway and a small reward or treat.

#### Purpose of the study

The purpose of this study was to determine if an attendance incentive program could improve attendance among the students. The study was conducted during the 2004 – 2005 school year. The attendance records for the 2003 – 2004 school year were collected and compiled. By reviewing, evaluating, and comparing the data on student attendance before the program was implemented with the data after the program was implemented, the intern was able to determine the impact, if any, of the attendance incentive program on student attendance. Also, the intern was able to determine the difference in attendance for the students in the various grade levels.

#### Definitions

*Absence* Defined by the local school district as not present in school and in the classroom to which he/she (student) is assigned on the day that school is officially open.

*Attendance* Defined by the local school district as a pupil's presence in school and in the classroom to which he/she is assigned on the day that school is officially open and at the times scheduled for instruction or other school activities, for a minimum of four hours.

*Frequent absences* Ten or more days of absence, excluding any absence attributable to disciplinary suspension.

*ISLLC* Interstate School Leaders Licensure Consortium

*Legal absence* Defined by the local school district as absence due to a mental or physical condition of the pupil as such that it interferes with learning or prevents attendance, or by



the observance of the pupil's religion on a day approved by the Board as a religious holiday, or by such circumstances as the building principal may determine constitutes good cause.

*Marking Period* A consecutive eleven week period during the school year during which grades are assigned via the distribution of report cards; constitutes one quarter of the school year.

*Perfect attendance* Defined as missing zero days of school or instruction.

*Truancy* Defined by the local school district as a pupil's absence from all or part of the school day without a reason and with or without the knowledge of the pupil's parent(s) or legal guardian(s).

#### Limitations of the study

The study was limited to the students of Winslow Township Elementary School #1 in grades preschool through second. There were approximately 395 students who participated in the study. The study was limited by the small academic grade range of the students and the small population size of the participants. Also, another limitation was the young students' lack of control over their regular school attendance. These young students had little choice of whether or not they would attend school. Another limitation of the study was the courtesy bus service offered by the local school district. The school district offered courtesy bus service to all of the students of Winslow Township Elementary School #1. If a student missed his/her bus, it was not uncommon for that student to stay at home for the day. Because of the rural location of the school and the young age of the students, the participants in the study did not have the option of walking to school if they missed the bus.

## Setting of the study

The study took place at Winslow Township Elementary School #1 located in Blue Anchor, Winslow Township, New Jersey. This school served students in grades preschool through second. There were a total of approximately 395 students and 30 certified teachers in the school. There were two half-day preschool classes. There was one full day preschool class. There were five kindergarten classes and five first grade classes. There were four second grade classes; and, there was one self contained, multi grade level class for children with special needs. The ethnic composition of the student population at Winslow Township Elementary School #1 was 54.4% Caucasian, 33.2% African American, 11.3% Latino or Hispanic, and 1% Asian. Winslow Township Elementary School #1 was located in the rural part of the municipality that was mostly made up of Caucasians. The district desegregated the local schools by bussing students from their neighborhood schools to other schools within the district.

Winslow Township School District was mostly a rural school district centrally located between Philadelphia and Atlantic City in Camden County. The school district was a comprehensive preschool through twelfth grade school district. There were nine school buildings in the district. There was a high school, one middle school, two upper elementary schools, four lower elementary schools, and one regional day school for students with severe special needs. The middle school served students in grades sixth through eighth. The upper elementary schools served students in grades third through fifth. The lower elementary schools served students in grades second through preschool.

The school board of education had nine members. There were two vacated seats at the commencement of this study.

The Municipality of Winslow Township included the following townships: Albion, Ancora, Atco, Blue Anchor, Braddock, Cedarbrook, Elm, Rosedale, Sicklerville, Tansboro, West Atco, and Winslow. The entire township spanned an area of 58 square miles and included approximately 34,600 residents. According to the Census Bureau of 2000 the racial makeup of the township was 66.5% Caucasian, 29.3% African American, 1.3% Asian, .03% Pacific Islander, and 1.58% from other races. An estimated 1.96% of the population was of two or more races. The median household income was \$56,000; 6% of the population was living in poverty. The ethnic composition of the community was somewhat similar to that of the schools.

#### Significance of the study

The study was significant because it was to contribute to the improvement of student attendance in the school. The study resulted in a positive, school wide and community effort to motivate students to attend school. The study provided tangible and intrinsic rewards for teachers to promote school attendance for their students.

All of the participants of the study benefited from the study. The students whose attendance improved received high quality, consistent instruction without the gaps that came from being absent. The teachers who participated in the study received the benefit of having students in school on a regular basis. This helped to reduce the interruptions that occurred in the flow of instruction when a teacher had to catch up an absent student. Also, the study was significant to the overall development of the students into responsible, well adjusted, future citizens of society.

## Relationship of the study to the Interstate School Leaders Licensure Consortium (ISLLC)

The study related to the ISLLC standards by promoting the success of all students through a collective vision and mission of the school. The intern led this mission. Since attendance was a school wide issue, it affected all of the school community, therefore making it a shared vision for improvement by all of the stakeholders in education. The study demonstrated the intern's ability to provide educational leadership through knowledge and understanding of research methods and communication with the school staff and community (1.a.4 & 5). The study demonstrated the intern's disposition for continuous improvement in the school through the implementation of the attendance incentive program (1.b.3). The intern demonstrated the ability to facilitate and engage in activities that identified, sought, and effectively used the resources for achieving the shared vision of improving student attendance in the school (1.c.4). Also, the study demonstrated the intern's ability to recognize, celebrate, and communicate the achievement of the vision and mission through the announcement of such in the school newsletter, display of the school attendance bar graph and rewards (1.c.8). The study related to the ISLLC standards through the demonstration of the intern's ability to promote the success of all students through collaboration with families and community members, responding to the interests and needs of the community and utilizing the community's resources (4.a.3). The intern actively sought and solicited donations of coupons and certificates from local businesses within the community for rewards for the students who achieved perfect attendance as defined by the attendance incentive program. The intern demonstrated an understanding of the context of public education through the belief of the value of education as a key to opportunity and social mobility (6.b.1). The

promotion and establishment of the significance of good attendance for students in school set the foundation for life-long practice as adults in society.

#### Organization of the study

The remainder of the study was organized in the follow way:

- Chapter 2 Literature review
- Chapter 3 Design of the study
- Chapter 4 Presentation of the research findings
- Chapter 5 Conclusions, implications, and further study

## Chapter 2

### Literature Review

In the age of the recent legislation of “No Child Left Behind” (NCLB) schools had a greater responsibility than ever to provide adequate educational services for students. In order to fulfill the stringent demands of NCLB, schools began to design, create, and implement instructional programs to meet the needs of their students. Yet, one basic, simple concept remained as the foundation of the success of academic instruction – student attendance. No matter how effective the program was, no matter how innovative the curriculum became, if students were not in school, they were not going to do well. The first step to success in education was attendance. Absenteeism or truancy had a direct correlation with low levels of achievement in school (Reglin, 1997).

#### The Importance of School Attendance

There was a tremendous level of significance given to standardized test scores as the basis of proof of academic achievement and even to prove teacher qualifications. Teachers and principals were under great pressure to produce high test scores. Absenteeism by students negatively affected those test scores. Despite all of the efforts of the teachers, if students did not attend school regularly, then the teachers’ efforts were futile. “When many (students) are absent or chronically tardy, achievement levels suffer” (“Raising School Attendance,” 2001). As one school principal from Florida surmised, “If a student is late 10 minutes each day of school, he misses 1,800 minutes of instructional time” (“Raising School Attendance”). That equated to almost one week of school.

The attendance patterns of young students created life-long habits. Students that developed patterns of absenteeism and eventually dropped out of high school began the patterns of absenteeism as early as first grade or in the primary levels of school (Epstein & Sheldon, 2002; Reid, 2003). It was found to be more effective to deal with student attendance problems in the preventive stages, early on, rather than wait until it became a problem and then try to deal with it at the intervention stages, later on (Ford & Sutphen, 1996). In a previous study conducted by Barth (1984), it was found “on average, a first grader who misses 11.8 days during the year will miss an additional 0.7 days each year until junior high school” (Baker, 2000). By contrast, first grade students who missed fewer than 11.8 days of school during the year, showed an increase in attendance for every subsequent year (Baker). Once again, the correlation between attendance in school and the long term effects it had on the individual was evident. Therefore, it became of paramount significance that educators begin prevention measures with students in elementary school to develop and establish permanent, positive attendance patterns that last a lifetime.

Absenteeism affected the classroom instruction as a whole. When students missed school they were affected individually. Also, the students who were present in school were affected because the teacher had to take valuable instruction time to provide materials, instructions, or directions to the absent student. “When teachers spend time getting a few students caught up, instruction for the rest of the class suffers” (“Raising School Attendance,” 2001).

Not only was student attendance significant for academic achievement, but it impacted the transition of these students from children to adults into society. Students

who missed an excessive number of school days had inadequate skills to enter the workforce, and therefore tended to have higher rates of unemployment and poverty. Also, they were identified as probable juvenile delinquents and adult criminals (Ford & Sutphen, 1996). As can be seen from the literature, absenteeism not only affected academic performance and social development, but it also affected the individual's ability to transition into a productive adult. Students who attended school on a regular and consistent basis were less likely to develop anti-social behaviors and delinquent behaviors (Ford & Sutphen).

School attendance had an impact on school funding and budgets. In some states, state funding for local school districts was partially dependent on student attendance. If schools reported fewer students in the school, then their state funding was reduced accordingly. The budget was affected because funds that were allocated to student resources were not necessary due to the decrease in student attendance. These funds could have been allocated to other school resources (Stuekel, 2004). Also, budgets were based on a higher population of student attendance. Budgets were created in anticipation of a particular rate of student attendance in the school district.

A review of the literature supported the significance of student attendance in school. The impact of student attendance went beyond academic performance. Student attendance affected academic achievement for the individual, chronically absent student and the whole class. Also, it affected the student's ability to become a successful and responsible adult. Chronic absenteeism by students had an impact on school finances, too. Due to the broad range of areas that were affected by student attendance, it was



necessary to find a way to improve student attendance through an attendance incentive program.

Why did students miss school?

Students missed school for a variety of reasons. There were several factors that contributed to absenteeism in the schools. There were school, personal, developmental, family and parental, and neighborhood and community factors that affected student attendance. In schools where there was little enforcement of school policy, lack of school and parental connections, and unsupportive teachers, truancy became more prevalent. The personal factor that affected student attendance was the student's lack of interest and difficulties with academics (Teasley, 2004). Students who were frustrated with school missed more days of school. At the middle and high school level students missed school because of the intensity of the academic instruction and requirements (Reid, 2003).

The developmental factors that affected student attendance were contributed to risk factors related to students entering into adolescence. Peer pressure was a major force in contributing to absenteeism. Family and parental factors affected student attendance by their lack of involvement in their children's education. When families were more involved and shared the responsibility of education, the students were more likely to be in school on a regular basis. Conversely, families that permitted their children to be absent from school or who went on vacations during the school year, had a negative impact on the student's attendance (Teasley, 2004).

The link between neighborhood and community factors and student attendance was in the resources and support systems that the local community provided for its students. Generally, students who lived in the more affluent communities demonstrated

better attendance than those who were from the lower socioeconomic status communities. The affluent communities had a greater availability of services for students and their families (Teasley, 2004). They were better informed about the significance of school attendance.

#### Interventions/Attendance incentives programs

Since a review of the literature supported the theory that student attendance was directly correlated to academic performance and teachers and school officials have noted the problem with absenteeism among students, then the issue became what can be done to improve attendance in schools? Traditionally, students who were truant or exhibited a high frequency of absences were punished and dealt with individually. They received suspensions from school, exclusions from recess or other activities, extra assignments, lower grades, and reprimands. They were viewed as delinquents (Baker, 2000; Epstein & Sheldon, 2002). However, studies have shown that these forms of punishment were not effective in combating absenteeism. In fact, punishment for absenteeism did not improve attendance. Usually, these consequences led to maintaining the status quo or further increasing the problem (Baker). An attendance incentive program, one that promoted and emphasized positive behavior was an effective way to reduce absenteeism by changing the mindset of the offenders. By offering positive rewards for attending school, students would not be afraid of the consequences for absenteeism and they would develop a positive attitude about attending school. Students wanted to attain the positive rewards that were offered for good attendance.

Many school leaders created different programs and incentives to promote school attendance. Among the more common programs and interventions were parental

involvement initiatives, perfect attendance awards, coupons from local businesses, student-teacher mentors, telephone calls to homes when the students were absent, school wide acknowledgement of perfect attendance, use of truant officers, revisions and enforcement of school attendance policies, and many others (Baker, 2000; Epstein & Sheldon, 2002; "Raising School Attendance," 2001; Ford & Sutphen 1996; "Curriculum Reviews," 1994; Silverman, 2003; Delisio, 2002). Most of the individual schools that implemented an attendance incentive program reported an increase in student attendance.

An effective attendance incentive program was one that created an association of participants who joined forces as a united approach to the problem of absenteeism. The students understood that all of the stakeholders in education were involved in improving the attendance of students. The association of participants included the school leaders, teachers, parents, and the community. At the elementary level attendance incentives programs had to be clearly defined with measurable goals. In other words, waiting until the end of the school year to recognize an achievement in perfect attendance was not effective for students in elementary schools. There needed to be more frequent recognition at smaller intervals. For example, the social worker at the Monaview Elementary School in Greenville, South Carolina devised a plan to improve student attendance. The plan consisted of clearly defined goals and incentives for the students who achieved perfect attendance. The attendance incentives were given daily, weekly, monthly, quarterly, and annually. The incentives ranged from an announcement at school for classes with perfect attendance to 30 extra minutes of recess time on a monthly basis. Effective attendance incentives were tangible, clearly defined, highly publicized, and easily attainable.

In another school district in Hillsboro County, Florida the attendance improved through the revision and enforcement of the school district's attendance policy. The school district took a "get tough" attitude about attendance. Teachers became involved in the daily process of contacting absent students' families. Also, the attendance policy allowed for the students' grades to be adversely affected when they were absent from school. "District officials have gone as far as taking parents of delinquent students to court, and some parents have received jail time" (Delisio, 2002). While this measure appeared to be excessive, the need to improve attendance in schools was so essential to the education of the students that school districts began to take aggressive measures. Hillsboro County school district in Florida recently boasted about a five point raise in the attendance rate at the middle school and a four point raise at the high school (Delisio).

After having implemented a new approach to truancy, the Minneapolis School District saw a recent increase in attendance. The school district revised and redefined its attendance policy with clear definitions and consequences for offenders. The old policy was not clear. It varied from school to school. The new policy was effective in improving attendance (Delisio, 2002).

There were many different approaches to improve student attendance. Along with the ones mentioned above, other strategies included analyzing attendance patterns, reviewing attendance policies, consistently enforcing the policy, communicating with stakeholders in the education of the students, reaching out to parents, using automated telephone calls, assigning student or teacher mentors, teaming up with law enforcement and businesses, holding special activities on Mondays and Fridays, reviewing student attendance each year prior to the opening of school, utilizing a home/school coordinator,

giving special jobs to students, providing counseling services, and modeling the behavior of good attendance (“Raising School Attendance,” 2001). In summary, “All pupils need to be made aware that their attendance matters” (Reid, 2003).

A review of the literature concluded that attendance was a major factor in the academic achievement, social development, and life long habits of students. Also, a review of the literature showed a concern by school officials with the rate of attendance by students in schools. School districts in different areas of the country and even world wide were found to be diligently working to improve student attendance through a variety of innovative and creative attendance incentive programs. In this study, the intern wanted to research the impact, if any, of attendance incentives on student attendance.

#### Research Questions

In general terms, this research sought to answer the question, what impact, if any, did an attendance incentive program have on perfect attendance by students? The supporting research questions were:

- What differences were there in attendance by students in different grade levels?
- What differences were there in attendance by students during the different months of the school year?
- When compared to last year’s attendance rates, did the attendance incentive program have a negative or positive impact on perfect attendance by students?

## Chapter 3

### The Design of the Study

This chapter included the details of the method and the procedures that were used in this study. It included the description of the research method used, a description of the procedures used in gathering the data and the statistical treatment utilized in analyzing the data that were gathered.

#### Methodology

The method of data collection for this study was research, collection, and review of material culture. Data on enrollment and attendance records from the previous school year (2003 – 2004) were gathered. These data were then compared to and contrasted with the attendance data from the present school year (2004 – 2005). The intern sought to determine any differences in attendance rates between the two academic school years for the students. During the current school year, attendance incentives were promoted and offered to the students. During the previous school year, there was no attendance incentive program in place.

#### Description of procedures

The attendance records for the previous school year were collected from the Winslow Township School District's data base. Monthly perfect attendance records for all grades levels were collected. The principal's monthly reports for the previous school year were collected, too. These data included the total enrollment on record for each month during the school year and the total number of students who achieved perfect attendance during each month. The total number of students with perfect attendance for each month was

divided by the total number of students enrolled for that particular month. These quotients resulted in the rate of monthly perfect attendance during the previous school year.

During the current school year, the data were collected on a monthly basis. The data were collected and compiled for the entire student population in the school and for the individual grade levels. The data were collected monthly for the purpose of this study and quarterly for the purpose of rewarding the students who achieved perfect attendance for the quarter (marking period). These students were the students who made the A Team.

An analysis of the data included a comparison of the percentage of students with perfect attendance for each month for the present school year (2004 – 2005) against the percentage of students with perfect attendance for each month for the previous school year (2003 – 2004). Any increases or decreases in the percentage of perfect attendance for each month were noted. Notwithstanding any uncontrollable factors such as illnesses or family emergencies, it was concluded that any increases in attendance were attributable to the attendance incentive program. The results of the study were analyzed on the parameters of the whole student population for this school.

Also, for the present school year, the data were disaggregated and analyzed for each grade level. A comparison of the percentage of students with monthly perfect attendance was analyzed for any discrepancies among the four grade levels (preschool through second) in the school.

The following chapter included a presentation of the research findings.

## Chapter 4

### Presentation of Research Findings

This chapter included the data that were collected during the study. Each month the intern collected data on the attendance records for the students of Winslow Township Elementary School #1. The data were collected monthly for the student population and compiled by individual class and grade levels. In order to determine the percentage of students with perfect attendance for each grade level, the number of students in the grade level who achieved perfect attendance for each month was divided by the total number of students in that particular grade level. For example during the month of September 2005 the total student population in second grade was 99 students. Out of the possible 99 students 72 students achieved perfect attendance for the month of September 2005. The rate of perfect attendance was calculated at 72 divided by 99 for a quotient of 72.7% perfect attendance in second grade for the month of September 2005. The same formula was used to determine the perfect attendance rate for all of the students in the other grade levels and the entire student population in the school. The rate of perfect attendance was calculated on a monthly basis. The total number of students in all grade levels combined who achieved perfect attendance for the month was divided by the total number of the student population in all grade levels combined. The quotient was the perfect attendance rate for the school or the percentage of the students from the student population who achieved perfect attendance per month.

When the data for the current school year were analyzed by grade level, out of all the grade levels the second grade students achieved the highest rate of monthly perfect



attendance for each month except for the month of September. In September 2005 the highest rate of perfect attendance was achieved by the first grade students. Out of all the grade levels the students in the preschool grade level consistently achieved the lowest rate of monthly perfect attendance. During the months of September 2004 through December 2004 the preschool grade level's rate of monthly perfect attendance decreased from 64.5% to 38.8%. Overall from the months of September 2004 to March 2005 the students in the preschool grade level averaged a 47.1% monthly perfect attendance. From September 2004 to March 2005 the students in the second grade level averaged a 65.7% monthly perfect attendance (see Appendix B). On average the students in the second grade level had an 18 point higher rate of monthly perfect attendance when compared to the students in the preschool grade level.

When the data were analyzed for the entire student population in the school on a monthly basis September had the highest rate of monthly perfect attendance. In September 2005 71.4% of the total student population achieved perfect attendance for that month. During the months of September 2004 to February 2005 the percentage rate of students with monthly perfect attendance steadily declined except for during the month of December 2004 when there was a slight increase in the rate of perfect attendance from the prior month (see Appendix B). Also, the rate of students with monthly perfect attendance increased from the month of February 2005 to March 2005.

After the data for the current school year (2004 – 2005) were collected and organized, the data for the previous school year (2003 – 2004) were collected and organized in the same format. At the time of this study, a breakdown of the attendance

data for each grade level during the previous school year (2003 – 2004) was no longer available.

The monthly rates for perfect attendance for the entire student population for the current and previous school years were compared. There was an increase in the rate of students with perfect attendance for each month during the current school year as compared to the previous school year. The only month that saw a decline in the perfect attendance rate for the whole student population was February. In February 2004 the percentage rate of students with perfect attendance was 43.1%. In the month of February 2005 the percentage rate of students with perfect attendance was 35.3%. That resulted in a decrease of eight percentage points. As of the end of March 2005 there was an average gain of 10.9 percentage points for each month during the current school year when compared to the previous school year. The greatest difference was noted in the rates of perfect attendance for the month of December. During the month of December 2003 the rate of perfect attendance for the entire school population was 42.1%. One year later during the month of December 2004 the rate of perfect attendance for the entire student population for the month of December 2004 was 61.1%. That was an increase of 19 percentage points. The least difference was noted during the month of November. During the month of November 2003 the rate of students for the entire school with perfect attendance was 54.9%. During the month of November 2004 the rate of students for the entire school with perfect attendance was 60.1%. That was an increase of 5.2 percentage points (see Appendix C). It was noted that traditionally November is the month of the school year calendar with the fewest number of school days.

During the previous school year (2003 – 2004) the range of the rates of monthly perfect attendance was 32.9% to 64.7%. During the current school year (2004 - 2005) the range of the rates of monthly perfect attendance was 35.3% to 71.4%. At the time of this study the attendance data for the current school year (2004 – 2005) for the months of April, May and June were not yet available. Therefore, the data were analyzed and compared between the two school years from the months of September to March for each of the school years.

The implications of this study were concluded in the following chapter.

## Chapter 5

### Conclusions, Implications and Further Study

After a thorough analysis of the data on student attendance it was concluded that the attendance incentive program that was implemented at the Winslow Township Elementary School #1 had a positive impact on the overall attendance of the students. This conclusion was based upon the fact that there was a significant increase in the monthly perfect attendance of the student population when compared to last school year's monthly perfect attendance rate. In spite of the uncontrollable factors such as illnesses and family emergencies that may have contributed to students' needs to be absent from school, the data demonstrated that students attended school more often and consistently. Although these students in grades preschool through second did not have much independent control over their attendance in school, the program had an impact on the school community, especially the parents to bring their children to school everyday.

#### Differences in attendance in grade levels

The differences in student attendance per grade levels were noteworthy. It appeared that the students in second grade were the most diligent in attending school on a regular basis. The students in the preschool grade level attended school the least frequently. In fact except for the months of February 2005 and March 2005 the preschool students had the lowest rate of monthly perfect attendance. From the months of September 2004 to March 2005 the kindergarten and first grade students varied in the rate of monthly perfect attendance.

### Differences in attendance during the months of the school year

During the months of September 2004 to March 2005, September had the highest rate of monthly perfect attendance for the entire student population. The lowest rate of monthly perfect attendance occurred during the month of February 2005. Generally the monthly attendance rate declined as the school year progressed. It appeared that the lowest rates of monthly perfect attendance occurred during the colder months of the school year. The inclement weather and usual illnesses that occur during the colder months of the school year may have been a contributing factor that negatively impacted the attendance of students at the school. A review of last year data concurred with this analysis (see Appendix C).

### Comparison of the current school year's attendance with last year

When the current school year's (2004 – 2005) attendance data were analyzed and compared to last school year's attendance data there was a clear increase in the rate of monthly perfect attendance. As of the conclusion of this study, the perfect attendance rates for each month when compared between the two academic school years, were higher in the current school year than last year, except for during the month of February. This was the most evident factor that concluded that the attendance incentive program had a positive impact on the attendance of students.

### Leadership growth and the ISSLC standards

Through this study the intern was able to demonstrate growth in leadership abilities as per the ISSLC standards of leadership. Specifically the intern demonstrated the ability to create, impart, facilitate and engage the whole school community in a shared vision of high student performance as per ISSLC standard 1.c.1. This study allowed the

intern to facilitate and engage in activities that promoted, recognized and celebrated student accomplishments as per ISLLC standard 2.c.8. Through this study and the implementation of the attendance incentive program called the A Team the intern was able to aptly demonstrate the ability to effectively use public and community resources to sponsor the A Team. Finally, the intern demonstrated the belief in and commitment to the value of education as a key to opportunity and social mobility as per ISLLC standard 6.b.1.

#### Change in the organization

This study changed the students and faculty of Winslow Township Elementary School #1 because it provided a tool for teachers to promote attendance in the school by students. Prior to this program the only recognition of student attendance was acknowledged at the end of the school year with a perfect attendance award. However, a review of the literature indicated that the rewards for students needed to be frequent, intrinsic and tangible. Through this study the intern was able to lead the school in a shared vision of promoting student attendance. The rewards gave the teachers the necessary tools to promote the program. The students became aware of their attendance because they wanted to receive rewards for their efforts. Also, the attendance graph that was prominently displayed in the school lobby became a topic of discussion among the parents and school community members. Student attendance became a focus and central theme of the school year.

#### Further study

Further study was needed to determine if the attendance incentive program would have ongoing effects. The parameters of this study were narrowly defined. A more

detailed study with broader parameters would be needed to determine if the program would have an impact in other grade levels. Also, it would be noteworthy to collect similar data over the next few years to conduct a longitudinal study of the attendance rates for students. Students who have had a history of poor attendance should be tracked as they progress through the grade levels.

There were many factors to consider in this study. There were many factors to consider when it came to student attendance. The final conclusion of this study was that an attendance incentive program that promoted student attendance and recognized achievement in attendance through frequent and tangible rewards did have a positive impact on the overall attendance of students in an elementary school.

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**Appendix A**

**Winslow Township Board of Education Regulation 5200 on Attendance**

<b>REGULATION</b>	<b>WINSLOW TOWNSHIP BOARD OF EDUCATION</b>
	PUPILS
	R5200
	Attendance
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M

R 5200     ATTENDANCE

A.     Definitions

1. Reference to "the Superintendent" herein shall mean the Superintendent or his/her designee, and reference to "the Principal" herein shall mean the Principal or his/her designee.
2. *A "day" of attendance is defined as a day when the school is officially open and a student is present for the required number of hours under the guidance and direction of a teacher engaged in the teaching process.*
3. "Attendance" is *defined as* a pupil's presence in school and in the classroom to which he/she is assigned *on the day that school is officially open and* at the times scheduled for instruction or other school activities.
  - a. A pupil will be considered to have attended school if he/she has been present at least four hours during the school day. On days of late opening or early closure, this minimum requirement may be modified by administration.
  - b. A pupil not present in school because of his/her participation in an approved school activity, *conducted during the regular school day*, such as a field trip, meeting, cooperative education assignment, or athletic competition will be considered to be in attendance.
  - c. *A pupil not present in school due to the observance of a pupil's religion, on a day approved for that purpose by the Board of Education, will have his/her number of possible days of attendance reduced by the number of days missed for religious observance. The pupil's attendance will not be affected in these cases.*

4. "Truancy" is a pupil's absence from all or a part of the school day, *without a reason, and with or without the knowledge of the pupil's parent(s) or legal guardian(s). A truancy is an unverified absence.* A pupil will also be considered truant if he/she:
  - a. Leaves school, *at any time*, without permission, when school is in session,
  - b. Leaves class, *at any time*, because of illness and does not report to the school nurse as directed, or
  - c. Is present in school but is absent from class without approval. Such truancy from class is a "class cut."
  
5. "Unverified absence" is a pupil's absence for all or part of a school day *without any reason and is a truancy.*
  - a. An *absence that is unverified* is expressly not *permitted* for any of the following purposes (this list is intended to be illustrative and is not inclusive):
    - (1) Employment other than school-approved work assignments,
    - (2) Performance of household or baby-sitting duties,
    - (3) Vacation,
    - (4) Hunting.
  
6. "*Verified* absence" is a pupil's absence from school for a full day or a portion of a day for one or more of the following reasons *and is considered not to be a truancy. A verified absence is still considered to be an absence from school and counts towards the allowable absence total.*
  - a. The pupil's illness,
  - b. The pupil has uncoverable and/or uncovered weeping skin lesion(s), whether or not the pupil has been screened for HIV. No pupil may attend or visit school if he/she has an uncoverable and/or uncovered weeping skin lesion,
  - c. A death or critical illness in the pupil's immediate family,
  - d. Quarantine,
  - e. Interviews with a prospective employer or with an admissions officer of an institution of higher education,

- f. Examination for a driver's license,
  - g. Necessary and unavoidable medical or dental appointments that cannot be scheduled at a time other than the school day.
7. ***"Administrative absence" is an absence from school for a full day or a portion of a day for one or more of the following reasons:***
- a. ***The pupil's suspension from school***
  - b. ***The pupil's required and documented attendance at a municipal, county, state or federal court.***

B. Notice to School of a Pupil's Absence

1. The parent(s) or legal guardian(s) or adult pupil is requested to call the school office before the opening of school of the morning of the pupil's absence.
2. The parent(s) or legal guardian(s) or adult pupil who anticipates a future absence or anticipates that an absence will be prolonged should notify the Principal or his/her designee, *in writing*, who will assist in the arrangement of make-up work. If the absence is to be short-term (less than two weeks), the pupil's teacher will provide home assignments. If the absence, *due to an illness, as documented by a physician's statement*, is to be a long-term absence (two weeks or more), home instruction will be arranged.
3. Pupil's who are absent from school without prior written notice, or telephone contact with the school, will be considered truant until that absence is explained, in writing, by the parent/legal guardian or adult student in accordance with their readmission requirements in paragraph C below.

C. Readmission to School After an Absence

1. A pupil returning from an absence of any length of time must present to the *to the classroom teacher* (for students in grades PK-5), or *to the homeroom teacher* (for students in grades 6-12) a written statement documenting the reasons for the absence(s), dated and signed by the parent(s) / or legal guardian(s) / adult pupil / or *physician / medical practitioner immediately upon the return to school. Physician's statements not submitted, at the time of return, may not be accepted as proof of absence due to illness.*
2. For students in grades PK-5, a note explaining a pupil's absence for

non-communicable illness for a period of five *or more* consecutive school days *must* be accompanied by a physician's statement *describing* the pupil's illness. *Physician's statements not submitted, at the time of return, may not be accepted as proof of absence due to illness.*

3. For students in grades 6-12, absences will only be *considered as verified absences* when a note/statement is presented and states reasons *as indicated* in Paragraph C.1 above, and absences for illness will only be *considered verified absences* when a *physician's statement* is presented *at the time of return*. *For students in grades 6-12, a note explaining a pupil's absence for non-communicable illness for a period of five or more consecutive school days must be accompanied by a physician's statement describing the pupil's illness prior to being re-admitted to school. Physician's statements not submitted, at the time of return, may not be accepted as proof of absence due to illness.*
4. A pupil who has been absent by reason of having or being suspected of having a communicable disease must present to the school nurse written evidence of being free of communicable disease, *provided by a physician or medical practitioner*, in accordance with Policy No. 8451.

D. Instructional Responsibilities of Students and Teachers

1. Teachers are expected to cooperate in the preparation of homework assignments for pupils who anticipate *a verified* absence of two school days duration. The parent(s) or legal guardian(s) or adult pupil must request and arrange for the pick-up or delivery of such homework assignments.
2. A pupil who anticipates an absence, *due to illness or medical circumstance*, of more than two school weeks duration may be eligible for home instruction in accordance with Policy No. 2412. The parent(s) or legal guardian(s) or adult pupil must request home instruction.
3. Pupils absent for any reason are expected to make up the work missed. In grade six and above, the pupil is responsible for requesting missed assignments and any assistance required. Teachers will provide make-up assignments as necessary. *Class participation is a subjective part of the computation of a student's grade. Absences from school or class, prevents students from deriving the full benefit of classroom discussions. Teachers may provide supplemental assignments to students returning from absences to address class participation.*

4. In general, following return from an absence, pupils will be allowed one (1) school day to make up missed work for each one day of absence. Teachers shall make reasonable accommodations to extend time for pupils *when extenuating circumstances are present*.
5. A pupil who missed a test because of a *verified* absence shall be offered an opportunity to take the test or an alternate test; in no case will a pupil who missed a test because of his/her observance of a religious holiday be denied an opportunity to make up the test. *Make-up tests must be scheduled and completed within a time period equal to the number of days of absence or within a time set at the discretion of the teacher in extenuating circumstances.*
6. *Students who are absent from any class due to "class cutting" must appeal, in writing, to the principal in order to receive a grade/credit for work missed during that class period.*

E. Denial of Course Credit

1. The teacher will determine the credit to be awarded a pupil for make-up work, subject to the rules set forth in this section. Where class participation is a factor in the learning process, the teacher may consider a pupil's absences in determining a final grade, except that absences for the observance of a pupil's religious holiday or for a suspension from school, cannot adversely affect the pupil's grade. *In cases of absence due to extended illness, as documented by a physician's statement, sufficient opportunity shall be afforded the student to make up missed assignments, tests and/or exams.* The teacher may record an incomplete grade, in accordance with Regulation No. 2624, for a pupil who has not had full opportunity to make up missed work.
2. A pupil in grades PK-12 will be retained when he/she has been absent more than *sixteen (16)* days per year. A pupil in grades 9-12 will be denied course credit when he/she has been absent more than sixteen (16) of the *class* sessions per year, or more than eight (8) class sessions for semester courses, or more than four (4) class sessions for marking period courses. These limits on absences may be prorated by the building principal for students who are enrolled in Winslow Township schools for only part of the school year. *For students in grades 9-12, credit requirements for class standing is provided in the Program of Studies.* Exceptions to this retention *policy* and denial of credit may be made by the *principal* for pupils

*who have extenuating circumstances or who can demonstrate that all required assignments, tests and/or exams have been completed.*

- a. *A pupil in grades 6-12 who has exceeded the absence threshold, for any course, for reasons of extended periods of illness, documented by a physician's statement, submitted in a timely fashion, and has been denied course credit, or is at risk for denial of course credit, may be permitted to attend a subject/credit completion program to regain the denied credit. Credit/subject completion will only be considered for students who have been absent fewer than twenty (20) days. Exception may be made by appeal to the building principal. Times in which students are off-site for school-sponsored activities are not counted as absences.*

F. Notice to Pupils and Parent(s) or Legal Guardian(s)

1. When a pupil in grades PK-12 has been absent *for four (4)* school days, consecutively or cumulatively, in any one school year, the Principal will notify the pupil's parent(s) or legal guardian(s) in writing of the number and dates of the absences. The notice may be waived if doctor's notes are provided. A copy of the notice will be given to the community liaison officer for follow-up.
2. When a pupil in grades PK-12 has been absent *for eight (8)* school days, consecutively or cumulatively, in any one school year, the Principal will send a second written notice to the pupil's parent(s) or legal guardian(s). The notice will warn of possible adverse academic consequences of the absences and will request a conference. The community liaison officer will make a home visit *and/or home contact* to determine the cause for absences and discuss the importance of regular attendance. The notice, conference and home visit may be waived if doctor's notes are provided.
3. When a pupil in grades PK-12 has been absent *for twelve (12)* school days, consecutively or cumulatively, in any one school year, the Principal will send a second written notice to the pupil's parent(s) or legal guardian(s). The notice will warn of possible adverse academic consequences of the absences and will request a conference. The community liaison officer will make a home visit to determine the cause for absences and discuss the importance of regular attendance. The notice, conference, home visit and penalties may be waived if doctor's notes are provided.



4. When a pupil in grades PK-12 has been absent *sixteen (16) school days for a full year course, eight (8) days for a semester course, or four (4) days for a marking period course*, the Principal will notify the pupil's parent(s) or legal guardian(s) in writing that the pupil may be retained at his/her grade level and that legal action may be taken. *At the high school level, the student will receive a copy of the notification, which will include a warning that the student may be denied course credit and/or receive a grade of "incomplete" for courses from which he or she has been absent.*
5. *Students missing assignments, tests and/or exams due to absence, may receive a grade of Incomplete (I) for the marking period. Unless there are extenuating circumstances, students are expected to resolve incomplete grades no later than ten (10) school days after the close of the marking period. An unresolved incomplete grade will automatically be converted to a failing grade of fifty (50), for grades 9-12, after the ten (10) day period has elapsed, for marking periods 1, 2 and 3. For the fourth (4<sup>th</sup>) marking period, a student will receive the actual grade average earned. If an extension is sought resulting from an extenuating circumstance, a written request must be submitted to the classroom teacher and forwarded to the school counselor once approved. Teachers must inform students by the last day of the marking period if it is expected that the student will receive a grade of incomplete for that marking period.*
6. The building principal may pro rate the number of days in which a student receives "no credit" for those students who attend Winslow Township schools for only part of the school year.

G. *Disciplinary Consequences for Students Failing to Meet Attendance Requirements*

1. Pupils may be denied participation in co-curricular activities if their attendance fails to meet the standards set forth in Policy No. 2430.
2. Pupils may be denied participation in athletic competition if their attendance fails to meet the standards set forth in Board Policy No. 2431.
3. No pupil who is absent from school for observance of a religious holiday may be deprived of any award or of eligibility for or opportunity to compete for any award because of the absence.

#### 4. *Procedures for Responding to Truancies.*

- a. First instance: For students in grades PK-5, the teacher will confer with the pupil about the *unverified* absence and will notify the pupil and the parent(s) or legal guardian(s) that continued truancies may result in serious discipline. For students in grades 6-12, known cuts will be referred for disciplinary action in all instances.
- b. Second instance: The community liaison officer will request the parent(s) or legal guardian(s) to attend a conference with the pupil and the middle school/secondary guidance counselor to discuss the cause of the truancies.
- c. Third instance: The teacher/community liaison officer will confer with the guidance counselor. The counselor may confer with the pupil and will meet with the parent(s) or legal guardian(s). The counselor may change the pupil's program, or refer the pupil to the Child Study Team.
- d. Additional instances: A pupil truant from *school or* any class may be suspended. A pupil sixteen years of age or older and truant *sixteen (16)* times may be referred to a G.E.D. Program or an alternative program, *or the pupil may be referred to the Child Study Team so that his/her eligibility for special education or related services can be considered.*

*Compelling attendance is a responsibility of the Board of Education pursuant to N.J.S.A. 18A:38-25. As such, in instances where truancy has been verified, the school district may act in accordance with N.J.S.A. 18A:38-31 to ensure that compulsory education is provided.*

5. When a pupil under the age of sixteen is *truant* more than *ten (10)* school days in any one school year, the attendance office may inform the Superintendent for possible prosecution in municipal court pursuant to N.J.S.A. 18A:38-27 et seq.
6. A pupil absent from school for unexplained reasons will be handled in accordance with Regulation No. 8464.

#### H. Recording Attendance

1. Teachers must accurately record the pupils present, tardy, and absent each day in each session or each class. Attendance records must also record pupils' attendance at out-of-school curricular events such as field trips.

2. The attendance office must classify and record each absence as excused *for religious reasons, absent-verified, or absent - unverified (truant)*.
3. The attendance form will be delivered as established by the building principal to the attendance office, which will verify pupil absences.
4. A report card will record the number of times the pupil was absent and tardy in each marking period.
5. A pupil's absence for observance of a religious holiday will not be recorded as such on any transcript or application or employment form.

#### I. Appeal

1. A pupil who has been suspended or expelled for truanancies may appeal that action in accordance with Policy Nos. 5610 and 5620.
2. A pupil who has been retained at grade level for excessive absences may appeal that action in accordance with Policy No. 5410.
3. A pupil who has been dropped from a course and/or denied course credit for excessive absences may appeal that action in accordance with the following procedures:
  - a. Jointly, the pupil and his/her parent/guardian shall file a written appeal to the Assistant Principal (or Principal in a one administrator building) within five school days of receiving notice of the action. The appeal should state the reasons for admitted absences, documentation that would reduce the number of absences, and reasons why the pupil should continue to be enrolled in the course and/or receive course credit.
  - b. The Assistant Principal/Principal will respond in writing no later than five school days after receiving the appeal.
  - c. If the pupil and parent/guardian are not satisfied, they may submit a written request to the Principal for consideration by an Attendance Review Committee.
  - d. On the request of the pupil and parent/guardian, the Principal shall convene an Attendance Review Committee consisting of a building level administrator, a guidance counselor and the community liaison officer (or his/her designee), giving written notice to the pupil, parent/guardian and teachers. The Attendance Review Committee

shall meet informally to hear the pupil's reasons for reenrollment and/or credit. The pupil and parent/guardian may attend the meeting provided that a written request to attend is submitted to the Principal at least one day prior to the meeting. At least one day prior to the meeting, teachers may submit reasons in writing to deny/grant the appeal.

- e. The Attendance Review Committee shall decide the appeal and inform the pupil in writing within five school days of the meeting. The committee may impose conditions on any reenrollment and may require the pupil to agree to those conditions.
- f. The pupil may appeal an adverse decision of the Attendance Review Committee to the Superintendent, the Board of Education, and the Commissioner of Education, in that order and in accordance with Policy No. 5710, Pupil Grievance. An appeal to the Attendance Review Committee shall be considered to have exhausted the first step of the grievance.

#### J. Attendance Improvement Plan

1. The Superintendent's designee will collect attendance data from each of the schools in the district and calculate the average daily attendance rate for the district and for each school. The attendance rate shall be calculated by dividing the total number of pupil days present for all pupils by the total possible number of pupil days present for all pupils and multiplying the result by one hundred.
2. When the average daily attendance rate is below 90% for the district or below 85% in any one school, the following attendance improvement plan shall be implemented, district-wide or in the affected school, as appropriate.
  - a. The Superintendent's designee is responsible for implementing the Attendance Improvement Plan district-wide. The Principal is responsible for implementing the Attendance Improvement Plan in any school.
  - b. The procedures for notifying parent(s) or legal guardian(s) and disciplining pupils, set forth in F and G, shall be strictly followed.
  - c. Classroom teachers will identify and report to the grade level Assistant Principal (Principal in one administrator buildings) and counselor, the pupils for whom prompt attendance is a problem. If

warranted, the community liaison officer will confer with the parent(s) or legal guardian(s) of each identified pupil by telephone or in person to determine the causes of the pupil's poor attendance and to impress upon the parent or legal guardian the district's attendance expectations. Every reasonable effort shall be made to determine whether the pupil's absenteeism is caused by an inappropriate educational program; if necessary, the pupil's instructional program will be modified.

- d. At the end of the school year, the community liaison officer will compile a list of pupils at risk for attendance problems at each grade level. The names, along with a record of each pupil's attendance and reasons for absences, will be forwarded to appropriate teachers, *and administrators*, at the next grade level (or to the appropriate guidance counselor for students in grades 6-12) or to the Principal of the school to which pupils will transfer, as appropriate. The attendance of the identified pupils *with prior year excessive absences for any reason (verified or unverified absences)* will be closely monitored. If any such identified pupil is absent - *unverified (truant)* more than four (4) times during the month of September, the community liaison officer *may* conduct a home visit to discuss the pupil's absenteeism and to inform the parent(s) or legal guardian(s) of his/her legal responsibility to comply with the compulsory attendance law.
- e. The community liaison officer shall conduct a follow-up visit to the parent(s) or legal guardian(s) if the pupil's attendance fails to improve.
- f. The Superintendent's designee will analyze attendance data to determine any patterns of absence that may occur district-wide, in individual schools, and in pupil population groups. The results of the analysis will be reported to the Superintendent and the Board of Education.

Issued: 6 May 2002

Approved: 23 August 2004

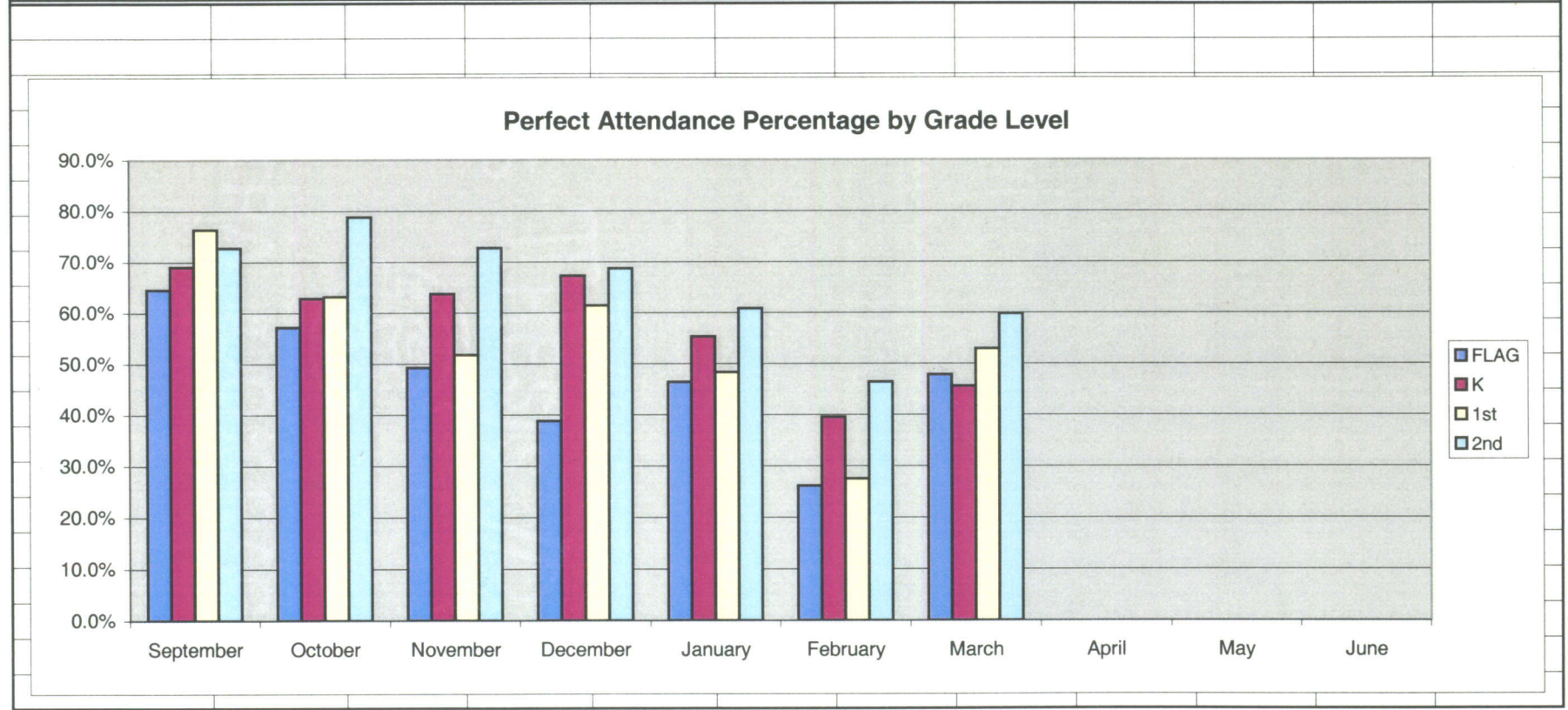
## Appendix B

### Data Table on the Percentage of Student with Perfect Attendance (by grade)

Winslow Elementary School #1

Percentage of Students  
with Perfect Attendance (by Grade)  
2004-2005 School Year

Grade	September	October	November	December	January	February	March	April	May	June	Avg/Month
FLAG	64.5%	57.1%	49.3%	38.8%	46.4%	26.1%	47.8%				47.1%
K	69.0%	62.8%	63.7%	67.3%	55.3%	39.5%	45.6%				57.6%
1	76.3%	63.2%	51.8%	61.4%	48.3%	27.5%	52.9%				54.5%
2	72.7%	78.8%	72.7%	68.7%	60.8%	46.4%	59.8%				65.7%
<b>Total Attendance</b>	<b>71.4%</b>	<b>66.1%</b>	<b>60.1%</b>	<b>61.1%</b>	<b>53.0%</b>	<b>35.3%</b>	<b>51.6%</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>56.9%</b>



## Appendix C

### Data Table on Historical Comparison of Monthly Perfect Attendance Records



**2003-2004 School Year**

	<u>September</u>	<u>October</u>	<u>November</u>	<u>December</u>	<u>January</u>	<u>February</u>	<u>March</u>	<u>April</u>	<u>May</u>	<u>June</u>
Enrollment	388	389	390	382	389	392	393	392	394	394
Perfect Attendance	229	200	214	161	128	169	154	214	195	255
% Perfect Attendance	59.0%	51.4%	54.9%	42.1%	32.9%	43.1%	39.2%	54.6%	49.5%	64.7%

**2004-2005 School Year**

	<u>September</u>	<u>October</u>	<u>November</u>	<u>December</u>	<u>January</u>	<u>February</u>	<u>March</u>	<u>April</u>	<u>May</u>	<u>June</u>
Enrollment	388	389	393	393	400	400	401	n/a	n/a	n/a
Perfect Attendance	277	257	236	240	212	141	207	n/a	n/a	n/a
% Perfect Attendance	71.4%	66.1%	60.1%	61.1%	53.0%	35.3%	51.6%			

