

Chronic Absenteeism - School Level Comparisons

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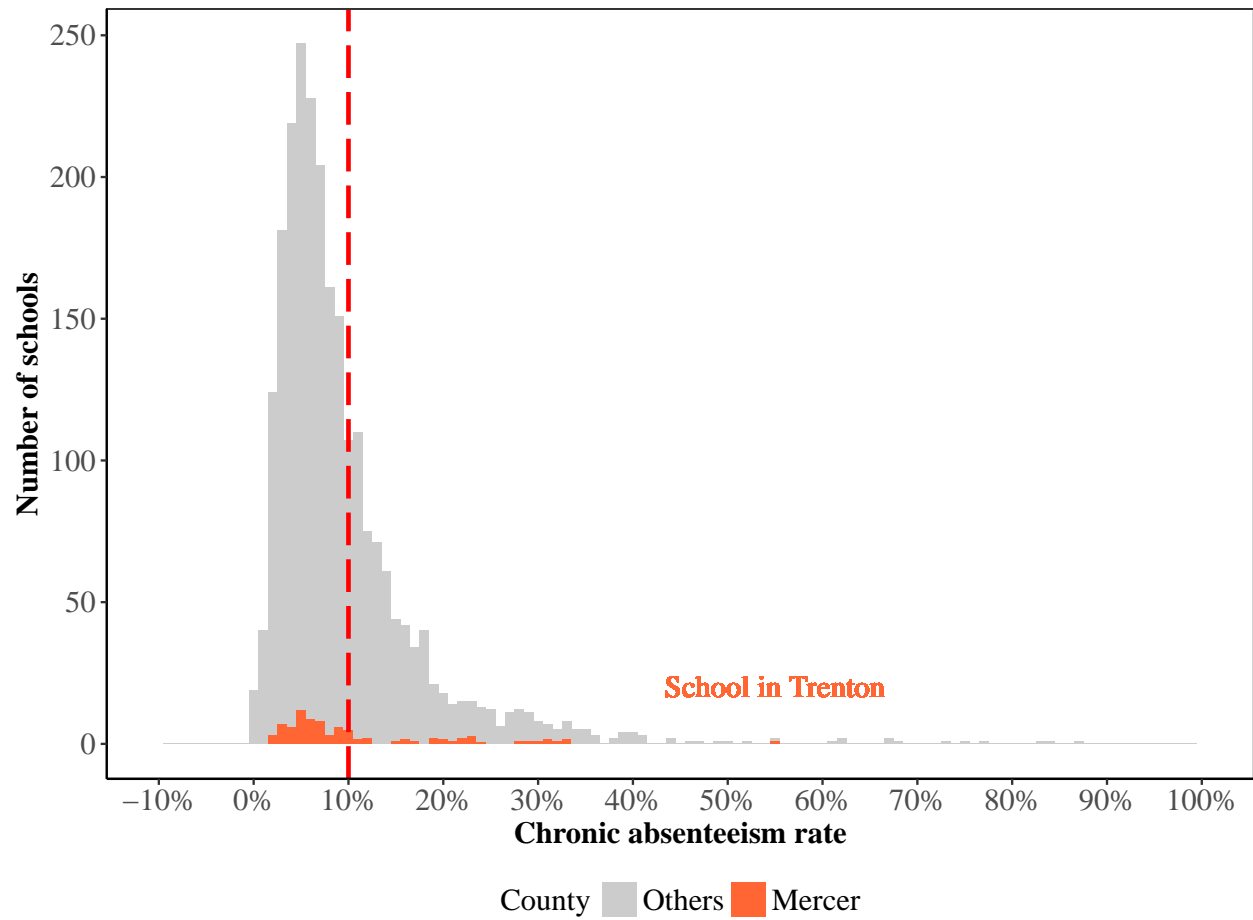
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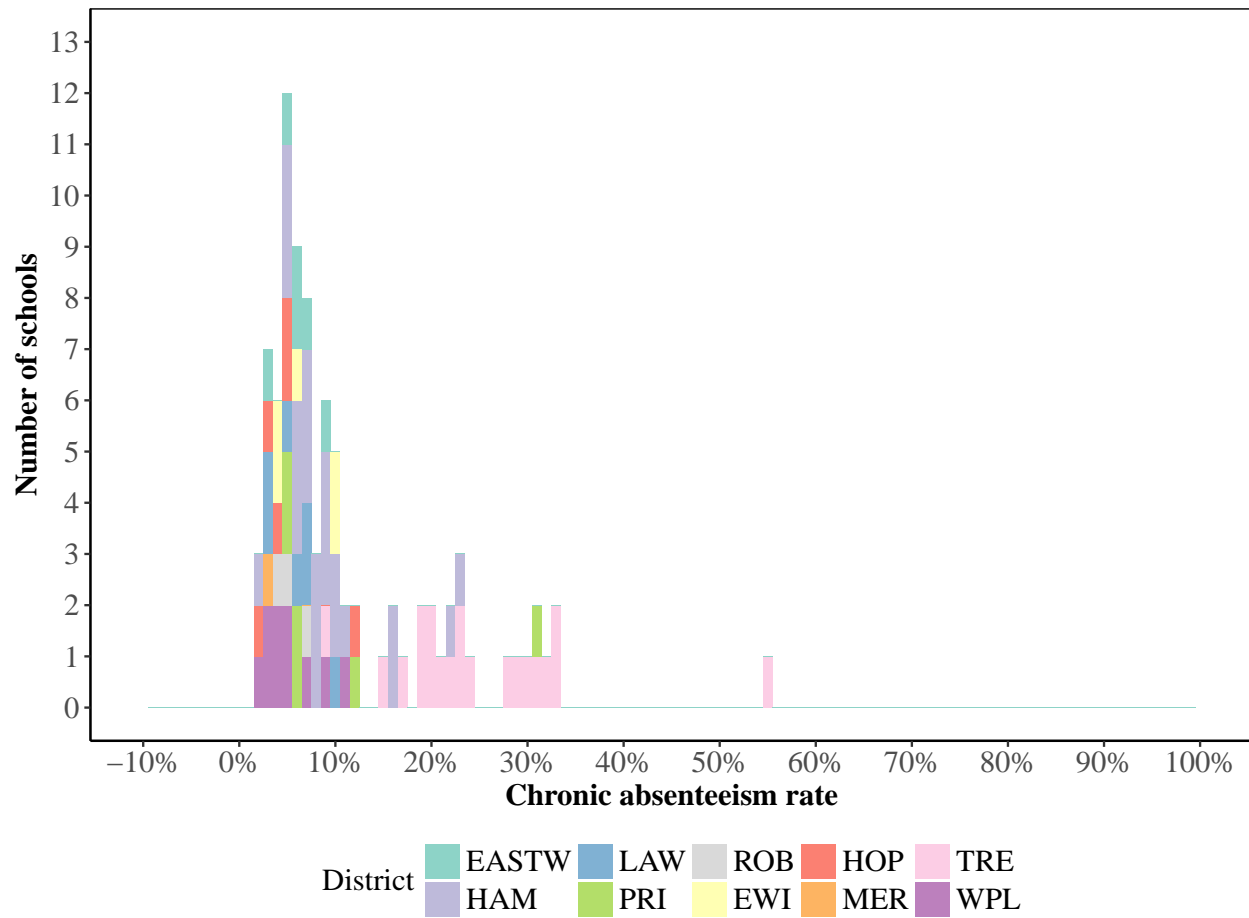
Big picture look of the data

Distribution of chronic absenteeism rate in NJ



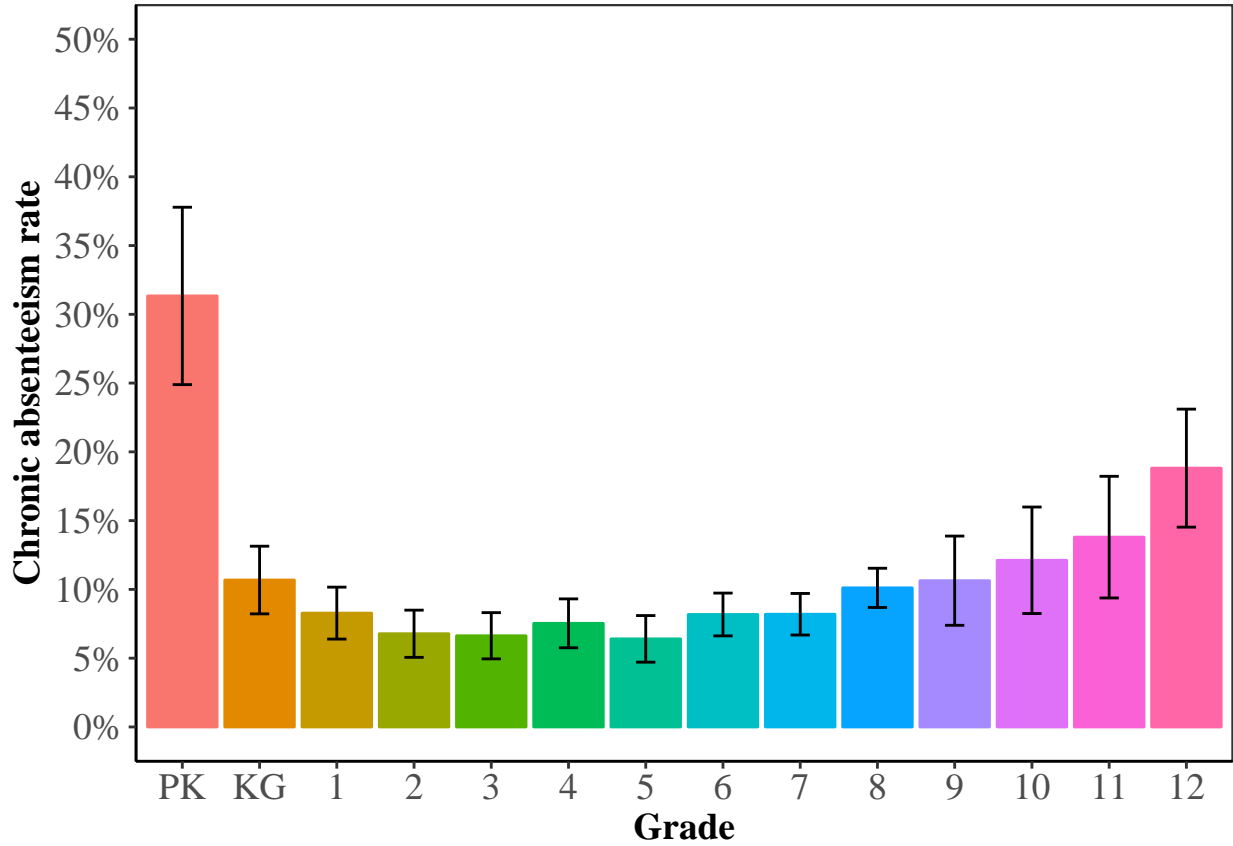
A school is classified as having chronic absenteeism if it's above 10%.

Distribution of chronic absenteeism rate in Mercer County



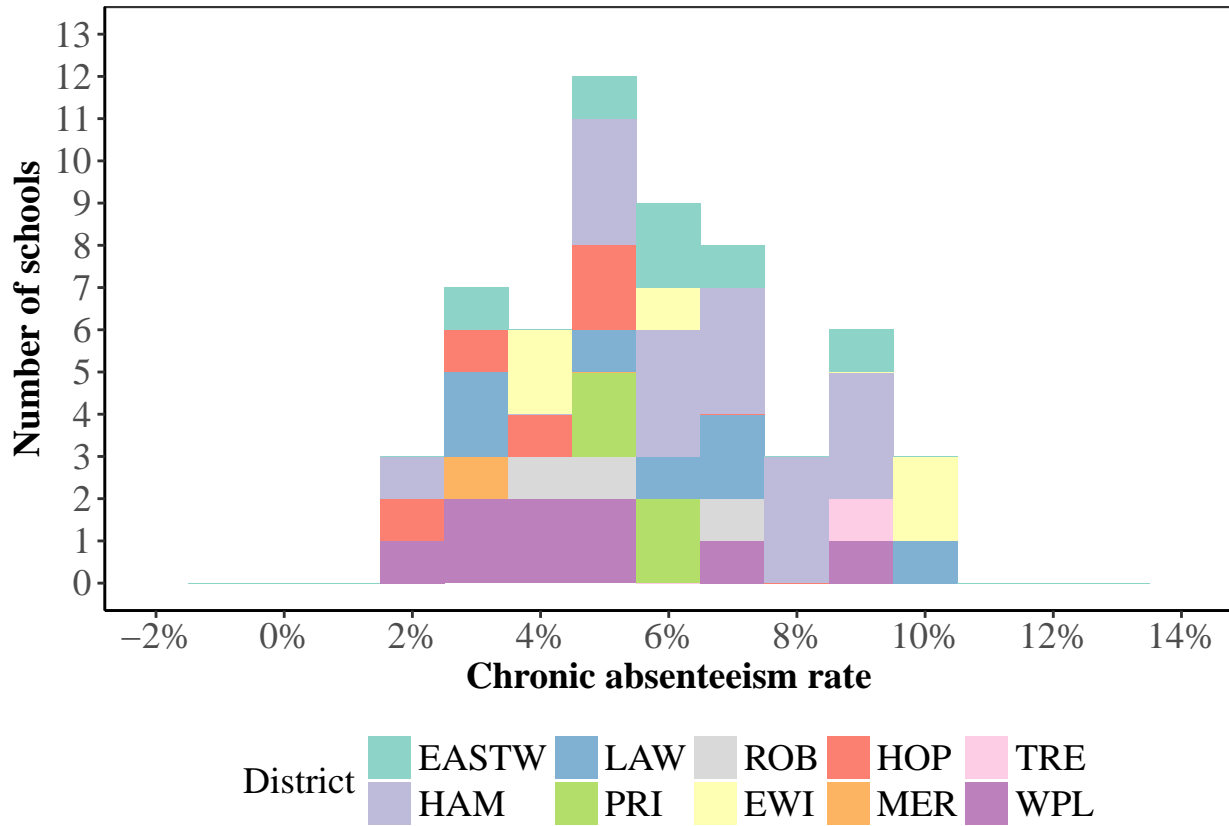
District 1245 = EASTW = East Windsor
 District 1430 = EWI = Ewing
 District 1950 = HAM = Hamilton
 District 2280 = HOP = Hopewell
 District 2580 = LAW = Lawrence
 District 3105 = MER = Mercer County Vocational
 District 4255 = PRI = Princeton
 District 5210 = TRE = Trenton
 District 5510 = ROB = Robbinsville
 District 5715 = WPL = Windsor-Plainsboro

Distribution of chronic absenteeism rate in Mercer County by Grade

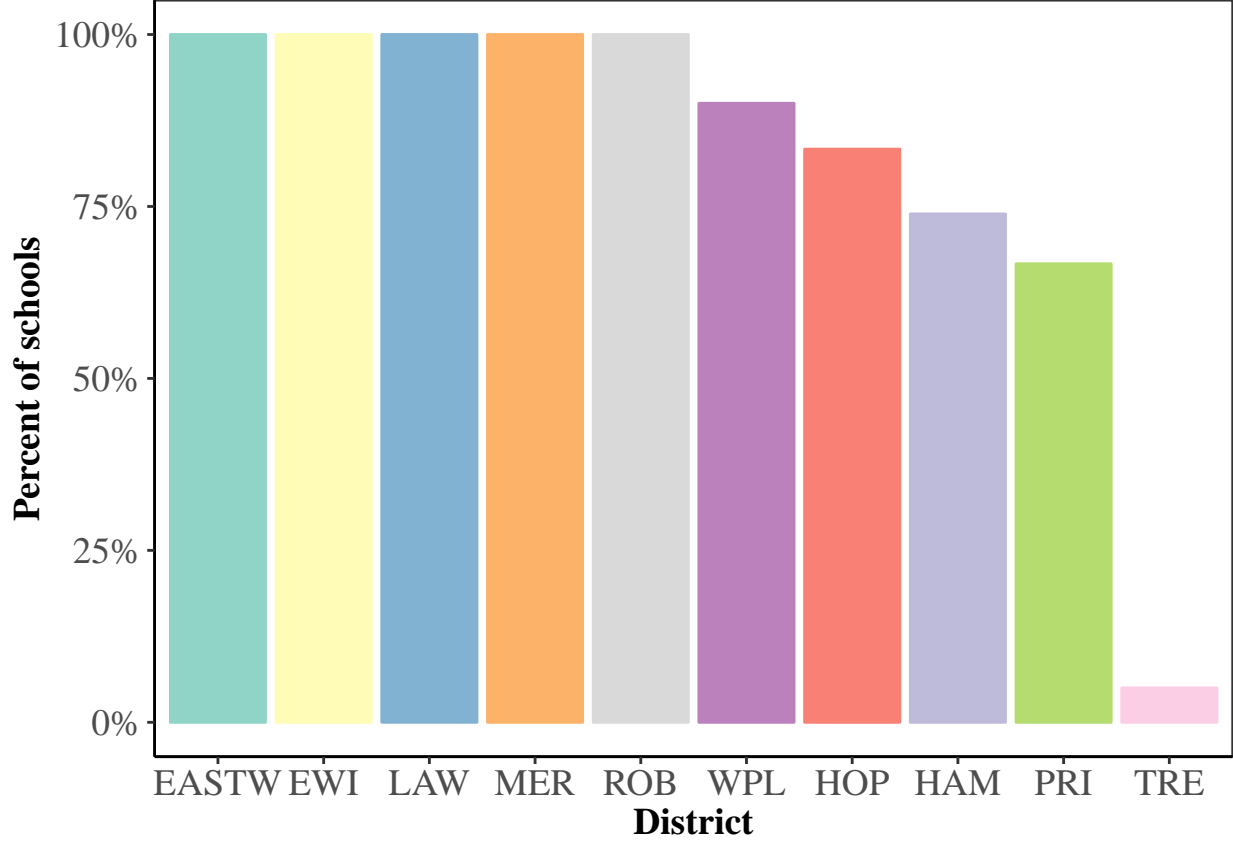


Focusing on the schools that do not have chronic absenteeism in Mercer County, which districts are they in?

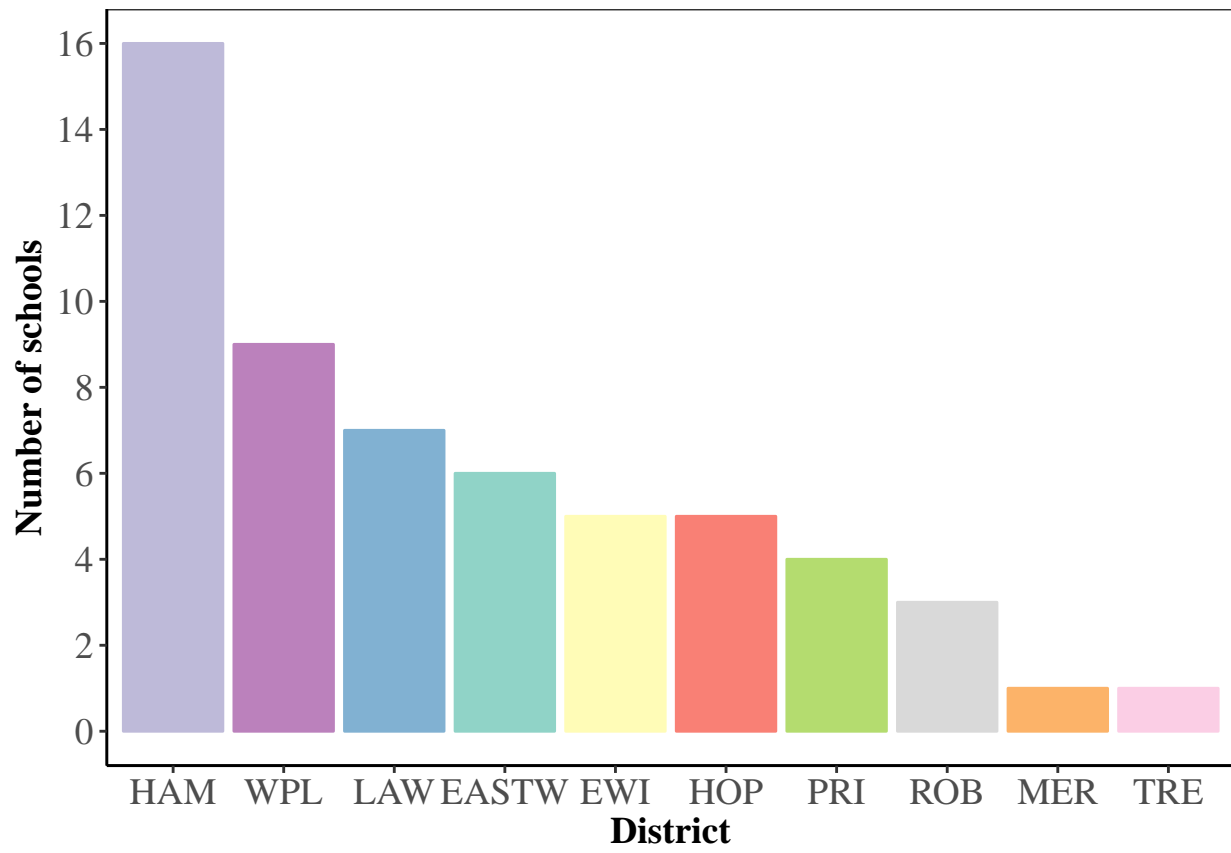
A school does not have chronic absenteeism if it's 10% or less.



Districts 1245 (East Windsor), 2580 (Lawrence), 3105 (Mercer County Vocational), 5510 (Robbinsville), 5715 (Windsor-Plainsboro), have all of their schools categorized as low chronic absenteeism

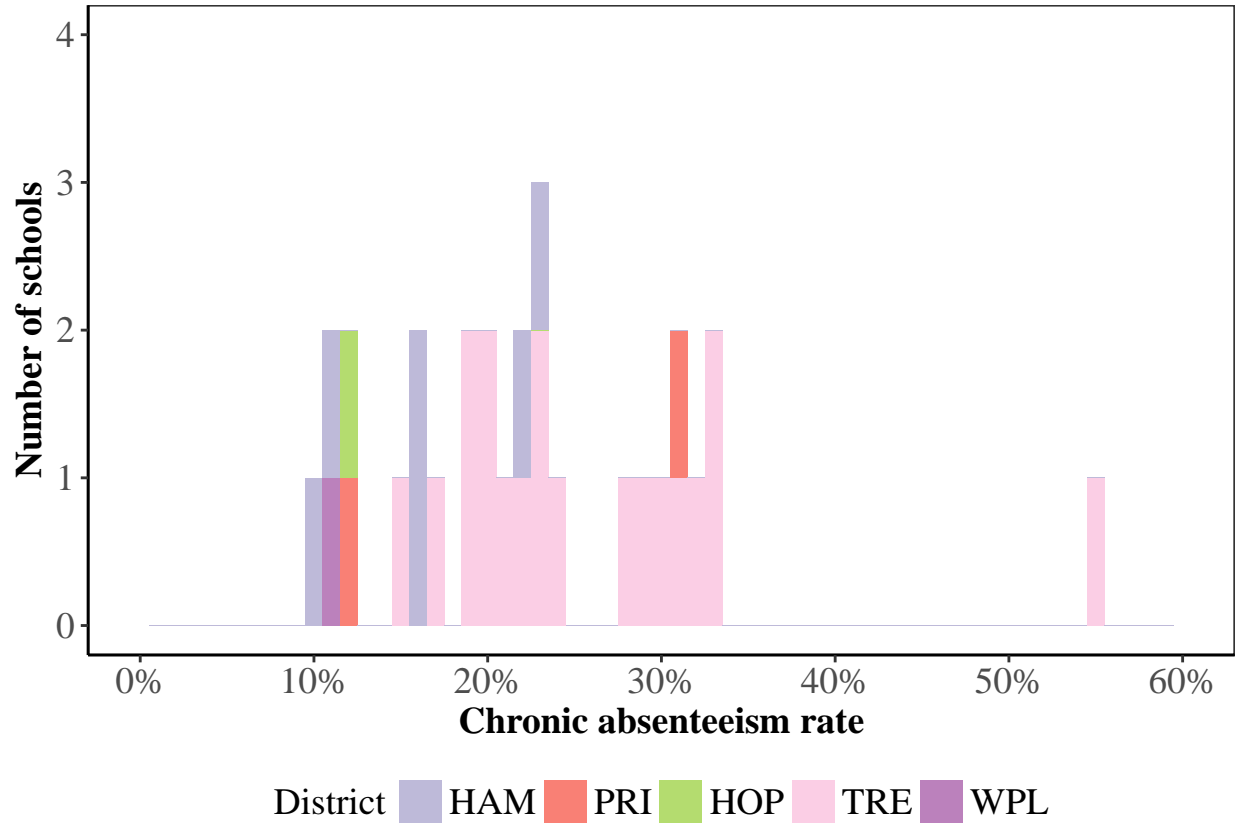


District 1950 (Hamilton) has the highest number of schools w low chronic absenteeism



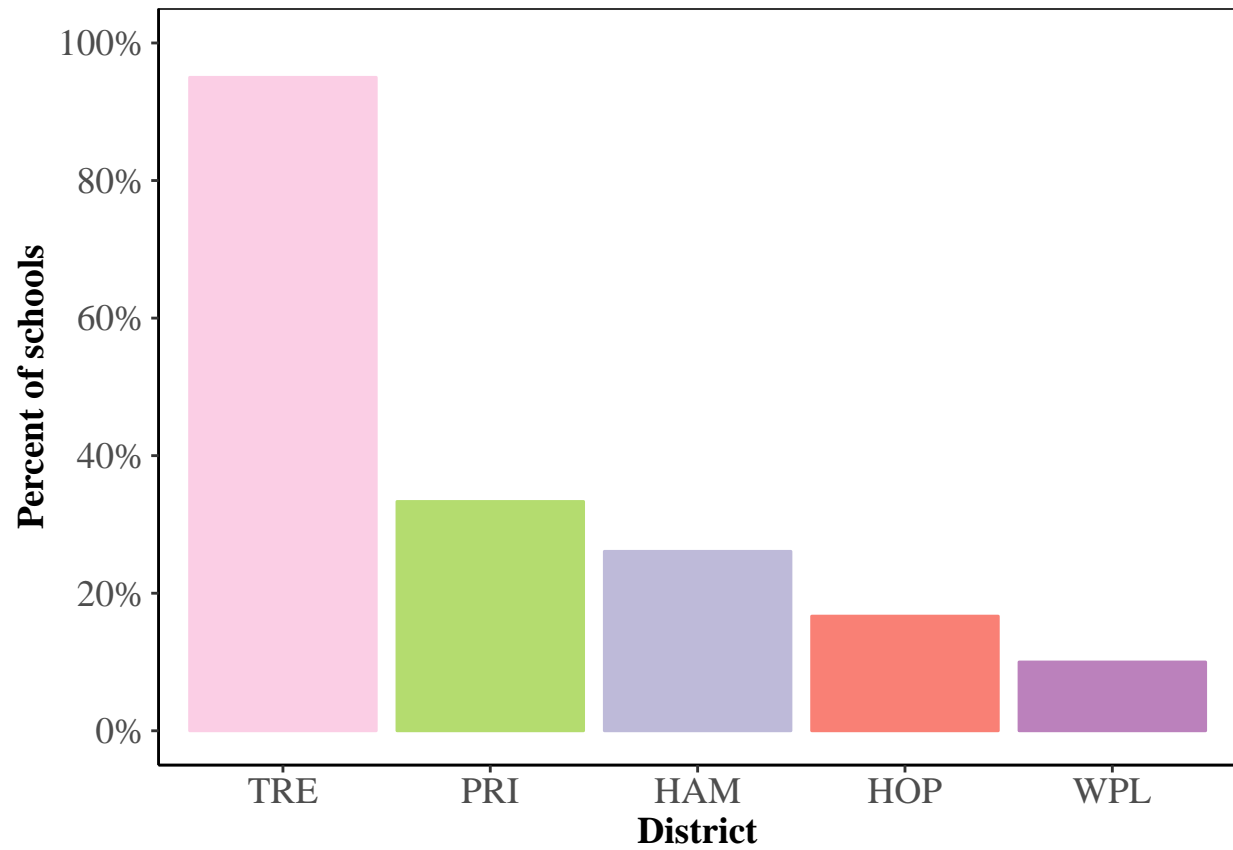
Focusing on the schools with chronic absenteeism in Mercer County, which districts are they in?

A school is classified as chronic absenteeism if the rate is greater than 10%

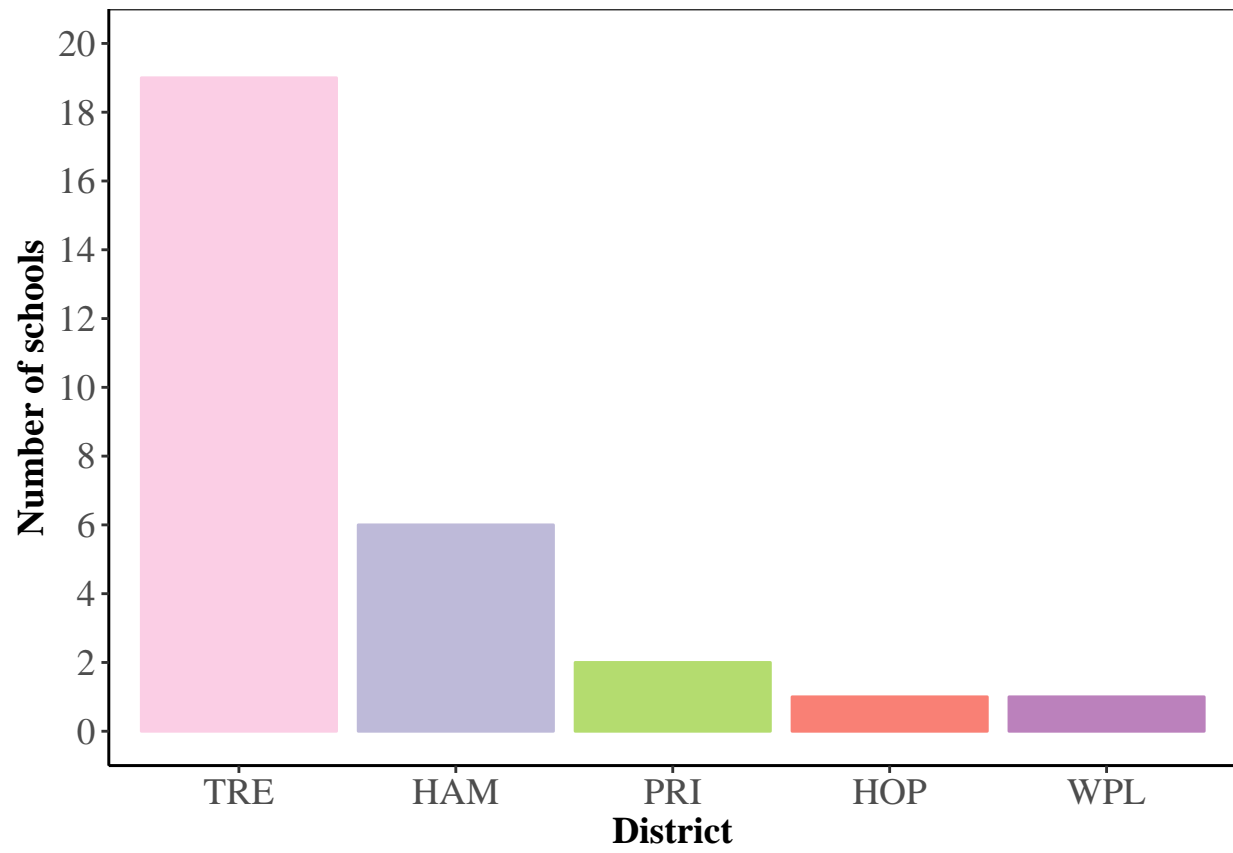


Districts 5210 (Trenton), 2280 (Hopewell), 1950 (Hamilton), 4255 (Princeton Regional), 1430 (Ewing) have schools that are considered high chronic absenteeism.

Trenton has the highest percentage with 95%.



District 5210 (Trenton) has the highest number of schools w high chronic absenteeism



ALICE report: NJ

In terms of education, New Jersey is in the “Massive Achievement Gap” range statewide, with only 28.7% of students from low-income families exceeding state average performance levels. New Jersey’s achievement gaps are larger than the national average across the board (page 49).

The gaps between Black and White students and between low-income and higher-income students did not budge from 2011 to 2013, while gaps between Hispanic and White students improved slightly.

These differences impact graduation rates and college performance. Among teenagers, 79% of Blacks, 81% of Hispanics, and 80% of economically disadvantaged teenagers in the state went on to college after high school, compared to 94% of White students. However, once in college, Black or Hispanic students were more likely to need remediation and had lower grade point averages than White students.

Economically disadvantaged students in NJ are challenged to find quality, affordable child care, and quality K-12 schools that help them achieve at similar levels as their more economically advantaged peers (Mooney, 2015; Education Equality Index, 2016). When low-income or minority students have inadequate educational opportunities, the state economy loses talent and suffers from lower productivity from less-skilled workers.

ALICE report: Mercer County (pg. 81)

In 2014, Mercer County had 39% of its household below the ALICE threshold (i.e. they live in poverty) (page 13).

In 2014, Trenton had 75% of its household below the ALICE threshold (page 14). This is likely related to chronic absenteeism found in Trenton district. 19/20 schools in Trenton are considered chronic absenteeism.

2014 data

Population: 371,537 | Number of Households: 131,564

Median Household Income: 74,961 (state average: 71,919)

Unemployment Rate: 8.3% (state average: 7.5%)

ALICE Households: 27% (state average: 26%); Poverty Households: 12% (state average: 11%)

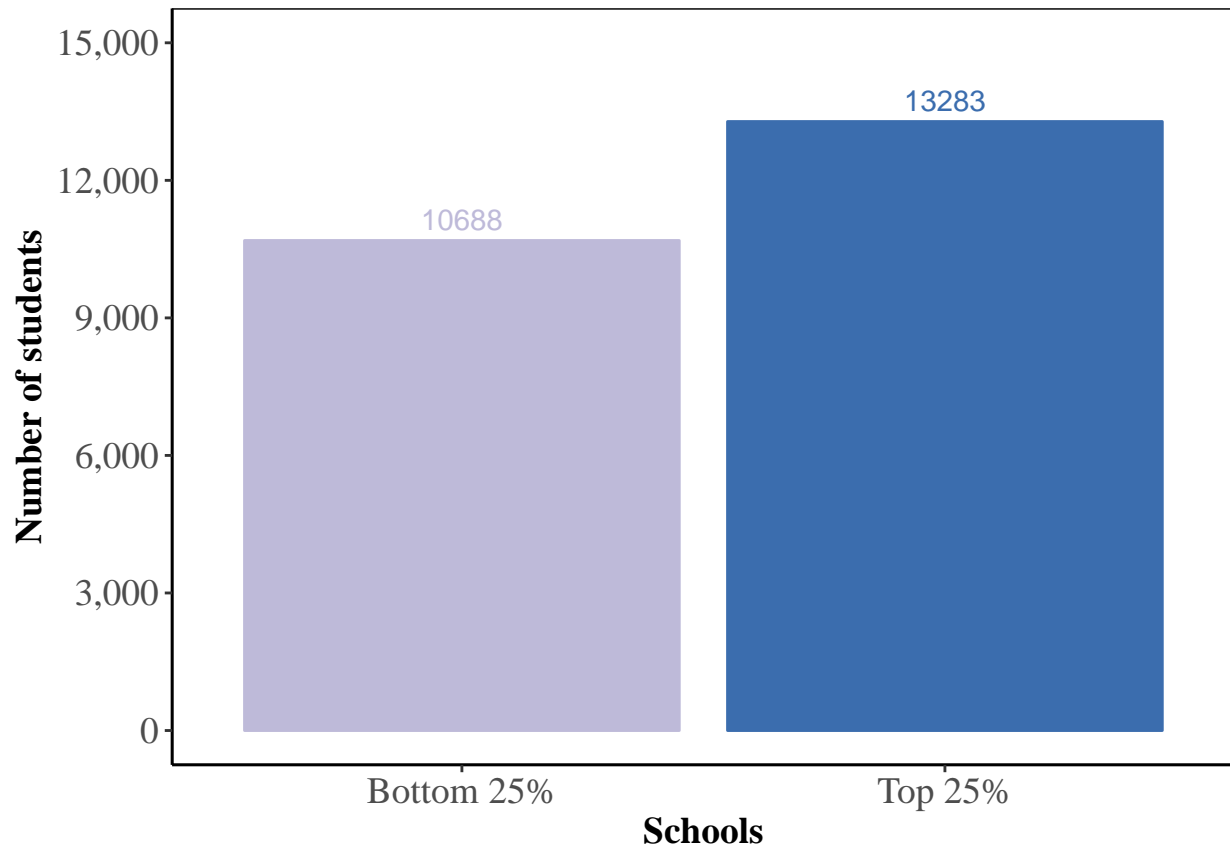
Mercer County, 2014		
Town	Total HH	% ALICE & Poverty
East Windsor	9,790	33%
Ewing	12,661	35%
Hamilton	33,734	38%
Hightstown	2,071	36%
Hopewell	771	21%
Hopewell	6,672	15%
Lawrence	12,410	29%
Pennington	1,038	22%
Princeton	9,528	24%
Robbinsville	5,138	24%
Trenton	27,998	69%
West Windsor	9,664	19%

Figure 1: Mercer County, 2014

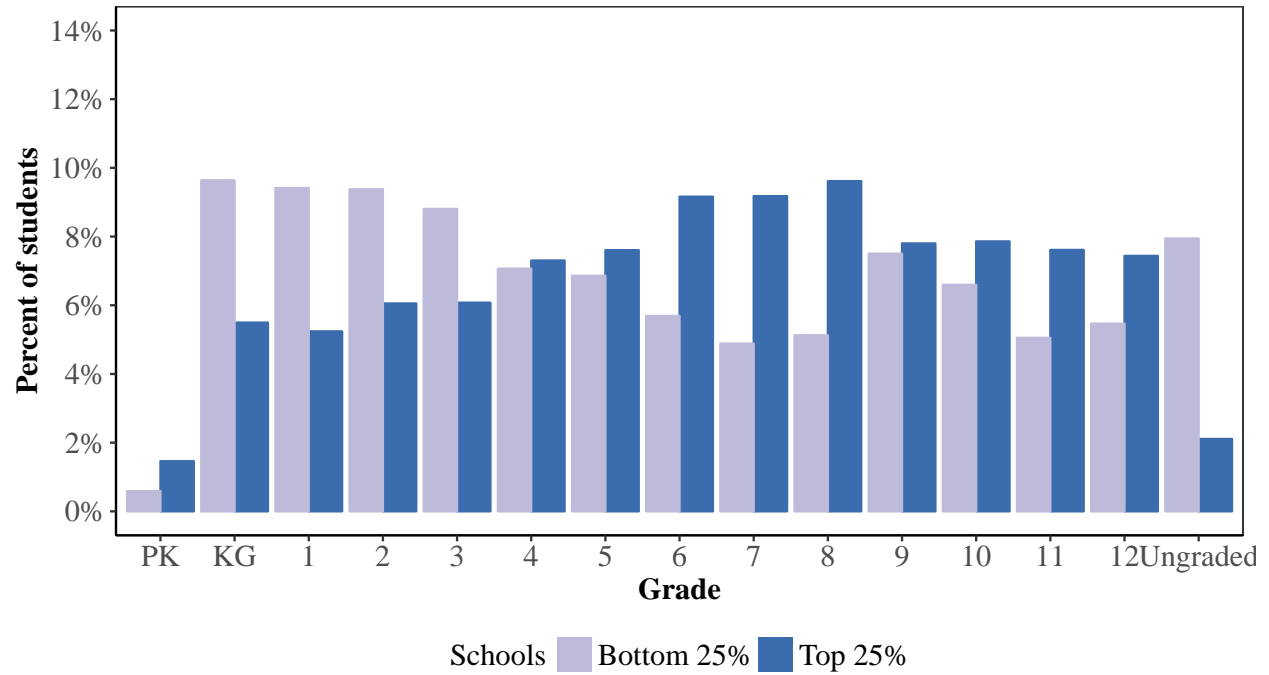
What are the characteristics of good schools and bad schools?

Bottom 25% is composed of 19 schools and top 25% is composed of 20 schools.

Number of students

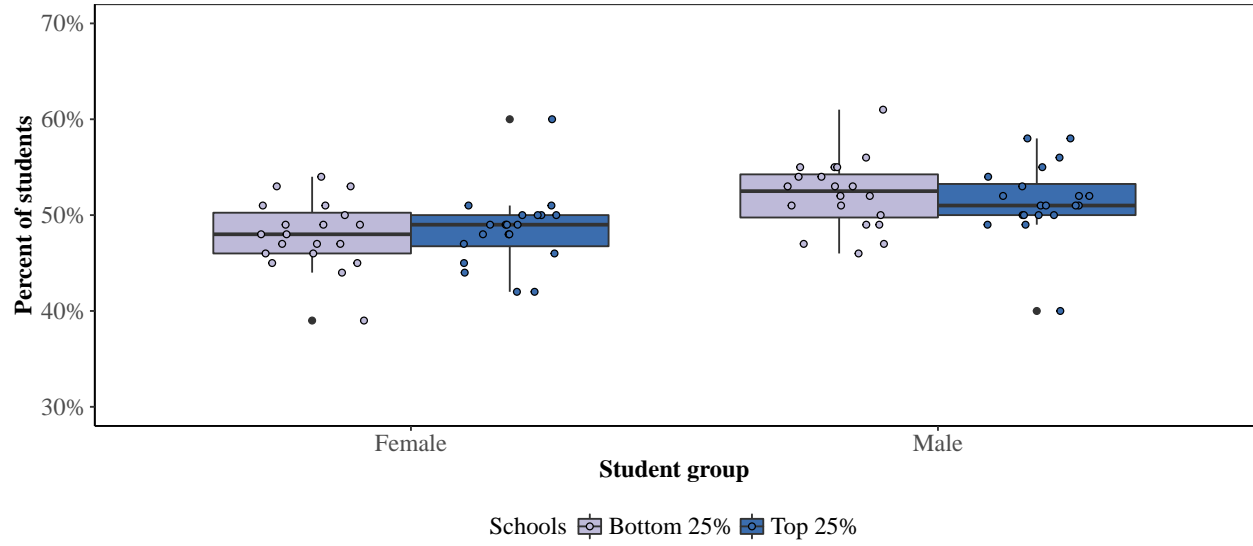


Grade breakdown



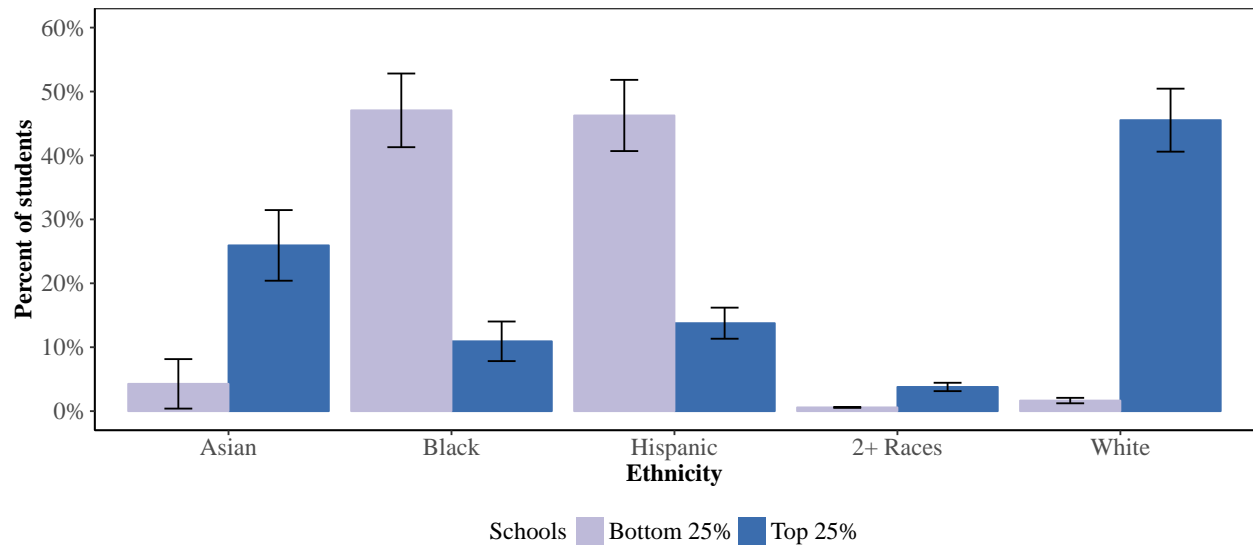
Bottom 25% of schools have more students in older grades (9-12), whereas top 25% of schools have more students in middle school grade (6-8).

Gender breakdown



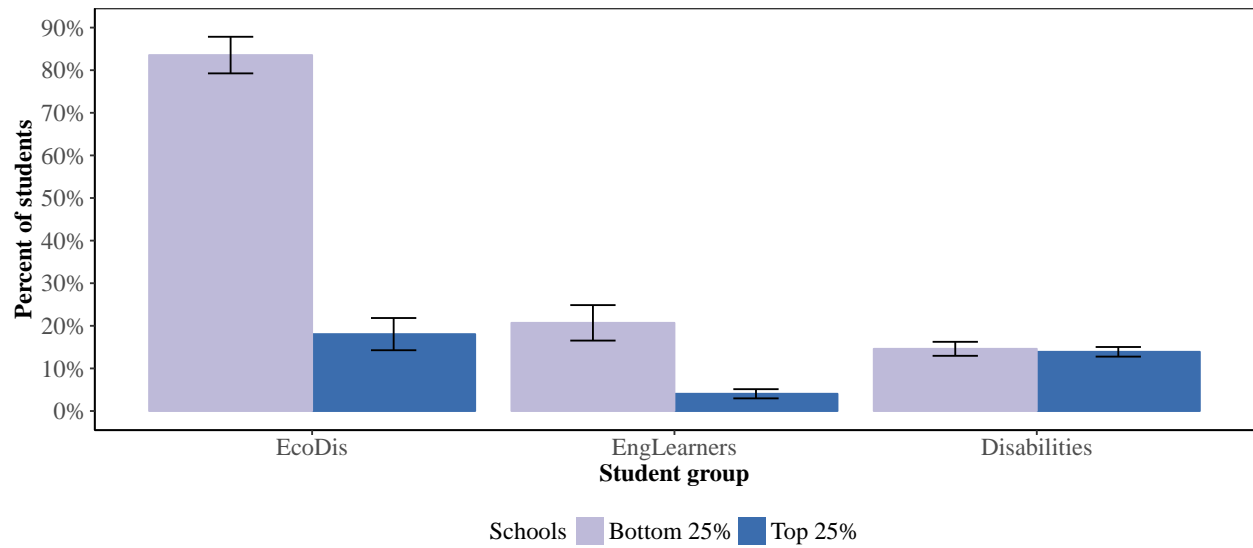
The two quartiles have same percentage of students that are female and male.

Ethnicity breakdown



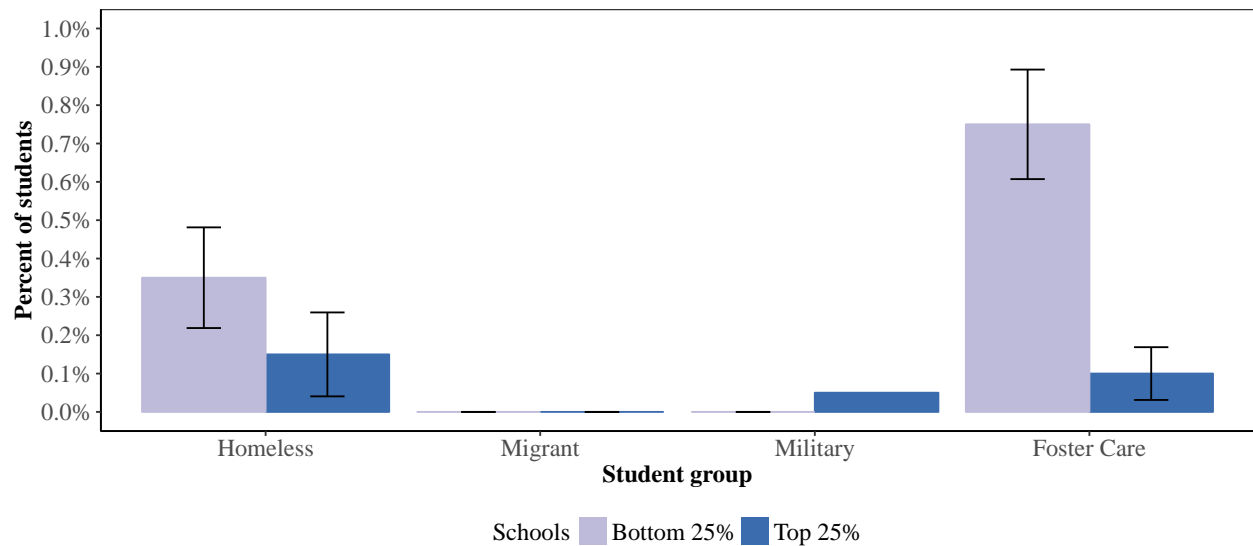
The ethnicity composition for the two quartiles are very different. Bottom 25% of schools have significantly less Asian, significantly more Black, significantly more Hispanic, less mixed race and significantly less White students.

Student group breakdown

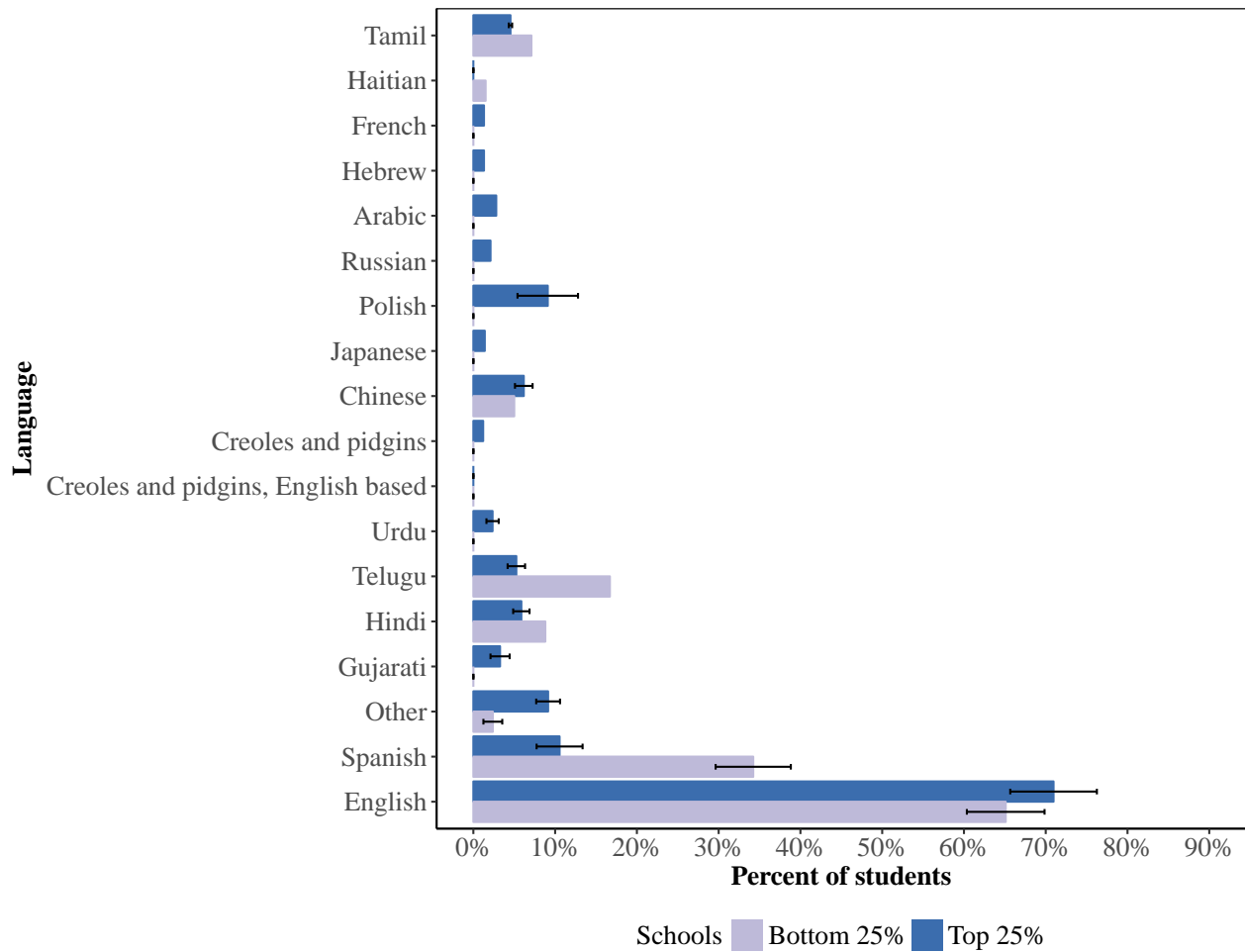


The bottom 25% have significantly more economically disadvantaged students and more English learners.

Focusing on the less frequent student groups we see that the bottom 25% of schools have more homeless students and students in foster care.

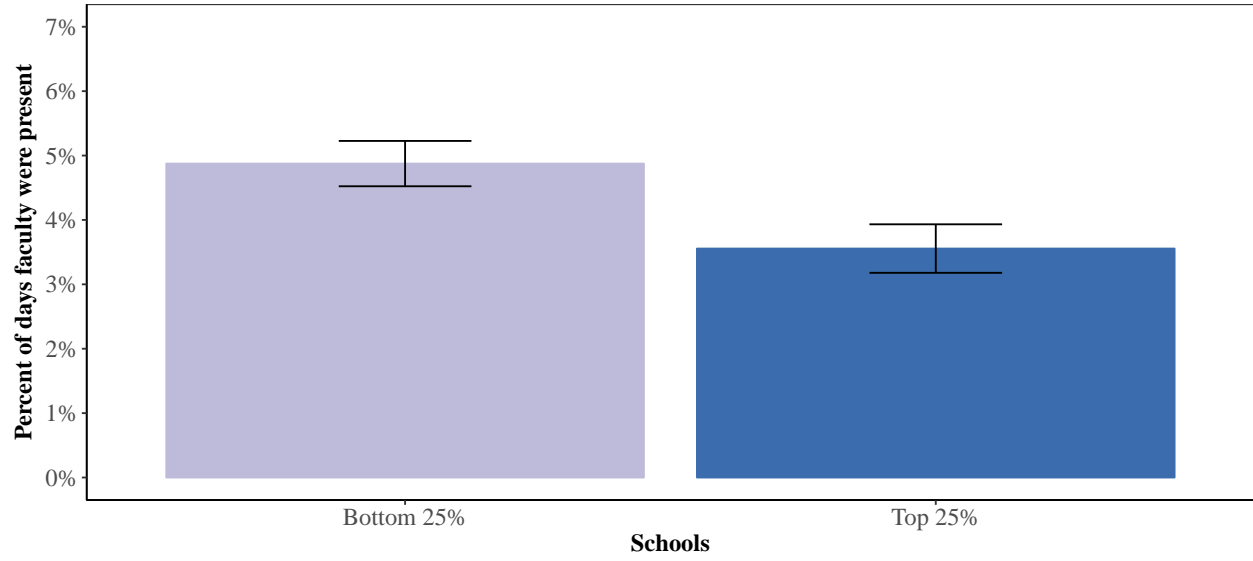


Languages spoken at home



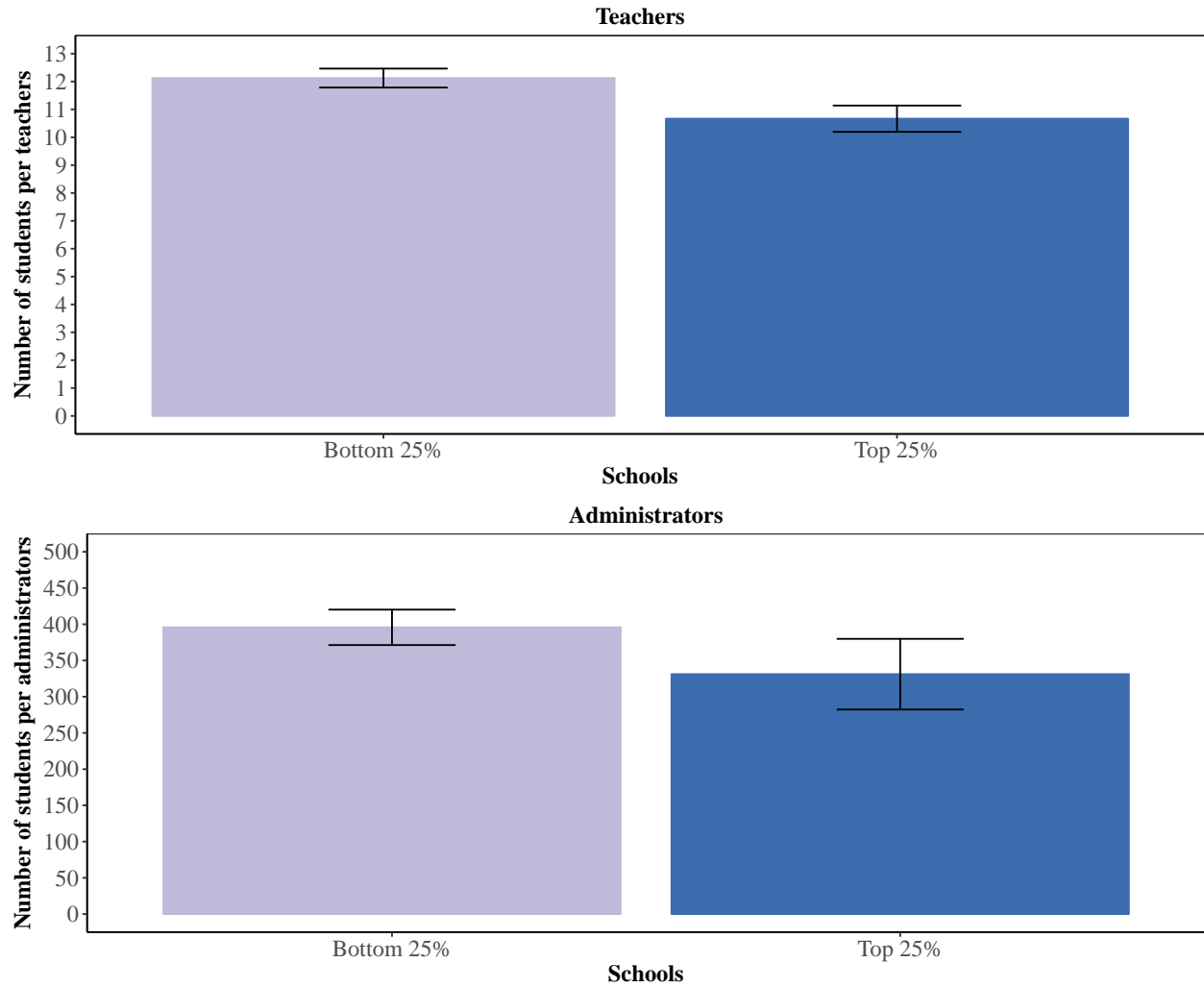
There are 19 language categories. Majority of the students speak English at home. The other noticeable difference is that the bottom 25% of schools tend to have more students that speak Spanish at home.

Teacher absenteeism



The faculty working in the bottom 25% of schools miss more days of schools.

Student to Staff Ratio



The student:teacher ratio, and student:administrator ratio, looks relatively similar.

Summary

The most obvious differences between the bottom 25% of schools and top 25% of schools in terms of chronic absenteeism seems to be in the grade composition, ethnicity of students, and percentage of students that are economically disadvantaged.

Specifically, bottom 25% of schools have more students in older grades (9-12), whereas top 25% of schools have more students in middle school grade (6-8).

Furthermore, bottom 25% of schools have significantly less Asian, significantly more Black, significantly more Hispanic, less mixed race and significantly less White students.

Lastly, the bottom 25% have significantly more economically disadvantaged students and more English learners.