

# Chronic Absenteeism - School Level Comparisons

*Felicia Zhang*

*2018-07-07*

## Contents

Big picture look of the data . . . . .	3
Distribution of chronic absenteeism rate in NJ . . . . .	3
Distribution of chronic absenteeism rate in Mercer County . . . . .	4
Distribution of chronic absenteeism rate in Mercer County by Grade . . . . .	5
Focusing on the schools that do not have chronic absenteeism in Mercer County, which districts are they in? . . . . .	6
Focusing on the schools with chronic absenteeism in Mercer County, which districts are they in? . . . . .	7
What are the characteristics of schools with and without chronic absenteeism? . .	8
Number of students . . . . .	8
Grade breakdown . . . . .	9
Gender breakdown . . . . .	10
Ethnicity breakdown . . . . .	11
Student group breakdown . . . . .	12
Languages spoken at home . . . . .	13
Teacher absenteeism . . . . .	14
Student to Staff Ratio . . . . .	15
Chronic absenteeism and school performance . . . . .	16
PSAT score . . . . .	16
SAT score . . . . .	17
ACT score . . . . .	18
ELA Literacy Performance . . . . .	19
ELA Literacy Participation . . . . .	20
Math . . . . .	21
Math Participation . . . . .	22
Biology . . . . .	23
NJ ASK Science . . . . .	24
Visual Arts Participation . . . . .	25
Graduation Rate . . . . .	26
Dropout Rate . . . . .	27
Postsecondary Fall Enrollment . . . . .	28
Incidents . . . . .	29
In School Student Suspension Rate . . . . .	31

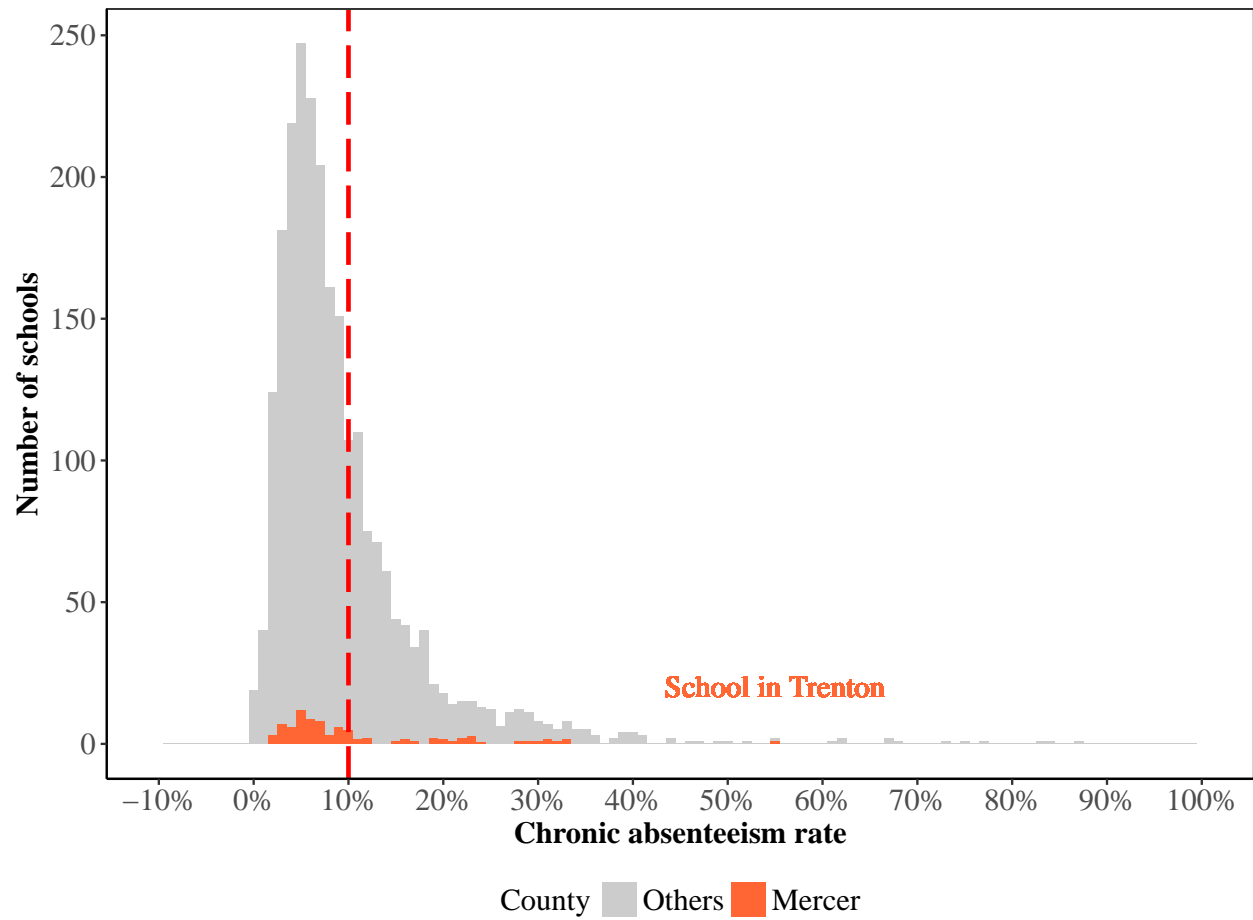
Out School Student Suspension Rate . . . . .	32
Student Suspension Rate . . . . .	33
Summary . . . . .	34

Important note:

All graphs are based on 2016-2017 school year

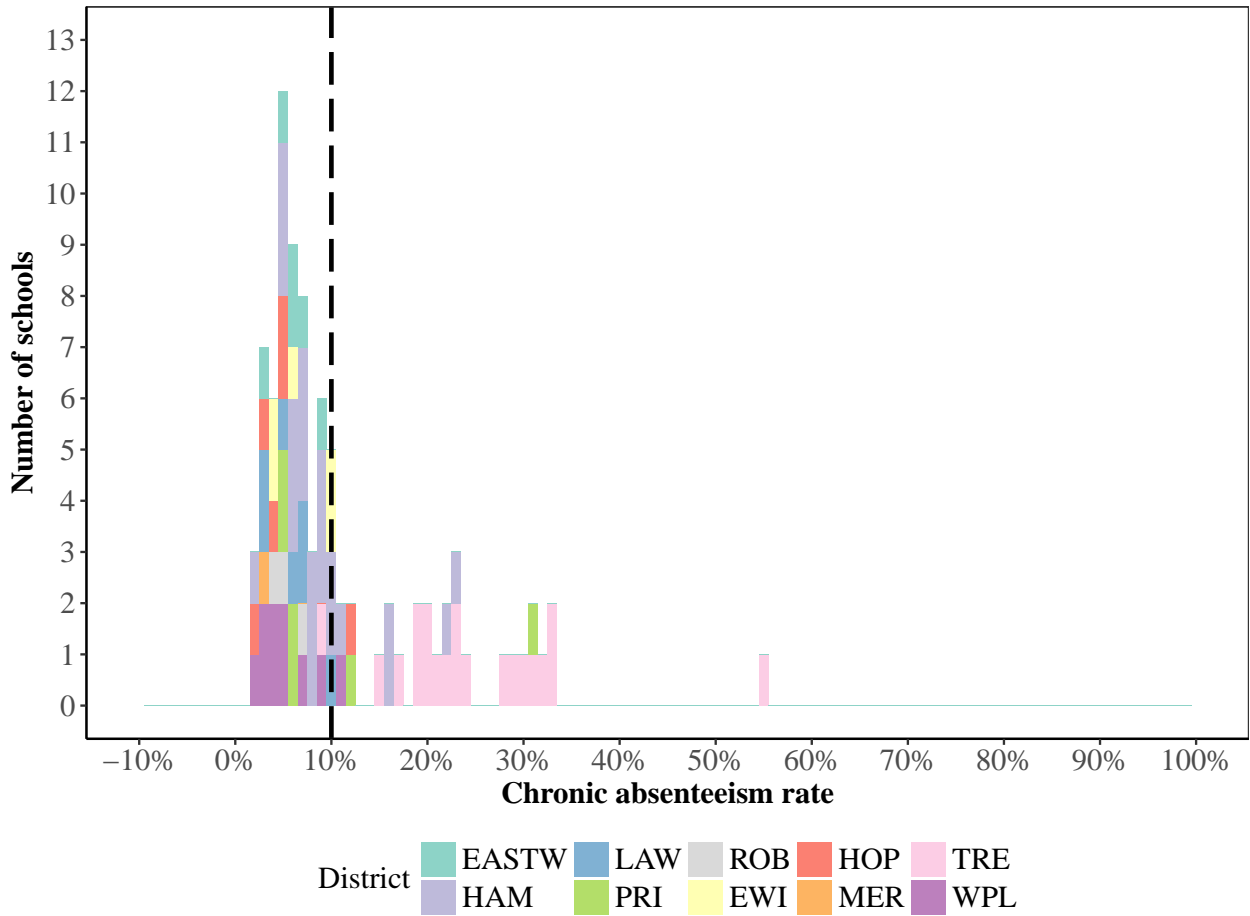
## Big picture look of the data

### Distribution of chronic absenteeism rate in NJ

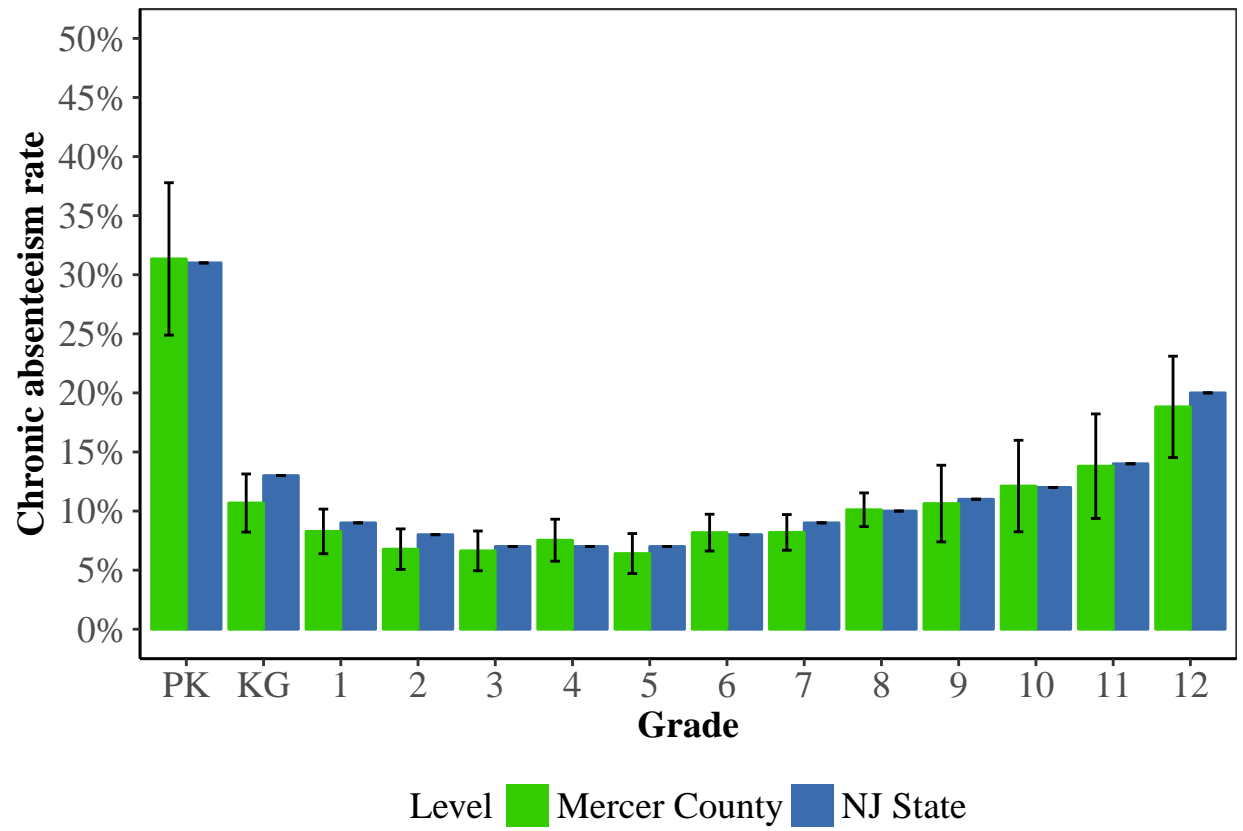


A school is classified as having chronic absenteeism if it's above 10%.

Distribution of chronic absenteeism rate in Mercer County



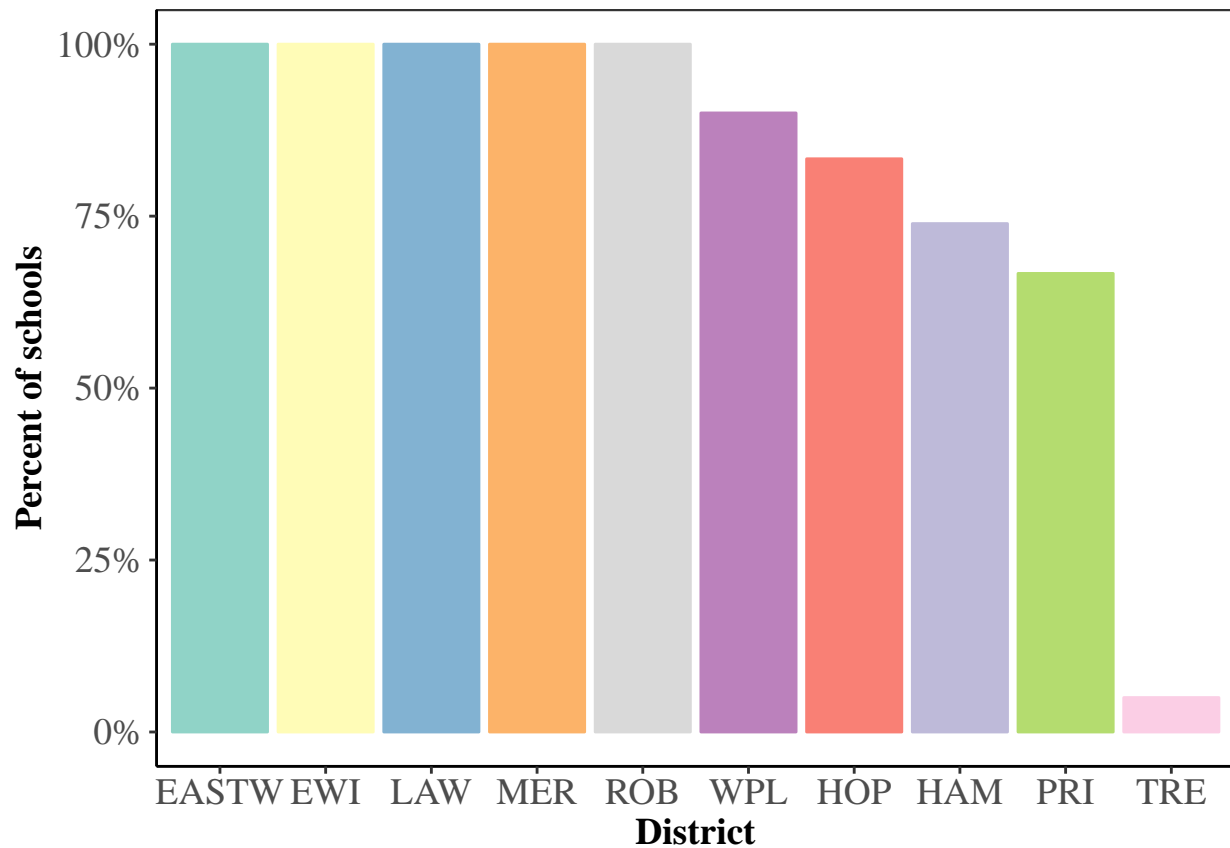
Distribution of chronic absenteeism rate in Mercer County by Grade



**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

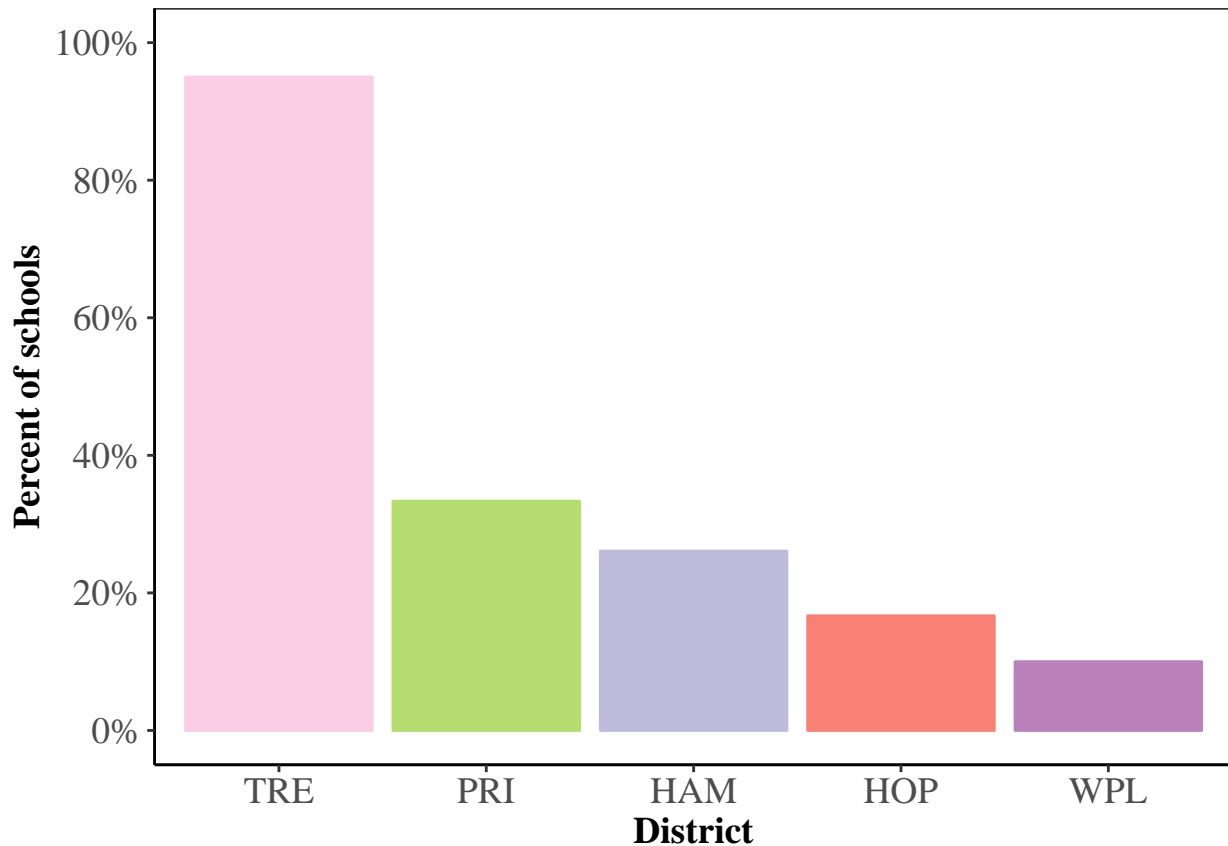


**Focusing on the schools with chronic absenteeism in Mercer County, which districts are they in?**

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.

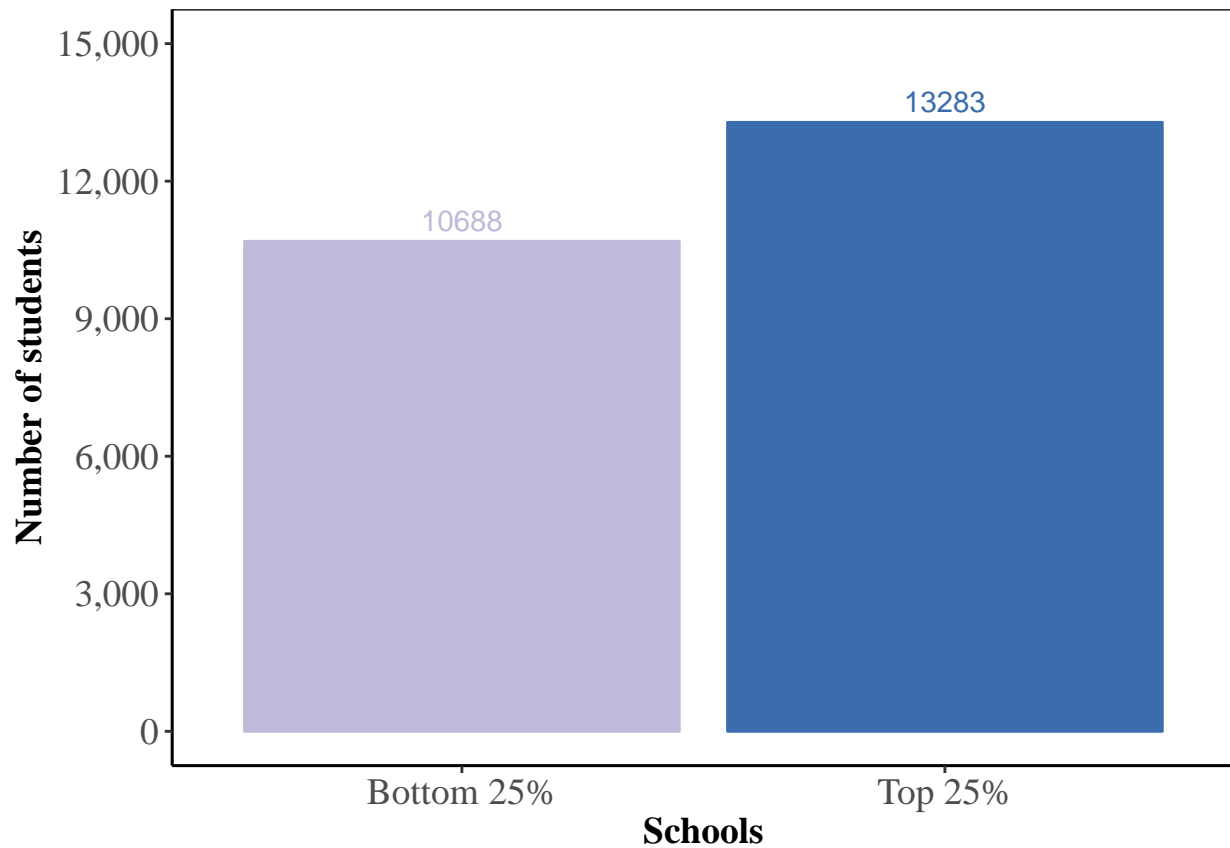
Trenton has the highest percentage with 95%.



## What are the characteristics of schools with and without chronic absenteeism?

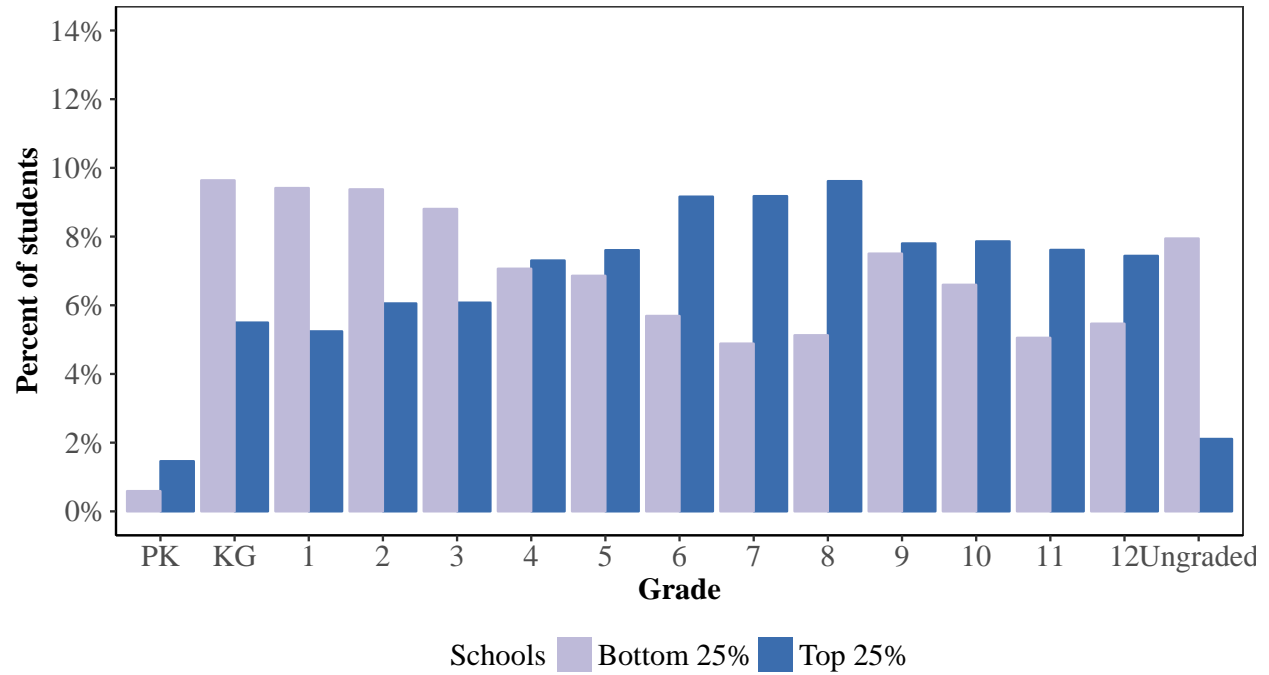
Bottom 25% is composed of 19 schools and top 25% is composed of 20 schools.

Number of students



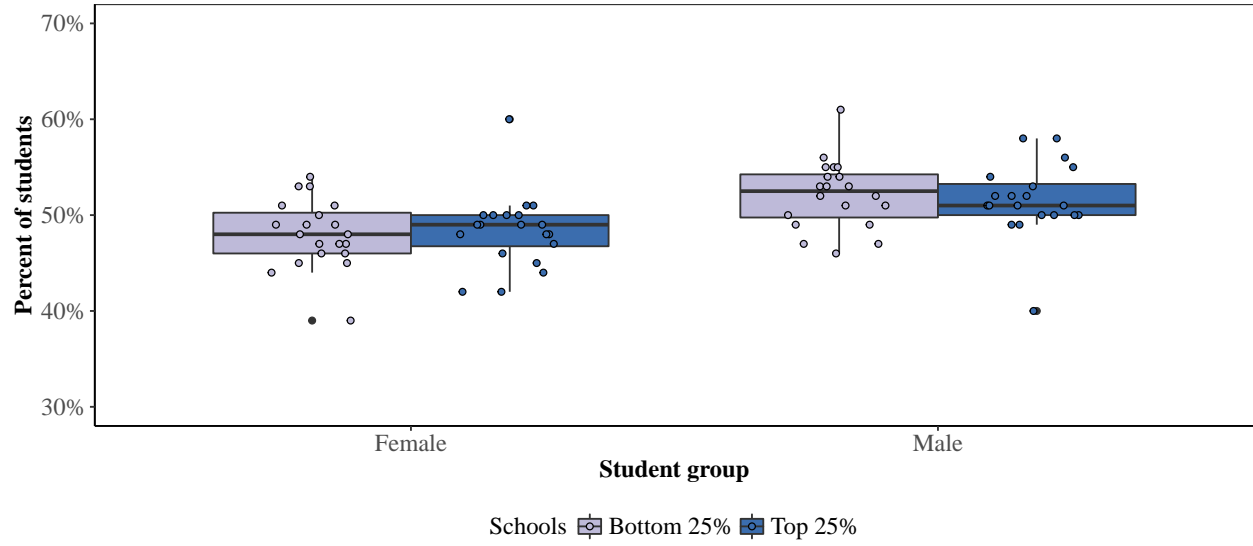


## Grade breakdown



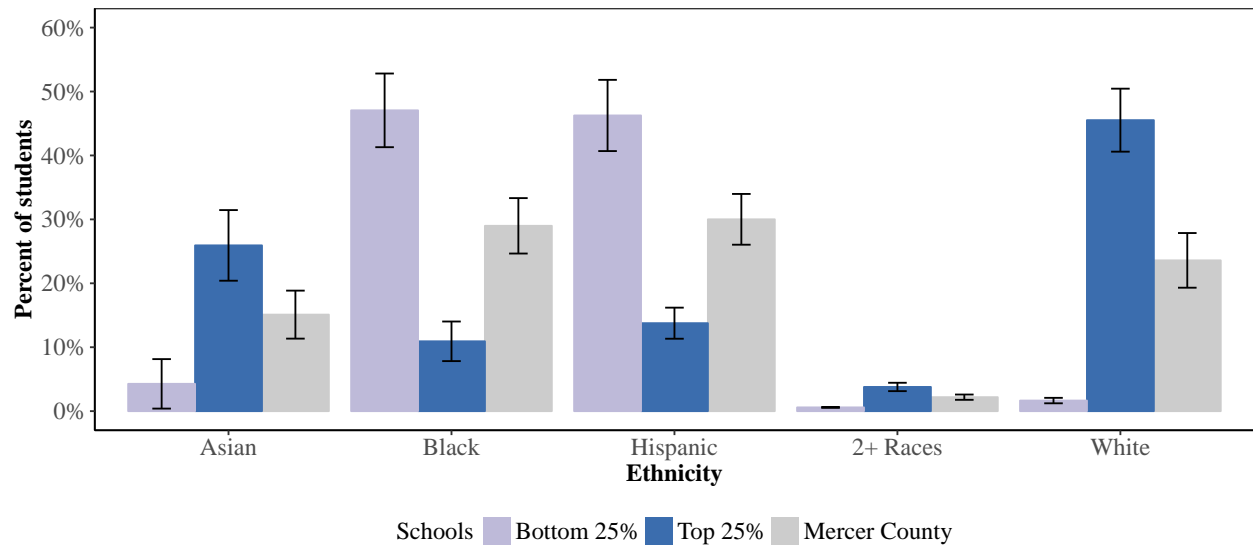
Bottom 25% of schools have more students in younger grades (KG-3), whereas top 25% of schools have more students in higher school grade (6-12).

## Gender breakdown



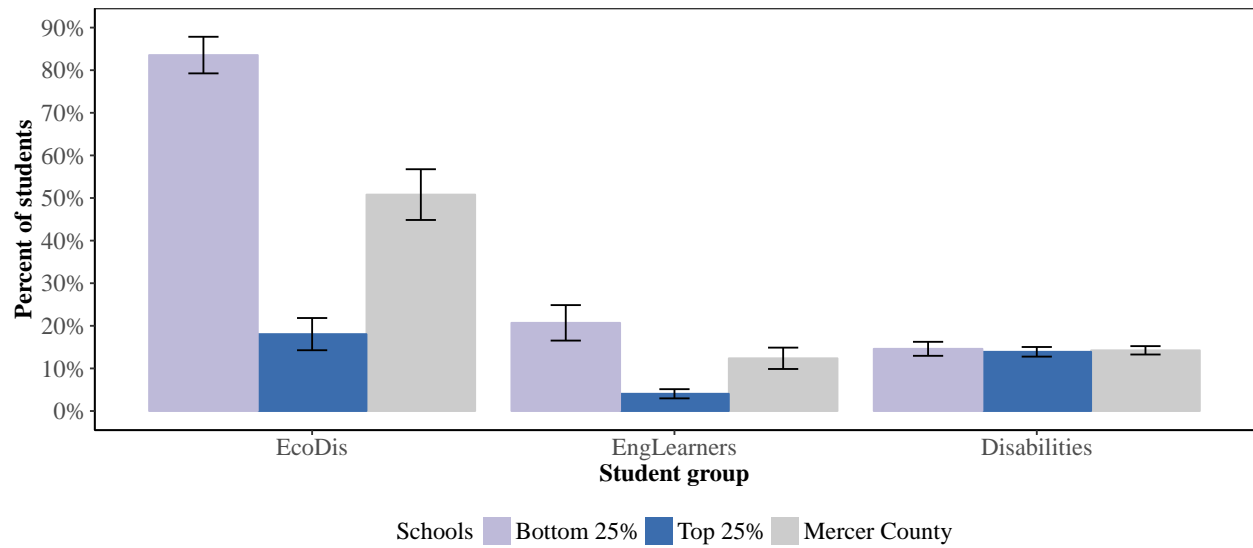
The two quartiles have same percentage of students that are female and male.

## Ethnicity breakdown

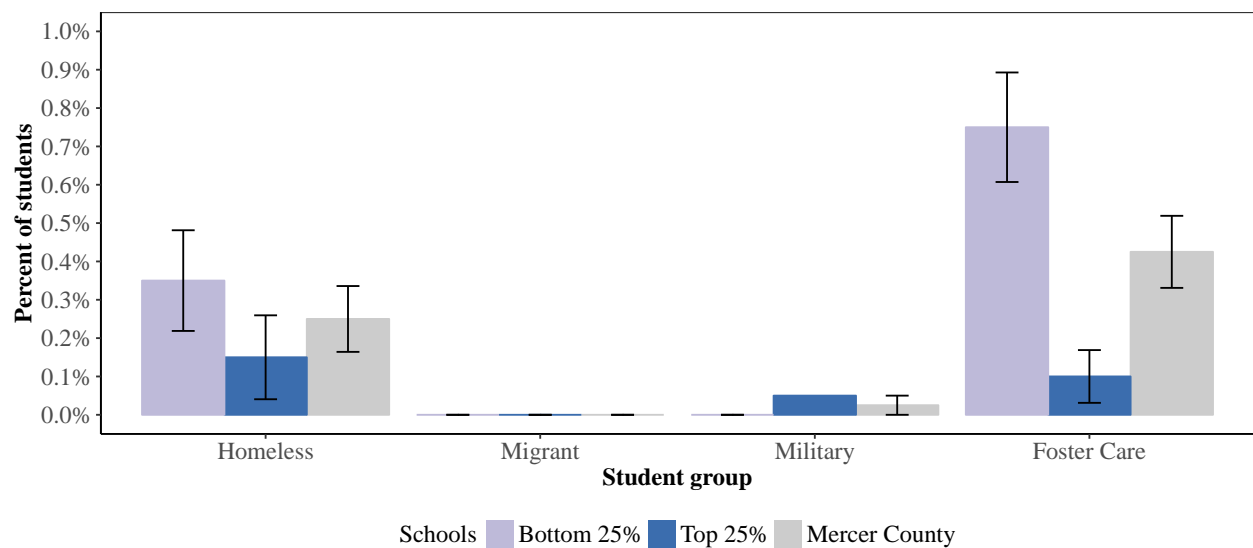


The ethnicity composition for the two quartiles are very different. Bottom 25% of schools have significantly less Asian, significantly more Black, significantly more Hispanic, less mixed race and significantly less White students.

## Student group breakdown

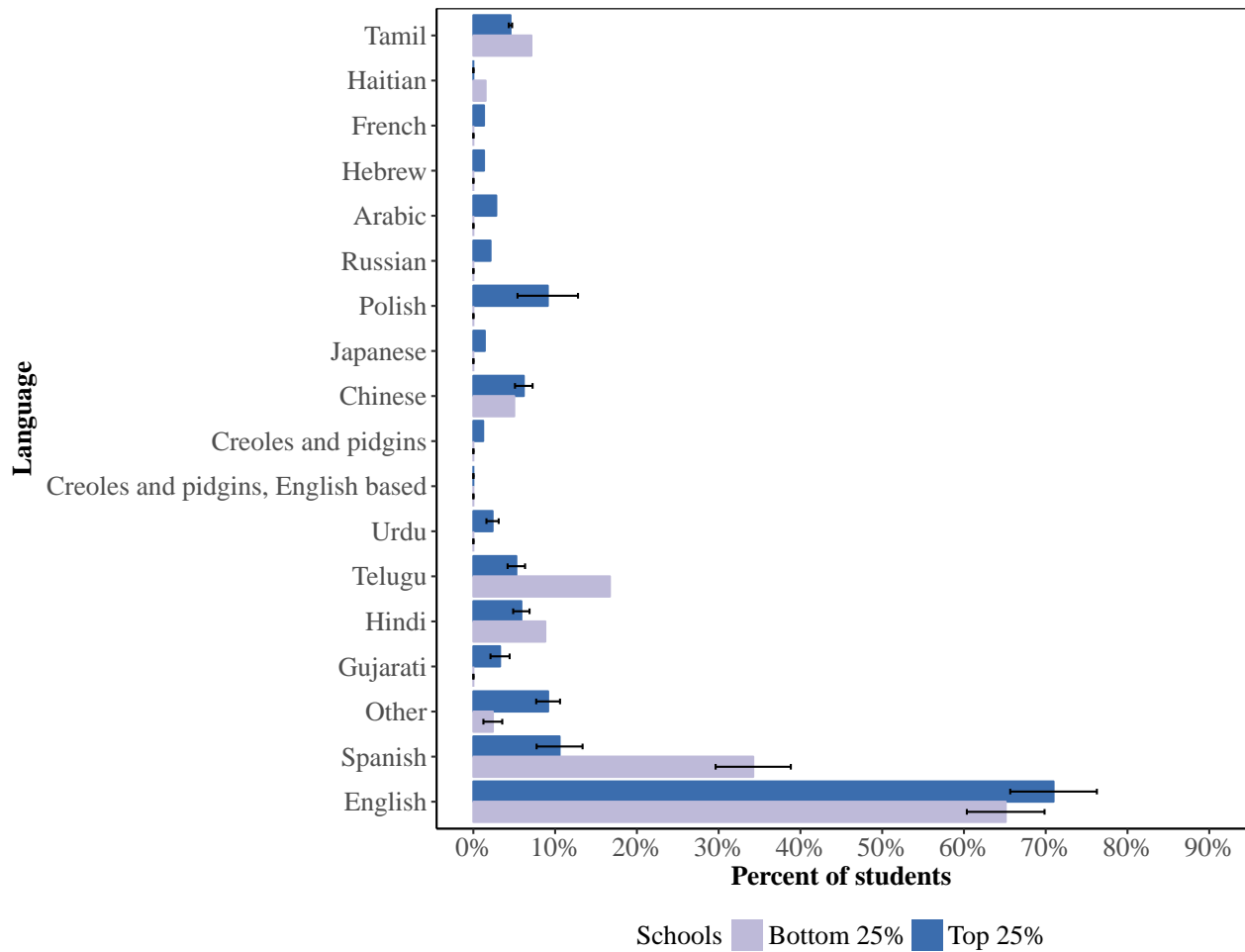


The bottom 25% have significantly more economically disadvantaged students and more English learners.



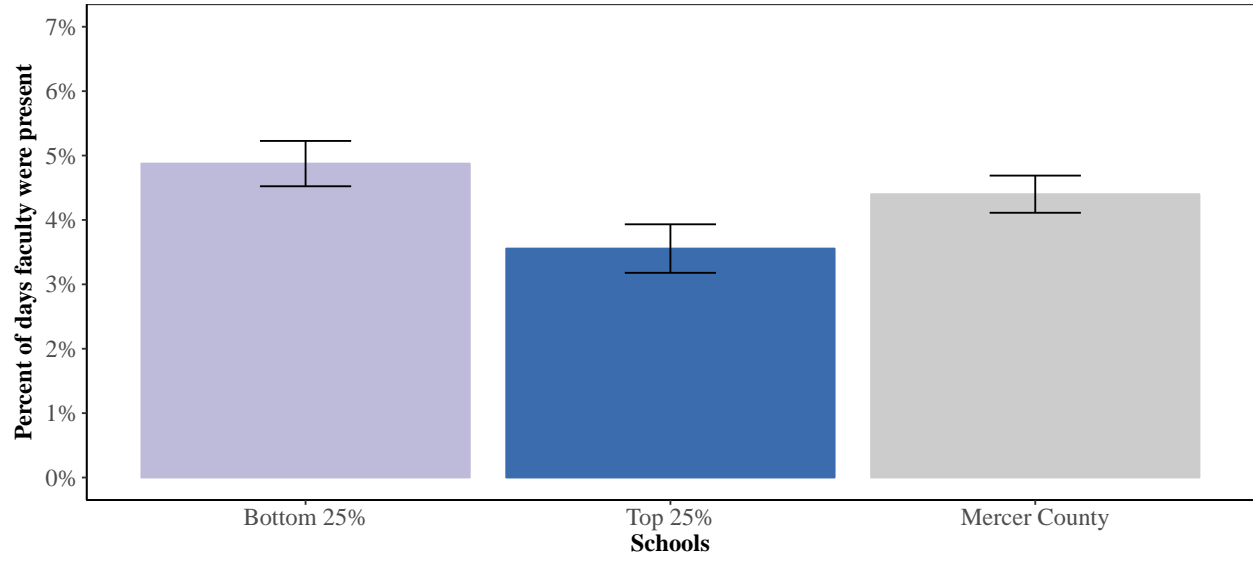
Focusing on the less frequent student groups we see that the bottom 25% of schools have more homeless students and students in foster care.

## Languages spoken at home



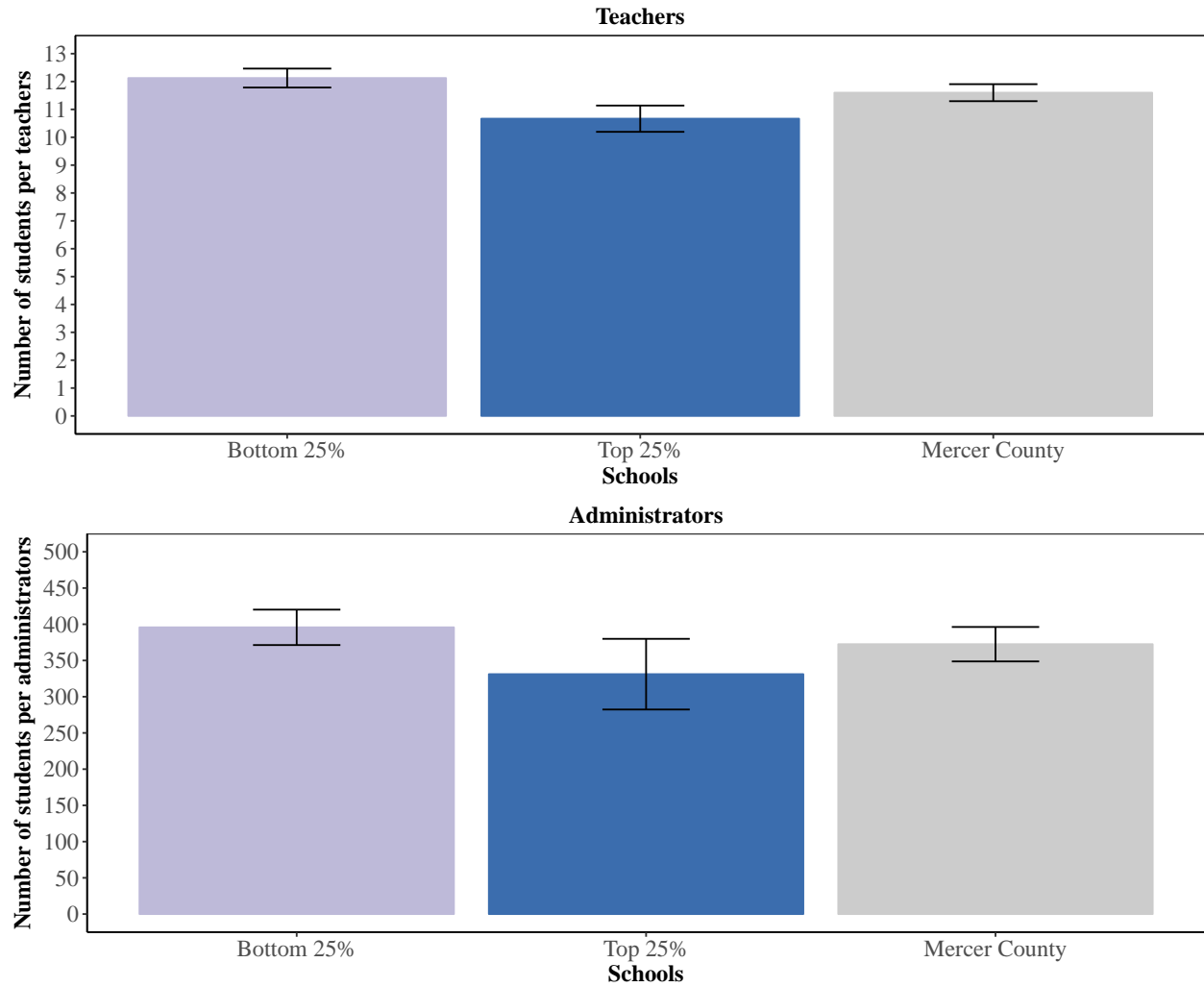
There are 19 language categories. Majority of the students speak English at home. The other noticeable difference is that the bottom 25% of schools tend to have more students that speak Spanish at home.

## Teacher absenteeism



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

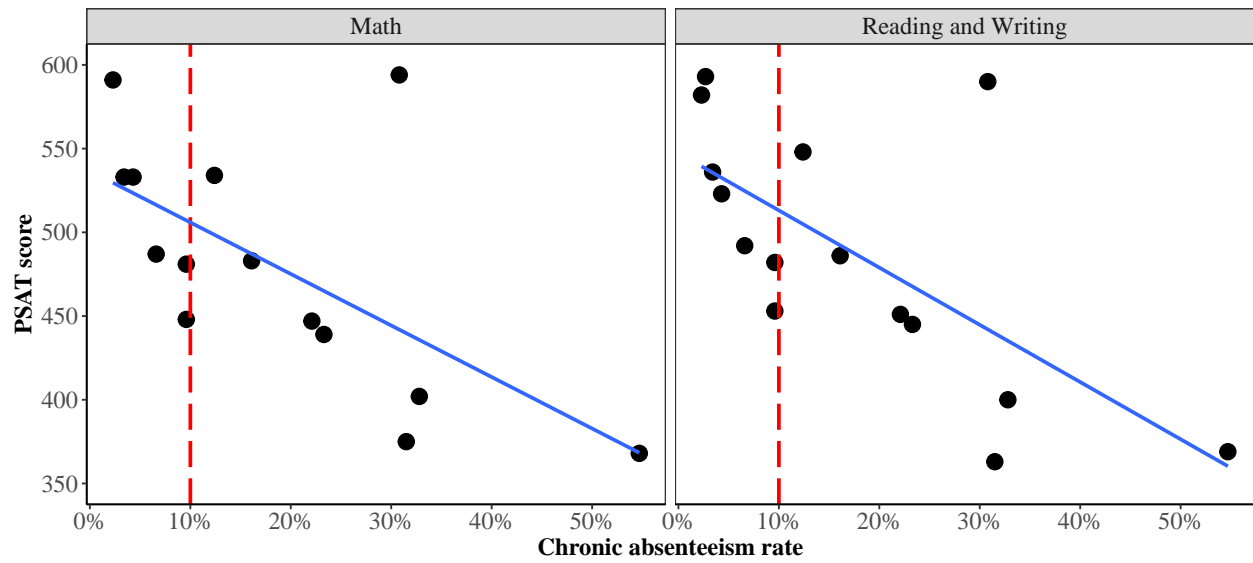
## Student to Staff Ratio



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

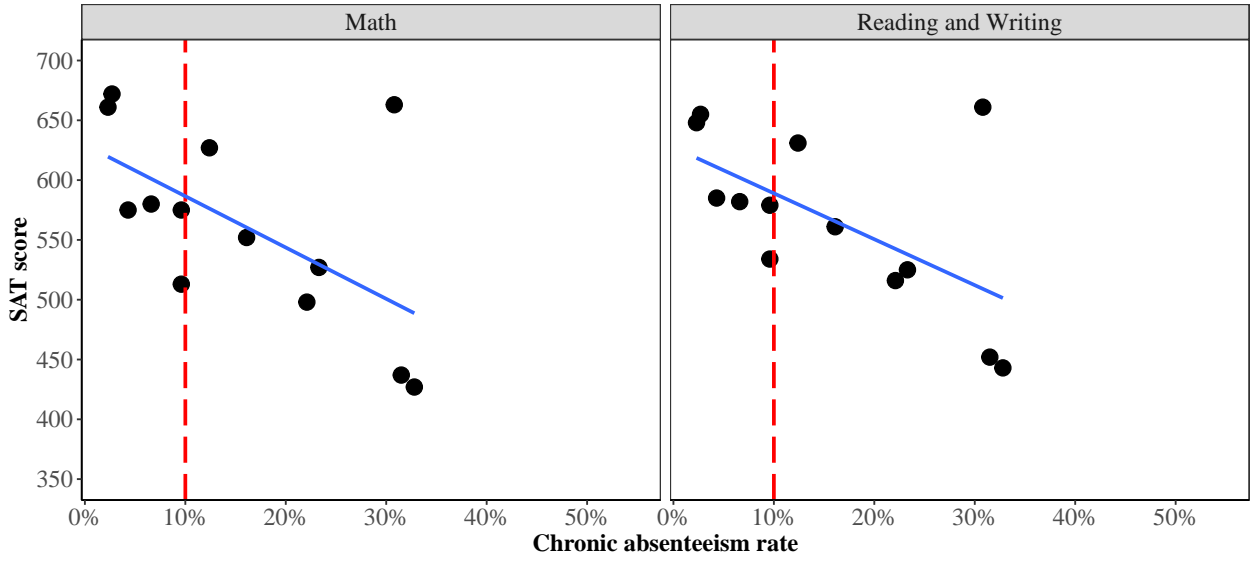
## Chronic absenteeism and school performance

PSAT score

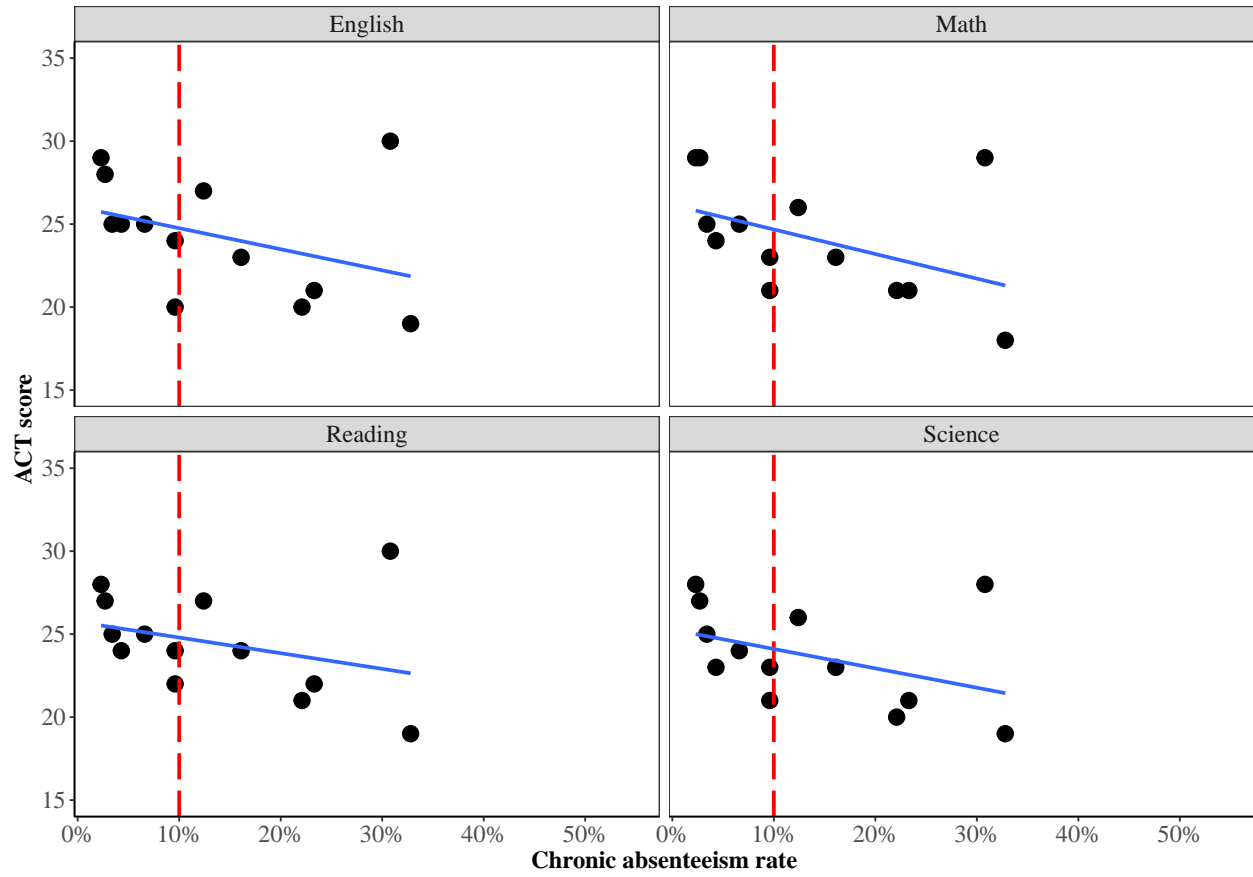




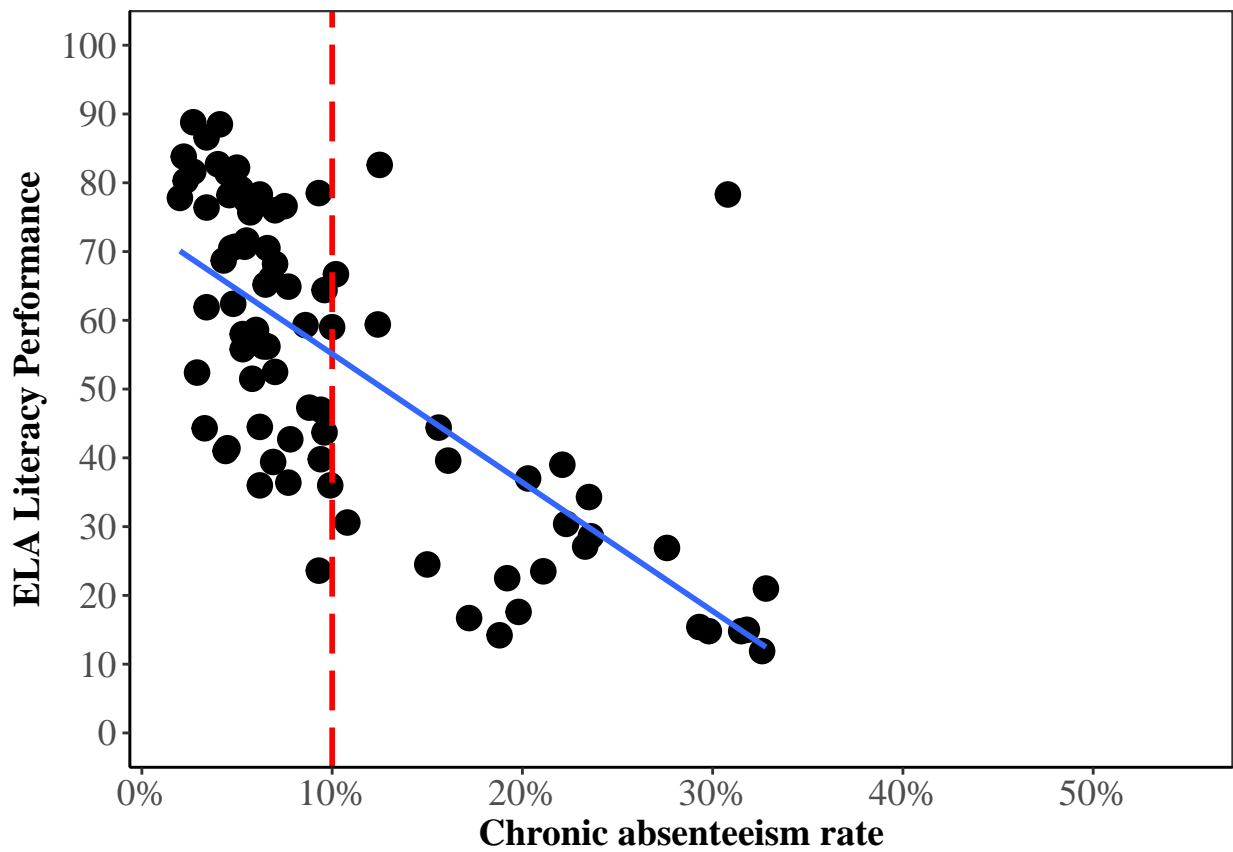
SAT score



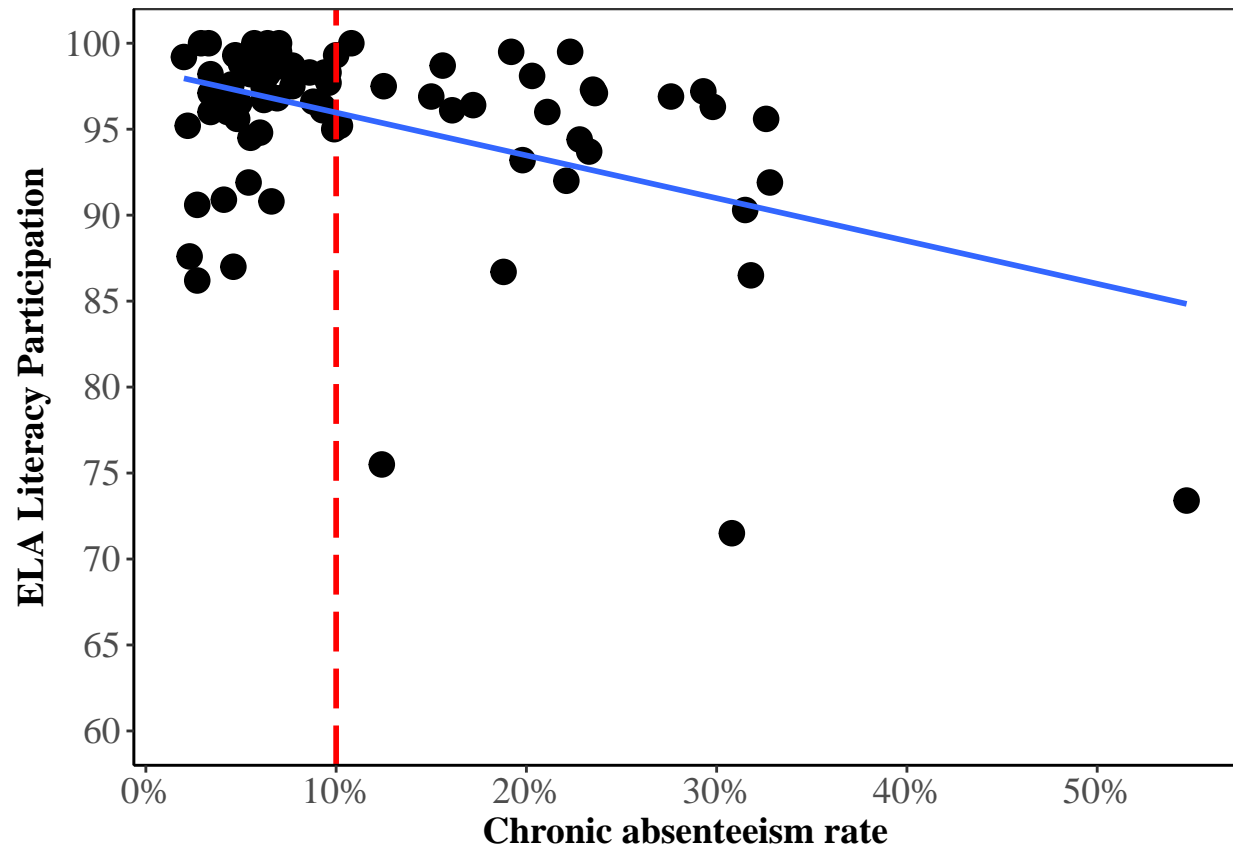
## ACT score



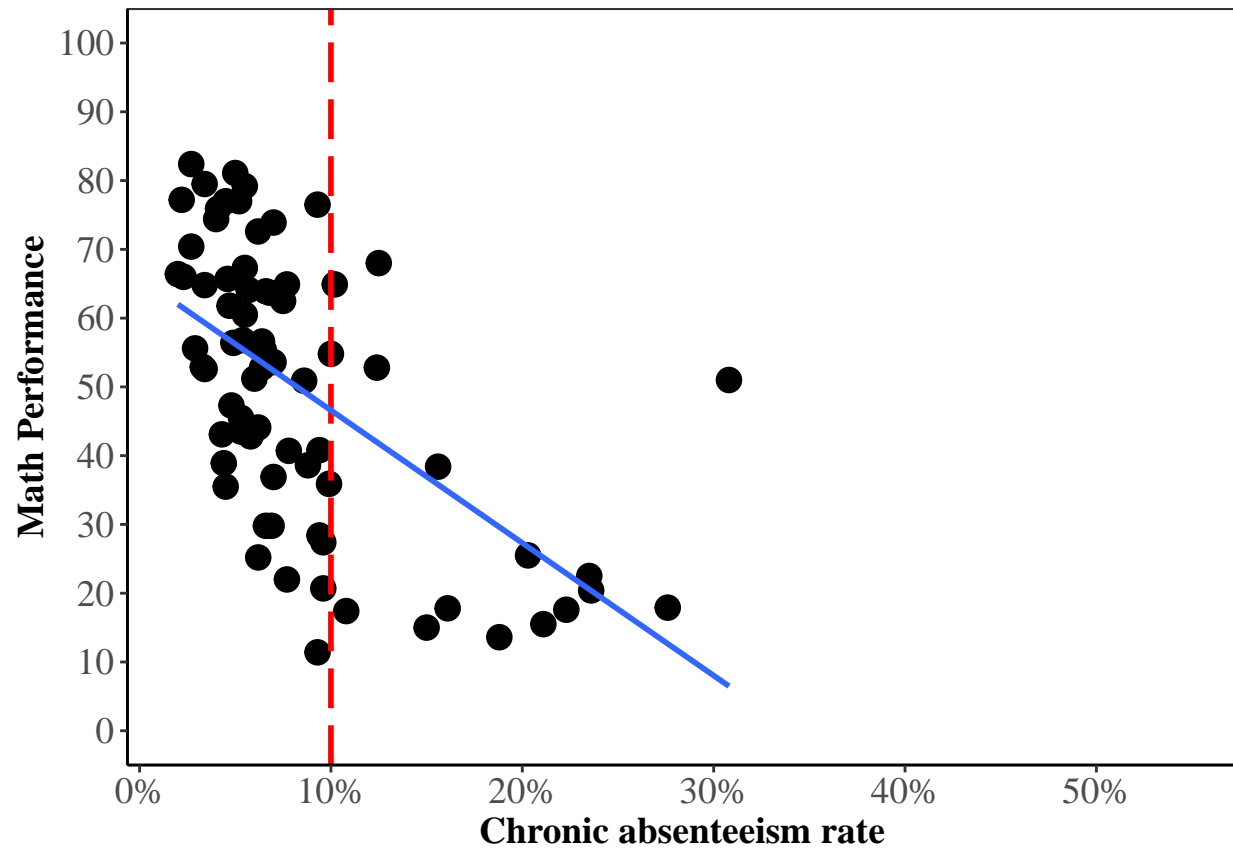
ELA Literacy Performance



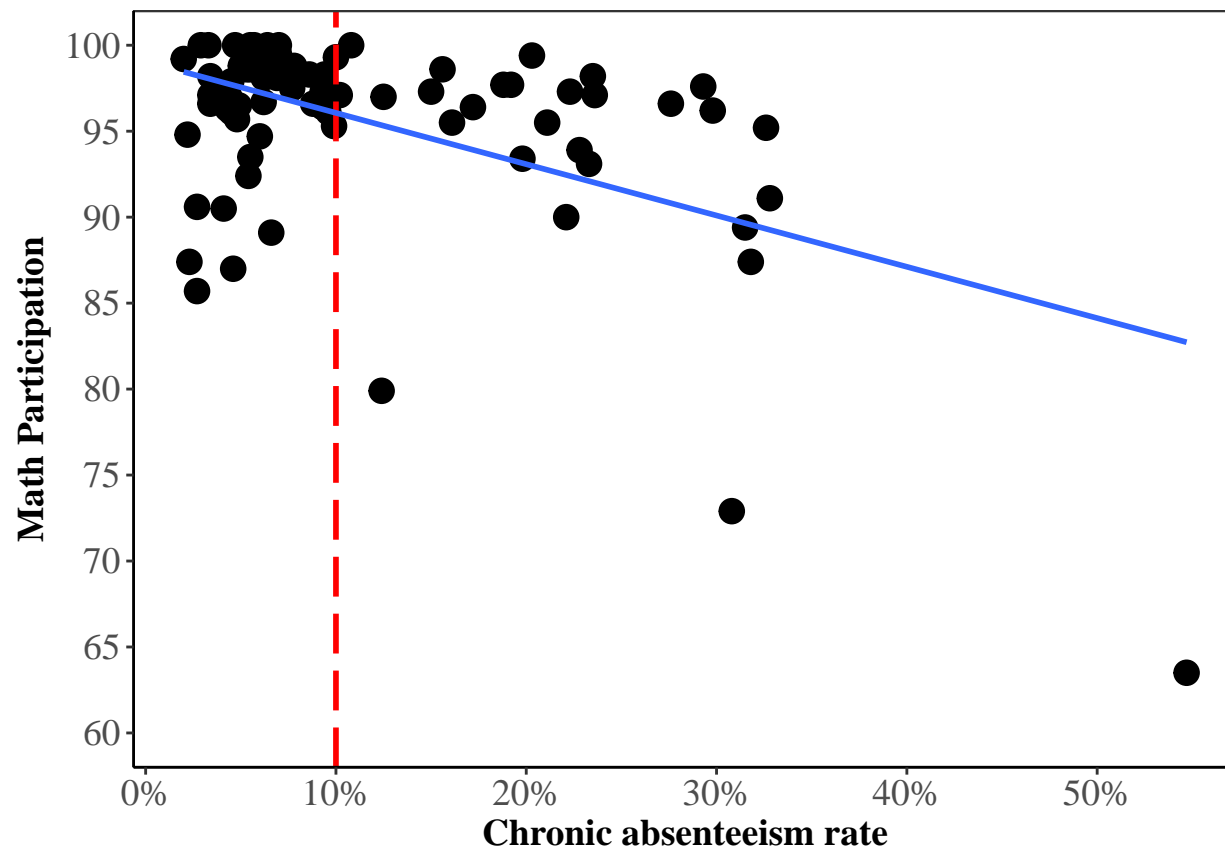
## ELA Literacy Participation



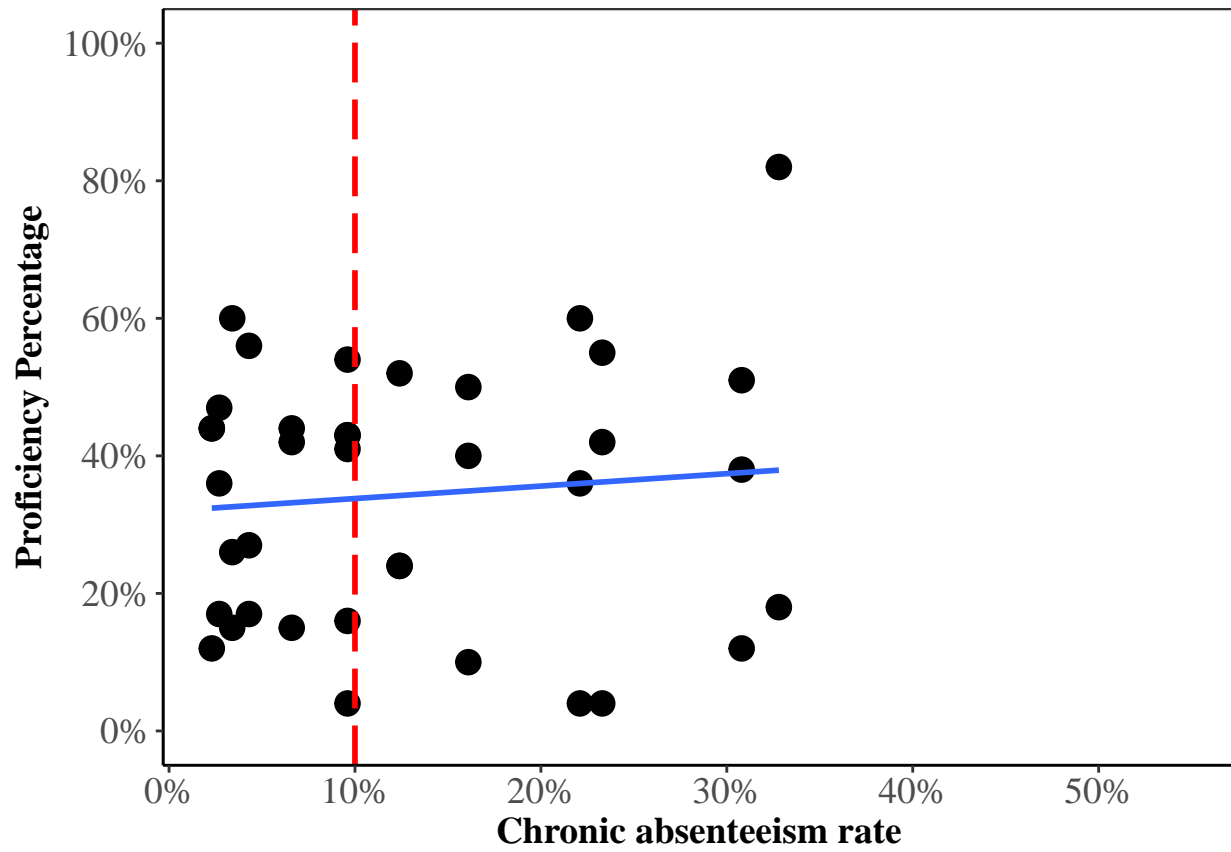
## Math

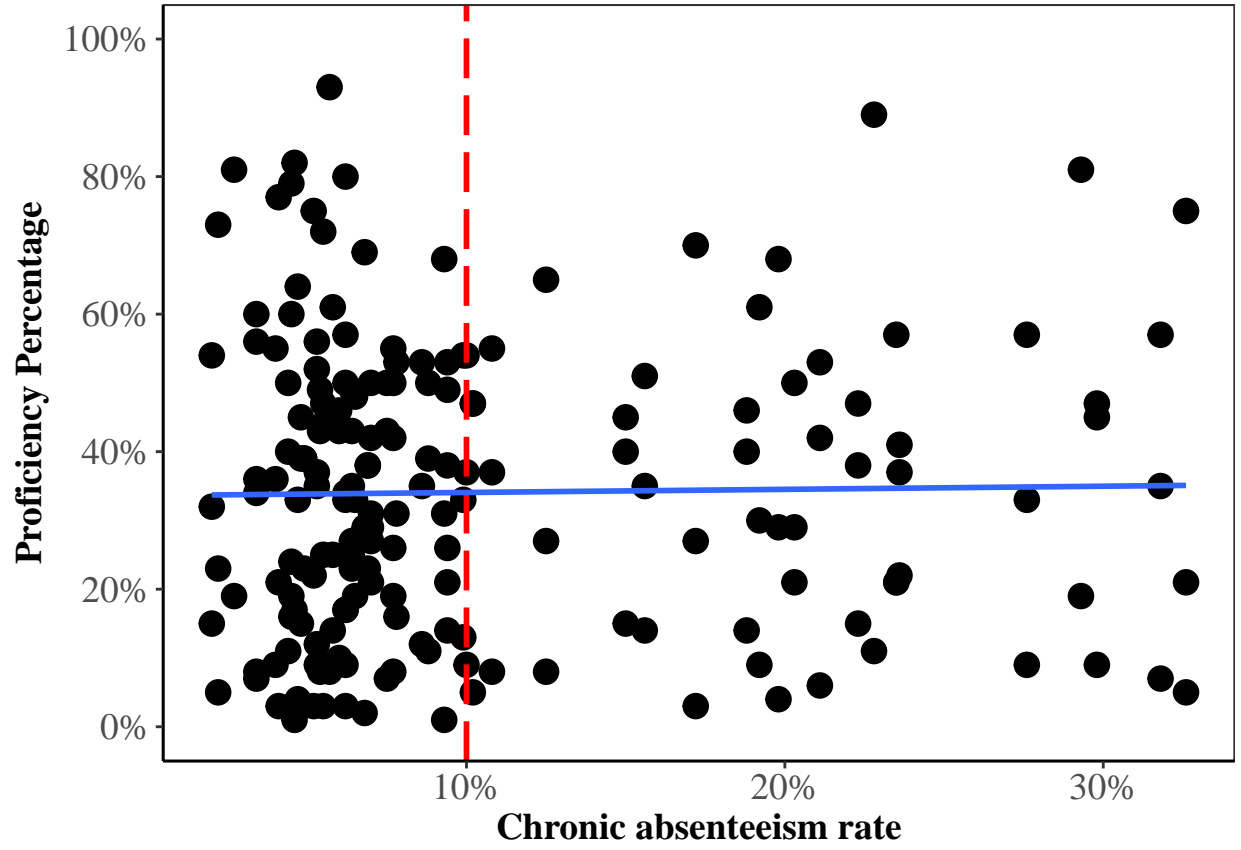


## Math Participation



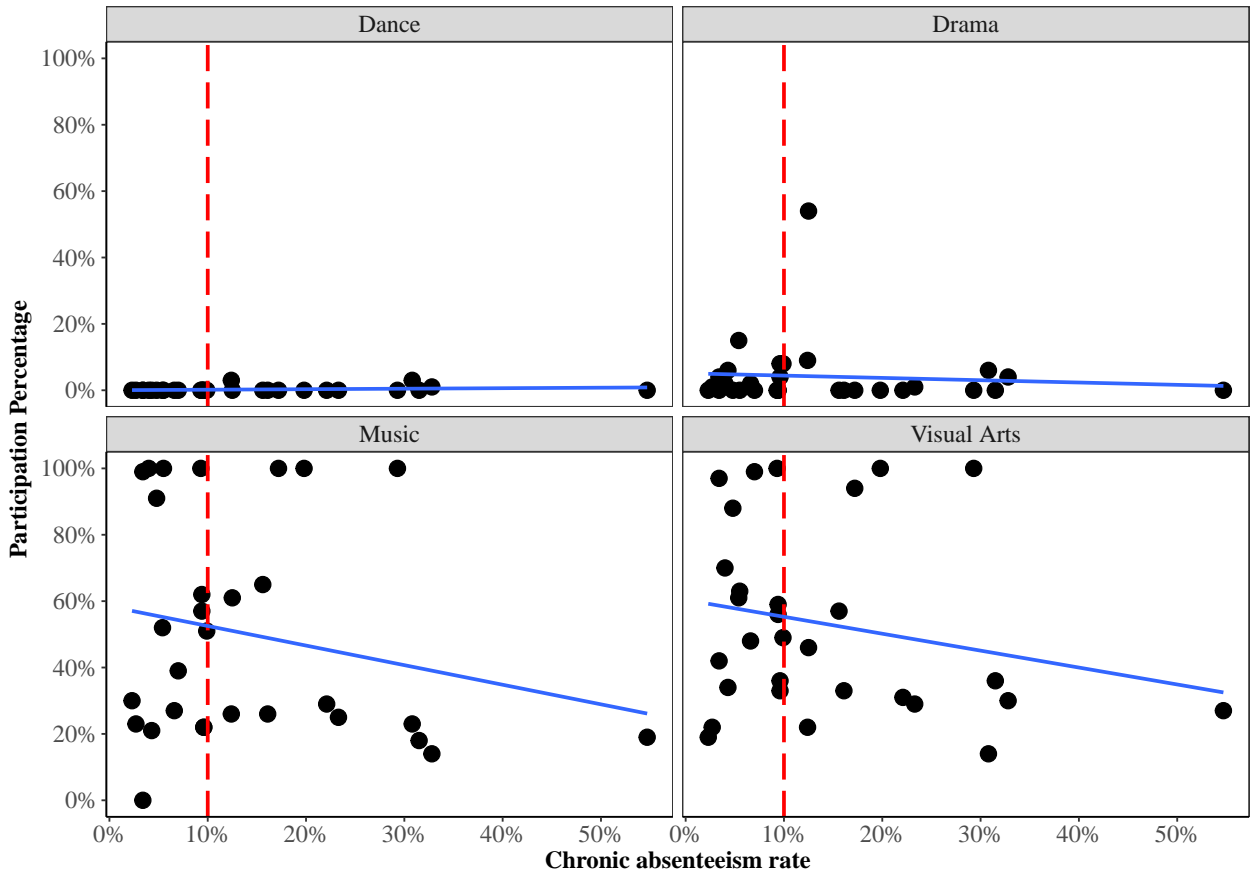
## Biology



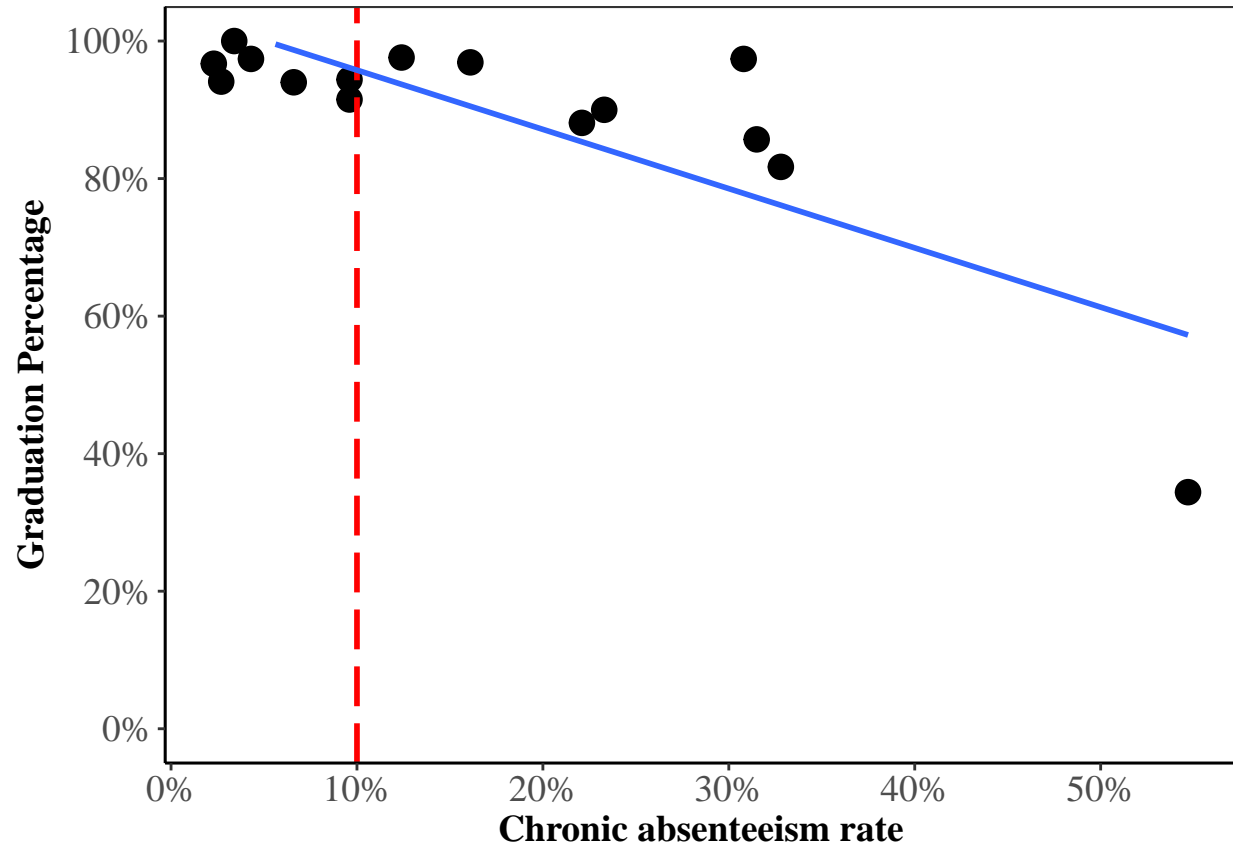




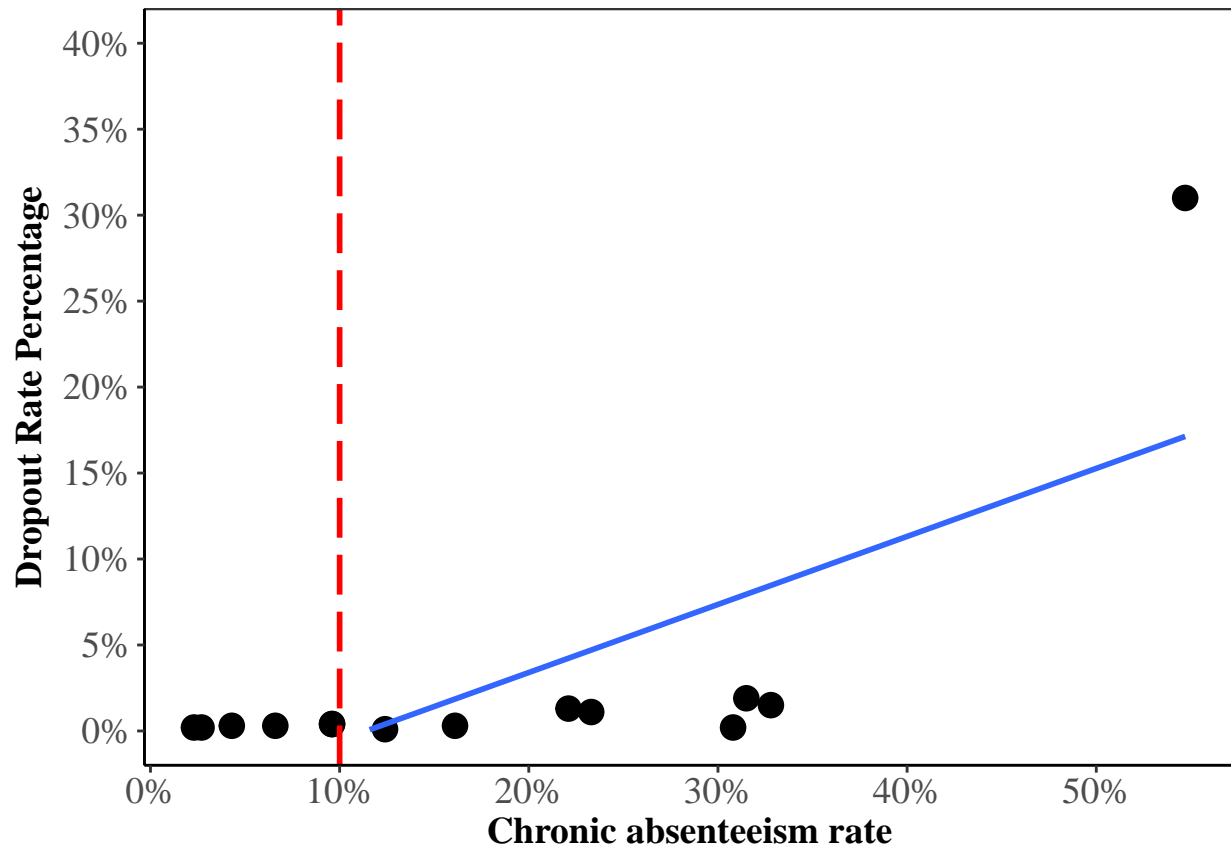
Visual Arts Participation



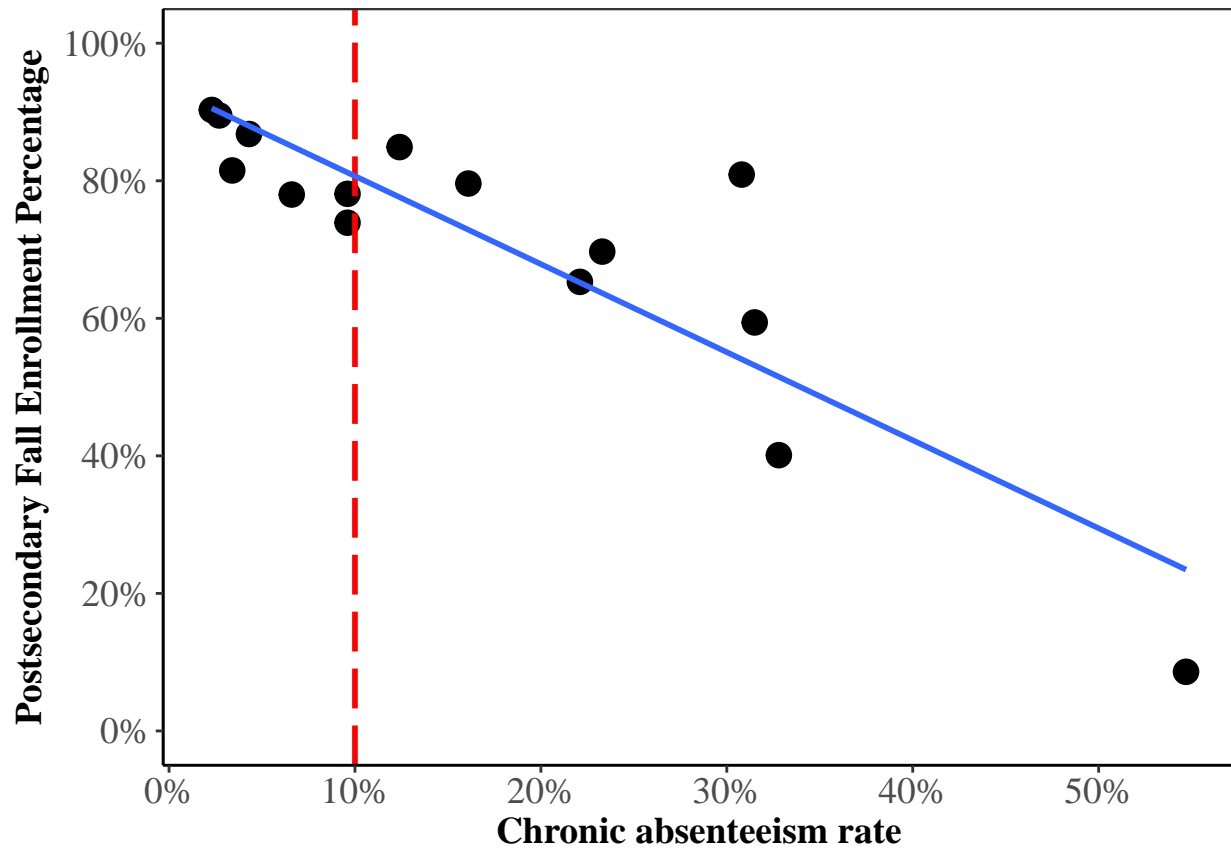
Graduation Rate



## Dropout Rate

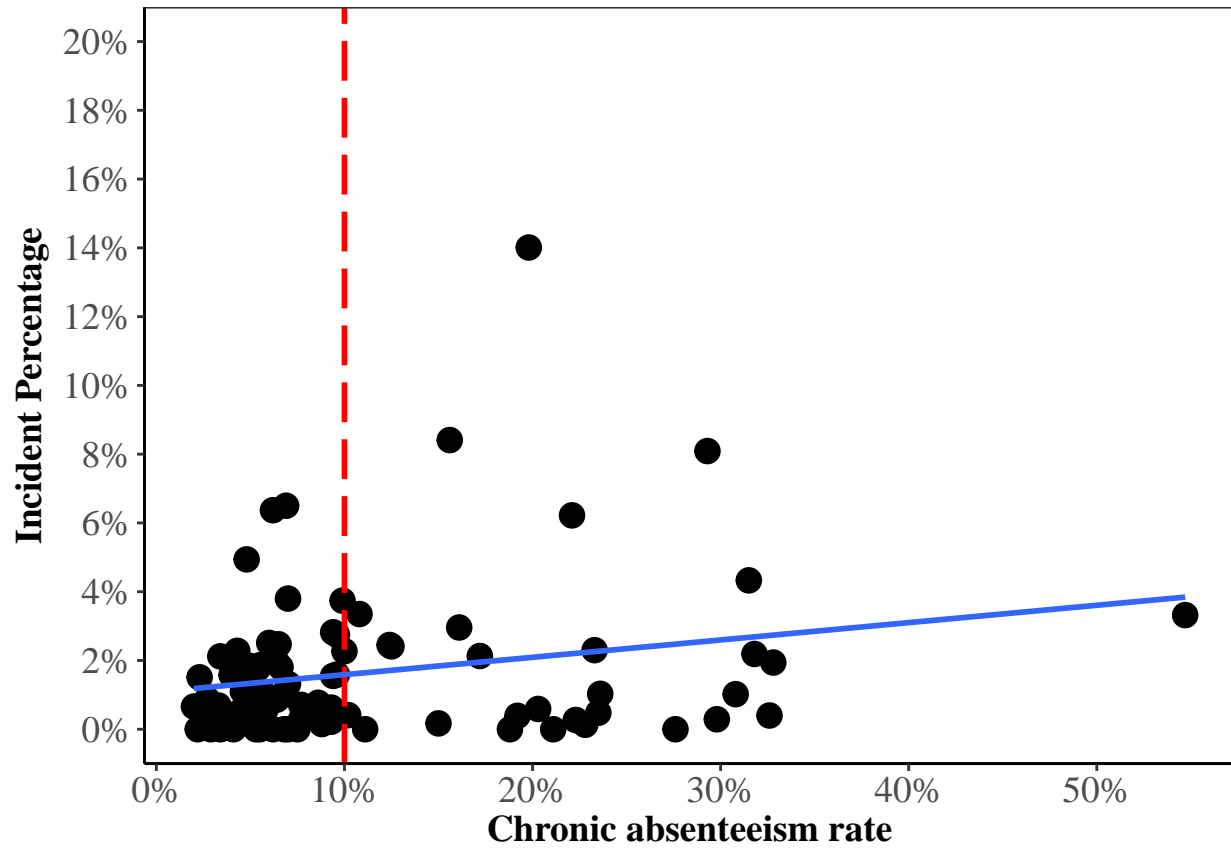


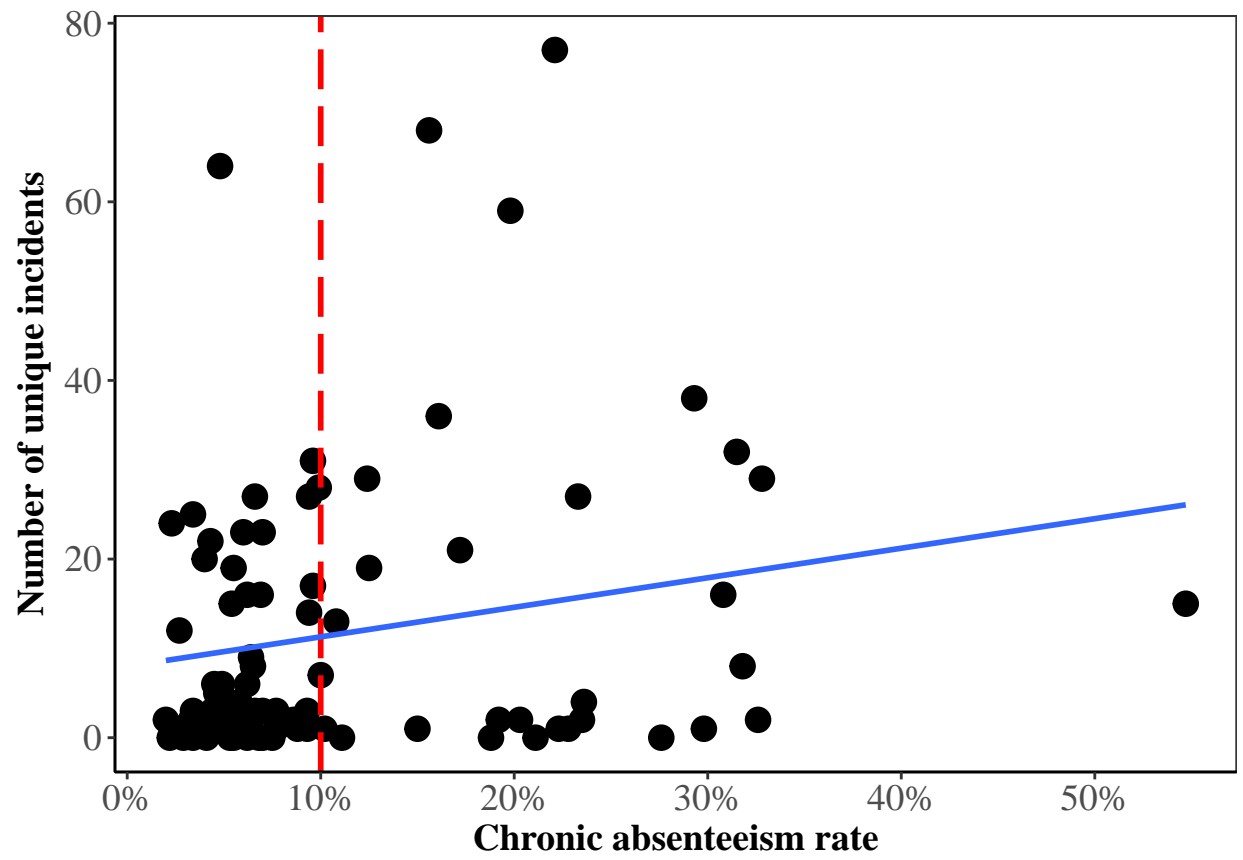
## Postsecondary Fall Enrollment



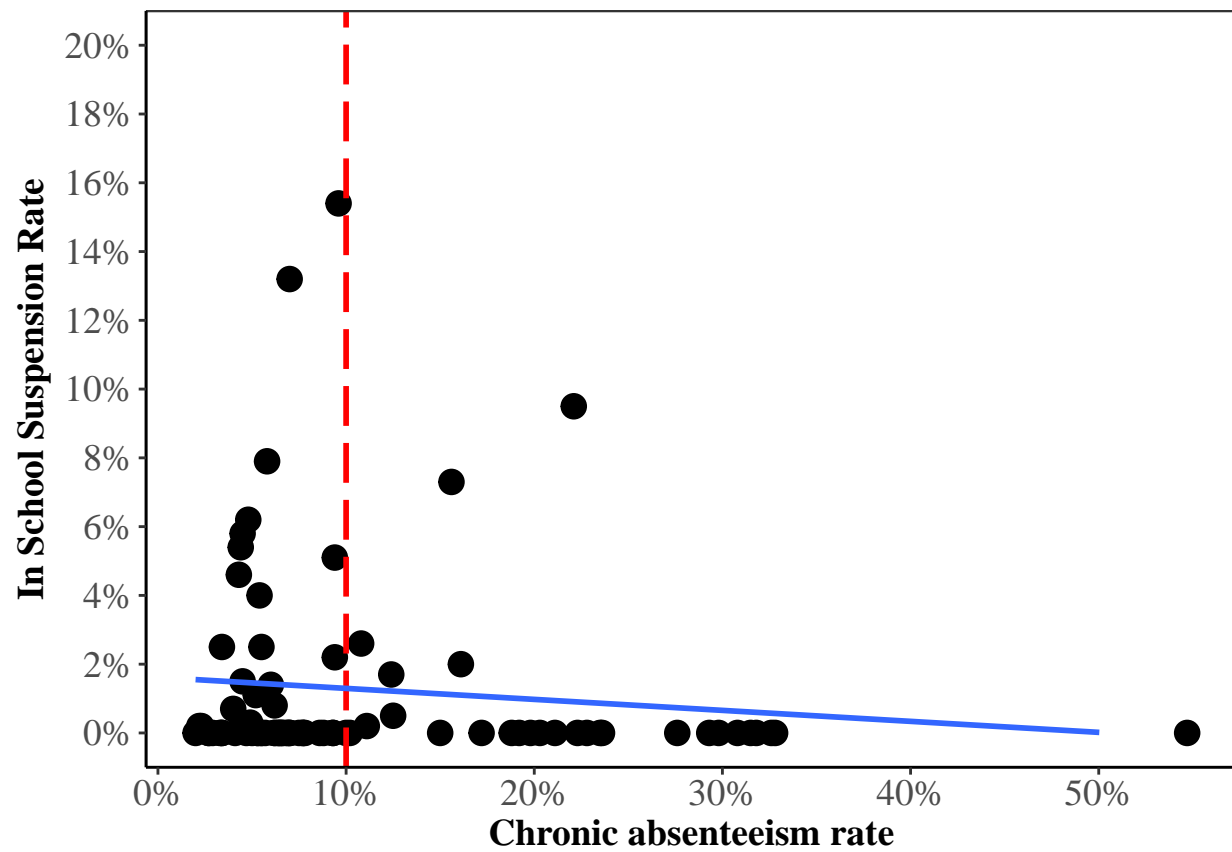
## Incidents

Incidents include: violence, vandalism, weapons, substances, harassment, intimidation, bullying

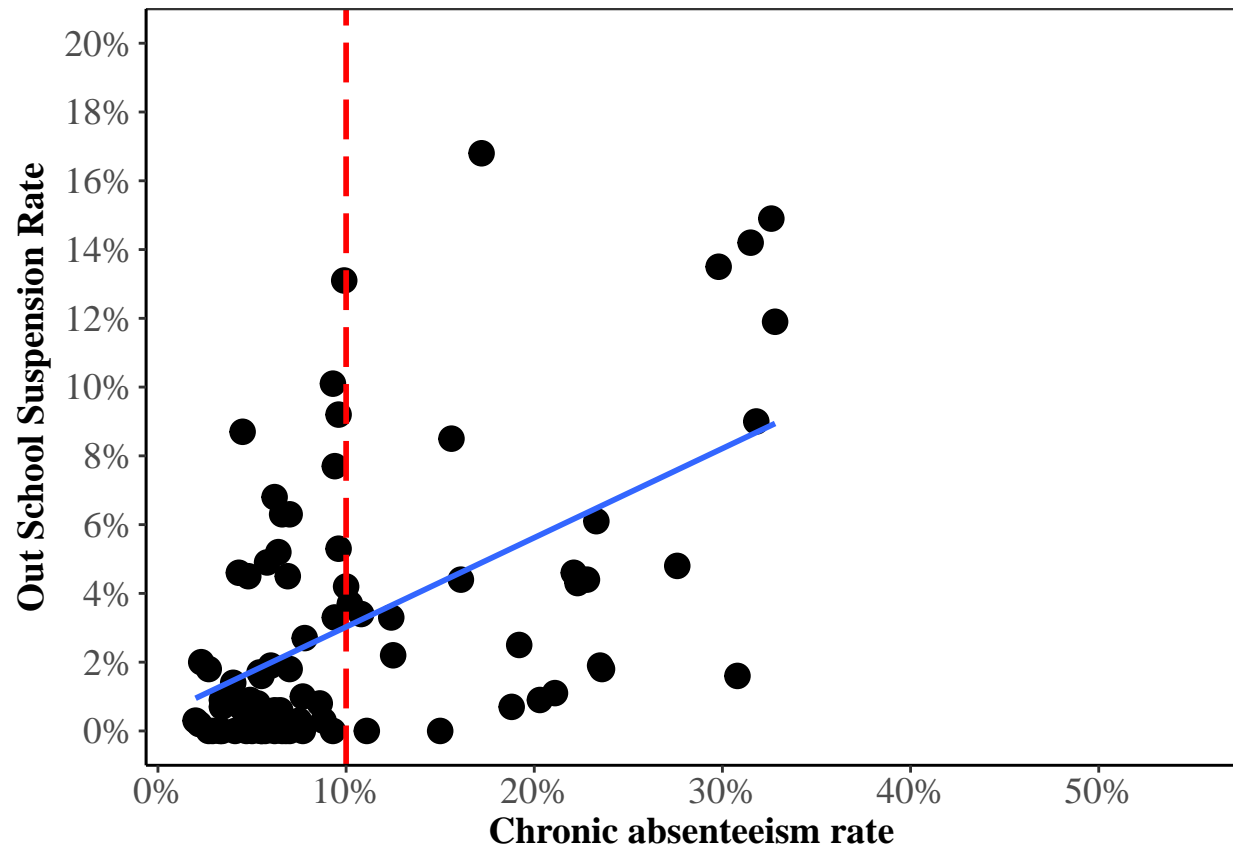




## In School Student Suspension Rate

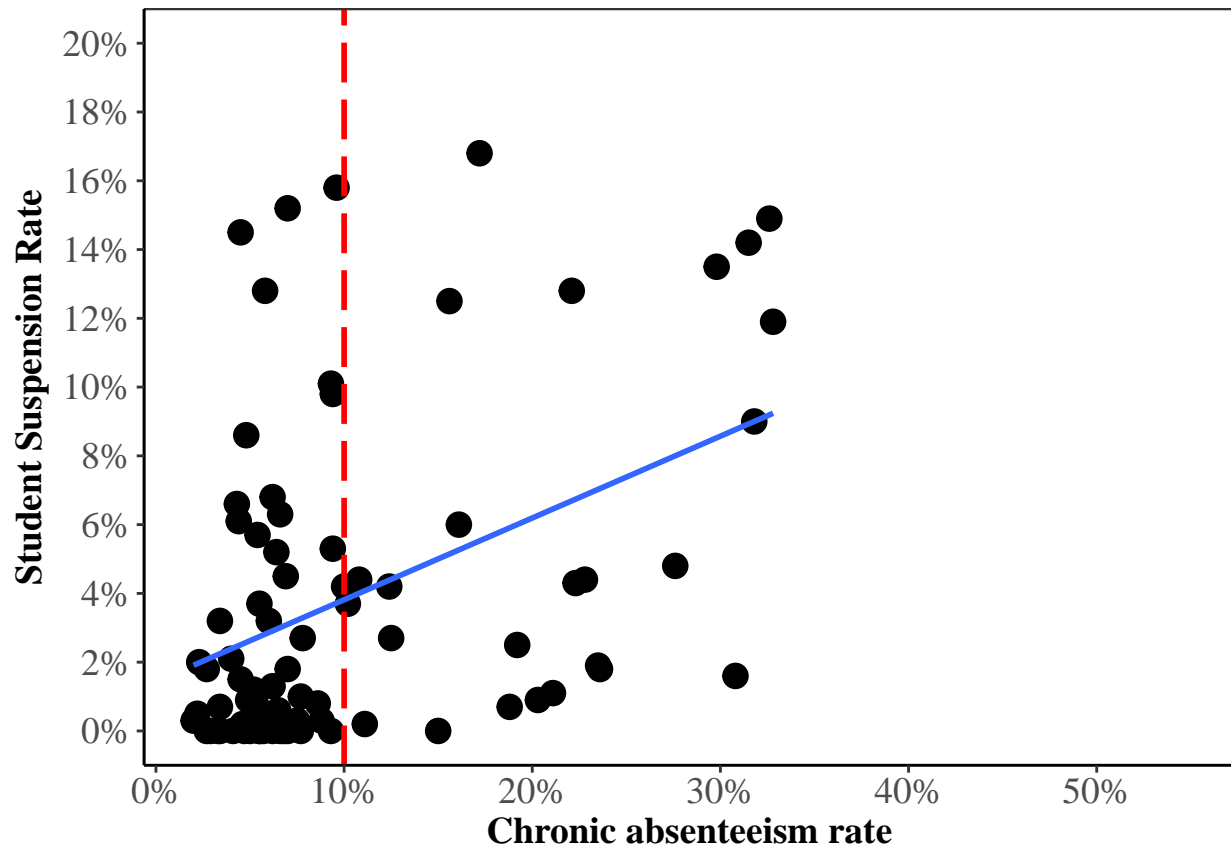


Out School Student Suspension Rate





## Student Suspension Rate



## 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 younger grades (KG-3), whereas top 25% of schools have more students in higher school grade (6-12).

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.