THE SCHOOL DISTRICT OF
PHILADELPHIA

12th Grade Attendance, 2017-18

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This brief uses student data from the 2017-18 school year to provide information on 12th grade attendance.[1] Data presented here include attendance and demographic records from 7,574 12th grade students who attended District schools during the 2017-18 school year. [2] The Office of Research and Evaluation (ORE) calculated attendance rates for 12th grade students overall and for students in racial/ethnic, gender, English Language Learner (ELL), and Special Education (SPED) subgroups. Students enrolled in charter schools and alternative education programs are not included in this analysis.

12th Grade Attendance

In 2017-18, 41.4% of Grade 12 District students (n=3,134) attended more than 95% of days, and 15.1% (n=1,140) of all students attended less than 80% of school days. However, there were some differences across subgroups.

The percentage of students attending more than 95% of days ranged from 62.1% (Asian students) to 30.6% (Hispanic/Latino students), a twofold difference of 31.5 percentage points (Figure 1). There were similar attendance patterns in the percentage of students attending less than 80% of days: only 7.3% of Asian students attended less than 80% of days, compared to 18.2% of Hispanic/Latino students. The percentage of students attending 80-95% of days ranged from 30.7% for Asian students to 51.5% for Hispanic/Latino students.

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[1] The Climate Matters application in QlikBAM provides visualizations of attendance, suspensions, truancy, and serious incidents using data obtained from the District's Student Information System, Infinite Campus.
[2] Student response percentages in the Climate Matters application are based on student enrollment records as of May 31, 2018. All students that were enrolled in a District school for a minimum of 10 days over the course of the school year are included in the analysis.

Figure 1. Percentage of SY 2017-18 days attended by 12th grade students, by race/ethnicity
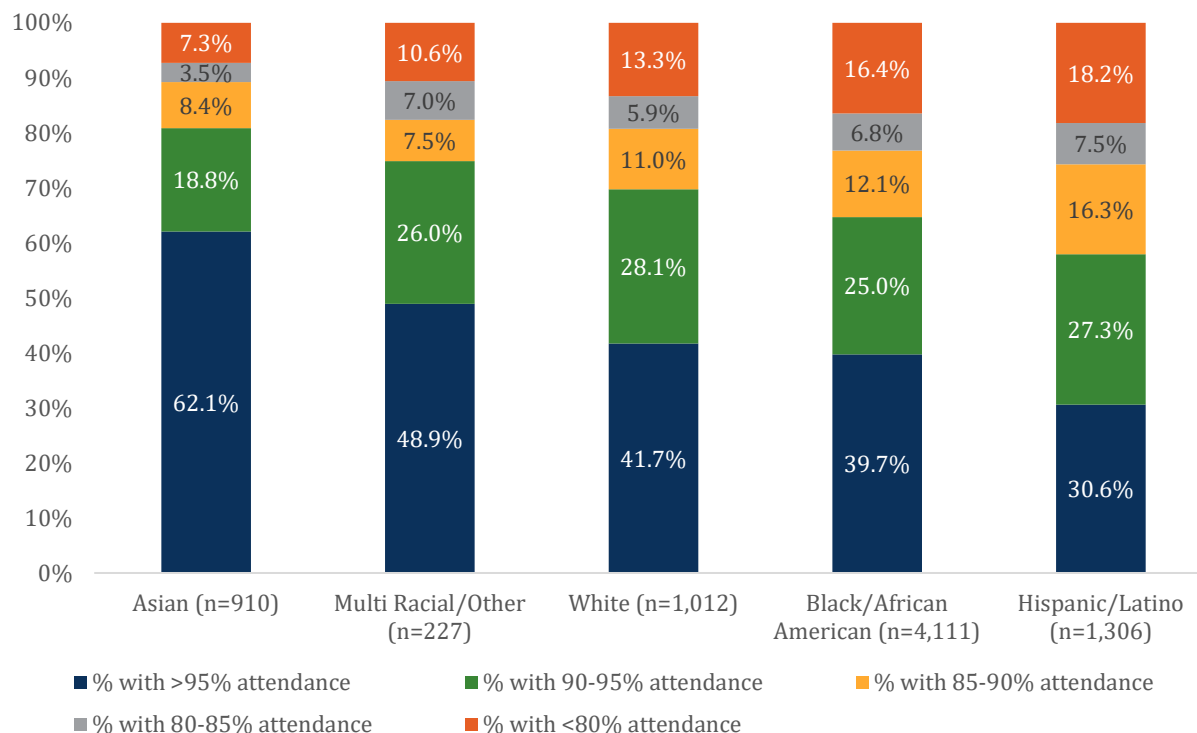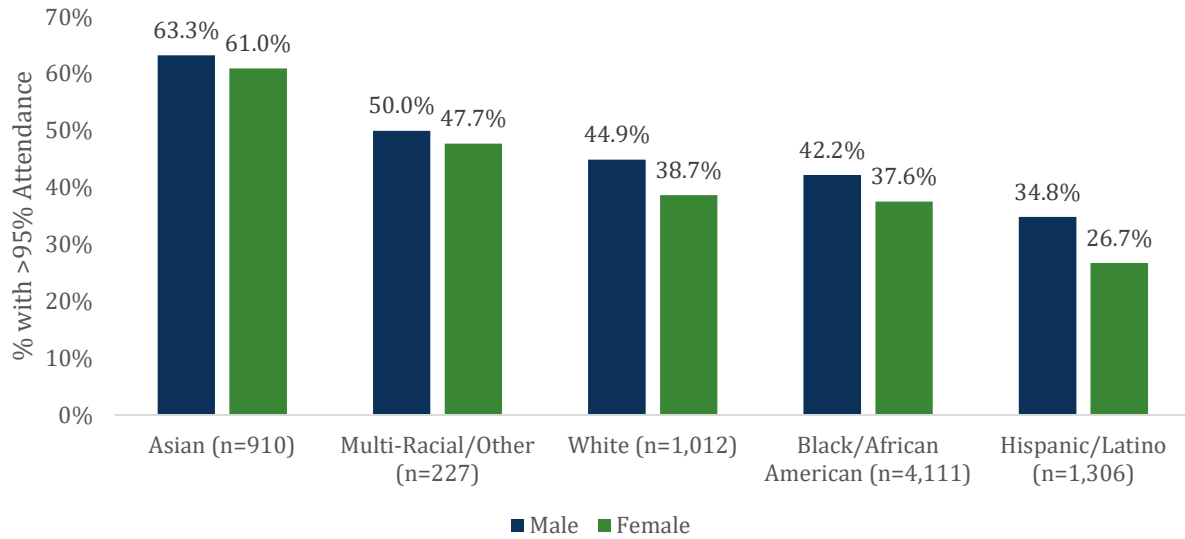

Source: QlikBAM Climate Matters Application, data pulled on July 22, 2019
Notes: American Indian/Alaskan Native and Native Hawaiian/Pacific Islander categories are not included because there were fewer than 15 students in these categories. Ns represent the total number of 12th grade male and female students in each subgroup.

Additionally, within each racial/ethnic subgroup, a slightly higher percentage of male students attended more than 95% of days (Figure 2). The greatest difference in attendance between genders was 8.1 percentage points; only 26.7% of female Hispanic/Latino students attended more than 95% of days compared to 34.8% of Hispanic/Latino males. In contrast, male and female attendance among Asian students differed by less than 3 percentage points (63.3% for males and 61% for females; see Figure 2).

Gender differences in attendance were smaller for students attending less than 80% of days (Figure 3). The largest gender difference was among Black/African American students, where 17.4% of female students attended less than 80% of days compared to 15.3% of male students (a 2.1 percentage point difference). A higher percentage of Asian males attended less than 80% of days (8.2%) compared to Asian females (6.3%), despite a higher proportion of Asian males also attending more than 95% of days.

Figure 2. Percentage of 2017-18 12th grade students with more than 95% attendance, by race/ethnicity and gender

Source: QlikBAM Climate Matters Application, data pulled on July 22, 2019
Notes: American Indian/Alaskan Native and Native Hawaiian/Pacific Islander categories are not included because there were fewer than 15 students in these categories. Ns represent the total number of 12th grade male and female students in each subgroup.

Figure 3. Percentage of 2017-18 12th grade students with less than 80% attendance, by race/ethnicity and gender
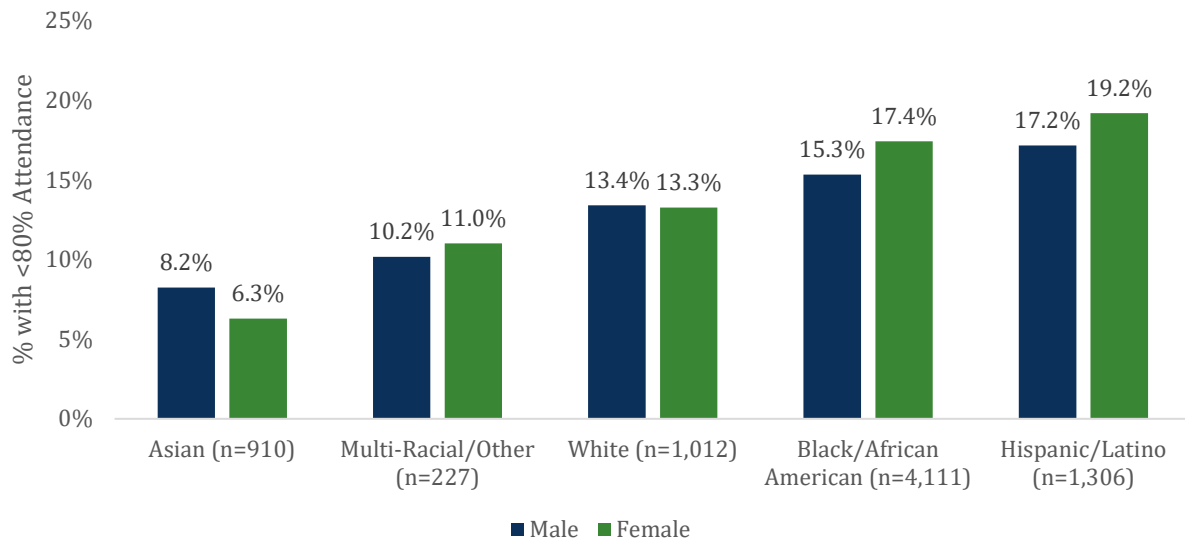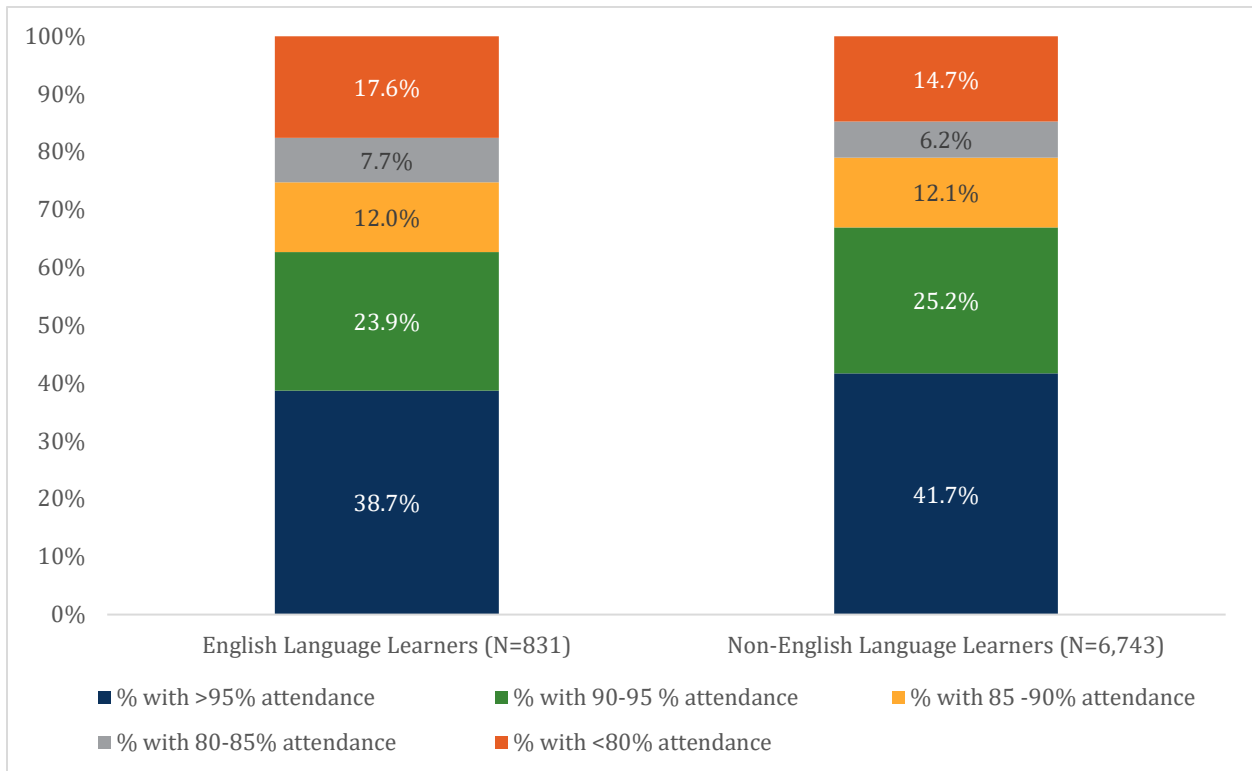

Source: QlikBAM Climate Matters Application, data pulled on July 22, 2019
Notes: American Indian/Alaskan Native and Native Hawaiian/Pacific Islander categories are not included because there were fewer than 15 students in these categories. Ns represent the total number of 12th grade male and female students in each subgroup

Attendance patterns between English Language Learner (ELL) and non-ELL students were mostly similar and differed by less than three percentage points across all attendance tiers. A slightly higher percentage of 12th grade non-ELL students (41.7%) attended 95% or more days compared to ELL students (38.7%) (Figure 4).
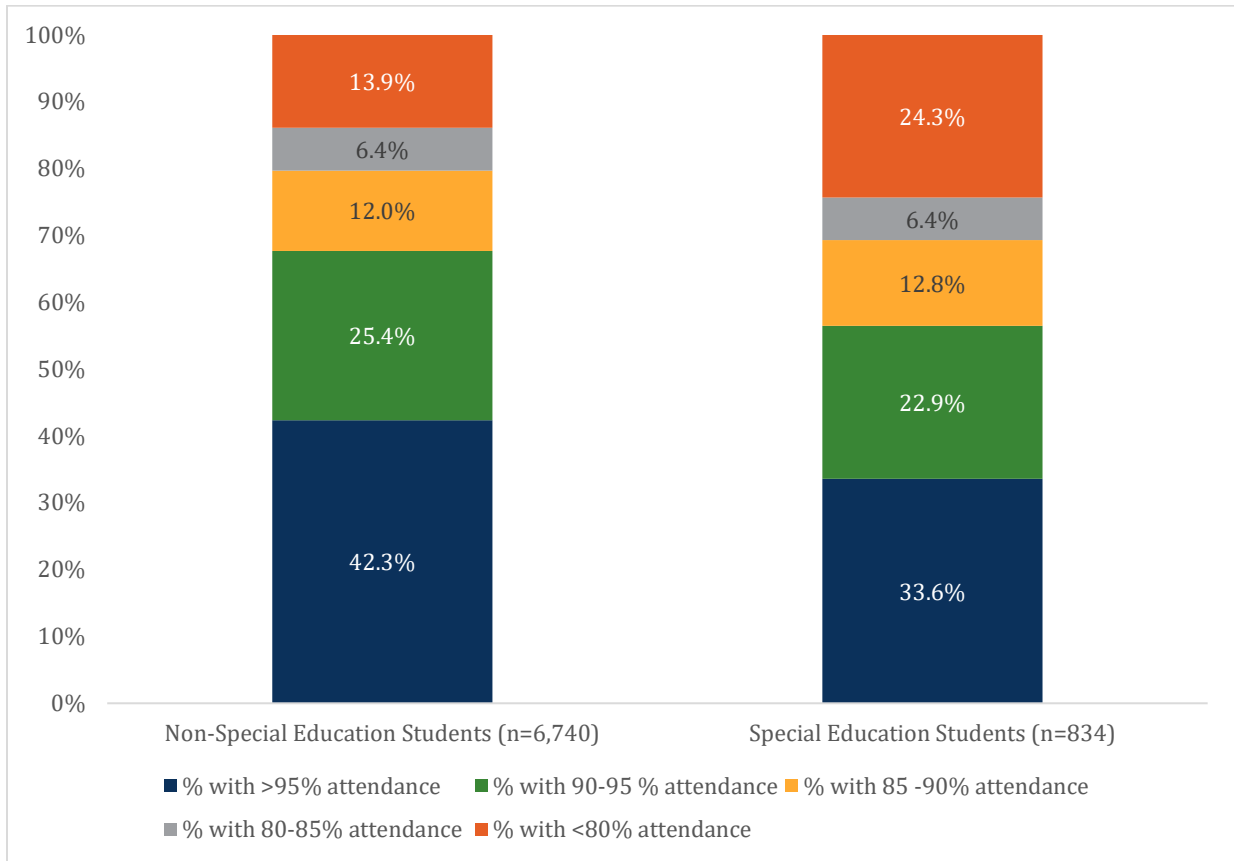
Figure 4. Percentage of SY 2017-18 days attended by 12th grade students, by ELL Status

Source: QlikBAM Climate Matters Application, data pulled on July 22, 2019

There were notable differences observed in attendance patterns between special education and non-special education students. Approximately a third (33.6%) of special education students attended 95% or more days compared to 42.3% of non-special education students, a difference of 8.7 percentage points (Figure 5). Similarly, 24.3% of special education students attended less than 80% of days compared to 13.9% of non-special education students.

Figure 5. Percentage of SY 2017-18 days attended by 12th grade students, by Special Education Status

Source: QlikBAM Climate Matters Application, data pulled on July 22, 2019