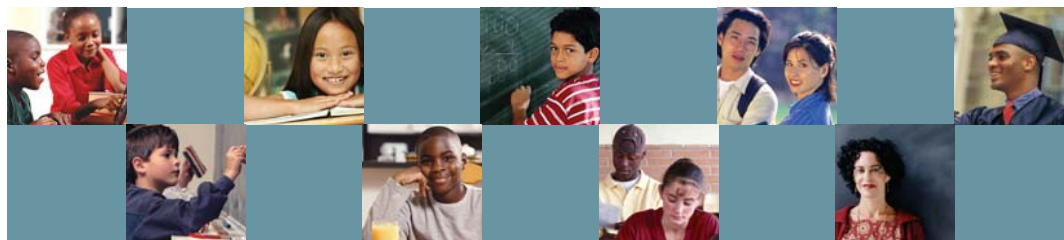


the condition of education 2006



INDICATOR 24

Student Absenteeism

The indicator and corresponding tables are taken directly from *The Condition of Education 2006*. Therefore, the page numbers may not be sequential.

Additional information about the survey data and supplementary notes can be found in the full report. For a copy of *The Condition of Education 2006*, visit the NCES website (<http://nces.ed.gov/pubsearch/pubsinfo.sap?pubid=2006071>) or contact ED PUBs at 1-877-4ED-PUBS.

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Student Effort

Student Absenteeism

In 2005, 19 percent of 4th-graders and 20 percent of 8th-graders reported missing 3 or more days of school in the previous month.

This indicator examines both the extent of absenteeism in 2005 among 4th- and 8th-graders during the preceding month and changes in the absenteeism rate since 1994. When asked about their attendance in the previous month, 52 percent of 4th-graders in 2005 reported perfect attendance (i.e., no absences from school); 29 percent reported missing 1–2 days of school; and 19 percent reported missing 3 or more days (see supplemental table 24-1). Among 8th-graders, 45 percent reported perfect attendance, 35 percent reported missing 1–2 days of school, and 20 percent reported missing 3 or more days.

Between 1994 and 2005, these patterns of absenteeism remained relatively stable. For example, there was no measurable change in the percentage of 4th- or 8th-graders reporting perfect attendance. Likewise, there was no measurable change in the percentage of 4th-graders reporting that they were absent from school for 3 or more days, though for 8th-graders this percentage declined from 22 percent in 1994 to 20 percent in 2005. For most of the years

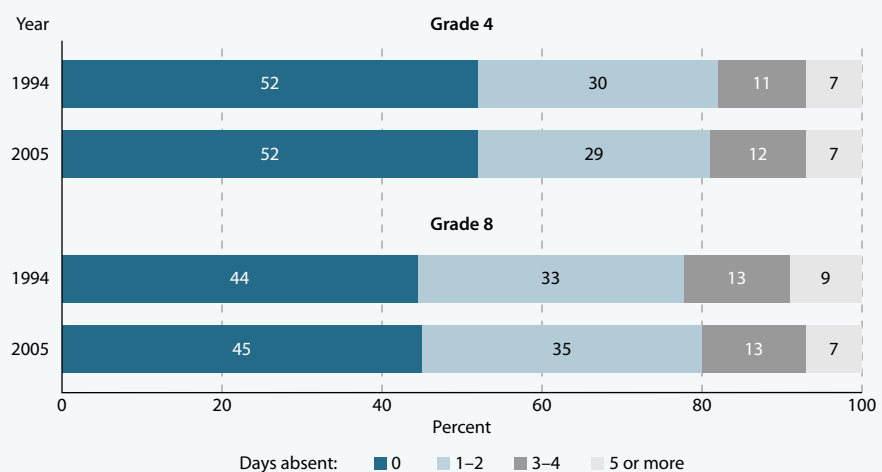
observed, 4th-graders were more likely than 8th-graders to have perfect attendance, and 8th-graders were more likely than 4th-graders to miss 3 or more days of school.

In 2005, rates of absenteeism varied by certain student characteristics. In both grades, students were more likely to miss 3 or more days of school if a language other than English was spoken at home, if the student was an English language learner, or if the student was classified as having a disability (see supplemental table 24-2). Additionally, in both grades, a lower percentage of Asian/Pacific Islander students and a higher percentage of American Indian students reported missing 3 or more days of school than their peers in other racial and ethnic groups. Students who were eligible for a free or reduced-price lunch were more likely to be absent from school for 3 or more days than those who were not eligible. This pattern among students eligible for a free or reduced-price lunch has remained stable for both 4th- and 8th-grade students between 1998 and 2005.

NOTE: From 1994 to 2000, students responded to the question "How many days of school did you miss last month?" After 2001, students were asked "How many days were you absent from school in the last month?" Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 and 2005 Reading Assessments, previously unpublished tabulation (December 2005).

STUDENT ABSENTEEISM: Percentage distribution of 4th- and 8th-grade students by the number of days of school they reported missing in the previous month: 1994 and 2005



FOR MORE INFORMATION:
Supplemental Notes 1, 4
Supplemental Tables 24-1, 24-2

Student Absenteeism

Table 24-1. Percentage distribution of 4th- and 8th-grade students by the number of days of school they reported missing in the previous month: Various years, 1994–2005

Year	Grade 4					Grade 8				
	0 days	1–2 days	Total	3 or more days		0 days	1–2 days	Total	3 or more days	
				3–4 days	5 or more days				3–4 days	5 or more days
1994	52	30	18	11	7	44	33	22	13	9
1998	53	30	17	11	6	44	34	22	14	8
2002	52	30	18	11	6	45	35	20	13	7
2003	49	30	22	13	8	44	35	22	14	8
2005	52	29	19	12	7	45	35	20	13	7

NOTE: From 1994 to 2000, students responded to the question “How many days of school did you miss last month?” After 2001, students were asked “How many days were you absent from school in the last month?” Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1994–2005 Reading Assessments, previously unpublished tabulation (December 2005).

Student Absenteeism

Table 24-2. Percentage distribution of 4th- and 8th-grade students who reported missing 3 or more days of school in the previous month, by grade and selected characteristics: Various years, 1994–2005

Characteristic	Grade 4					Grade 8				
	1994	1998	2002	2003	2005	1994	1998	2002	2003	2005
Total	18	17	18	22	19	22	22	20	22	20
Sex										
Male	18	16	17	21	18	22	21	19	21	20
Female	18	18	18	22	20	22	22	20	22	21
Race/ethnicity ¹										
White	17	16	17	22	18	20	21	19	21	19
Black	21	18	20	24	21	27	22	22	24	24
Hispanic	23	20	19	22	21	27	24	22	23	23
Asian/Pacific Islander	12	‡	13	13	13	21	15	12	11	12
American Indian	‡	‡	24	28	25	‡	‡	32	32	29
English language learner ²										
Yes	—	23	20	20	21	—	26	23	23	23
No	—	17	18	22	19	—	22	20	22	20
Classified as having a disability										
Yes	—	26	23	27	24	—	31	28	30	29
No	—	16	17	21	19	—	21	19	21	20
Language other than English spoken in home										
Yes	19	18	19	22	20	24	22	21	22	21
No	18	16	17	22	18	21	22	19	21	20
Student eligibility for free or reduced-price lunch ³										
Eligible	—	21	21	25	23	—	26	24	26	25
Not eligible	—	14	16	20	17	—	20	18	19	18
School location										
Central city	20	17	18	22	20	24	22	21	23	22
Urban fringe/large town	17	16	17	20	18	21	21	20	20	20
Rural/small town	17	18	18	23	20	20	23	19	22	19
Percent of students in school eligible for free or reduced-price lunch										
10 or less	—	14	15	18	16	—	18	16	18	17
11–25	—	16	16	20	18	—	20	19	20	18
26–50	—	16	18	23	19	—	22	20	23	21
51–75	—	19	19	24	21	—	27	22	24	23
More than 75	—	19	21	23	22	—	25	25	26	25

— Not available.

‡ Reporting standards not met (too few cases).

¹ Black includes African American, Hispanic includes Latino, Asian/Pacific Islander includes Native Hawaiian, and American Indian includes Alaska Native. Race categories exclude Hispanic origin unless specified.

² In testing years previous to 2005, English language learners (ELL) were identified as limited English proficient (LEP).

³ This information was not available for a small percentage of students (2 percent of the total population in 2005).

NOTE: From 1994 to 2000, students responded to the question “How many days of school did you miss last month?” After 2001, students were asked “How many days were you absent from school in the last month?” Accommodations were not permitted for the 1994 assessment, but they were permitted for all other assessment years reported here.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1994–2005 Reading Assessments, previously unpublished tabulation (December 2005).

Student Absenteeism

Table S24. Standard errors for the percentage distribution of 4th- and 8th-grade students by the number of days of school they reported missing in the previous month: 1994 and 2005

Days absent	1994		2005	
	Grade 4	Grade 8	Grade 4	Grade 8
0	0.7	0.8	0.2	0.2
1-2	0.6	0.7	0.2	0.2
3-4	0.5	0.6	0.1	0.1
5 or more	0.3	0.4	0.1	0.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 and 2005 Reading Assessments, previously unpublished tabulation (December 2005).

Student Absenteeism

Table S24-1. Standard errors for the percentage distribution of 4th- and 8th-grade students by the number of days of school they reported missing in the previous month: Various years, 1994–2005

Year	Grade 4					Grade 8				
	0 days	1–2 days	3 or more days			0 days	1–2 days	3 or more days		
			Total	3–4 days	5 or more days			Total	3–4 days	5 or more days
1994	0.7	0.6	0.6	0.5	0.3	0.8	0.7	0.9	0.6	0.4
1998	0.9	0.7	0.6	0.4	0.4	0.9	0.9	0.7	0.5	0.3
2002	0.3	0.3	0.2	0.1	0.1	0.3	0.3	0.2	0.2	0.2
2003	0.2	0.2	0.2	0.1	0.1	0.2	0.2	0.2	0.1	0.1
2005	0.2	0.2	0.1	0.1	0.1	0.2	0.2	0.2	0.1	0.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1994–2005 Reading Assessments, previously unpublished tabulation (December 2005).

Student Absenteeism

Table S24-2. Standard errors for the percentage distribution of 4th- and 8th-grade students who reported missing 3 or more days of school in the previous month, by grade and selected characteristics: Various years, 1994–2005

Characteristic	Grade 4					Grade 8				
	1994	1998	2002	2003	2005	1994	1998	2002	2003	2005
Total	0.6	0.6	0.2	0.2	0.1	0.9	0.7	0.2	0.2	0.2
Sex										
Male	0.8	0.7	0.3	0.2	0.2	1.1	0.8	0.3	0.2	0.2
Female	0.7	0.7	0.3	0.2	0.2	0.9	0.9	0.3	0.2	0.2
Race/ethnicity										
White	0.6	0.6	0.2	0.2	0.2	1.0	0.8	0.3	0.2	0.2
Black	1.4	1.2	0.5	0.4	0.3	1.4	1.3	0.6	0.3	0.4
Hispanic	1.4	2.4	0.6	0.5	0.4	2.6	2.2	0.8	0.5	0.3
Asian/Pacific Islander	3.0	†	1.0	0.5	0.5	3.0	1.8	1.0	0.6	0.5
American Indian	†	†	1.4	1.2	1.0	†	†	3.7	2.1	1.2
English language learner										
Yes	†	3.4	1.0	0.6	0.5	†	3.9	1.5	1.1	0.6
No	†	0.6	0.2	0.2	0.1	†	0.7	0.2	0.2	0.2
Classified as having a disability										
Yes	†	2.7	0.6	0.5	0.4	†	2.2	0.9	0.6	0.4
No	†	0.6	0.2	0.2	0.1	†	0.7	0.2	0.2	0.2
Language other than English spoken in home										
Yes	0.9	1.0	0.3	0.2	0.2	1.2	1.0	0.4	0.3	0.2
No	0.6	0.6	0.2	0.2	0.2	1.0	0.7	0.3	0.2	0.2
Student eligibility for free or reduced-price lunch										
Eligible	†	1.2	0.3	0.3	0.2	†	1.2	0.4	0.3	0.3
Not eligible	†	0.7	0.3	0.2	0.2	†	0.9	0.3	0.2	0.2
School location										
Central city	0.9	0.7	0.3	0.3	0.2	1.1	1.2	0.5	0.3	0.3
Urban fringe/large town	0.9	1.2	0.3	0.3	0.2	1.0	1.1	0.5	0.3	0.2
Rural/small town	1.2	0.9	0.3	0.3	0.2	2.1	1.5	0.3	0.3	0.3
Percent of students in school eligible for free or reduced-price lunch										
10 or less	†	1.6	0.5	0.4	0.4	†	1.2	0.4	0.4	0.4
11–25	†	1.3	0.5	0.4	0.3	†	1.3	0.6	0.4	0.4
26–50	†	0.8	0.3	0.4	0.2	†	1.1	0.4	0.5	0.3
51–75	†	1.0	0.5	0.4	0.3	†	1.6	0.5	0.5	0.4
More than 75	†	2.0	0.4	0.5	0.4	†	2.7	0.9	0.5	0.5

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1994–2005 Reading Assessments, previously unpublished tabulation (December 2005).