## Alexandria City Public Schools <br> Academic Year 2021-22 Chronic Absenteeism Data

## Methodology

The current report details the percentage of students who were chronically absent at the end of AY 2021-22. For chronic absenteeism calculations, absences were counted regardless of whether they were excused or unexcused. Students chronically absent, $10 \%$ or more days of the academic year, were only identified if they had been enrolled in ACPS for 20 or more days.

## 17\%

Percentage of students chronically
absent in AY 2021-22

Percentage of students chronically absent by grade band


Percentage of students chronically absent by school

## Grades K to 5



Grades 6 to 8


40\%
60\%
80\%
00\%

Grades 9 to 12


Percentage of Students Chronically Absent in AY 2021-22 by Grade Band and Race/Ethnicity

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Grade Band OK to 5 6 to 8 9 to 12
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50\%

Percentage of Students Chronically Absent in AY 2021-22 by Grade Band and Special Population

Grade Band © K to 5 - to 8 -9 to 12


100\%

## Percentage of Students Chronically Absent in AY 2021-22

 by Grade Band, Race/Ethnicity, \& Gender| Grade Band | Gender |  |  |
| :---: | :---: | :---: | :---: |
|  | F | M | Total |
| $\square \mathrm{K}$ to 5 | 23\% | 23\% | 23\% |
| White | 11\% | 10\% | 10\% |
| Black or African American | 22\% | 24\% | 23\% |
| Hispanic or Latino | 36\% | 34\% | 35\% |
| Asian | 22\% | 19\% | 20\% |
| Multiracial | 17\% | 18\% | 17\% |
| Other | 20\% | 18\% | 19\% |
| $\square 6$ to 8 | 11\% | 12\% | 12\% |
| White | 7\% | 5\% | 6\% |
| Black or African American | 11\% | 11\% | 11\% |
| Hispanic or Latino | 14\% | 18\% | 16\% |
| Asian | 12\% | 3\% | 7\% |
| Multiracial | 8\% | 12\% | 9\% |
| Other | 0\% | 0\% | 0\% |
| $\square 9$ to 12 | 10\% | 12\% | 11\% |
| White | 5\% | 5\% | 5\% |
| Black or African American | 9\% | 10\% | 10\% |
| Hispanic or Latino | 15\% | 18\% | 16\% |
| Asian | 7\% | 4\% | 5\% |
| Multiracial | 8\% | 10\% | 9\% |
| Other | 50\% | 11\% | 23\% |
| Total | 17\% | 17\% | 17\% |

*Subgroups with fewer than 10 students omitted from analysis.

