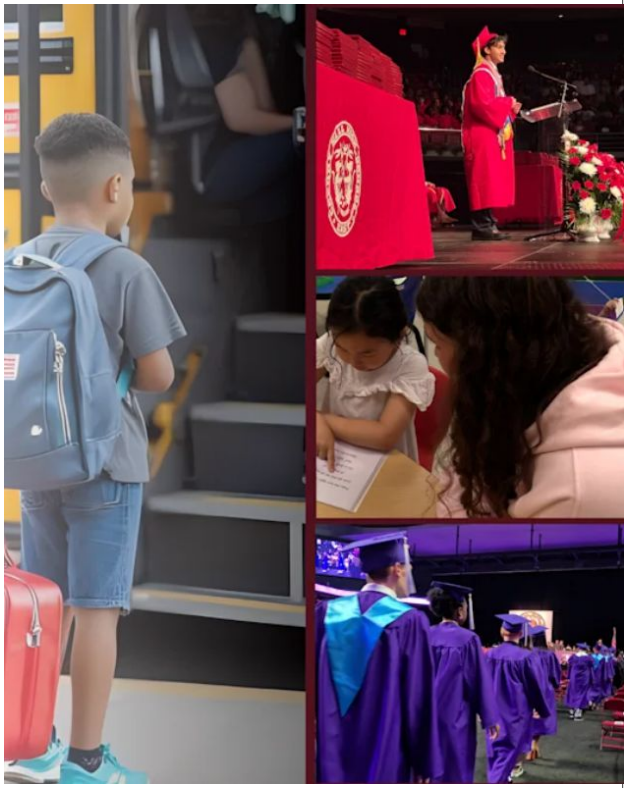
Every Day Matters: Belonging, Attendance, and Student Success

Understanding Chronic Absenteeism and Our Multi-Tiered Approach to Supporting Students

September 22, 2026

Dr. Scott Goldthorp - Mr. George Guy - Ms. Caroline Steer



Cherry Hill Public Schools is committed to guiding each student to reach their full potential and contribute meaningfully to their communities through academic excellence, individual purpose, and passion.

Connections to our Strategic Plan



Aligning Student Supports to Mirror Student Needs



Climate and Family Engagement

AIM 3A

Increase the alignment of student instruction and support to most effectively meet the needs of each child.

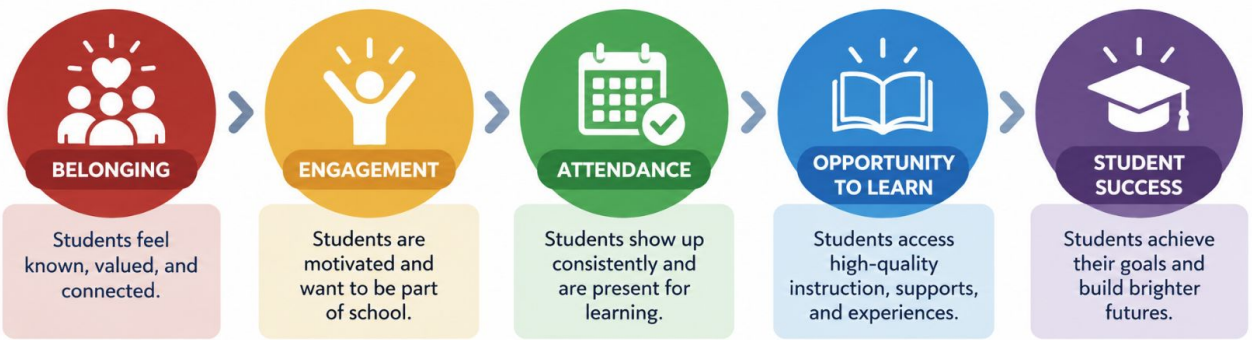
AIM 4C

To increase the sense of physical and emotional safety for students, families, staff, and the community.

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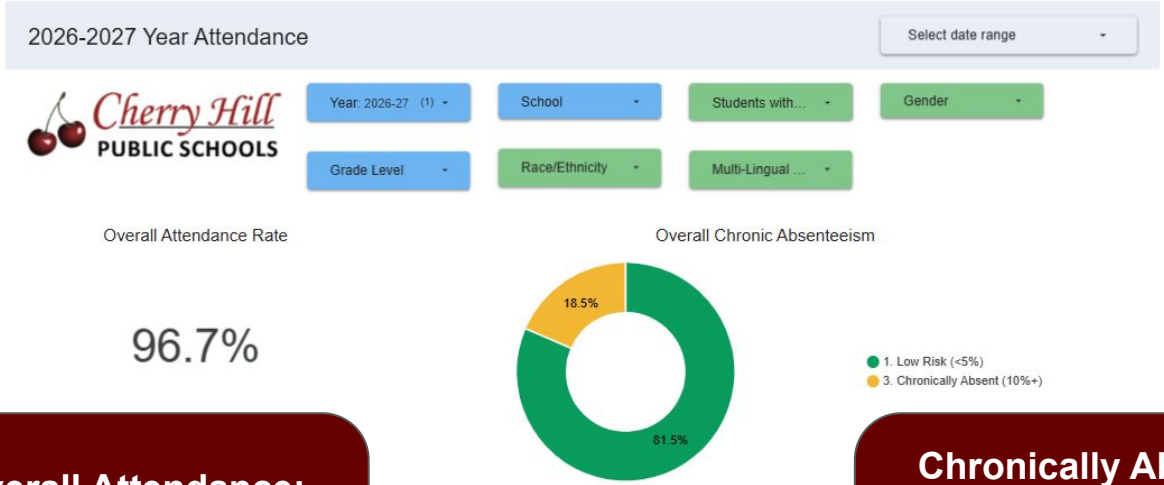
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Attendance Is a Key Indicator on the Path to Student Success



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Overall Attendance Rate vs. Chronic Absenteeism



Overall Attendance: On an average day, what percentage of our students are present?

Chronically Absent: What percentage of our students are missing a significant amount of school?

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What Does Chronically Absent Mean?

A student is considered chronically absent when they miss 10% or more of the school days for which they are enrolled.

New Jersey Administrative Code (N.J.A.C.) 6A:32-8.6

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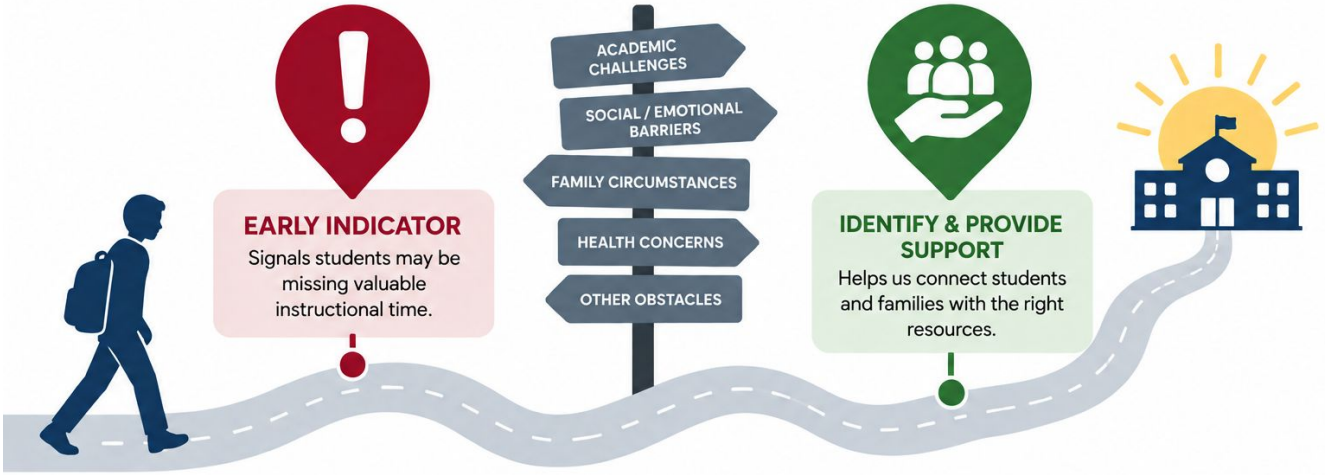
NJ DOE Excused Absence Reasons

- Religious observance
- College visit(s), up to 3 days per school year for students in grades 11 and 12
- "Take Our Children to Work Day"
- Participation in observance of Veterans Day
- Participation in district board of election membership activities
- Participation in one "civic event" for students in grades 6-12

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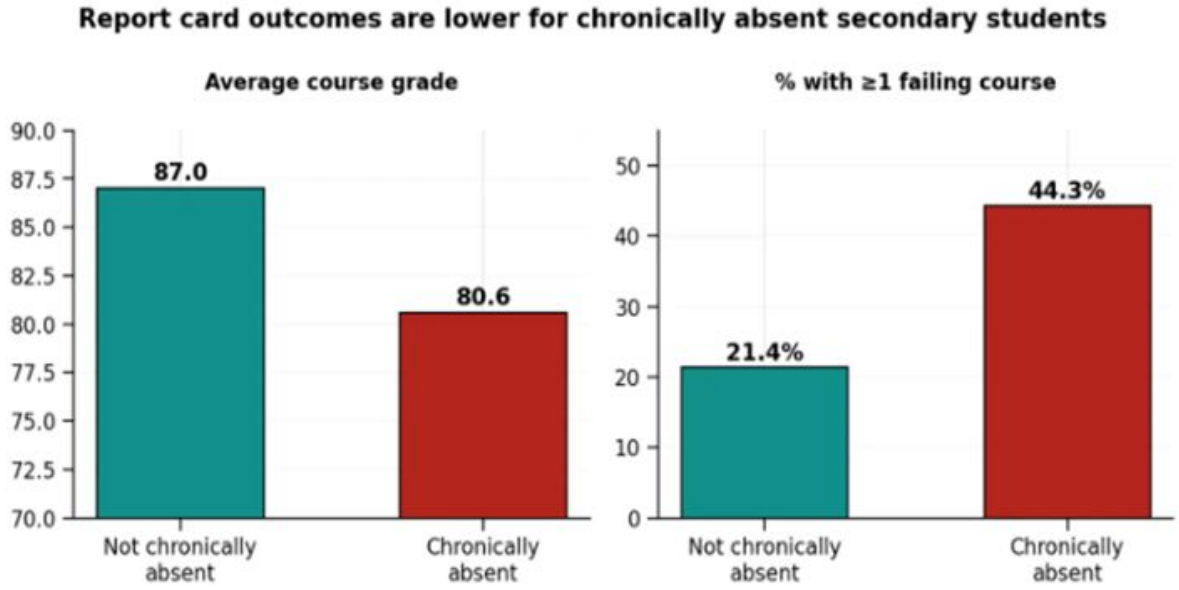
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> Most importantly, chronic absenteeism is an **early indicator of a lost opportunity to learn** and a signal to identify barriers and provide support.



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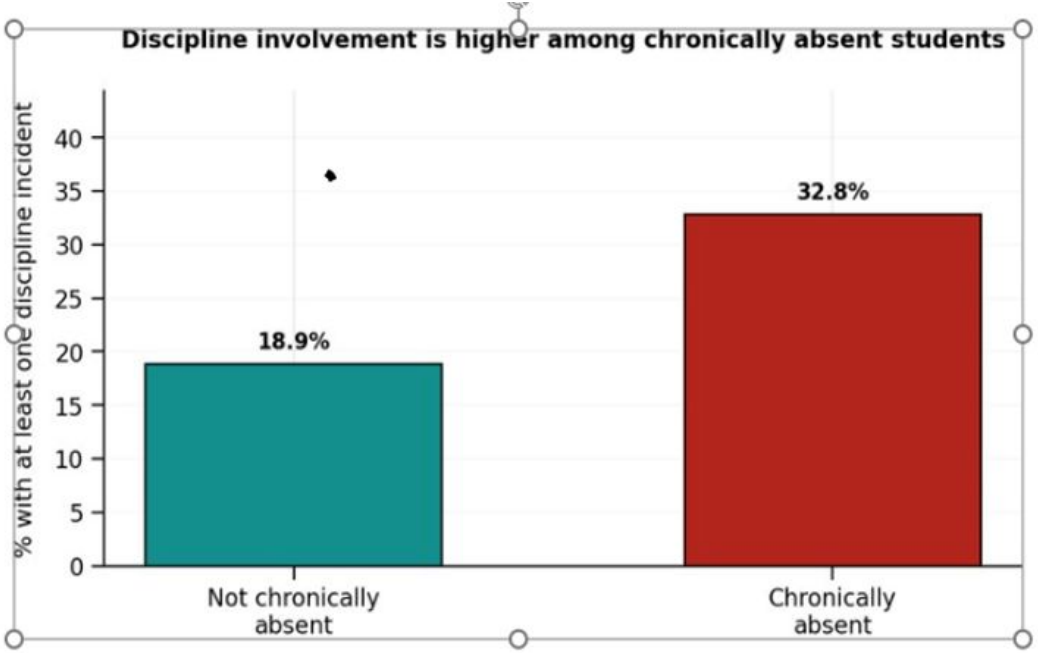
How Does Chronic Absenteeism Relate to Academics?



In the 25-26 school year, chronically absent students had lower average report card outcomes at the secondary level.

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How Does Chronic Absenteeism Relate to Discipline?



In the 25-26 school year, chronically absent students were more likely to be involved with a disciplinary event when compared to students who were not chronically absent.

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Districtwide Chronic Absenteeism Has Remained Relatively Stable

School Year	Included Enrollment	Chronically Absent Count	Chronically Absent %
2023-24	10,735	1,568	14.61%
2024-25	10,830	1,545	14.27%
2025-26	10,896	1,547	14.20%

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School-Level Trends (2023–24 to 2025–26)

The districtwide rate is relatively stable, but school-level trends vary meaningfully.

Improving

9 schools with lower three-year rates

School	23–24	24–25	25–26
A. Russell Knight ES	8.6%	7.7%	5.0%
Bret Harte ES	11.2%	9.2%	5.7%
Henry C. Beck MS	14.6%	11.6%	12.1%
Horace Mann ES	14.2%	10.7%	9.3%
James Johnson ES	17.0%	13.3%	11.9%
John A. Carusi MS	18.1%	19.1%	16.0%
Joseph D. Sharp ES	9.1%	9.1%	5.3%
Kingston ES	13.1%	13.5%	7.5%
Woodcrest ES	11.5%	7.9%	9.0%

Relatively Stable

2 schools with limited change

School	23–24	24–25	25–26
Clara Barton ES	15.7%	16.5%	14.0%
Richard Stockton ES	10.3%	6.6%	8.8%

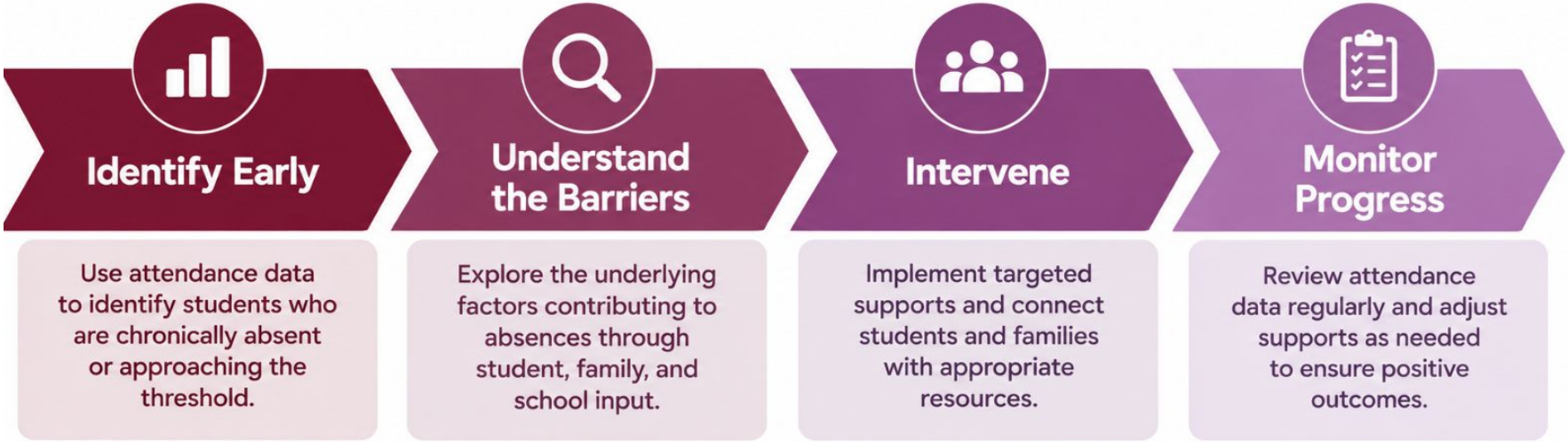
Increasing

6 schools with higher three-year rates

School	23–24	24–25	25–26
Cherry Hill HS East	12.3%	13.4%	15.7%
Cherry Hill HS West	18.8%	20.1%	22.6%
James F. Cooper ES	4.5%	9.5%	7.6%
Joyce Kilmer ES	11.9%	13.2%	16.3%
Rosa International MS	11.6%	12.6%	13.8%
Thomas Paine ES	16.7%	19.4%	20.1%

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From Data to Action: Strengthening Attendance Within MTSS



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Aligning Student Supports to Mirror Student Needs

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The same attendance pattern may require very different responses for different students.

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Lessons from Schools Showing Improvement

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Work as a Team

Administrators, counselors, teachers, nurses, and other staff work together.

Knowing Our Students

Teams regularly review attendance and identify concerns before students reach the chronic absenteeism threshold.

Connect With Families Early and Often

Outreach begins as a supportive conversation focused on understanding what is getting in the way.

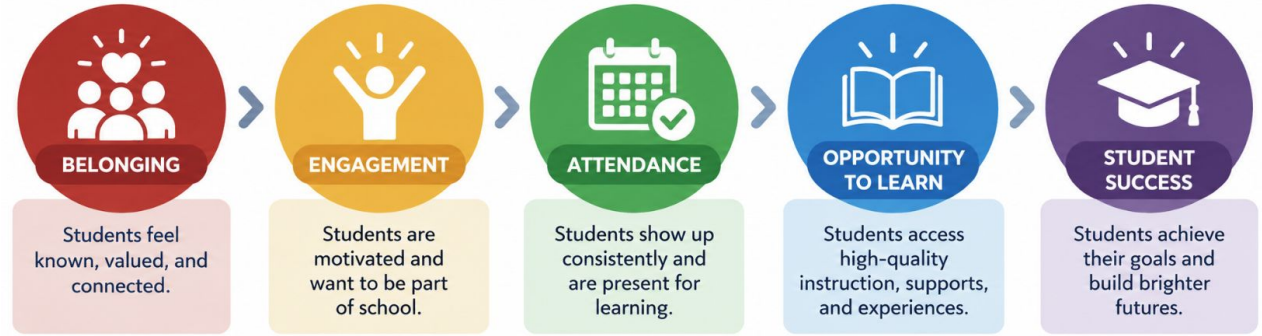
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Every Day Matters

When students are here, they have the opportunity to learn.

When students feel they belong, they have a reason to be here.



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