
IMPROVING ATTENDANCE K-12

Sayreville Public Schools, State of the Schools

10/13/2026

A faint, grayscale background image of several horses, with their heads and necks visible, creating a sense of movement and depth.

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CHRONICALLY ABSENT CORRECTIVE ACTION PLANS

In the event that 10 percent or more students enrolled in a public school are identified as being chronically absent, the school shall develop a corrective action plan to improve attendance rates. The school shall present the corrective action to plan to board of education annually until the percentage of students who are chronically absent is less than 10 percent. The plan should be reviewed and revised annually.

SAYREVILLE DISTRICT DATA

Chronic Absenteeism

School	2023-2024 New Jersey School Performance Report Data	2023-2024 OnCourse Data	2024-2025 OnCourse Data	2024-2025 New Jersey School Performance Report Data	2025-2026 OnCourse Data
High School	13.8%	17.32%	15.48%	14.1%	14.47%
Middle School	12.9%	16.49%	17.41%	14.9%	11.86%
Samsel	9.9%	11.57%	13.21%	11.1%	9.64%
Arleth	14.4%	18.40%	16.34%	11.6%	12.02%
Eisenhower	12.8%	14.60%	15.44%	13.5%	12.11%
Truman	13.1%	18.16%	18.70%	15.6%	9.86%
Wilson	16.9%	18.69%	22.14%	18.8%	19.39%
Cheesequake	N/A	52.43%	49.11%	N/A	46.10%
Selover	N/A	48.45%	48.15%	N/A	39.85%
Percent of all students enrolled during the year whose attendance qualifies as chronically absent. ((School Days - Presents) / School Days) >= 10%					

According to the 2024-2025 School Performance Reports, 7 of Sayreville's schools were required to create and share a Corrective Action Plan for Decreasing Chronic Absenteeism. The statute only requires plans for K-12 schools.

In addition, schools with Title I Schoolwide identification (SMS and SUES) needed to include plan details in Annual School Planning System on NJDOE Homeroom platform.

You can see by our updated 2025-2026 data that has been submitted, both SUES and Truman fell below 10%.

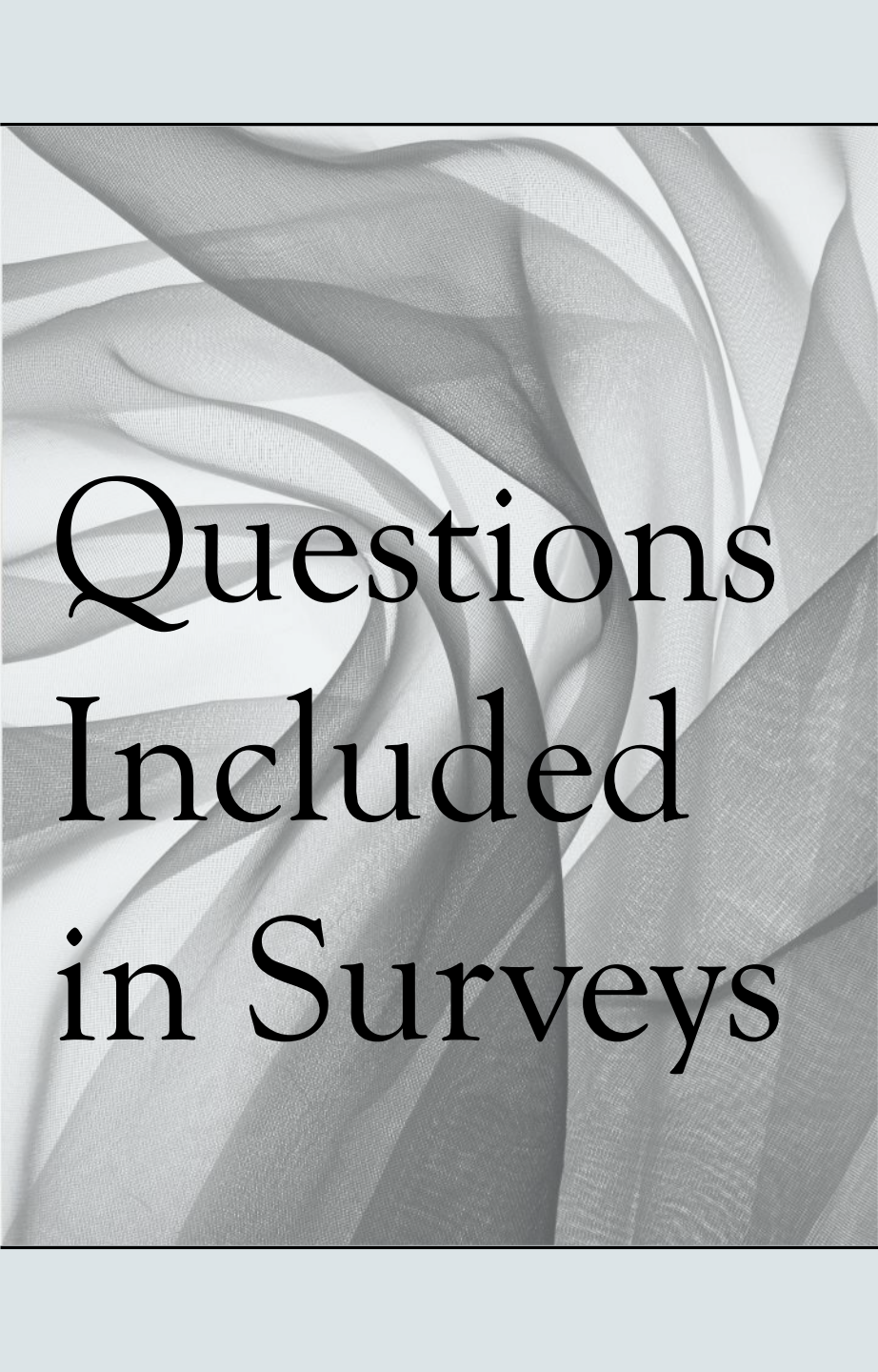
CORRECTIVE ACTION PLAN REQUIREMENTS

1. Identifying problems and barriers to school attendance
2. Developing recommendations to address the problems and barriers to school attendance that have been identified
3. Outlining communication strategies to educate and inform parents on the importance of school attendance
4. Establishing protocols on informing and engaging parents when a child begins to show a pattern of absences
5. Reviewing school policies to ensure that they support improved attendance
6. Seek input from parents of students currently attending the school

SEEKING PARENTAL INPUT

Under the direction of Mr. Glock-Molloy and Mrs. Burtt, surveys were sent out via ParentSquare in June 2026 with deadline of July 6, 2026.

Data was collected and reviewed by individual principals when creating their CAP (Corrective Action Plan)



Questions Included in Surveys

ARE YOU FAMILIAR WITH THE DISTRICT ATTENDANCE POLICY?

DO YOU FEEL YOUR CHILD MISSES SCHOOL FREQUENTLY?

ARE THERE DAYS/TIMES OF YEAR WHEN ATTENDANCE IS MORE CHALLENGING?

IS ILLNESS A BARRIER?

ARE THERE FAMILY RESPONSIBILITIES THAT ARE A BARRIER?

IS TRANSPORTATION A BARRIER?

IS A HOUSING ISSUE A BARRIER?

DOES YOUR CHILD SEEM HESITANT OR UNSURE ABOUT GOING TO SCHOOL?

DO YOUR CHILD'S ABSENCES COINCIDE WITH SCHOOL EVENTS?

DOES YOUR CHILD FEEL CONNECTED TO STAFF AND PEERS AT SCHOOL?

OVERALL FEEDBACK

- Approximately 100 responses received. Largest amount from SMS.
- Many parents who completed the survey indicate transportation is not a problem
- Majority of parents completing the surveys are aware of attendance policies
- Majority of parents did not feel their students miss too much school
- There were a few responses that indicated child may be hesitant to go to school or attendance coincides with HW, tests, etc. (particularly at upper levels)

Corrective Action Plan: Chronic Absenteeism 2026-2027

Arleth Elementary School

Attendance Improvement Team

Plan Start Date: 9/1/2026

Review Date: 6/30/2027

1. Problem Statement

Chronic absenteeism has been associated with poor academic performance, poor school engagement, and greater drop out rates. The chronic absenteeism rate for the 2024-2025 school year was 11.6 % according to the New Jersey School Performance Report Data. Although it was 2.8% lower than the 2023-2024 school year, it was still above the state threshold of 10%.

2. Goal Statement

To reduce chronic absenteeism and improve student attendance through early identification, family engagement, targeted interventions, and consistent monitoring.

3. Action Steps

1. Create Attendance Teams to monitor attendance regularly
2. The Attendance Team will develop individualized strategies and interventions based on the needs of students and families.
3. When barriers to attendance are identified, the team will work collaboratively with families and appropriate school personnel to provide support and resources designed to improve attendance.
4. The Attendance Team will increase communication regarding attendance.
5. The Attendance Team will leverage Parent square to help promote attendance.

4. Progress Monitoring

- Utilize the Early Warning tool in Oncourse to track student attendance.
- Created a team to help monitor student attendance weekly. The team consisted of:
 - Colby Cleary – Guidance Counselor
 - Kim Zandstra - Nurse
 - Megan Grove – CST
 - Evelyn Mendez – CST
 - Rebecca Dragone - Teacher
- The Attendance Team will utilize multiple methods of parent communication to emphasize the importance of regular school attendance and the impact absenteeism can have on academic achievement and social-emotional development. Communication may include parent letters, school messaging platforms, newsletters, conferences, and other outreach efforts.

Problem Statement Chronic absenteeism remains a significant concern due to its direct impact on student academic achievement, school engagement, and overall educational outcomes. Students who are chronically absent are at increased risk of falling behind academically, experiencing reduced connections to the school community, and demonstrating lower levels of achievement over time. According to the New Jersey School Performance Report, the school's chronic absenteeism rate exceeded the State of New Jersey benchmark of 10 percent. As a result, Dwight D. Eisenhower Elementary School is committed to implementing a comprehensive attendance improvement plan focused on prevention, intervention, and ongoing support for students and families.

Goal Statement The goal of this Corrective Action Plan is to reduce the rate of chronic absenteeism by increasing student attendance through early identification of attendance concerns, meaningful family engagement, targeted interventions, and systematic monitoring of attendance data. The school will work collaboratively with students, parents/guardians, and staff to foster a culture that promotes the importance of regular school attendance and academic success.

Attendance Improvement Team The Attendance Improvement Team shall consist of representatives from the following positions:

- Principal
- School Counselor
- School Nurse
- Child Study Team Representative
- Teacher Representative
- Administrative Assistant

Action Steps To achieve this goal, Dwight D. Eisenhower Elementary School will implement the following actions:

- Establish and maintain an Attendance Improvement Team that will meet regularly to review attendance data and identify students at risk of chronic absenteeism.
- Utilize attendance data to identify patterns and trends, allowing for the early identification of students demonstrating attendance concerns.
- Develop and implement individualized intervention plans that address the unique needs and circumstances of students and families experiencing attendance challenges.
- Collaborate with families, school personnel, and community agencies, when appropriate, to address barriers that may negatively impact student attendance.
- Increase communication with parents and guardians regarding attendance expectations, attendance concerns, and the educational impact of excessive absences.
- Utilize ParentSquare and other school communication platforms to share attendance information, reminders, and resources with families.
- Recognize and encourage positive attendance through school-based incentives, acknowledgments, and attendance awareness initiatives.
- Review the effectiveness of interventions on an ongoing basis and adjust supports as necessary to improve student attendance outcomes.

Progress Monitoring The effectiveness of this plan will be monitored through the following measures:

- Utilize the Early Warning Tool within OnCourse to monitor student attendance data regularly throughout the school year.
- Conduct weekly reviews of attendance data to identify students approaching chronic absenteeism thresholds and determine appropriate interventions.
- Maintain documentation of attendance interventions, parent communications, meetings, and support services provided.
- Communicate regularly with parents and guardians regarding attendance concerns and strategies for improvement through letters, ParentSquare messages, telephone calls, conferences, newsletters, and other school communications.
- Analyze attendance trends quarterly to assess the effectiveness of implemented interventions and determine if additional supports are warranted.
- Provide periodic updates to school administration regarding attendance data, intervention outcomes, and overall progress toward reducing chronic absenteeism.
- Attendance Clerk Additional staff members may participate as needed based on individual student circumstances and identified needs.

Expected Outcomes Through the implementation of this Corrective Action Plan, Dwight D. Eisenhower Elementary School expects to: • Reduce the percentage of students identified as chronically absent. • Increase overall student attendance rates. • Strengthen parent and guardian understanding of the importance of consistent school attendance. • Improve student engagement and participation in academic and school-related activities. • Increase the effectiveness of early intervention efforts designed to address attendance concerns before they become chronic.

Results At the conclusion of the 2026-2027 school year, attendance data will be reviewed to determine the effectiveness of the plan, measure progress toward established goals, and identify recommendations for continuous improvement.

Corrective Action Plan: Chronic Absenteeism 2026-2027

Harry S Truman Elementary School
Plan Start Date: 9/1/2026

Attendance Improvement Team
Review Date: 6/30/2027

1. Problem Statement

Chronic absenteeism has been associated with poor academic performance, poor school engagement, and greater dropout rates. The chronic absenteeism rate for the 2024-2025 school year was 15.6% according to the New Jersey School Performance Report Data, which is above the state threshold of 10%.

2. Goal Statement

To reduce chronic absenteeism and improve student attendance through early identification, family engagement, targeted interventions, and consistent monitoring.

3. Action Steps

1. Create Attendance Teams to monitor attendance regularly.
2. The Attendance Team will develop individualized strategies and interventions based on the needs of students and families.
3. When barriers to attendance are identified, the team will work collaboratively with families and appropriate school personnel to provide support and resources designed to improve attendance.
4. The Attendance Team will increase communication regarding attendance.
5. The Attendance Team will leverage Parent Square to help promote attendance.

4. Progress Monitoring

- Utilize the Early Warning tool in Oncourse to track student attendance.
- Created a team to help monitor student attendance weekly. The team consisted of:
 - Rachel Goodman – Guidance Counselor
 - Cindy O'Brien - Nurse
 - Deena Brock- CST
 - Jennifer Kabara – Teacher
 - Barbara Droulette – Administrative Assistant
 - Debra Aroujo – Attendance Clerk
- The Attendance Team will utilize multiple methods of parent communication to emphasize the importance of regular school attendance, and the impact absenteeism can have on academic achievement and social-emotional development. Communication may include parent letters, school messaging platforms, newsletters, conferences, and other outreach efforts.



WES

1. Problem Statement

Chronic absenteeism has been associated with poor academic performance, poor school engagement, and greater drop out rates. The chronic absenteeism rate for the 2025-2026 school year was 19.39 % according to the Oncourse Data System. This is above the state threshold of 10%. 153 students were identified as having ten or more absences.

2. Goal Statement

To reduce chronic absenteeism and improve student attendance through early identification, family engagement, targeted interventions, and consistent monitoring.

3. Action Steps

- Create Attendance Teams to monitor attendance regularly
- The Attendance Team will develop individualized strategies and interventions based on the needs of students and families.
- When barriers to attendance are identified, the team will work collaboratively with families and appropriate school personnel to provide support and resources designed to improve attendance. Specifically, the team will investigate if the student/family demonstrate characteristics of school avoidance and/or school anxiety. The Attendance Team will also address the Four Functions of School Refusal.
- The Attendance Team will increase communication with parents and students regarding attendance.
- The Attendance Team will leverage Parent Square to help promote attendance.
- The Wilson School principal will develop a personal goal addressing this need of improving chronic absenteeism within his three annual goals.

4. Progress Monitoring

- Utilize the Early Warning tool in Oncourse to track student attendance.
- The Wilson School Attendance Improvement Team's mission is to help monitor student attendance weekly. The team consists of:
 - Megan Sullivan- Guidance Counselor
 - Elena Makarets- Nurse
 - Jackie Abrams - Teacher
 - Tina Kiernan - Teacher
 - Colleen West- Teacher
 - Timothy Byrne-Principal
- The Attendance Team will utilize multiple methods of parent communication to emphasize the importance of regular school attendance, and the impact absenteeism can have on academic achievement and social-emotional development. Communication may include parent letters, school messaging platforms, newsletters, conferences, and other outreach efforts.

7. Results

To be determined at the end of the 2026-2027 school year

Corrective Action Plan: Chronic Absenteeism 2026-2027

Samsel Upper Elementary School

Plan Start Date: 9/1/2026

Review Date: 6/2027

1. Problem Statement

Chronic absenteeism has been associated with poor academic performance, poor school engagement, and greater dropout rates. The chronic absenteeism rate for the 2024-2025 school year was 11.1%. Although it was below the state average of 14.4%, it was above the 10% threshold that requires a corrective action plan.

2. Goal Statement

To decrease the number of chronically absent students by developing and implementing classroom and building based activities where applicable with RTI and a school based YAC committee.

3. Action Steps

1. Revise letters and attendance flyers.
2. Use OnCourse and Parent Square to communicate with parents regarding student attendance.
3. Speak to parents regarding the district's attendance policy and truancy process at Back to School Night.
4. Use OnCourse Multi-tier System of Supports (MTSS), Analytics, and Early Warning System (EWS) to monitor attendance and document interventions for individual students.
5. File truancy charges in municipal court when appropriate.

4. Progress Monitoring

- Attending trainings from OnCourse in regard to Early Warning System (EWS), Analytics, and Multi-tier system of Support (MTSS) tools and how to leverage this tool to track student attendance.
- Created attendance informational flyer that is sent to parents monthly via ParentSquare.
- Discussed chronic absenteeism with parents during Back to School Night.
- Send letters, attendance contracts, and flyers home to parents of students in the cohort.

7. Results

For the 25-26 school year, the SUES was below the 10% Chronic Absenteeism threshold (9.75% according to OnCourse analytics). For the 26-27 school year, during which this CAP is in place for, we will update the percentage once it becomes available.



Sayreville Middle School Corrective Action Plan: Chronic Absenteeism 2026-2027

Sayreville Middle School
Plan Start Date: 9/1/2026

Attendance Improvement Team
Review Date: 6/30/2027

1. Problem Statement

Chronic absenteeism has been associated with poor academic performance, poor school engagement, and greater dropout rates. The chronic absenteeism rate for the 2024-2025 school year was 14.9% according to the New Jersey School Performance Report Data, which is above the state threshold of 10%.

2. Goal Statement

To reduce chronic absenteeism and improve student attendance through early identification, family engagement, targeted interventions, and consistent monitoring.

3. Action Steps

1. Create Attendance Teams to monitor attendance regularly.
2. The Attendance Team will develop individualized strategies and interventions based on the needs of students and families.
3. When barriers to attendance are identified, the team will work collaboratively with families and appropriate school personnel to provide support and resources designed to improve attendance.
4. The Attendance Team will increase communication regarding attendance.
5. The Attendance Team will leverage Parent Square to help promote attendance.

4. Progress Monitoring

- Utilize the Early Warning tool in [Oncourse](#) to track student attendance.
- Created a team to help monitor student attendance weekly. The team consisted of:
 - David Fischer – Guidance Counselor
 - Eric Hall – Guidance Counselor
 - Samantha Reina – Guidance Counselor
 - Danielle Romano – Guidance Counselor
 - Patricia Esposito - Nurse
 - Robert Arvanites – Teacher
 - Megan Romero – Vice Principal
 - Scott Nurnberger – Principal
- The Attendance Team will utilize multiple methods of parent communication to emphasize the importance of regular school attendance, and the impact absenteeism can have on academic achievement and social-emotional development. Communication may include parent letters, school messaging platforms, newsletters, conferences, and other outreach efforts.

Corrective Action Plan: Chronic Absenteeism 2026-2027 Attendance Improvement Team

Plan Start Date: September 1, 2026

Review Date: June 30, 2027

1. Problem Statement

Chronic absenteeism remains a significant concern at Sayreville War Memorial High School. According to the 2025-2026 attendance data, the school's chronic absenteeism rate was 14.2% as reported in the New Jersey School Performance Report and 14.47% according to OnCourse SIS data. Both measures exceed the New Jersey benchmark of 10% and indicate the need for targeted interventions to improve student attendance, engagement, and academic success.

2. Goal Statement

The goal of this Corrective Action Plan is to reduce chronic absenteeism by increasing student attendance through early identification of attendance concerns, proactive intervention, strong family engagement, student connectedness, and ongoing monitoring of attendance data. The school will foster a culture where regular attendance is valued as an essential component of academic achievement and post-secondary readiness.

3. Action Steps

- Establish and maintain a school-based Attendance Improvement Team that meets bi-weekly to review attendance data and identify students at risk of chronic absenteeism.
- Utilize the OnCourse Early Warning System and attendance reports to proactively identify students demonstrating attendance concerns.
- Implement the **Bomber Strong Success Network (BSSN)** to connect students with trusted adults who provide encouragement, mentorship, and attendance support.
- Conduct attendance conferences with at-risk and chronically absent students and communicate intervention plans to families.
- Implement the **Attendance Team Check-In & Success Monitoring Program** for students approaching chronic absenteeism thresholds.
- Utilize the **Bomber Attendance Success Team (BAST)** to provide individualized interventions, family partnerships, and case management for chronically absent students.
- Increase parent communication through emails, ParentSquare, attendance letters, phone calls, conferences, and school-wide attendance awareness methods.
- Provide referrals to counseling, Student Assistance Counseling, RTI, CST, and community agencies when attendance barriers are identified.

4. Progress Monitoring

- Utilize the OnCourse Early Warning Tool to monitor attendance weekly.
- Conduct bi-weekly Attendance Team meetings to review attendance data and intervention effectiveness.
- Maintain documentation of attendance conferences, parent communications, attendance contracts, and intervention plans.

- Use feedback from monthly collaboration meetings to monitor student attendance status, assess student and family attendance needs, and identify appropriate support.
- Monitor attendance trends quarterly and adjust interventions based on student outcomes.
- Provide periodic updates to school administration regarding attendance data, intervention outcomes, and progress toward reducing chronic absenteeism.
- Report annual attendance outcomes and recommendations to the Board of Education.

5. Attendance Improvement Team

- Principal
- Vice Principal(s)
- School Counselors
- Attendance Team Members
- School Nurse
- Student Assistance Counselor
- Child Study Team Representative
- Teacher Representatives
- Attendance Clerk
- Other Support Staff as Needed

6. Expected Outcomes

- Reduce the school's chronic absenteeism rate below the current 14.2%.
- Increase overall student attendance in grades 9-12.
- Strengthen student-school connectedness through mentoring and attendance supports.
- Increase family awareness of attendance expectations and intervention resources.
- Improve the effectiveness of early identification and intervention efforts before attendance concerns become chronic.

7. Results

At the conclusion of the 2026-2027 school year, attendance data will be reviewed to determine the effectiveness of this Corrective Action Plan, assess progress toward reducing chronic absenteeism, and identify recommendations for continuous improvement.

8. Signatures & Acknowledgment

Principal: Richard K. Gluchowski

School: Sayreville War Memorial High School

Date: September 1, 2026

Q&A

