2020-2021 School Performance Reports: Impact of COVID-19 on Data Availability

The ongoing COVID-19 pandemic has continued to have a significant impact on the way the New Jersey Department of Education (NJDOE) was able to measure school performance and student achievement for both the 2019-2020 and 2020-2021 School Performance Reports. While some data that was missing in 2019-2020 will be available again for 2020-2021 (e.g. chronic absenteeism data), other data continues to remain unavailable or look different from prior years. The NJDOE also recognizes that our existing data can't begin to measure the hard work and perseverance of the students, families, educators and community members during the past two years. While some data may be missing, the NJDOE emphasizes how important it is to use the available data in the reports, along with other information collected directly within districts and communities, to start conversations, identify gaps in information, and find ways to address the impacts of COVID-19 and ensure all students receive the support that they need.

This document will give an overview of what data is known to be missing or impacted as a result of the COVID-19 pandemic and resulting assessment cancellations, federal waivers, state executive orders, and other national changes. These changes may have impacted districts, schools, student groups, and grade levels in disproportionate ways. Additionally, individual districts may have had other issues as a result of COVID-19 that may have impacted their results or data quality for the 2020-2021 school year. For all these reasons, we encourage school communities, this year more than ever, to reach out to their districts to see how COVID-19 may have impacted the data for their district and use caution in comparing data in the 2020-2021 School Performance reports to prior or future years.

How to Use this Guide

The following pages of this document provide the status of each data element in the reports along with additional notes. The status field uses the following key:

Symbol/Status	Explanation
☑	The data elements are available and there is no known systematic issue that would impact the data for the 2020-2021 school year
!	The data elements are fully or partially available but there may be some impact as a result of COVID-19. Review notes for more details. Use caution in comparing results for 2020-2021 to prior or future years.
☒	The data elements are not available or will not be reported for the 2020-2021 school year.

Notes will appear directly in the 2020-2021 School Performance Reports and the School Performance Reports Reference Guide as well.

njschooldata.org reportcard@doe.nj.gov

Data Element Status and Notes

Section of the Reports	Data Elements	Status for 2020-2021	2020-2021 Notes
Demographics	Enrollment and Demographics	☑	n/a
Student Growth	Median Student Growth Percentiles	☒	The New Jersey Student Learning Assessment (NJSLA) was cancelled in both spring of 2020[1] and 2021. As a result, student growth percentiles were not calculated for 2019-2020 or 2020-2021 and this data is not available.
Academic Achievement	Statewide Assessment Participation and Proficiency – English Language Arts, Mathematics, Science	☒	The New Jersey Student Learning Assessment (NJSLA) was cancelled both spring of 2020[1] and 2021.
Academic Achievement	• Dynamic Learning Maps (DLM) Participation • English Language Proficiency Test (ACCESS for ELLs) – Participation and Performance	!	The DLM and ACCESS for ELLs assessments were administered in spring 2021 in-person only, not remotely, and participation rates may have been lower than in previous years. As a result, 2020-2021 results may not be comparable to prior or future years.
Academic Achievement	Progress toward English Language Proficiency (ELP)	☒	Due to the cancellation of the ACCESS for ELLs assessment in 2019-2020[1] and a federal accountability waiver[2], ELP data is not available for 2020-2021.

[1] March 2020 federal waiver: Approved by the United States Department of Education (USED) on March 27, 2020
[2] March 2021 federal waiver: Approved by USED on March 26, 2021

Section of the Reports	Data Elements	Status for 2020-2021	2020-2021 Notes
College and Career Readiness	PSAT, SAT, and ACT Participation and Performance	!	National administrations of the SAT, PSAT, and ACT were cancelled from spring 2020 through fall 2021 and some test centers had limited testing capacity. As a result, 2020-2021 results may not be comparable to prior or future years.
College and Career Readiness	Advanced Placement (AP) and International Baccalaureate (IB) Enrollment and Performance	!	College Board introduced changes for the spring 2021 administration of the AP exams. Students may have taken the assessment in-person or instead taken the digital version and the College Board also offered three test sessions for each subject to allow for social distancing. Additionally, the written components of the IB assessments were not able to be administered in the 2020-2021 school year. The IB program developed a reliable and valid score based upon the required assessed work during the two years of the courses to determine a final grade.
College and Career Readiness	Dual Enrollment	☑	n/a
College and Career Readiness	Career and Technical Education (CTE) Participants and Concentrators	☑	n/a

Section of the Reports	Data Elements	Status for 2020-2021	2020-2021 Notes
College and Career Readiness	• Structured Learning Experiences • Work-Based Learning Participation	☑	n/a
College and Career Readiness	Industry-Valued Credentials	!	Due the COVID-19 pandemic, many high school students were not able to take the Technical Skills Assessments (TSA), which are end-of-program assessments for Career and Technical Education programs, in spring 2021. This may have impacted the number of industry-valued credentials earned during the 2020-2021 school year.
College and Career Readiness	Course Participation (Mathematics, Science, Social Studies and History, World Languages, Computer Science)	☑	n/a
College and Career Readiness	Seal of Biliteracy	!	Graduation assessment requirements were waived for any 12th grade student who had not yet met the graduation assessment requirements, but had met all credit, curriculum, and attendance requirements for graduation.[1] As a result, the Seal of Biliteracy requirement to demonstrate English language proficiency by meeting the graduation assessment requirements was also waived for any students who had not yet met the requirements.
College and Career Readiness	Visual and Performing Arts Participation	☑	n/a

[1] Executive Order 214: signed by Governor Phil Murphy on January 11, 2021

Section of the Reports	Data Elements	Status for 2020-2021	2020-2021 Notes
Graduation and Postsecondary	Graduation Rates	!	Graduation assessment requirements were waived for any 12th grade student who had not yet met the graduation assessment requirements, but had met all credit, curriculum, and attendance requirements for graduation.[1] Additionally, the requirement to report on status in meeting annual ESSA targets was waived for 2020-2021.[2] As a result, annual targets and status in meeting those targets are not reported for Cohort 2020 4-year and Cohort 2019 5-year graduation rates.[3]
Graduation and Postsecondary	Graduation Pathways	!	Graduation assessment requirements were waived for any 12th grade student who had not yet met the graduation assessment requirements, but had met all credit, curriculum, and attendance requirements for graduation.[1] As a result, the pathway option of "Requirements waived under Executive Order 214" has been added for 2020-2021 to count these students.
Graduation and Postsecondary	Dropout Rates	!	While dropout data is available for 2020-2021, it is unclear how the pandemic and changes to state and local policies may have affected dropout rates for the 2020-2021 school year.

[1] Executive Order 214: signed by Governor Phil Murphy on January 11, 2021
[2] March 2021 federal waiver: Approved by USED on March 26, 2021
[3] NJDOE uses prior year graduation rates for accountability purposes

Section of the Reports	Data Elements	Status for 2020-2021	2020-2021 Notes
Graduation and Postsecondary	Postsecondary Enrollment	!	The National Student Clearinghouse has reported that undergraduate enrollment is down nationwide compared to the same time last year. As a result, caution should be used in comparing this year's results to prior or future years.
Graduation and Postsecondary	Apprenticeship	☑	This is a new data element for the 2020-2021 reports.
Climate and Environment	Chronic Absenteeism and Days Absent	!	The requirement to report status in meeting annual ESSA targets for 2020-2021 was waived.[1] As a result, NJDOE will not report state averages and whether state averages were met for 2020-2021. Because the number of days students spent in in-person and remote learning environments during the school year differed, the NJDOE recommends caution in comparing 2020-2021 attendance data between schools and districts and to prior or future school years.
Climate and Environment	• Violence, Vandalism, HIB, and Substance Offenses • Police Notifications • Harassment, Intimidation, and Bullying (HIB) Investigations • Student Disciplinary Removals	!	Due to the COVID-19 pandemic, discipline data for the 2020-2021 school year may not be comparable to prior or future school years and NJDOE recommends caution in making comparisons.

[1] March 2021 federal waiver: Approved by USED on March 26, 2021

Section of the Reports	Data Elements	Status for 2020-2021	2020-2021 Notes
Climate and Environment	School Day	!	The start and end times in this table may reflect standard hours for in-person instruction. These hours may have been adjusted due to remote or hybrid instruction schedules.
Climate and Environment	Device Ratios	☑	n/a
Staff	Experience and Education	☑	n/a
Staff	• Student to Staff Ratios • Staff Counts	☑	n/a
Staff	Demographics	☑	n/a
Staff	Retention	☑	n/a
Staff	Statewide Educator Equity Data (state report only)	!	The information for ineffective teachers in this table is typically based on evaluation data from the prior school year, but certain components of education evaluation requirements were waived for the 2019-2020 school year, so data for ineffective teachers is not available.[1]
Per-Pupil Expenditures	Per-Pupil Expenditures by Source	☑	n/a

[1] Executive Order 117: signed by Governor Phil Murphy on April 7, 2020

Section of the Reports	Data Elements	Status for 2020-2021	2020-2021 Notes
Accountability	ESSA Status Schools Identified as Requiring Comprehensive or Targeted Support	!	The ESSA requirement to identify schools for Comprehensive and Targeted Support and Improvement was waived for both the 2020-2021[1] and 2021-2022[2] school years. Any school that was identified for comprehensive or targeted support and improvement during the 2019-2020 school year for support during the 2020-2021 school year will retain the same status for the 2021-2022 school year and continue to receive support and interventions from the NJDOE. All currently identified schools will be eligible to exit status at the end of the 2022-2023 school year.
Accountability	• ESSA Accountability Progress (2019-2020 and 2020-2021 data) • Accountability Indicator Scores and Summative Ratings • Accountability Summary by Student Group	☒	The requirement to calculate indicator scores, summative scores, and progress toward long-term goals and interim progress was waived for both the 2019-2020[1] and 2021-2022[2] school years. This data will not be included in the 2020-2021 reports.
Narrative	District Narratives	☑	n/a

[1] March 2020 federal waiver: Approved by the United States Department of Education (USED) on March 27, 2020
[2] March 2021 federal waiver: Approved by USED on March 26, 2021

NJ SCHOOL PERFORMANCE REPORT

Moonachie School District (03-3350)

2020-2021

County: Bergen

District: Moonachie School District

20 West Park Street
Moonachie, NJ 07074

Superintendent: Mr. James Knipper

District Website

201-641-5833 x101

348
Total Students

PK-08
Grades Offered

Overview & Resources

The School Performance Reports reflect the New Jersey Department of Education's (NJDOE) commitment to providing parents, students, and school communities with a large variety of information about each school and district. These reports can be used as a tool to help evaluate whether all students have equitable access to high quality education. We encourage you to use these reports to:

- **Learn more** about the school and the district
- **Start conversations** with school community members and ask questions
- **Engage** with school communities to identify where schools are doing well and where they can improve

Important Notes for 2020-2021: The ongoing COVID-19 pandemic has continued to have a significant impact on the way the NJDOE was able to measure school performance and student achievement for both the 2019-2020 and 2020-2021 School Performance Reports. While some data that was missing in 2019-2020 will be available again for 2020-2021 (e.g. chronic absenteeism data), other data continues to remain unavailable or look different from prior years.

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The 2020-2021 School Performance Reports will not include the following data elements:

- Statewide assessment participation and performance for the New Jersey Student Learning Assessment (NJSLA)
  - Dynamic Learning Maps (DLM) and ACCESS for ELLs data will be included in the 2020-2021 reports
  - Links will be provided to the results of the Fall 2021 Start Strong Assessments
- Student growth data
- Progress toward English language proficiency
- ESSA summative ratings or indicator scores
- Status in meeting annual targets or standards for Every Student Succeeds Act (ESSA) accountability indicators

An updated "Impact of COVID-19 on Data Availability" resource summarizes which data is available, which data is not available, and which data may have been impacted. Notes are included throughout the School Performance Reports and the Reference Guide to explain where data is missing or impacted by COVID-19. Look for "Important Note for 2020-2021" sections.

School Performance Report Resources: The NJDOE has several resource documents that can help you understand and use the School Performance Reports, which can also be found under the "Resource Documents" link at the top of the page:

- Impact of COVID-19 on Data Availability
- One-page guides to help start conversations for administrators, educators, elementary, and middle and high school families
- Reference Guide with details on all the data in these reports
- Frequently Asked Questions
- Understanding Adjusted Cohort Graduation Rates
- Understanding Student Growth Percentiles
- Data Privacy Rules (why you see *'s and N's in the reports)

Let the NJDOE know how we can improve future reports by taking our feedback survey. Contact reportcard@doe.nj.gov with any questions about the reports.

NJ SCHOOL PERFORMANCE REPORT

Moonachie School District
(03-3350)
2020-2021

Report Key:
* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Overview & Resources

District Contact Information

This table contains contact information including superintendent name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Bergen
District	Moonachie School District
Superintendent Name	Mr. James Knipper
Address	20 West Park Street, Moonachie, NJ 07074
Phone Number	201-641-5833 x101
Email Address	jknipper@moonachieschool.org
Website	www.moonachieschool.org

NJ SCHOOL PERFORMANCE REPORT

Moonachie School District
(03-3350)
2020-2021

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Overview & Resources

Schools in this District

Click on a school name below to access the detailed school-level report for each school.

School Name	Grades Offered
Robert L. Craig School	PK-08

NJ SCHOOL PERFORMANCE REPORT

Moonachie School District
(03-3350)
2020-2021

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Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2018-19	2019-20	2020-21
PK	30	30	41
KG	23	41	34
1	40	28	36
2	35	43	30
3	26	35	41
4	30	28	40
5	30	30	26
6	40	30	31
7	32	38	31
8	39	32	38
Total	325	336	348

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Note that 2019-20 is the first year that data was collected for non-binary/undesignated gender and, as a result, the 2019-20 and 2020-21 data may not be a true representation of the student population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5 and percentages for 2020-21 may show a range, depending on the overall school population size.

Student Group	2018-19	2019-20	2020-21
Female	48.3%	49.0%	49.0%
Male	51.7%	51.0%	51.0%
Non-Binary/Undesignated Gender		<1%	≤1%
Economically Disadvantaged Students	56.9%	53.3%	34.5%
Students with Disabilities	15.7%	15.2%	14.4%
English Learners	5.5%	3.6%	4.0%
Homeless Students	0.9%	0.3%	0.6%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial And Ethnic Group	2018-19	2019-20	2020-21
White	26.5%	25.6%	27.3%
Hispanic	58.8%	56.5%	54.0%
Black or African American	1.5%	1.8%	1.4%
Asian	10.8%	13.4%	14.7%
Native Hawaiian or Pacific Islander	0.9%	1.2%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two Or More Races	1.5%	1.5%	1.4%

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Enrollment Trends by Full / Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2018-19	2019-20	2020-21
PK - Half Day	29	0	0
PK - Full Day	1	30	41
KG - Half Day	0	0	0
KG - Full Day	23	41	34

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Demographics

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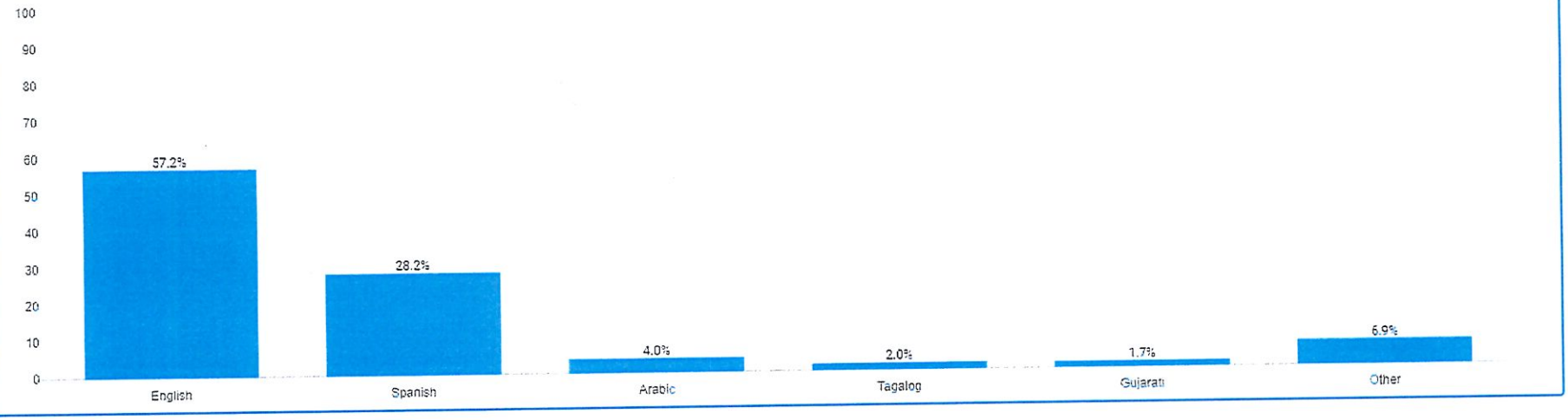
Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total. To see this data in a table, click the Table View option below the chart.



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Student Growth

Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels:
Low Growth: Less than 35
Typical Growth: Between 35 and 65
High Growth: Greater than 65

If the student growth percentiles for all students in the district are ordered from smallest to largest, the median student growth percentile (mSGP) for the district is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Important note for 2020-21: Due to the cancellation of statewide assessments as a result of the COVID-19 pandemic in both 2019-20 and 2020-21, student growth percentile were not calculated and will not be reported for either the 2019-20 or 2020-21 school years. Tables showing 2020-21 median student growth percentiles and other measures of student growth will not be included in this report.

Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below shows how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

Important note for 2020-21: Due to the cancellation of statewide assessments as a result of the COVID-19 pandemic in both 2019-20 and 2020-21, student growth percentiles were not calculated and will not be reported for the 2019-20 and 2020-21 school years.

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

Performance Measure	2018-19 ELA	2019-20 ELA	2020-21 ELA	2018-19 Math	2019-20 Math	2020-21 Math
Median Student Growth Percentile	65			59		
Met Standard (40-59.5)?	Exceeds Standard			Met Standard		
Statewide: Median Student Growth Percentile	50			50		

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Academic Achievement

Important note for 2020-21: Due to the cancellation of statewide assessments in 2019-20 and 2020-21 and federal waivers as a result of the COVID-19 pandemic, statewide assessment results for the New Jersey Student Learning Assessments (NJSLA) and related accountability measures are not available and will not be reported for the 2019-20 and 2020-21 school years. Tables showing 2020-21 NJSLA results and related accountability measures will not be included in this report.

The Dynamic Learning Maps (DLM) and ACCESS for ELLs assessments were administered in spring 2021 and results will be included for the 2020-21 school year. These two assessments were administered in-person only, not remotely, so participation rates for these assessments may have been lower than in previous years. As a result, the NJDOE recommends using caution in comparing results for 2020-21 to prior or future years.

The fall 2021 administration of the Start Strong assessment was used to satisfy the federal statewide assessment requirement to administer general assessments in ELA, mathematics, and science for the 2020-21 school year. As a result, the fall 2021 Start Strong results will be used to meet ESSA reporting requirements for the 2020-2021 school year. Results of the fall 2021 Start Strong results are available on the NJDOE website. Please note that these results are aligned to reporting requirements for the 2020-2021 school year, so results only include students that were enrolled during the 2020-21 school year and the school/district, grade level, and student group status in that file represent the student's enrollment as of June 2021, not as of fall 2022. Other reports on Start Strong results that reflect all students testing as of Fall 2022 are available on the NJDOE Assessment webpage.

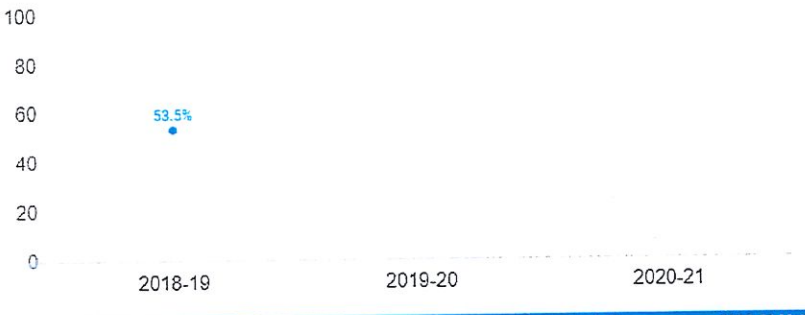
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the New Jersey Student Learning Assessment (NJSLA) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures is the percentage of students that met or exceeded expectations on the assessments (NJSLA or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA results for 2018-19 include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

Important note for 2020-21: Due to the cancellation of statewide assessments in 2019-20 and 2020-21 and federal waivers as a result of the COVID-19 pandemic, statewide assessment results are not available for the 2019-20 and 2020-21 school years.

ELA Proficiency Rate for Federal Accountability

Math Proficiency Rate for Federal Accountability



Performance Measure	2018-19 ELA	2019-20 ELA	2020-21 ELA	2018-19 Math	2019-20 Math	2020-21 Math
Participation Rate	100.0%			100.0%		
Proficiency Rate for Federal Accountability	76.2%			53.5%		
Annual Target	61.0%			48.1%		
Met Annual Target?	Met Target			Met Target		
Statewide Proficiency Rate for Federal Accountability	57.9%			44.5%		

† Target was met within a confidence interval.

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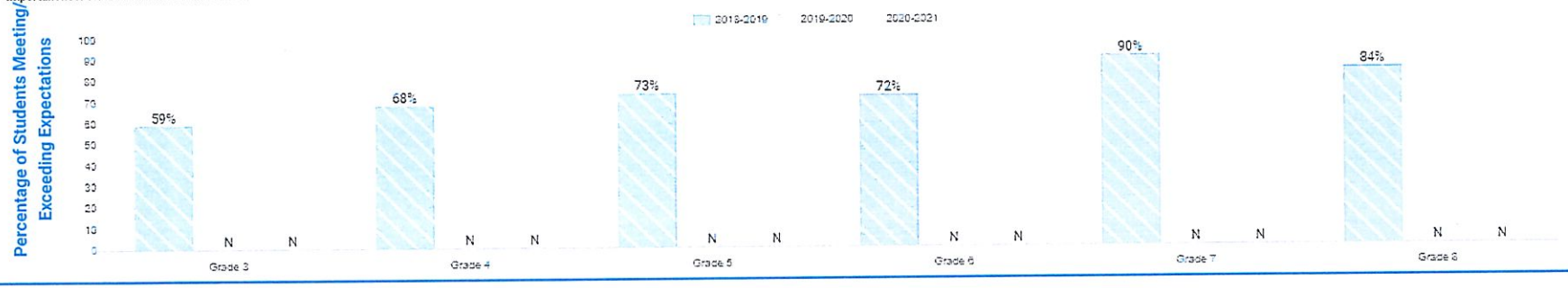
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the New Jersey Student Learning Assessment (NJSLA) for English Language Arts (ELA) for the past three years.

Important note for 2020-21: Due to the cancellation of statewide assessments in 2019-20 and 2020-21 and federal waivers as a result of the COVID-19 pandemic, statewide assessment results are not available for the 2019-20 and 2020-21 school years.



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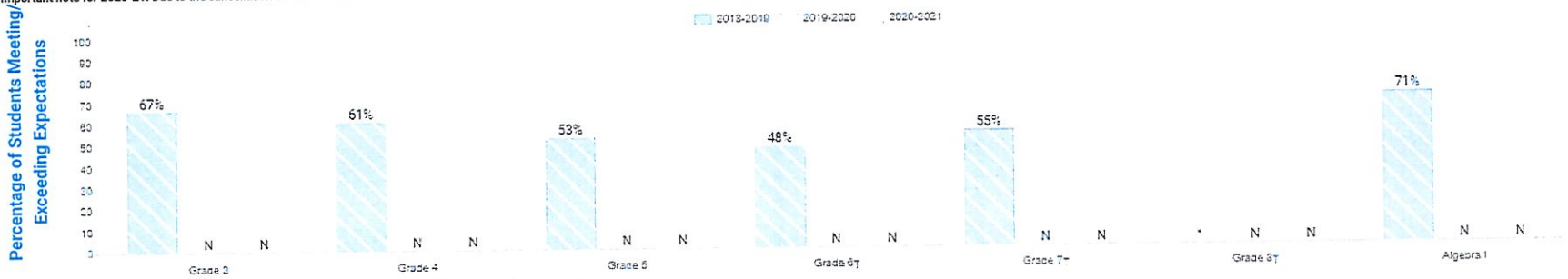
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the New Jersey Student Learning Assessment (NJSLA) for Mathematics for the past three years.

Important note for 2020-21: Due to the cancellation of statewide assessments in 2019-20 and 2020-21 and federal waivers as a result of the COVID-19 pandemic, statewide assessment results are not available for the 2019-20 and 2020-21 school years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

NJ SCHOOL PERFORMANCE REPORT

Moonachie School District
(03-3350)
2020-2021

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Academic Achievement

Important note for 2020-21: Due to the cancellation of statewide assessments in 2019-20 and 2020-21 and federal waivers as a result of the COVID-19 pandemic, statewide assessment results for the New Jersey Student Learning Assessments (NJSLA) and related accountability measures are not available and will not be reported for the 2019-20 and 2020-21 school years. Tables showing 2020-21 NJSLA results and related accountability measures will not be included in this report.

The Dynamic Learning Maps (DLM) and ACCESS for ELLs assessments were administered in spring 2021 and results will be included for the 2020-21 school year. These two assessments were administered in-person only, not remotely, so participation rates for these assessments may have been lower than in previous years. As a result, the NJDOE recommends using caution in comparing results for 2020-21 to prior or future years.

The fall 2021 administration of the Start Strong assessment was used to satisfy the federal statewide assessment requirement to administer general assessments in ELA, mathematics, and science for the 2020-21 school year. As a result, the fall 2021 Start Strong results will be used to meet ESSA reporting requirements for the 2020-2021 school year. Results of the fall 2021 Start Strong results are available on the NJDOE website. Please note that these results are aligned to reporting requirements for the 2020-2021 school year, so results only include students that were enrolled during the 2020-21 school year and the school/district, grade level, and student group status in that file represent the student's enrollment as of June 2021, not as of fall 2022. Other reports on Start Strong results that reflect all students testing as of Fall 2022 are available on the NJDOE Assessment webpage.

DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with the most significant intellectual disabilities.

Important note for 2020-21: The Dynamic Learning Maps (DLM) assessment was administered in spring 2021 in-person only, not remotely, and participation rates may have been lower than in previous years. As a result, the NJDOE recommends using caution in comparing results for 2020-21 to prior or future years.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	N	N
7	N	N
8	N	N

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Academic Achievement

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English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Important note for 2020-21: Due to the cancellation of the ACCESS for ELLs assessment in 2019-20 and federal waivers as a result of the COVID-19 pandemic, English Language Progress to Proficiency is not available for 2020-21.

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Important note for 2020-21: The ACCESS for ELLs assessment was administered in spring 2021 in-person only, not remotely, and participation rates may have been lower than in previous years. As a result, the NJDOE recommends using caution in comparing results for 2020-21 to prior or future years.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score 4.5 or Above
0-2	*	*	*
3-4	*	*	*
5 or more	*	*	*

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Academic Achievement

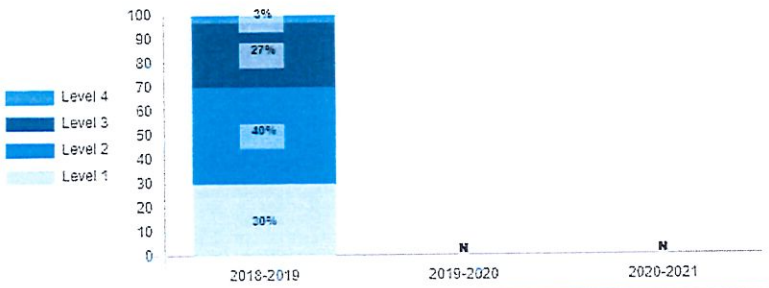
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment. Visit the assessment reports page for DLM results.

Important note for 2020-21: Due to the cancellation of statewide assessments in 2019-20 and 2020-21 and federal waivers as a result of the COVID-19 pandemic, statewide assessment results are not available for the 2019-20 and 2020-21 school years. Tables showing 2020-21 NJSLA Science assessment results will not be included in this report.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

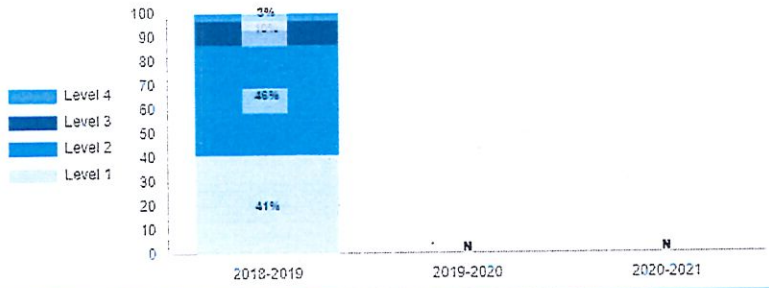
Important note for 2020-21: Due to the cancellation of statewide assessments in 2019-20 and 2020-21 and federal waivers as a result of the COVID-19 pandemic, statewide assessment results for NJSLA Science are not available for the 2019-20 and 2020-21 school years.



NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

Important note for 2020-21: Due to the cancellation of statewide assessments in 2019-20 and 2020-21 and federal waivers as a result of the COVID-19 pandemic, statewide assessment results for NJSLA Science are not available for the 2019-20 and 2020-21 school years.



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College and Career Readiness

Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Other Math
6	0	0	32
7	0	0	31
8	19	0	23
Total	19	0	86

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World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0

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College and Career Readiness

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Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0

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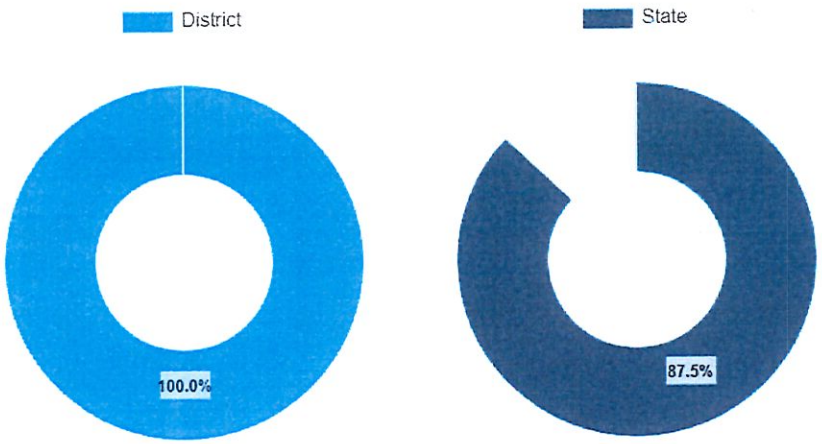
College and Career Readiness

Visual and Performing Arts – Course Participation

The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The second set of charts show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8: Students enrolled in one or more **visual and performing arts** classes



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College and Career Readiness

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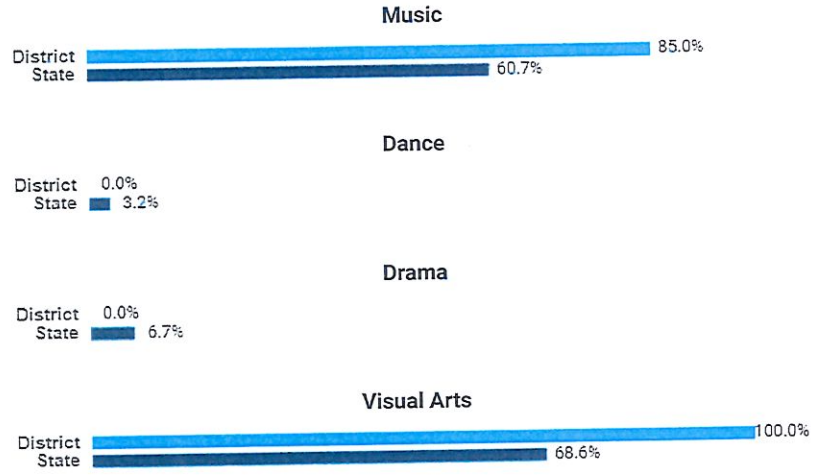
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The second set of charts show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Students enrolled in one or more classes by discipline:



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Climate and Environment

Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Important note for 2020-21: The absenteeism data for the 2020-21 school year reflects both in-person and remote instruction. Districts were able to employ multiple ways to determine whether a student in a remote learning environment was present or absent, including check-ins through internet or telephone, logging in to online learning platforms, or monitoring student submission of assignments. Because the number of days students spent in in-person and remote learning environments during the school year differed, the NJDOE recommends caution in comparing chronic absenteeism rates between schools and districts and comparing 2020-21 data to prior or future school years.

Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year.

Important Note for 2020-21: NJDOE received federal waivers which removed the requirement to report on status in meeting annual ESSA targets for 2019-20 and 2020-21. As a result, state averages and status in meeting the state average are not reported for the 2020-21 school year.

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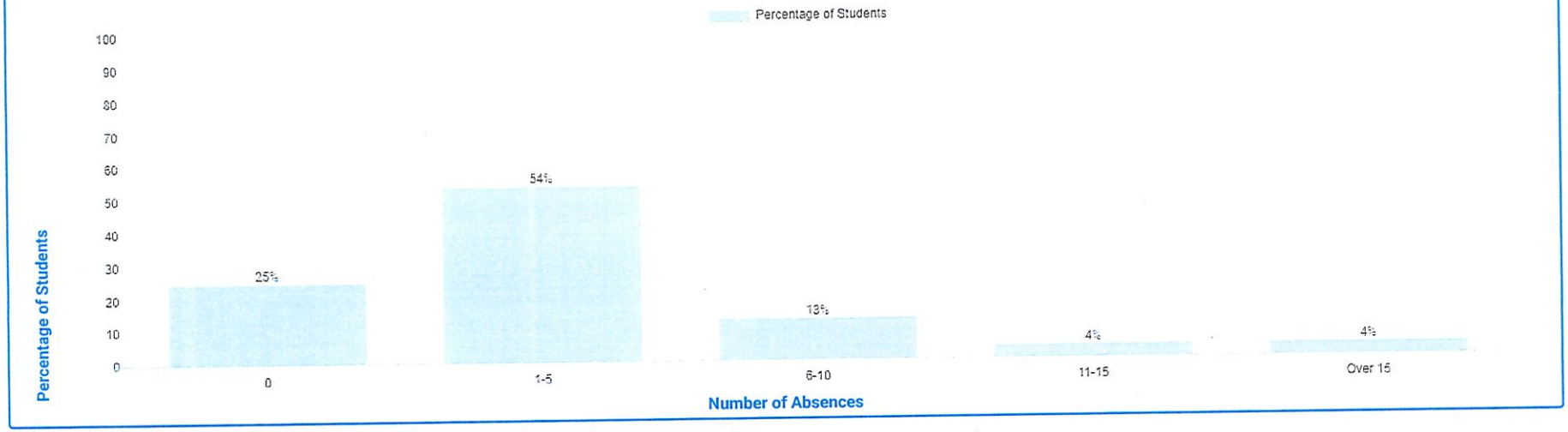
Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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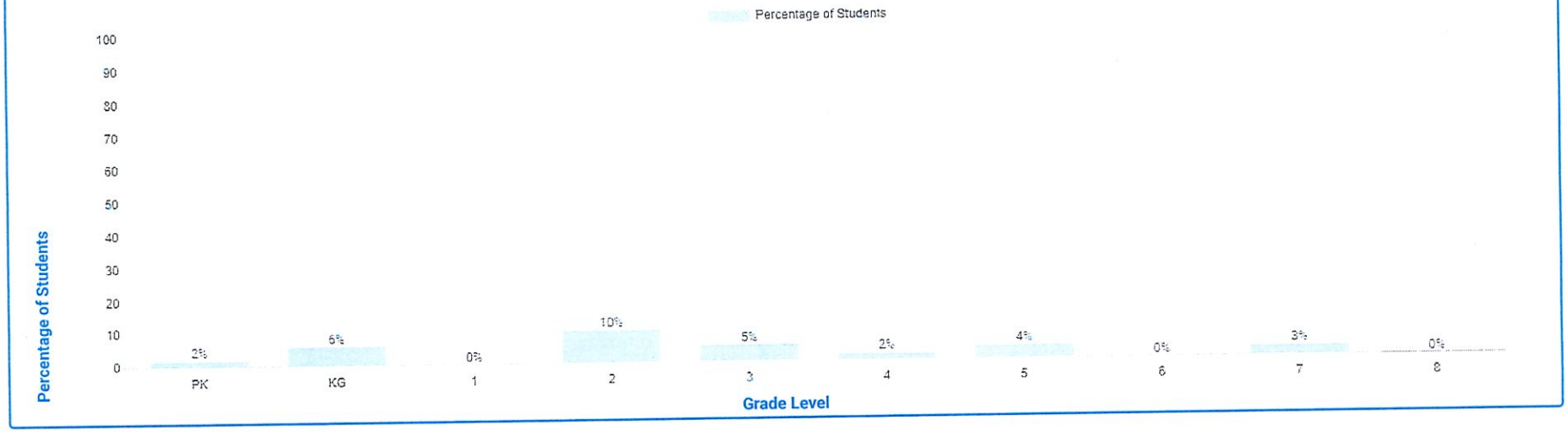
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.

Important note for 2020-21: Because the number of days that students spent in in-person and remote learning environments during the school year differed, state level comparisons are not included in the graph for 2020-21.



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Climate and Environment

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Important note for 2020-21: Due to the COVID-19 pandemic, discipline data for the 2020-21 school year may not be comparable to prior or future school years and NJDOE recommends caution in making comparisons.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N	N	N

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
N

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Climate and Environment

Student Access to Technology and Internet

In response to the COVID-19 pandemic, the NJDOE began collecting information on student device types, device owners, and internet connectivity during the 2020-2021 school year. Additional reports about student access to technology and internet connectivity as of the end of the 2020-2021 school year can be found on the NJDOE website.

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Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.
Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.

Teachers – Experience

This table shows information about the experience of teachers assigned to this district and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. The number of out-of-field teachers is the number of teachers who are potentially teaching outside of their area of certification.

Category	Teachers in District	Teachers in State
Total Number of teachers	35	118,311
Average years experience in public schools	8.3	12.5
Average years experience in district	8.3	11.2
Percentage of Teachers with 4 or more years experience in the district	60.0%	76.5%
Number of out-of-field teachers	0	2,724

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	3	9,580
Average years experience in public schools	7.7	16.6
Average years experience in district	4.7	12.7
Percentage of Administrators with 4 or more years experience in the district	100.0%	79.3%

Staff Counts

This table shows the number of staff members assigned to the district and state across several staff categories. The staff counts in this table reflect data submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Additionally, some staff members may be assigned to the district only, but work in multiple schools in the district. In these cases, the table may show 0 staff members assigned to the school, even though there are district staff members working in the school.

Staff Category	District: Total Staff Members	State: Total Staff Members
Teachers	35	118,311
Administrators	3	9,580
Librarians/Media Specialists	1	1,215
Nurses	1	2,670
School Counselors	N	4,039
Child Study Team Members	N	5,893

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Student and Staff Ratios

This table shows ratios of students and staff members in the district. The ratios are based on data submitted by the districts to NJ SMART and are not based on staff full-time equivalent (FTE).

Ratio	District Ratio
Students to Teachers	10:1
Students to Administrators	116:1
Teachers to Administrators	12:1
Students to Librarians/Media Specialists †	348:1
Students to Nurses †	348:1
Students to Counselors †	N
Students to Child Study Team Members †,††	N

† In some districts, staff members in these roles who work in multiple schools may be assigned only to the district and not to individual schools. As a result, a School Ratio may show N, but there may be district assigned staff working in the school †† Child Study Team members include school psychologists, school social workers, and learning disabilities teacher consultants also note that for the ratio compares Students with Disabilities instead of all students.

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group. Note that 2019-20 is the first year that data was collected for non-binary/undesignated gender and, as a result, the 2019-20 and 2020-21 data may not be a true representation of the student or staff population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5 and percentages for 2020-21 may show a range, depending on the overall school population size.

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	49.0%	70-80%	*	49.0%	77.0%	56.0%
Male	51.0%	10-20%	*	51.0%	23.0%	44.0%
Non-Binary/Undesignated Gender	≤1%	≤10%	*	≤1%	≤1%	≤1%
White	27.3%	94.3%	100.0%	40.5%	82.9%	76.8%
Hispanic	54.0%	5.7%	0.0%	31.2%	7.8%	7.6%
Black or African American	1.4%	0.0%	0.0%	15.0%	6.5%	14.0%
Asian	14.7%	0.0%	0.0%	10.4%	2.2%	1.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.2%	0.2%	0.1%
Native Hawaiian or Pacific Islander	1.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.4%	0.0%	0.0%	2.6%	0.2%	0.2%

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Moonachie School District
(03-3350)
2020-2021

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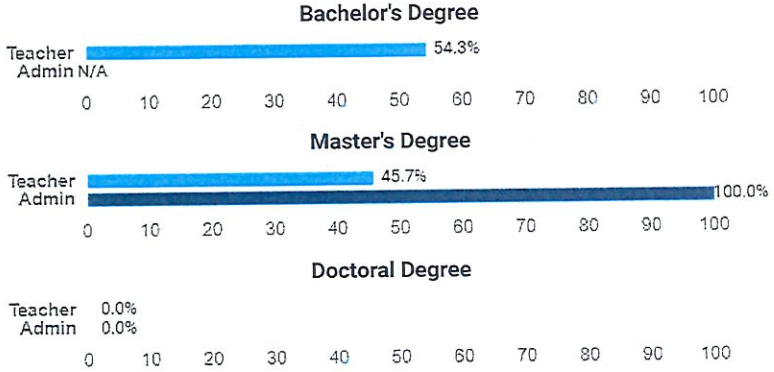
Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.
Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's degree category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2019-20 that were still assigned to this district in 2020-21. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2019-20 Teachers: Same district 2020-21	84.8%	91.5%
2019-20 Administrators: Same district 2020-21	66.7%	89.7%

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Teachers by Subject Area

This table shows the counts of teachers by subject area with gender breakdown, experience, and level of education. The staff counts in this table reflect staff assignments as submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Note that some teachers may teach in multiple subject areas and may be counted more than once in this table or they may only be counted in their primary subject area. Additionally, in many elementary schools teachers are not assigned to specific subject areas, so teachers will appear in the Elementary (Not Subject Specific) category and not in the other subject areas, but that does not mean those subjects are not being taught in the school. Special Education and Bilingual teachers are generally assigned to a subject area and also either special education or bilingual, so those teachers will be counted in multiple subject areas.

Subject Area	Total Number of Teachers	% Female	% Male	% Non-binary or Undesignated Gender	% White	% Hispanic	% Black or African American	% Asian	% Native Hawaiian, Pacific Islander	% American Indian or Native American	% Two or More Races	% 4 or more years experience in the district	% Bachelor's Degree(Highest Degree)	% Master's Degree(Highest Degree)
Elementary Not Subject Specific	16	>80%%	≤20%	≤20%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	62.5%	37.5%
English/Language Arts/Literacy	2	*	*	*	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	50.0%	50.0%
English Speakers or Other Languages	1	*	*	*	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Mathematics	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Science	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%
Social Studies/History	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%
World Language	1	*	*	*	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Visual and Performing Arts	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%	50.0%
Health/Physical Education	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	50.0%	50.0%
Family & Consumer Sciences	0	N	N	N	N	N	N	N	N	N	N	N	N	N
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	0	N	N	N	N	N	N	N	N	N	N	N	N	N
Computer Science/IT	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%
Industrial Arts	0	N	N	N	N	N	N	N	N	N	N	N	N	N
Career and Technical Education	0	N	N	N	N	N	N	N	N	N	N	N	N	N
Special Education	6	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	33.3%	66.7%
Bilingual	1	*	*	*	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%

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Per-Pupil Expenditures

Per-Pupil Expenditures by Source

The link below produces a spreadsheet listing all school-level summaries of the most recently available expenses for regular and special education students taught at schools by district across the state. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this spreadsheet please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2020-21 School-Level Per Pupil Expenditures by Source

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

Moonachie Boro	Federal	State & Local	Total	ADE**
District Level Central Expenditures		$2,266	$2,266	348.2
Robert L. Craig School	$1,056	$14,486	$15,542	348.2

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Accountability

New Jersey's Every Student Succeeds Act (ESSA) Accountability System New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). Based on New Jersey's approved ESSA state plan, NJDOE will identify schools in the following four federal categories every three years:

- **Comprehensive Support and Improvement (CSI): Overall Low Performing:**
  - Schools with a summative score in the bottom 5% of Title I schools.
- **Comprehensive Support and Improvement (CSI): Low Graduation Rate:**
  - High schools with a four-year graduation rate of 67% or less
- **Additional Targeted Support and Improvement: Low Performing Student Group (ATSI):**
  - Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
- **Comprehensive Support and Improvement (CSI): Chronically Low Performing:**
  - Title I schools identified as Additional Targeted Support and Improvement; Low Performing Student Group (ATSI) that are identified for three or more consecutive years, i.e. ATSI schools that do not meet exit criteria.
  - The NJDOE has not yet identified schools in this category as no ATSI schools have been in status for three or more years.

Annually, NJDOE will identify schools in the following federal category:

- **Targeted Support and Improvement: Consistently Underperforming Student Group (TSI):**
  - Schools with one or more student groups that missed annual targets or standards for all indicators for two years in a row

For purposes of ESSA accountability, only schools and student groups with data for 20 or more students are included in calculations.

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and statewide progress toward long-term goals, see these accountability resources.

Important Note for 2020-2021: Due to the COVID-19 pandemic, New Jersey received waivers from the United States Department of Education (USED) in both March 2020 and March 2021 that waived accountability-related requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 and 2020-2021 school years. These waivers removed the requirements to:

- Calculate indicator scores and summative scores for the 2019-2020 and 2020-2021 school years;
- Measure progress toward long-term goals and measures of interim progress for accountability indicators for the 2019-2020 and 2020-2021 school years; and
- Identify schools for comprehensive and targeted support and improvement during the 2020-2021 and 2021-2022 school years (based on 2019-2020 and 2020-2021 data, respectively).

As a result of these waivers, any school that was identified for comprehensive or targeted support and improvement during the 2019-2020 school year will retain the same status for the 2021-2022 and 2022-2023 school years and continue to receive support and interventions from the NJDOE.

For the categories that are identified every three years, the last identification occurred in the 2018-2019 school year (based on 2017-2018 data) and the next identification was scheduled for the 2021-2022 school year (based on 2020-2021 data). As a result of these waivers, the next identification will be delayed until the 2022-2023 school year (based on 2021-2022 data) and all currently identified schools will be eligible to exit status at the end of the 2022-2023 school year.

For the annual identification of schools for Targeted Support and Improvement: Consistently Underperforming Student Group, no schools will be identified during the 2020-2021 or 2021-2022 school year as a result of these waivers. The next identification is scheduled for the 2022-2023 school year.

The 2020-2021 Accountability Indicator Scores and Summative Ratings and Accountability Summary by Student Group tables will not be included in the report for 2020-2021 as these tables include indicator scores, summative scores, and progress toward long-term goals and those measures were waived under the March 2020 waiver.

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Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

The table below provides the list of schools in the district that have been identified for either comprehensive or targeted support for the 2022-23 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

County Code	County Name	District Code	District Name	School Code	School Name	Status for 2022-23 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2022-23 School Year
03	Bergen	3350	Moonachie School District	060	Robert L. Craig School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2023	Students with Disabilities;

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

Important Note for 2020-21: The NJDOE received federal waivers that waived certain assessment and accountability-related requirements for the 2019-20 and 2020-21 school years. As a result, proficiency, growth, and progress toward English language proficiency data is not available for 2019-20 or 2020-21 and chronic absenteeism data is not available for 2019-20.

ESSA Acountability Indicator	2018-19	2019-20	2020-21
ELA Proficiency	76.2%		
Math Proficiency	53.5%		
ELA Growth	65		
Math Growth	59		
4-Year Graduation Rate†			
5-Year Graduation Rate†			
Progress toward English Language Proficiency	54.5%		
Chronic Absenteeism	5.0%		3.2%

† This table shows the most recent graduation rate for reference, but accountability calculations for a given year use the prior year's graduation rate.

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Narrative

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Highlights:

- 3-Tier School Wide Positive Behavior Intervention Support System, Instructional Best Practices in ELA, Math, Science & Special Education, Student Created and Edited Daily RLC T.V.

Mission, Vision, Theme:

It is the Mission of the Robert L. Craig School & Moonachie School District to help its students gain the academic skills and knowledge, intellectual integrity, and individual courage as risk-takers, which will lead to their personal success. We will provide an education, which enables our students to operate as active citizens in America, in its democracy, as well as informed citizens of the world. This education will be provided in an encouraging atmosphere, which fosters respect, as well as academic and social growth.

Awards, Recognition, Accomplishments:

Awarded the Pre-School Expansion Grant in 18/19. Continued to expand our Pre-School programming with the addition of PK3 this year. Additionally, we continue to realize a decrease in HIB Reports and student code of conduct violations due to our School Wide PBIS Program. Our 8th Grade students are continually applying and getting accepted into Special Admit high schools. Moonachie students are engaged in the 'A Better Chance' Program for support in admission to some of the top High Schools in the nation. Moonachie was awarded a 5-year extension of the YMCA After School grant. With this partnership, we have realized the implementation of Saturday School Programming and Parent/Guardian evening ESL Classes. Additionally, our courtyard transformation has resulted in a sustainable garden, whereas our students engage in the preparation, planting, and upkeep of fruits and vegetables. Moonachie seeks grant opportunities to continue this project.

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Courses, Curriculum, Instruction:

NJSLS Aligned Curriculum Across Grades & Contents. We have implemented the Creative Curriculum for our Pre-Kindergarten program. Reading Street continues to be implemented for grades K-5 and EnVision Math as the core mathematics program for K-5. We are looking into purchasing the SAVVAS program for ELA and Math. Our ELA Response to Intervention is centered around the Leveled Literacy Intervention Program, Lexia, Orton Instructional Practices, and Reciprocal Teaching strategies. Our Math Response to Intervention is centered around Numbers World Tiered Program as well as Rocket Math and Lumos Learning. The 21st Century YMCA program has partnered with the school to implement a Saturday Tutoring program to provide students individualized academic support as well as Vacation School to occur during Spring Break. Finally, our Enrichment Program spans grades 6-8 and offers our students an opportunity to gain real-world experiences.

Clubs and Activities:

Student Council, STEAM TEAM, RLC T.V., Drama Club, Math Olympiad, Yearbook, Early Morning Art, Band, Gardening Club, Enrichment, Chess Club, National Spelling Bee Participant, Geography Bee Participant, Intramural Basketball League

Before and After School Programs:

Meadowlands YMCA, with the Moonachie BOE, offers the 21st Century Community Learning Center After School Program for Robert L. Craig students in grades 3-8. The program provides academic remediation & daily homework assistance by certified teachers. It also includes Individual Saturday Tutoring sessions and Vacation School (Spring Break). Additionally, the students take part in nutritional, health & fitness activities, culinary arts, gardening, sports and dance, STEAM Activities, Career Exploration, and Community Service activities. A nutritional snack is provided.

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Staff and Professional Learning:

Our teachers are engaged in a high intensity on-going professional development model in the areas of English Language Arts, Mathematics, Science, and Special Education Instructional Best Practices. The Moonachie School District continues to partner with Professors from Rutgers University and The College of New Jersey in these fields to provide individualized, on-going, coaching of instructional best practices. This model is currently in year 4 for ELA, year 3 for Math, and year 2 for Special Education. Our ELA Best Practices focus on Reciprocal Teaching, Socratic Seminars, Close Reading, and Buddy Reading. Our Mathematics best practices are centered around students modeling and reasoning, math discussions, and Socratic seminars. Our science teachers are implementing instructional strategies, anchored in the exploration of phenomena. Our Special Education team is centered in best practices for inclusive students receiving Tier 1 Grade Level Instruction.

Student Supports and Services:

Child Study Team: Director, School Psychologist, School Social Worker, Learning Disabilities Teacher Consultant. Services Include - Occupational Therapy, Physical Therapy, Speech Therapy, Counseling, and Social Groups: Student Behaviorist is on staff twice per week. I&RS Team. PIRT Team. School Climate Team. Data Team. Instructional services include morning tutoring, 21st Century YMCA after school Program, Blended Learning Opportunities, ESL/ELL Services, Lexia, Lumos Learning, and RTI model for student academic growth.

Student Health and Wellness:

School wide Breakfast Program, Healthy-U Program for Middle School Health Classes, K-8 Health Class, Peaceful Playgrounds Initiative to promote sportsmanship and respect during recess, Partner with Moonachie Police Department to run L.E.A.D. Class, 21st Century After School Program promotes healthy snack options, Partner with the South Bergen Rotary Club to provide economically disadvantaged students with well-balanced snack packs - delivered to students during extended weekends and vacations.

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Parent and Community Involvement:

Parent Teacher Organization, Moonachie Special Education Advisory Group, Parental Portal with Student Information System, Class Parents, Fundraising Activities, Recreation Nights, School Partnerships with Local Businesses to Promote Creativity and Career Exploration, High School Application Parent Advisory Group, Pre-Kindergarten Parent Planning Group

Facilities:

The Robert L. Craig School was opened in 1955. In 1958, the Dante P. Zirpoli Annex was added. In 1972 the new Edward G. Terragni Gymnasium was built. In 2004, the Mary Rhein Weber Media Center was opened. In 2012, the Robert L. Craig school was displaced during Hurricane Sandy and spent the school year in trailers at a neighboring town. The school was heavily damaged. A majority of the contents have been replaced since the disaster. The school has a media center and computer lab, an art room, gymnasium, playground, soccer field, and baseball field.

School Safety:

Certified School Safety Specialist & Partnership with the Moonachie Police Department

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Early Childhood Education:

Moonachie School District was awarded the Pre-School Education Expansion Aid Grant (PEEA) by the department of education. PEEA has provided us the opportunity to expand our half-day Pre-K program to full-day. We were able to purchase, receive training, and implement Creative Curriculum. Additionally, our Pre-K students now receive transportation and are a part of our Breakfast/Lunch programs. Our district was awarded an extension of PEA this year for the creation of a 3-year-old Pre-K classroom.

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Other Information:

Our School Wide PBIS House System is the backbone of our School Culture. Each student and staff member belong to one of four houses. Each house is associated with a certain theme: friendship, givers, dreamers, and courage. Students earn points by being respectful, peaceful, honorable, completing work, and demonstrating positive problem solving skills. Leading houses earn rewards, parties, and special privileges. Students mix regularly with friends in the other houses eating lunch and socializing outside of school. Competitions are always friendly and students learn social skills and how to build each other up with positive encouragement.