

County: Bergen
 District: Moonachie School District
 20 West Park Street
 Moonachie, NJ 07074

2021-2022
 Superintendent: Mr. James Knipper
[District Website](#)
 201-641-5833 x101

	357 Total Students		PK-08 Grades Offered		4.8% English Learners
	16.5% Students with Disabilities		8.3 years Avg Teacher Experience		49.0% Economically Disadvantaged
	10:1 Student to Teacher Ratio				

The summary reports are meant to provide parents, educators, and communities highlights from the district, along with a high-level summary of how well a school or district is performing. We encourage you to use these reports to:

- **Learn more** about this school or district by viewing the detailed report. Use the link in the "Jump to" menu at the top right.
- **Start conversations** with school community members and ask questions. Use the one-page guides on the [Resources page](#) for suggestions.
- **Engage** with your school communities to identify where schools are doing well and where they can improve.

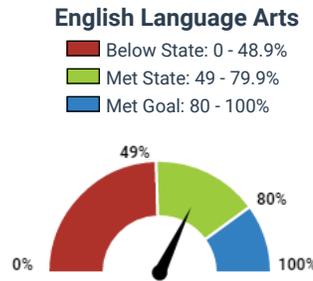
Important Note for 2021-22 Reports: The summary reports will not include information on student growth for the 2021-22 school year due to the cancellation of the New Jersey Student Learning Assessment in 2019-20 and 2020-21. The NJDOE expects to resume reporting on student growth, as measured by median student growth percentiles (mSGPs), in the 2022-23 school year.

District Highlights Reported by the District:

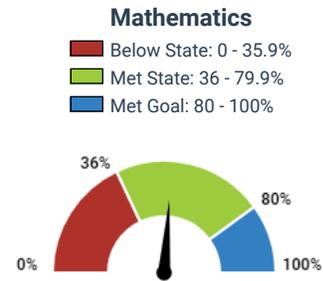
- 3-Tier School Wide Positive Behavior Intervention Support System, Instructional Best Practices in ELA, Math, Science & Special Education, Student Created and Edited Daily RLC T.V., STEAM Team
- After School Academy, Expanded Summer ESY, Instrumental Music, 3-Tier RTI Instructional Programming, H.S. Preparation Program, National Junior Honor Society

How did students perform on assessments?

This section shows the percentage of students who met or exceeded expectations on statewide assessments (NJSLA and DLM). This percentage reflects the federal proficiency rate which makes adjustments to the proficiency rate if the participation rate was below 95% to ensure reporting on at least 95% of students. The chart indicates whether performance was above the state average or above the state's long-term goal of 80%.



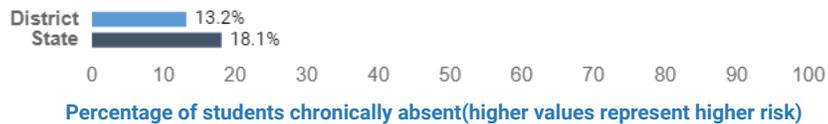
64.3%
Met State



52.3%
Met State

Are students at risk?

This section shows percentage of students that were absent for 10% or more of the days enrolled with a comparison to the state average.



How to use this report?

- 1 **Learn More** by viewing this full report and reports for other schools and districts. Use the green menu bar at the top of the page to move between different sections of the report.
- 2 **Start Conversations** with school community members and ask questions. Use our guides for suggestions.
- 3 **Engage** with your school communities to identify where schools are doing well and where they can improve.

www.state.nj.us/education
www.njschooldata.org

reportcard@doe.nj.gov



Moonachie School District (03-3350)

2021-2022

County: Bergen
District: Moonachie School District
20 West Park Street
Moonachie, NJ 07074

Superintendent: Mr. James Knipper
[District Website](#)
201-641-5833 x101



357
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 2021-22 Reports: The 2021-22 School Performance Reports include nearly all data that was previously reported prior to the COVID-19 pandemic, such assessment results and accountability data. However, the 2021-22 reports will not include student growth as measured by median student growth percentiles (MSGPs) because individual student growth percentiles (SGPs) were not calculated for the 2021-22 school year due to lack of prior test results for the 2019-20 and 2020-21 school years. The student growth section of the reports will include a link to an alternate measure of academic progress that will be used for accountability determinations for the 2021-22 school year. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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:

- 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

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



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

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	2019-20	2020-21	2021-22
PK	30	41	48
KG	41	34	30
1	28	36	35
2	43	30	38
3	35	41	33
4	28	40	44
5	30	26	38
6	30	31	26
7	38	31	35
8	32	38	30
Total	336	348	357

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. 2019-20 was the first year that data was collected for non-binary/undesigned gender and, as a result, 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 and 2021-22 may show a range, depending on the overall school population size.

Student Group	2019-20	2020-21	2021-22
Female	49.0%	49.0%	46.0%
Male	51.0%	51.0%	54.0%
Non-Binary/Undesignated Gender	<1%	≤1%	≤1%
Economically Disadvantaged Students	53.3%	34.5%	49.0%
Students with Disabilities	15.2%	14.4%	16.5%
English Learners	3.6%	4.0%	4.8%
Homeless Students	0.3%	0.6%	1.1%
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	2019-20	2020-21	2021-22
White	25.6%	27.3%	28.9%
Hispanic	56.5%	54.0%	54.3%
Black or African American	1.8%	1.4%	1.1%
Asian	13.4%	14.7%	12.9%
Native Hawaiian or Pacific Islander	1.2%	1.1%	1.4%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two Or More Races	1.5%	1.4%	1.4%

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 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.

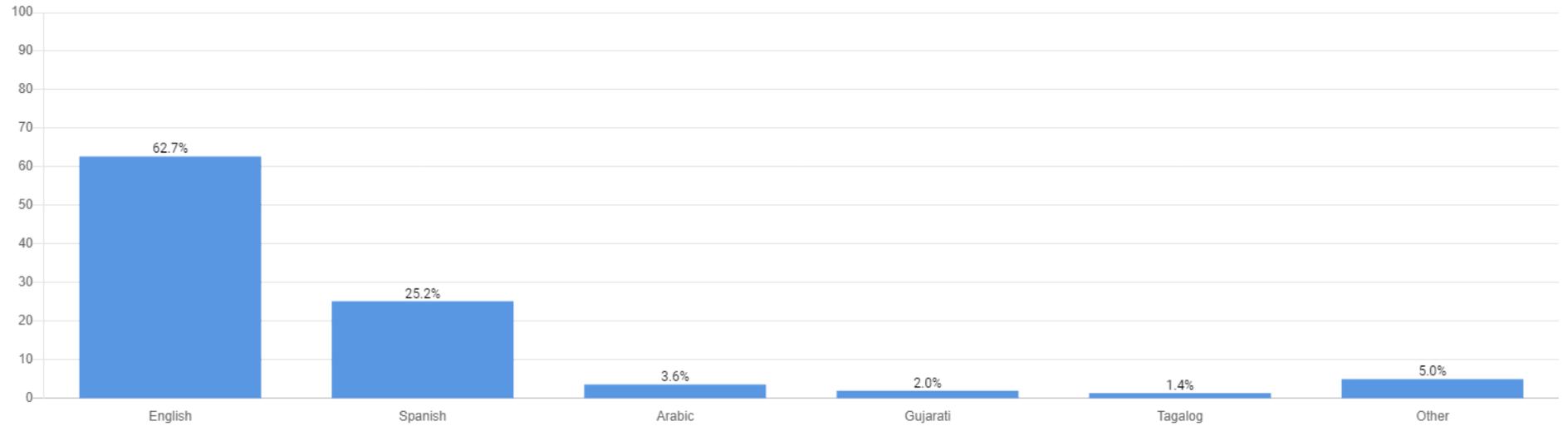
Grade	2019-20	2020-21	2021-22
PK - Half Day	0	0	0
PK - Full Day	30	41	48
KG - Half Day	0	0	0
KG - Full Day	41	34	30

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 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.



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

Student Growth

Student growth is a measure of how much students are learning each year. New Jersey's ESSA state plan outlines that academic progress will be measured with school's median student growth percentile (mSGP) on statewide ELA and mathematics assessments. Each individual 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. The SGP measures their academic progress from one year to the next compared to other students with similar prior test scores (academic peers).

Important Note for 2021-22 Reports: The calculation of mSGPs relies on one to two consecutive years of prior assessment results to calculate individual student growth percentiles. Due to the cancellation of the NJLSA in both 2019-20 and 2020-21, SGPs were not calculated for 2019-2020, 2020-2021, or 2021-2022. The 2021-22 reports will not include any mSGP data.

The NJDOE received approved through the [COVID-19 State Plan Addendum](#), to use an alternative method to calculate academic progress for the 2021-22 school year based on aggregate score improvement on the NJSLA at the schoolwide and student group level between 2018-2019 and 2021-2022. For 2021-22, the NJDOE measured academic progress in ELA and mathematics using Relative School Improvement Measure (RSIM). Results of the RSIM measure are available on the [NJDOE's Accountability page](#) under 2022 Accountability Data.

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

Important Note for 2021-22: NJSLA data is not available for 2019-20 or 2020-21 due to federal waivers and assessment cancellations and DLM and ACCESS for ELLs data is not available for 2019-20. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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 for English language arts (ELA) and mathematics. The Proficiency Rate for Federal Accountability measures 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. 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 2021-22: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, 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	2019-20 ELA	2020-21 ELA	2021-22 ELA	2019-20 Math	2020-21 Math	2021-22 Math
Participation Rate			100.0%			100.0%
Proficiency Rate for Federal Accountability			64.3%			52.3%
Annual Target			62.2%			50.0%
Met Annual Target?			Met Target			Met Target
Statewide Proficiency Rate for Federal Accountability			49.0%			36.0%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English language arts (ELA) both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 9. Students that were enrolled for less than half a school year are excluded from performance results. Student are considered to have met or exceeded expectations if they score at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2032. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see the [NJDOE Accountability page](#). More information and additional data can also be found on the [NJDOE Academic Achievement page](#).

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	196	100%	64.3%	49%	64.3%	62.2%	Met Target
White	53	100%	60.4%	58.2%	60.4%	61.5%	Met Target†
Hispanic	106	100%	60.4%	35%	60.4%	58.8%	Met Target
Black or African American	*	*	*	30.9%	*	**	**
Asian, Native Hawaiian, or Pacific Islander	31	100%	80.6%	78%	80.6%	80%	Met Goal
American Indian or Alaska Native	*	*	*	48.7%	*	**	**
Two or More Races	*	*	*	55.4%	*	**	**
Female	*	100%	69.4%	55.1%	69.4%		
Male	*	100%	59.2%	43.2%	59.2%		
Non-binary/undesignated gender	*	*	*	63.8%	*		
Economically Disadvantaged Students	100	100%	61%	30.9%	61%	50.8%	Met Target
Non-Economically Disadvantaged Students	96	100%	67.7%	57.8%	67.7%		
Students with Disabilities	34	100%	<10%	17.9%	<10%	23.3%	Not Met
Students without Disabilities	162	100%	75.9%	55.7%	75.9%		
English Learners	17	100%	41.2%	21.9%	41.2%		
Non-English Learners	179	100%	66.5%	52%	66.5%		
Homeless Students	*	*	*	20.4%	*		
Students in Foster Care	*	*	*	17.9%	*		
Military-Connected Students	*	*	*	46%	*		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

Academic Achievement

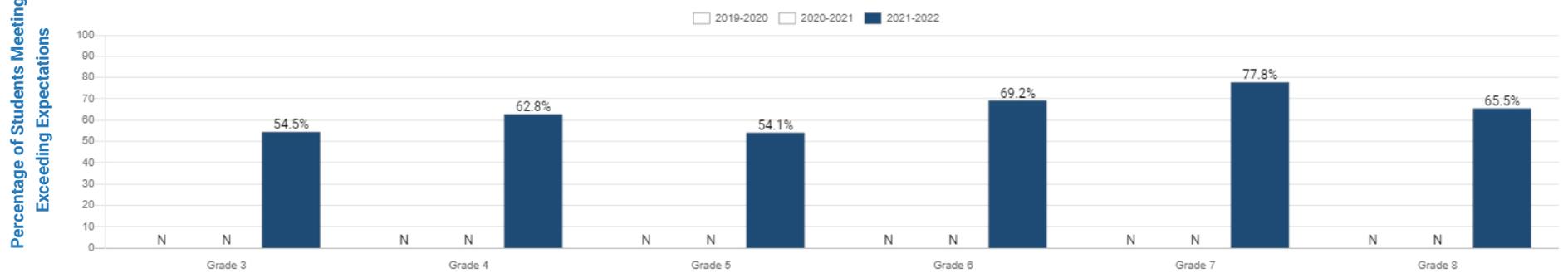
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English Language Arts Assessment - Performance Trends

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 2021-22: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results are not available for the 2019-20 and 2020-21 school years.



Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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English Language Arts Assessment - Performance By Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	33	749	740	15%	12%	18%	45%	9%	55%	42%
White	10	740	750	10%	30%	20%	30%	10%	40%	52%
Hispanic	20	747	724	20%	5%	15%	55%	5%	60%	28%
Black or African American	*	*	722	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	*	*	*	*	*	*	71%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	45%
Two or More Races	*	*	748	*	*	*	*	*	*	50%
Female	*	754	745	17%	0%	22%	50%	11%	61%	47%
Male	*	742	735	13%	27%	13%	40%	7%	47%	38%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	23	743	720	22%	4%	22%	48%	4%	52%	24%
Non-Economically Disadvantaged Students	10	762	751	0%	30%	10%	40%	20%	60%	52%
Students with Disabilities	*	*	709	*	*	*	*	*	*	17%
Students without Disabilities	*	758	746	11%	7%	18%	54%	11%	64%	47%
English Learners	*	*	704	*	*	*	*	*	*	13%
Non-English Learners	*	749	744	16%	13%	16%	47%	9%	56%	46%
Homeless Students	*	*	707	*	*	*	*	*	*	18%
Students in Foster Care	*	*	708	*	*	*	*	*	*	16%
Military-Connected Students	*	*	737	*	*	*	*	*	*	40%
Migrant Students	*	*	691	*	*	*	*	*	*	24%

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

Important Note for 2021-22: NJSLA data is not available for 2019-20 or 2020-21 due to federal waivers and assessment cancellations and DLM and ACCESS for ELLs data is not available for 2019-20. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

English Language Arts Assessment - Performance By Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	43	758	746	7%	5%	26%	40%	23%	63%	49%
White	10	765	756	0%	0%	30%	50%	20%	70%	60%
Hispanic	23	751	732	13%	9%	22%	35%	22%	57%	34%
Black or African American	*	*	729	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	756	*	*	*	*	*	*	59%
Female	*	760	750	4%	8%	23%	42%	23%	65%	53%
Male	*	755	742	12%	0%	29%	35%	24%	59%	46%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	20	753	728	15%	5%	25%	30%	25%	55%	29%
Non-Economically Disadvantaged Students	23	763	756	0%	4%	26%	48%	22%	70%	60%
Students with Disabilities	*	*	717	*	*	*	*	*	*	21%
Students without Disabilities	*	759	752	7%	5%	22%	41%	24%	66%	55%
English Learners	*	*	713	*	*	*	*	*	*	15%
Non-English Learners	*	762	750	3%	5%	25%	43%	25%	68%	53%
Homeless Students	*	*	717	*	*	*	*	*	*	19%
Students in Foster Care	*	*	717	*	*	*	*	*	*	20%
Military-Connected Students	*	*	746	*	*	*	*	*	*	50%
Migrant Students	*	*	700	*	*	*	*	*	*	21%

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

Important Note for 2021-22: NJSLA data is not available for 2019-20 or 2020-21 due to federal waivers and assessment cancellations and DLM and ACCESS for ELLs data is not available for 2019-20. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

English Language Arts Assessment - Performance By Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	37	757	748	8%	3%	35%	41%	14%	54%	50%
White	*	*	757	*	*	*	*	*	*	60%
Hispanic	25	749	735	12%	4%	44%	32%	8%	40%	35%
Black or African American	*	*	731	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	755	*	*	*	*	*	*	57%
Female	*	768	753	0%	5%	35%	40%	20%	60%	55%
Male	*	743	743	18%	0%	35%	41%	6%	47%	45%
Non-binary/undesignated gender	*	*	767	*	*	*	*	*	*	70%
Economically Disadvantaged Students	23	759	731	9%	4%	30%	39%	17%	57%	30%
Non-Economically Disadvantaged Students	14	753	757	7%	0%	43%	43%	7%	50%	60%
Students with Disabilities	*	*	718	*	*	*	*	*	*	19%
Students without Disabilities	*	763	754	3%	3%	31%	47%	16%	63%	56%
English Learners	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	757	751	8%	3%	33%	42%	14%	56%	53%
Homeless Students	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	722	*	*	*	*	*	*	17%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	684	*	*	*	*	*	*	*

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

Important Note for 2021-22: NJSLA data is not available for 2019-20 or 2020-21 due to federal waivers and assessment cancellations and DLM and ACCESS for ELLs data is not available for 2019-20. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

English Language Arts Assessment - Performance By Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	36	772	751	3%	8%	11%	36%	42%	78%	53%
White	12	764	759	0%	8%	25%	42%	25%	67%	62%
Hispanic	19	775	737	5%	11%	5%	26%	53%	79%	39%
Black or African American	*	*	732	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	782	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	744	*	*	*	*	*	*	48%
Two or More Races	*	*	756	*	*	*	*	*	*	57%
Female	*	785	757	10%	0%	0%	20%	70%	90%	60%
Male	*	768	744	0%	12%	15%	42%	31%	73%	46%
Non-binary/undesignated gender	*	*	762	*	*	*	*	*	*	64%
Economically Disadvantaged Students	17	775	733	6%	6%	6%	29%	53%	82%	35%
Non-Economically Disadvantaged Students	19	770	759	0%	11%	16%	42%	32%	74%	61%
Students with Disabilities	10	732	714	10%	30%	40%	20%	0%	20%	17%
Students without Disabilities	26	788	758	0%	0%	0%	42%	58%	100%	60%
English Learners	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	774	753	3%	6%	11%	37%	43%	80%	55%
Homeless Students	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	717	*	*	*	*	*	*	19%
Military-Connected Students	*	*	747	*	*	*	*	*	*	48%
Migrant Students	*	*	683	*	*	*	*	*	*	*

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

Important Note for 2021-22: NJSLA data is not available for 2019-20 or 2020-21 due to federal waivers and assessment cancellations and DLM and ACCESS for ELLs data is not available for 2019-20. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

English Language Arts Assessment - Performance By Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	29	764	750	14%	0%	21%	34%	31%	66%	51%
White	*	*	758	*	*	*	*	*	*	60%
Hispanic	14	757	736	21%	0%	7%	43%	29%	71%	38%
Black or African American	*	*	730	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	783	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	752	*	*	*	*	*	*	53%
Two or More Races	*	*	756	*	*	*	*	*	*	57%
Female	*	790	757	0%	0%	8%	38%	54%	92%	59%
Male	*	743	742	25%	0%	31%	31%	13%	44%	44%
Non-binary/undesignated gender	*	*	759	*	*	*	*	*	*	60%
Economically Disadvantaged Students	11	748	732	27%	0%	18%	27%	27%	55%	34%
Non-Economically Disadvantaged Students	18	774	758	6%	0%	22%	39%	33%	72%	59%
Students with Disabilities	*	*	712	*	*	*	*	*	*	15%
Students without Disabilities	*	781	757	5%	0%	10%	43%	43%	86%	58%
English Learners	*	*	697	*	*	*	*	*	*	*
Non-English Learners	*	768	752	11%	0%	21%	36%	32%	68%	53%
Homeless Students	*	*	716	*	*	*	*	*	*	22%
Students in Foster Care	*	*	712	*	*	*	*	*	*	14%
Military-Connected Students	*	*	745	*	*	*	*	*	*	47%
Migrant Students	*	*	678	*	*	*	*	*	*	*

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include students taking end-of-grade assessments in grades 3 through 8, as well as end-of-course assessments (Algebra I, Geometry, Algebra II) in middle school and high school. High school mathematics assessment results include all results for Algebra I and Geometry and/or Algebra II results only for students who took Algebra I in middle school and who are enrolled in their first high school mathematics course that corresponds to an end-of-course assessment. Students that were enrolled for less than half a school year are excluded from performance results. Student are considered to have met or exceeded expectations if they score at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2032. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see the [NJDOE Accountability page](#). More information and additional data can also be found on the [NJDOE Academic Achievement page](#).

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	197	100%	52.3%	36%	52.3%	50%	Met Target
White	53	100%	43.4%	46.2%	43.4%	45.4%	Met Target†
Hispanic	107	100%	47.7%	19.9%	47.7%	48.5%	Met Target†
Black or African American	*	*	*	15.7%	*	**	**
Asian, Native Hawaiian, or Pacific Islander	31	100%	83.9%	71.3%	83.9%	70.8%	Met Goal
American Indian or Alaska Native	*	*	*	37.3%	*	**	**
Two or More Races	*	*	*	44.1%	*	**	**
Female	*	100%	54.1%	34.5%	54.1%		
Male	*	100%	50.5%	37.4%	50.5%		
Non-binary/undesignated gender	*	*	*	35%	*		
Economically Disadvantaged Students	101	100%	48.5%	17.3%	48.5%	43.3%	Met Target
Non-Economically Disadvantaged Students	96	100%	56.3%	45.2%	56.3%		
Students with Disabilities	34	100%	<10%	14.7%	<10%	23.3%	Not Met
Students without Disabilities	163	100%	62%	40.5%	62%		
English Learners	18	100%	50%	16%	50%		
Non-English Learners	179	100%	52.5%	38.4%	52.5%		
Homeless Students	*	*	*	<10%	*		
Students in Foster Care	*	*	*	10%	*		
Military-Connected Students	*	*	*	34.5%	*		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

Academic Achievement

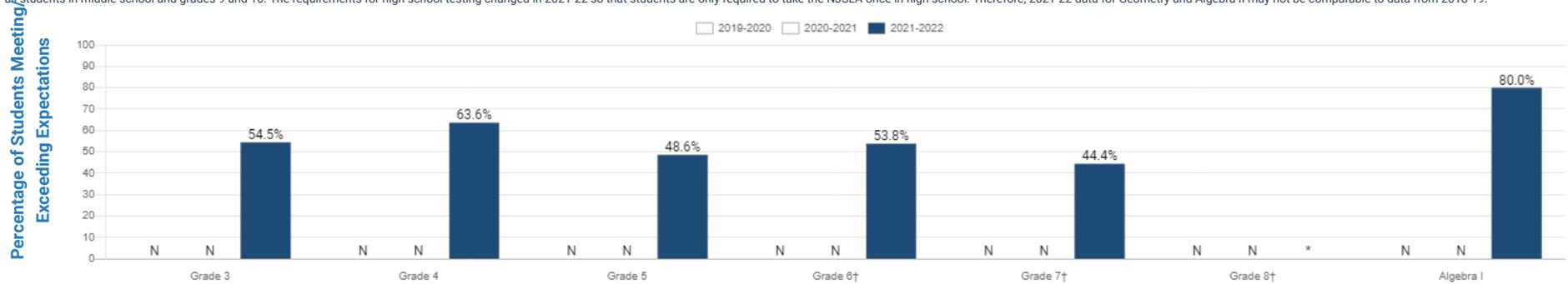
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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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 2021-22: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results are not available for the 2019-20 and 2020-21 school years. Additionally, end-of-course assessment results for Geometry and Algebra II for 2018-19 and prior years included all students in middle school and grades 9 and 10. The requirements for high school testing changed in 2021-22 so that students are only required to take the NJSLA once in high school. Therefore, 2021-22 data for Geometry and Algebra II may not be comparable to data from 2018-19.



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

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	33	751	745	9%	6%	30%	52%	3%	55%	45%
White	10	747	756	20%	10%	30%	30%	10%	40%	59%
Hispanic	20	750	729	5%	5%	35%	55%	0%	55%	27%
Black or African American	*	*	723	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	52%
Two or More Races	*	*	752	*	*	*	*	*	*	53%
Female	*	757	743	6%	6%	22%	61%	6%	67%	43%
Male	*	744	747	13%	7%	40%	40%	0%	40%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	23	750	725	9%	4%	30%	57%	0%	57%	24%
Non-Economically Disadvantaged Students	10	755	755	10%	10%	30%	40%	10%	50%	57%
Students with Disabilities	*	*	724	*	*	*	*	*	*	24%
Students without Disabilities	*	757	749	4%	4%	32%	57%	4%	61%	49%
English Learners	*	*	719	*	*	*	*	*	*	17%
Non-English Learners	*	752	748	9%	6%	28%	53%	3%	56%	49%
Homeless Students	*	*	714	*	*	*	*	*	*	16%
Students in Foster Care	*	*	712	*	*	*	*	*	*	13%
Military-Connected Students	*	*	744	*	*	*	*	*	*	45%
Migrant Students	*	*	714	*	*	*	*	*	*	24%

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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Mathematics Assessment - Performance By Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	44	758	740	2%	9%	25%	52%	11%	64%	39%
White	10	758	750	0%	10%	30%	50%	10%	60%	52%
Hispanic	24	754	725	4%	13%	21%	54%	8%	63%	21%
Black or African American	*	*	720	*	*	*	*	*	*	17%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	46%
Two or More Races	*	*	749	*	*	*	*	*	*	50%
Female	*	760	738	0%	11%	26%	52%	11%	63%	37%
Male	*	754	741	6%	6%	24%	53%	12%	65%	41%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	21	754	721	5%	5%	29%	52%	10%	62%	18%
Non-Economically Disadvantaged Students	23	760	749	0%	13%	22%	52%	13%	65%	51%
Students with Disabilities	*	*	719	*	*	*	*	*	*	18%
Students without Disabilities	*	758	744	2%	10%	24%	52%	12%	64%	44%
English Learners	*	*	714	*	*	*	*	*	*	11%
Non-English Learners	*	759	743	3%	10%	23%	53%	13%	65%	43%
Homeless Students	*	*	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	*	*	742	*	*	*	*	*	*	40%
Migrant Students	*	*	711	*	*	*	*	*	*	*

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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Mathematics Assessment - Performance By Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	37	748	736	0%	24%	27%	41%	8%	49%	36%
White	*	*	746	*	*	*	*	*	*	47%
Hispanic	25	740	722	0%	32%	32%	32%	4%	36%	18%
Black or African American	*	*	716	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	*	*	*	*	*	*	74%
American Indian or Alaska Native	*	*	736	*	*	*	*	*	*	38%
Two or More Races	*	*	744	*	*	*	*	*	*	45%
Female	*	750	736	0%	15%	35%	40%	10%	50%	34%
Male	*	746	737	0%	35%	18%	41%	6%	47%	38%
Non-binary/undesignated gender	*	*	747	*	*	*	*	*	*	55%
Economically Disadvantaged Students	23	750	718	0%	22%	26%	43%	9%	52%	15%
Non-Economically Disadvantaged Students	14	745	746	0%	29%	29%	36%	7%	43%	47%
Students with Disabilities	*	*	714	*	*	*	*	*	*	14%
Students without Disabilities	*	752	741	0%	19%	25%	47%	9%	56%	41%
English Learners	*	*	707	*	*	*	*	*	*	*
Non-English Learners	*	749	739	0%	22%	28%	42%	8%	50%	39%
Homeless Students	*	*	709	*	*	*	*	*	*	*
Students in Foster Care	*	*	710	*	*	*	*	*	*	10%
Military-Connected Students	*	*	737	*	*	*	*	*	*	35%
Migrant Students	*	*	685	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Students in sixth grade who were enrolled in an Algebra I course during the 2021-22 school year were required to take both the Algebra I and Grade 6 mathematics assessment. The results of the Grade 6 mathematics assessment are included in this data.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	26	743	733	4%	23%	19%	50%	4%	54%	31%
White	*	*	742	*	*	*	*	*	*	41%
Hispanic	14	737	720	7%	29%	14%	50%	0%	50%	15%
Black or African American	*	*	714	*	*	*	*	*	*	12%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	*	*	*	*	*	*	68%
American Indian or Alaska Native	*	*	733	*	*	*	*	*	*	30%
Two or More Races	*	*	739	*	*	*	*	*	*	38%
Female	*	735	733	7%	27%	20%	47%	0%	47%	30%
Male	*	753	734	0%	18%	18%	55%	9%	64%	33%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	21%
Economically Disadvantaged Students	13	731	717	8%	38%	15%	38%	0%	38%	13%
Non-Economically Disadvantaged Students	13	755	741	0%	8%	23%	62%	8%	69%	40%
Students with Disabilities	*	*	710	*	*	*	*	*	*	*
Students without Disabilities	*	752	738	0%	14%	23%	59%	5%	64%	36%
English Learners	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	741	736	4%	24%	20%	48%	4%	52%	33%
Homeless Students	*	*	708	*	*	*	*	*	*	*
Students in Foster Care	*	*	706	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	706	*	*	*	*	*	*	20%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Students who took the Algebra I, Geometry, or Algebra II end-of-course assessments are not included in grade level results.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	36	750	737	0%	19%	36%	36%	8%	44%	34%
White	12	752	745	0%	17%	33%	42%	8%	50%	45%
Hispanic	19	745	727	0%	21%	47%	26%	5%	32%	20%
Black or African American	*	*	722	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	*	*	*	*	*	*	68%
American Indian or Alaska Native	*	*	733	*	*	*	*	*	*	26%
Two or More Races	*	*	742	*	*	*	*	*	*	40%
Female	*	751	736	0%	20%	50%	20%	10%	30%	32%
Male	*	750	738	0%	19%	31%	42%	8%	50%	36%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	42%
Economically Disadvantaged Students	17	746	725	0%	24%	41%	29%	6%	35%	17%
Non-Economically Disadvantaged Students	19	753	743	0%	16%	32%	42%	11%	53%	43%
Students with Disabilities	10	729	715	0%	40%	50%	10%	0%	10%	10%
Students without Disabilities	26	758	741	0%	12%	31%	46%	12%	58%	39%
English Learners	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	751	739	0%	17%	37%	37%	9%	46%	36%
Homeless Students	*	*	715	*	*	*	*	*	*	*
Students in Foster Care	*	*	715	*	*	*	*	*	*	10%
Military-Connected Students	*	*	738	*	*	*	*	*	*	32%
Migrant Students	*	*	697	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Students who took the Algebra I, Geometry, or Algebra II end-of-course assessments are not included in grade level results.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	16	707	716	*	*	*	*	*	*	15%
White	*	*	725	*	*	*	*	*	*	21%
Hispanic	*	*	711	*	*	*	*	*	*	11%
Black or African American	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	737	*	*	*	*	*	*	36%
American Indian or Alaska Native	*	*	718	*	*	*	*	*	*	17%
Two or More Races	*	*	718	*	*	*	*	*	*	18%
Female	*	*	716	*	*	*	*	*	*	14%
Male	*	700	716	*	*	*	*	*	*	16%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	26%
Economically Disadvantaged Students	*	*	708	*	*	*	*	*	*	*
Non-Economically Disadvantaged Students	*	*	721	*	*	*	*	*	*	19%
Students with Disabilities	*	*	699	*	*	*	*	*	*	*
Students without Disabilities	*	*	721	*	*	*	*	*	*	18%
English Learners	*	*	698	*	*	*	*	*	*	*
Non-English Learners	*	706	718	*	*	*	*	*	*	16%
Homeless Students	*	*	700	*	*	*	*	*	*	*
Students in Foster Care	*	*	694	*	*	*	*	*	*	*
Military-Connected Students	*	*	716	*	*	*	*	*	*	15%
Migrant Students	*	*	683	*	*	*	*	*	*	*

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

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

Important Note for 2021-22: NJSLA data is not available for 2019-20 or 2020-21 due to federal waivers and assessment cancellations and DLM and ACCESS for ELLs data is not available for 2019-20. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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.

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

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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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.

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	N	N	N

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.

Student Group	Percent of English learners making expected growth to proficiency	Annual Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation.

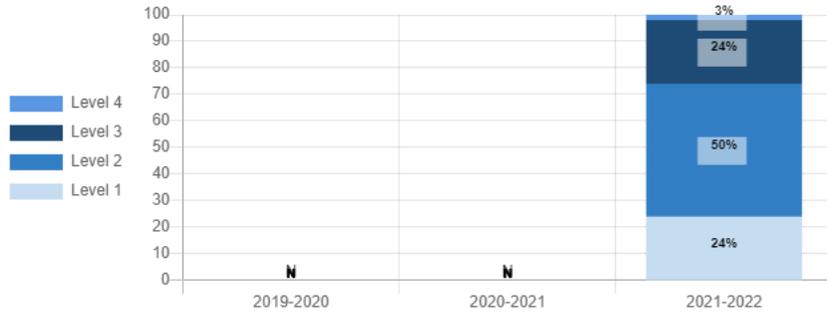
Academic Achievement

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 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.

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.

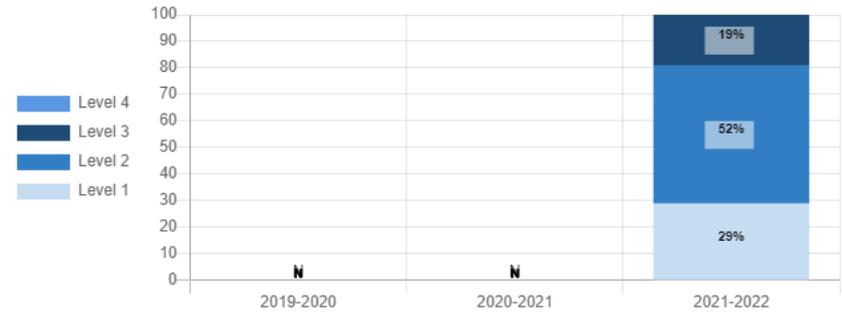
Important note for 2021-22 Reports: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results for NJSLA Science are not available for the 2019-20 and 2020-21 school years.



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 2021-22 Reports: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results for NJSLA Science are not available for the 2019-20 and 2020-21 school years.



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 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.

NJSLA Science Assessment: Grade 5

This table shows how students performed on the NJSLA Science assessment for the school year, both overall and by student group. Students scoring at level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Districtwide	24%	50%	24%	3%
White	*	*	*	*
Hispanic	27%	54%	19%	0%
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	19%	57%	24%	0%
Male	29%	41%	24%	6%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	20%	52%	28%	0%
Non-Economically Disadvantaged Students	31%	46%	15%	8%
Students with Disabilities	*	*	*	*
Students without Disabilities	18%	52%	27%	3%
English Learners	*	*	*	*
Non-English Learners	22%	50%	25%	3%
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	*	*	*	*

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 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.

NJSLA Science Assessment: Grade 8

This table shows how students performed on the NJSLA Science assessment for the school year, both overall and by student group. Students scoring at level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Districtwide	29%	52%	19%	0%
White	*	*	*	*
Hispanic	31%	44%	25%	0%
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	14%	64%	21%	0%
Male	41%	41%	18%	0%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	55%	36%	9%	0%
Non-Economically Disadvantaged Students	15%	60%	25%	0%
Students with Disabilities	*	*	*	*
Students without Disabilities	13%	61%	26%	0%
English Learners	*	*	*	*
Non-English Learners	29%	54%	18%	0%
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	*	*	*	*

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	Grade Level and Other Math
6	0	0	26
7	0	0	35
8	15	0	15
Total	15	0	76

College and Career Readiness

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

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

College and Career Readiness

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Computer Science – 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

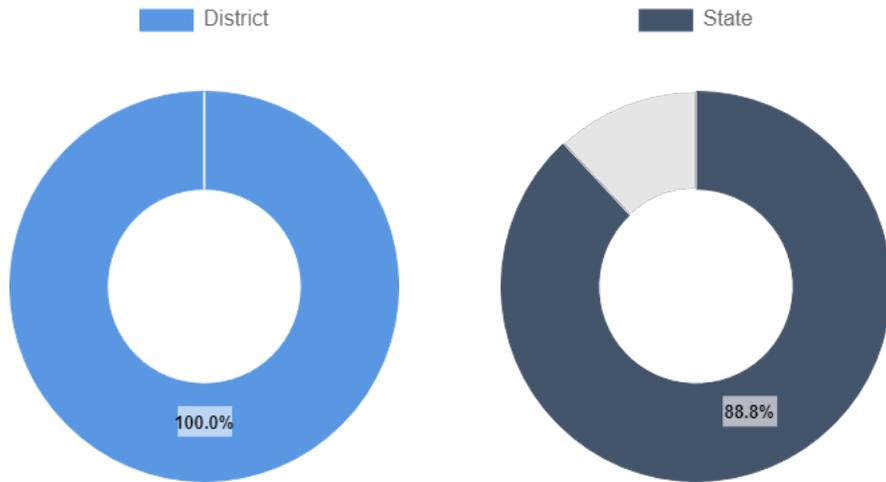
College and Career Readiness

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

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



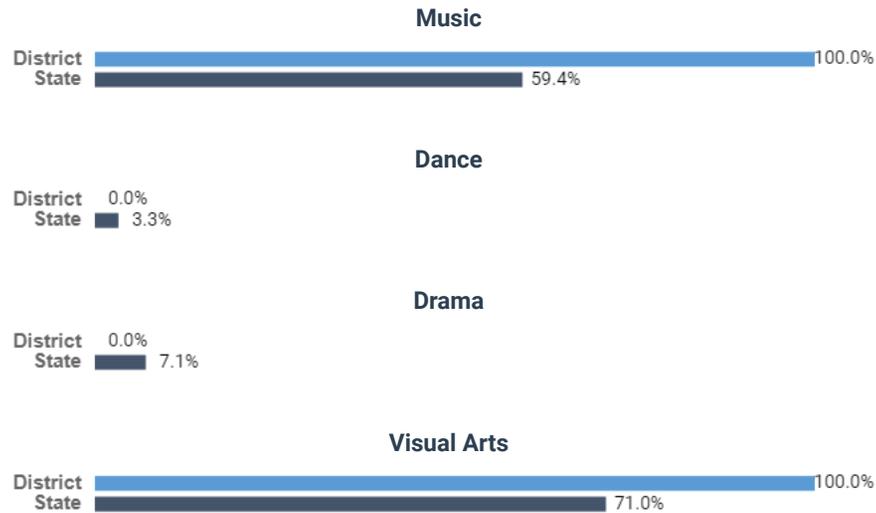
College and Career Readiness

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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.

Students enrolled in one or more classes by discipline:



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 2021-22: The NJDOE recommends caution in comparing the 2021-22 chronic absenteeism rates with the rates from 2020-21 and rates prior to 2019-20 as the pandemic has impacted attendance rates over the last three 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. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	# of Students Chronically Absent	% of Students Chronically Absent	State Average	Met State Average
Districtwide	40	13.2%	17.3%	Met
White	11	14.1%	17.3%	Met
Hispanic	26	15.0%	17.3%	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	1	2.3%	17.3%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	*	8.6%		
Male	*	17.8%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	22	14.1%	17.3%	Met
Students with Disabilities	8	17.4%	17.3%	Not Met
English Learners	1	6.3%	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	*	*		

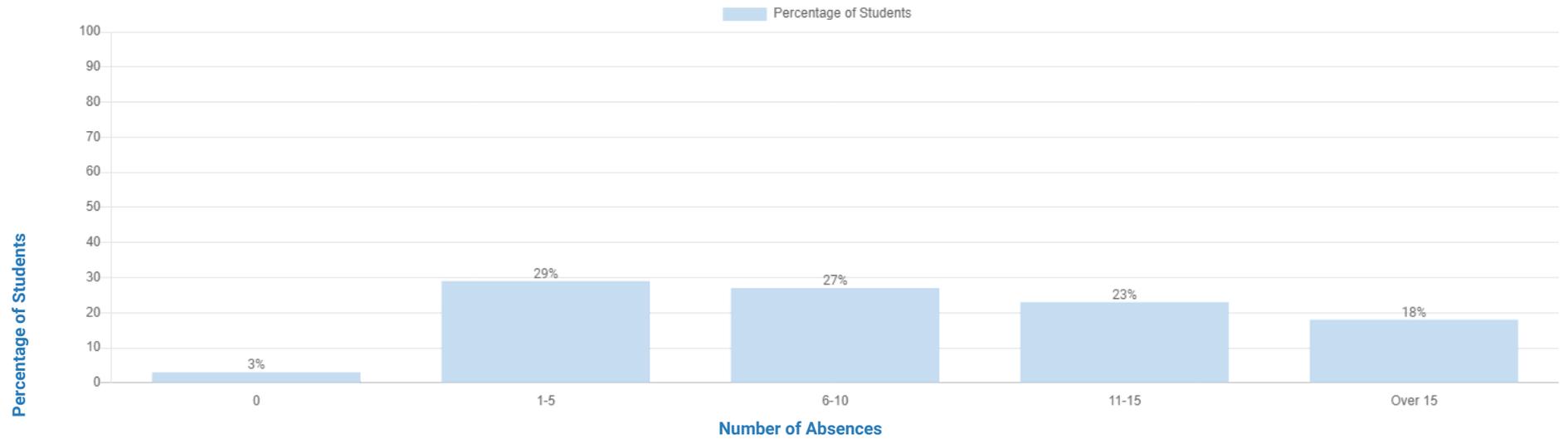
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Important Note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 chronic absenteeism rates with the rates from 2020-21 and rates prior to 2019-20 as the pandemic has impacted attendance rates over the last three years.

Days Absent

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



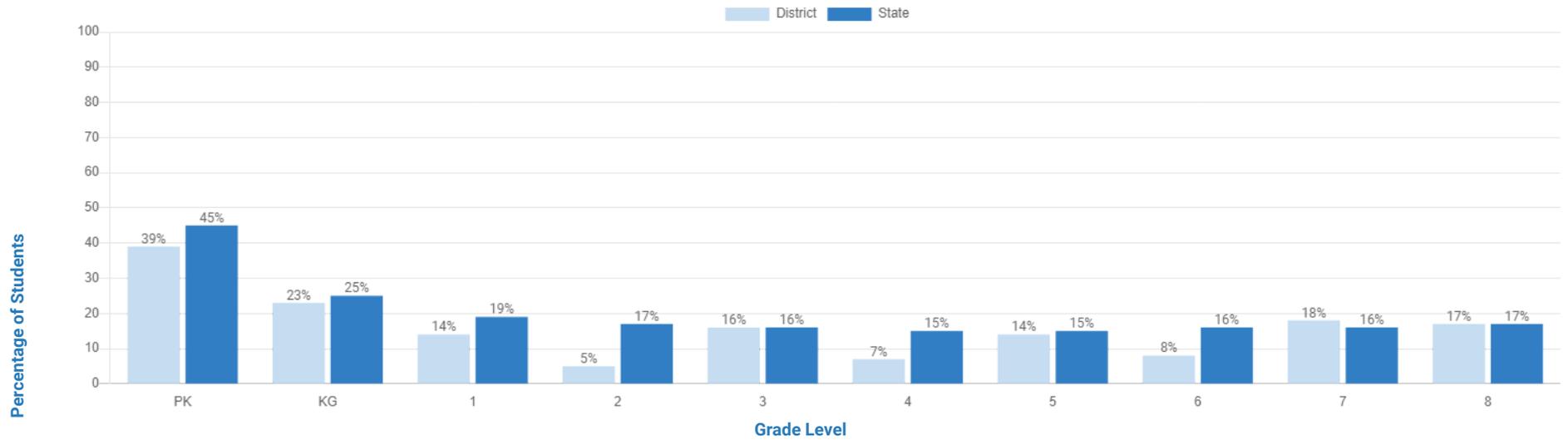
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Important Note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 chronic absenteeism rates with the rates from 2020-21 and rates prior to 2019-20 as the pandemic has impacted attendance rates over the last three years.

Chronic Absenteeism by Grade

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



Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the 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 2021-22: The NJDOE recommends caution in comparing the 2021-22 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data from those years.

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	1
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	1.12

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	1
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the 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 2021-22: The NJDOE recommends caution in comparing the 2021-22 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data from those years.

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	0	0	0
Religion	1	1	2
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	2	1	3
No Identified Nature	2		2

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	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
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

10

Report Key:

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- N** No Data is available to display
- † This indicates a table specific note, see note below table

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 2021-2022 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, or 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	118,773
Average years experience in public schools	8.3	12.5
Average years experience in district	8.1	11.3
Percentage of Teachers with 4 or more years experience in the district	68.6%	76.0%
Number of out-of-field teachers	0	2,937

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	9,578
Average years experience in public schools	8.7	16.5
Average years experience in district	5.7	12.6
Percentage of Administrators with 4 or more years experience in the district	100.0%	78.8%

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	118,773
Administrators	3	9,578
Librarians/Media Specialists	1	1,212
Nurses	1	2,911
School Counselors	N	4,324
Child Study Team Members	N	9,115
School Psychologists	N	2,159
School Social Workers	N	2,487
Student Assistance Coordinators	N	372
School Safety Specialists	1	694

Staff

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

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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 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	119:1
Teachers to Administrators	12:1
Students to Librarians/Media Specialists †	357:1
Students to Nurses †	357:1
Students to Counselors †	N
Students to Child Study Team Members †,††	N
Students to School Psychologists †	N
Students to School Social Workers †	N
Students to Student Assistance Coordinators †	N
Students to School Safety Specialists †	357:1

† 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. 2019-20 was the first year that data was collected for non-binary/undesignated gender and, as a result, the 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 and 2021-22 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	46.0%	70-80%	*	48.0%	77.0%	56.0%
Male	54.0%	10-20%	*	52.0%	23.0%	44.0%
Non-Binary/Undesignated Gender	≤1%	≤10%	*	≤1%	≤1%	≤1%
White	28.9%	91.4%	100.0%	40.1%	82.6%	76.3%
Hispanic	54.3%	8.6%	0.0%	32.1%	8.1%	8.1%
Black or African American	1.1%	0.0%	0.0%	14.6%	6.5%	13.9%
Asian	12.9%	0.0%	0.0%	10.1%	2.3%	1.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Native Hawaiian or Pacific Islander	1.4%	0.0%	0.0%	0.2%	0.2%	0.1%
Two or More Races	1.4%	0.0%	0.0%	2.7%	0.2%	0.3%

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

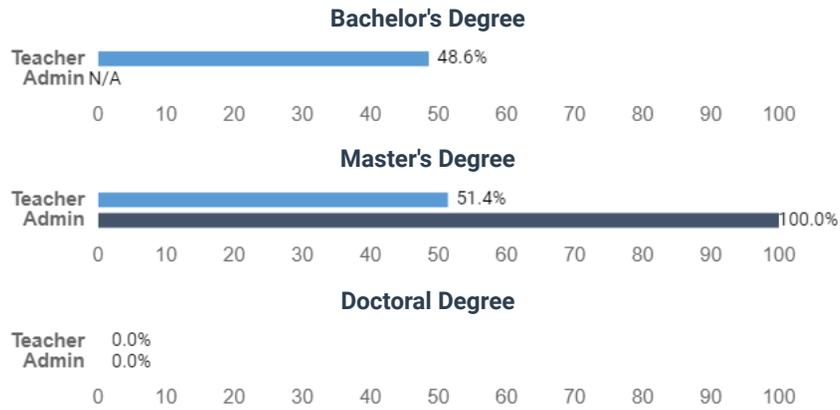
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Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, or 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 2020-21 that were still assigned to this district in 2021-22. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2020-21 Teachers: Same district 2021-22	94.1%	90.7%
2020-21 Administrators: Same district 2021-22	100.0%	87.4%

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, or if the teacher has an expired certificate.

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)	% Doctoral Degree(Highest Degree)
Elementary Not Subject Specific	15	>80%	≤20%	≤20%	93.3%	6.7%	0.0%	0.0%	0.0%	0.0%	0.0%	53.3%	60.0%	40.0%	0.0%
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%	0.0%
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%	0.0%
Mathematics	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	50.0%	50.0%	0.0%
Science	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Social Studies/History	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
World Language	1	*	*	*	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	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%	0.0%
Health/Physical Education	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	50.0%	50.0%	0.0%
Family & Consumer Sciences	0	N	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	N
Business	0	N	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%	0.0%
Industrial Arts	0	N	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	N
Special Education	6	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	33.3%	66.7%	0.0%
Bilingual	1	*	*	*	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%

Per-Pupil Expenditures

Per-Pupil Expenditures by Source

The table below summarizes the most recently available expenses for regular and special education students taught at schools in the district. The amounts include both actual personnel and actual non-personnel expenditures and include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities. An overall cost per pupil for a given school can be calculated by adding the Central Expenditures and the Expenditures Not Assigned to a School to the School Level Expenditures reported for that school. The Average Daily Enrollment (ADE**) comes from the 2021-22 School Registry Summary (SRS).

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage [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 2021-22 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		\$2,333	\$2,333	358.6
Robert L. Craig School	\$1,249	\$14,324	\$15,573	358.6
-				

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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 additional data, see the [NJDOE accountability page](#).

Important Note for 2021-2022: 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 2019-20 school year will retain the same status for the 2021-22 and 2022-23 school years.

The NJDOE identified schools across four categories during the 2022-23 school year (based on 2021-22 data):

- CSI: Overall Low Performing;
- CSI: Low Graduation Rate;
- ATSI; and
- TSI.

For the TSI identification that occurred during the 2022-23 school year, status in meeting annual targets for the 2018-19 and 2021-22 school years were used since data was not available for two consecutive years.

Additionally, all schools that were previously identified were eligible to exit status at the end of the 2022-23 school year if the NJDOE's Exit Criteria were met.

The NJDOE received approval to make a one-time change to the identification timeline under the COVID-19 State Plan Addendum. Under the approved Addendum, the NJDOE will identify schools for CSI and ATSI status in both fall 2022 and fall 2023. Schools identified for CSI or ATSI status in fall 2022 will be eligible to exit status in fall 2023 if all exit criteria are met. Schools identified for TSI status will be eligible to exit annually if exit criteria are met.

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Accountability

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 2023-24 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.

There are currently no schools in this district identified as requiring comprehensive or targeted support during the 2023-24 school year.

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Accountability

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: Percentage of students who met or exceeded expectations on statewide assessments (NJSLA or DLM)

ELA and Math Growth: For 2021-22 only, this data shows the Relative School Improvement Measure (RSIM), which is based on aggregate scale score improvement on the statewide assessments in ELA and mathematics (NJSLA), when comparing prior year performance to 2021-22 performance. Schools are assigned a percentile rank based on their improvement as compared to schools with similar prior year performance. This is only measured for grades 3-8. The NJDOE plans to resume measuring growth by mSGP in 2022-23.

Four- and five-year graduation rates: The adjusted cohort graduation rate

Progress toward English Language Proficiency: The percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs Assessment for English Language proficiency.

Chronic absenteeism: The percentage of students that were absent for 10% or more of the days enrolled during the school year.

Important Note for 2021-22: 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. The growth measure used for 2021-22 is an alternate measure used because median student growth percentiles were not available for 2021-22. The NJDOE plans to resume reporting median student growth percentiles in 2022-23. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

ESSA Accountability Indicator	2019-20	2020-21	2021-22
ELA Proficiency			64.3%
Math Proficiency			52.3%
ELA Growth			85
Math Growth			98
4-Year Graduation Rate†			
5-Year Graduation Rate†			
Progress toward English Language Proficiency			*
Chronic Absenteeism		3.2%	13.2%

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

Accountability

Accountability Summary by Student Group - 2021-22 School Year

This table shows whether the district and each student group met annual ESSA accountability targets for each indicator.

For more information about accountability determinations, indicators, and annual targets, see the [NJDOE Accountability page](#).

Student Group	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	4-Year Graduation Rate	5-Year Graduation Rate	Progress toward English Language Proficiency	Chronic Absenteeism
Districtwide	Met Target	Met Target	Exceeds Standard	Exceeds Standard	N	N	**	Met
White	Met Target†	Met Target†	Exceeds Standard	Exceeds Standard	N	N		Met
Hispanic	Met Target	Met Target†	Met Standard	Exceeds Standard	N	N		Met
Black or African American	**	**	**	**	N	N		**
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	Met Standard	Met Standard	N	N		Met
American Indian or Alaska Native	**	**	**	**	N	N		**
Two or More Races	**	**	**	**	N	N		**
Economically Disadvantaged Students	Met Target	Met Target	Exceeds Standard	Exceeds Standard	N	N		Met
Students with Disabilities	Not Met	Not Met	Exceeds Standard	Exceeds Standard	N	N		Not Met
English Learners	N	N	**	**	N	N	**	**

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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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., STEAM Team
- After School Academy, Expanded Summer ESY, Instrumental Music, 3-Tier RTI Instructional Programming, H.S. Preparation Program, National Junior Honor Society



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, allowing for Free PreK to 42 students. 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 gaining acceptance 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. Our courtyard transformation has resulted in a sustainable garden, whereas our students prepare, plant, and upkeep fruits and vegetables. Moonachie seeks grant opportunities to continue this project. We were awarded the PITKIN Foundation grant for a new Playground.

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Courses, Curriculum, Instruction:

National Junior Honor Society. NJSLs Aligned Curriculum Across Grades & Contents. We have implemented the Creative Curriculum for our Pre-Kindergarten program. We successfully implemented SAVVAS Learning as our core ELA and Math program in grades K-5. 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 offers our students an opportunity to gain real-world experiences. We are very proud of our 8th grade students high performance on the Algebra NJSLA.



Sports and Athletics:

Sports Offered: Basketball (Boys & Girls)



Clubs and Activities:

National Junior Honor Society, 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, After School Academy, After School Chorus, After School Instrumental Band

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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. We are now proud to offer an after school SACC program through the Meadowlands YMCA for grades K-2.



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 5 for ELA, year 4 for Math, year 3 for Special Education, and year 2 for Science. 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. CarePlus. 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.

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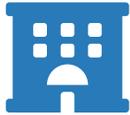
Student Health and Wellness:

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 Wood-Ridge School District and town to offer our students access to all Recreation Sports.



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. During the 2021-2022 year, the roof of the building was replaced.

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School Safety:

Certified School Safety Specialist & Partnership with the Moonachie Police Department



Technology and STEM:

SmartBoards in every classroom, Apple Devices 1:to:1, Elmo Document cameras in every classroom, Google Certified educators, Google Classroom implementation in Middle School



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 currently offers free full-day PreK to 42 students. We will look into extended partnerships in the future if registration increase demands it.

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Addressing the Impact of COVID-19:

The Moonachie School District is addressing learning loss through the use of ESSR I, ESSR II, & ESSR III funds. We have expanded our Summer ESY programming, Summer tutoring program, created an After School Academy tutoring program, expanded STEAM Team after school programming, created an after school music program, and expanding our Saturday Tutoring program. Additionally, we have used the funds to realize our one-to-one technology device initiative. To support the mental health of our students, we have used the various ESSR funds to partner with CarePlus by providing expanded in-school counseling services and connecting families to outside therapeutic services.

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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.