NJ SCHOOL PERFORMANCE REPORT

MOONACHIE BORO
(03-3350)
Grades Offered: PK-08
2017-2018

Report Key:
 * Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
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How to use this report:

- **Learn more** about this district by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report for this district.
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

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District Contact Info

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 BORO
Superintendent Name	DR. PONDS
Address	20 WEST PARK STREET MOONACHIE, NJ 07074
Phone Number	(201)641-5833 Ext. 101
Email Address	JPONDS@MOONACHIESCHOOL.ORG
Website	https://www.moonachieschool.org/

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Schools in this District

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

School Name	Grades Served
ROBERT L. CRAIG SCHOOL	PK-08

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
PK	19	23	20
KG	27	25	33
1	30	27	30
2	30	30	30
3	35	32	29
4	34	36	30
5	30	34	37
6	36	35	35
7	37	36	37
8	28	34	40
Total	306	312	321

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	50.2%	51.6%	51.4%
Male	49.8%	48.4%	48.6%
Economically Disadvantaged Students	45.6%	47.8%	53.3%
Students with Disabilities	14.3%	15.4%	16.5%
English Learners	5.5%	4.8%	3.4%
Homeless Students		1.3%	1.2%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		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	2015-16	2016-17	2017-18
White	32.9%	32.4%	28.0%
Hispanic	52.1%	51.6%	55.8%
Black or African American	1.6%	1.9%	1.9%
Asian	11.7%	11.9%	11.2%
Native Hawaiian or Pacific Islander	0.7%	1.0%	1.2%
American Indian or Alaska Native	0.0%	0.0%	0.6%
Two or More Races	1.0%	1.3%	1.2%

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	2015-16	2016-17	2017-18
PK - Half Day	14	22	16
PK - Full Day	5	1	4
KG - Half Day	0	0	0
KG - Full Day	27	25	33

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.

Home Language	% of Students
English	56.1%
Spanish	28.3%
Arabic	4.4%
Gujarati	1.9%
Korean	1.6%
Other Languages	7.8%

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

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

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

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	55.5	50	Met Standard	69	50	Exceeds Standard
White	49.5	50	Met Standard	75	51	Exceeds Standard
Hispanic	46	49	Met Standard	66.5	48	Exceeds Standard
Black or African American	*	44	**	*	44	**
Asian, Native Hawaiian, or Pacific Islander	76	61	Exceeds Standard	66	61	**
American Indian or Alaska Native	N	52	**	N	53	**
Two or More Races	*	49	**	*	51	**
Economically Disadvantaged	50	48	Met Standard	68	47	Exceeds Standard
Students with Disabilities	52	41	Met Standard	76.5	43	**
English Learners	*	54	**	*	51	**

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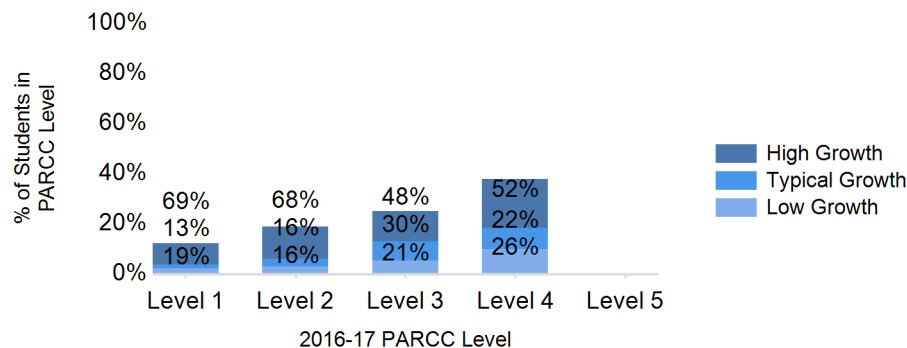
Student Growth by Performance Level

These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.
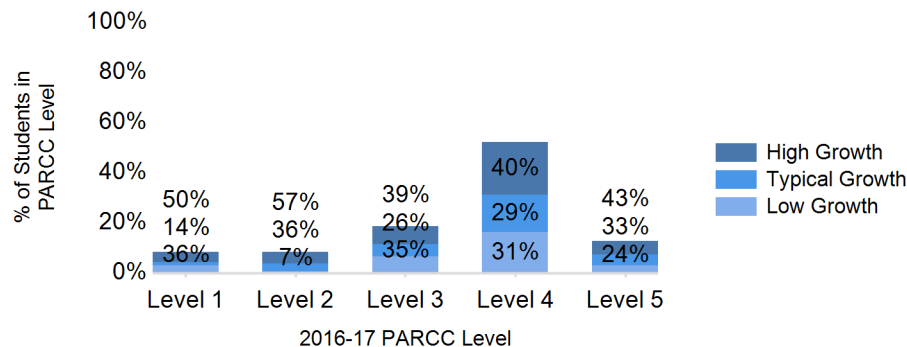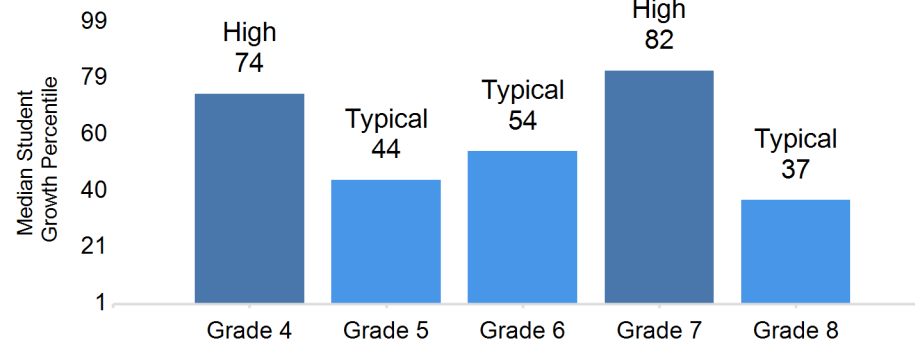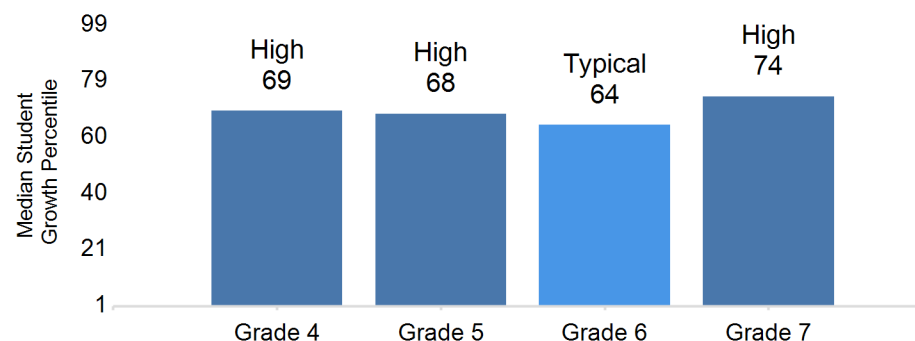

Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.

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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the district and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows 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 these accountability resources.

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	2017-18 Annual Target	Met 2017-18 Annual Target
Districtwide	193	99.5	66.4	56.7	66.4	59.9	Met Target
White	55	100.0	65.5	65.6	65.5	59.2	Met Target
Hispanic	108	99.1	63.0	42.5	63.0	56.2	Met Target
Black or African American	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	25	100.0	84.0	82.3	84.0	80	Met Goal
American Indian or Alaska Native	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	63.4	*	**	**
Female	92	99.0	73.9	64.5	73.9		
Male	101	100.0	59.5	49.4	59.5		
Economically Disadvantaged Students	111	99.2	57.6	38.5	57.6	47.2	Met Target
Non-Economically Disadvantaged Students	82	100.0	78.0	67.5	78.0		
Students with Disabilities	32	97.2	18.8	21.6	18.8	16.2	Met Target
Students without Disabilities	161	100.0	75.8	63.9	75.8		
English Learners	*	*	*	27.3	*	**	**
Non-English Learners	*	*	*	59.4	*		
Homeless Students	*	*	*	27.7	*		
Students In Foster Care	N	N	N	26.3	N		
Military-Connected Students	N	N	N	57.4	N		
Migrant Students	N	N	N	30.1	N		

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	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/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	30	747	750	*	*	33%	*	*	40%	52%
White	*	*	759	*	*	*	*	*	*	61%
Hispanic	*	*	736	*	*	*	*	*	*	38%
Black or African American	N	N	733	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	758	N	N	N	N	N	N	58%
Female	12	745	756	*	*	*	*	*	33%	57%
Male	18	748	744	*	*	*	*	*	44%	46%
Economically Disadvantaged Students	15	740	733	*	*	*	*	*	40%	34%
Non-Economically Disadvantaged Students	15	753	762	*	*	*	*	*	40%	64%
Students with Disabilities	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	756	*	*	*	*	*	*	57%
English Learners	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	741	N	N	N	N	N	N	48%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	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/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	30	762	756	*	*	*	*	*	63%	58%
White	*	*	764	*	*	*	*	*	*	68%
Hispanic	13	756	744	*	*	*	*	*	54%	44%
Black or African American	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	763	N	N	N	N	N	N	63%
Female	11	775	762	*	*	*	*	*	82%	63%
Male	19	754	751	*	*	*	*	*	53%	53%
Economically Disadvantaged Students	16	748	740	*	*	*	*	*	50%	40%
Non-Economically Disadvantaged Students	14	778	767	*	*	*	*	*	79%	70%
Students with Disabilities	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	762	*	*	*	*	*	*	64%
English Learners	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	759	*	*	*	*	*	*	61%
Homeless Students	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	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/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	37	757	755	*	*	*	*	*	73%	58%
White	*	*	763	*	*	*	*	*	*	68%
Hispanic	25	751	743	*	*	*	68%	0%	68%	43%
Black or African American	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	763	N	N	N	N	N	N	65%
Female	17	760	762	*	*	*	*	*	82%	66%
Male	20	754	749	*	*	*	*	*	65%	51%
Economically Disadvantaged Students	24	753	739	*	*	*	*	*	67%	39%
Non-Economically Disadvantaged Students	13	764	766	*	*	*	*	*	85%	71%
Students with Disabilities	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	762	*	*	*	*	*	*	65%
English Learners	N	N	712	N	N	N	N	N	N	11%
Non-English Learners	37	757	757	*	*	*	*	*	73%	60%
Homeless Students	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	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/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	34	765	754	*	*	*	*	*	68%	56%
White	*	*	761	*	*	*	*	*	*	66%
Hispanic	21	754	742	*	*	*	*	*	57%	42%
Black or African American	N	N	737	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	751	N	N	N	N	N	N	49%
Two or More Races	N	N	761	N	N	N	N	N	N	64%
Female	19	762	761	*	*	*	*	*	63%	64%
Male	15	768	748	*	*	*	*	*	73%	48%
Economically Disadvantaged Students	23	753	739	*	*	*	*	*	57%	37%
Non-Economically Disadvantaged Students	11	789	764	*	*	*	*	*	91%	68%
Students with Disabilities	*	*	723	*	*	*	*	*	*	18%
Students without Disabilities	*	*	760	*	*	*	*	*	*	63%
English Learners	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	732	N	N	N	N	N	N	36%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

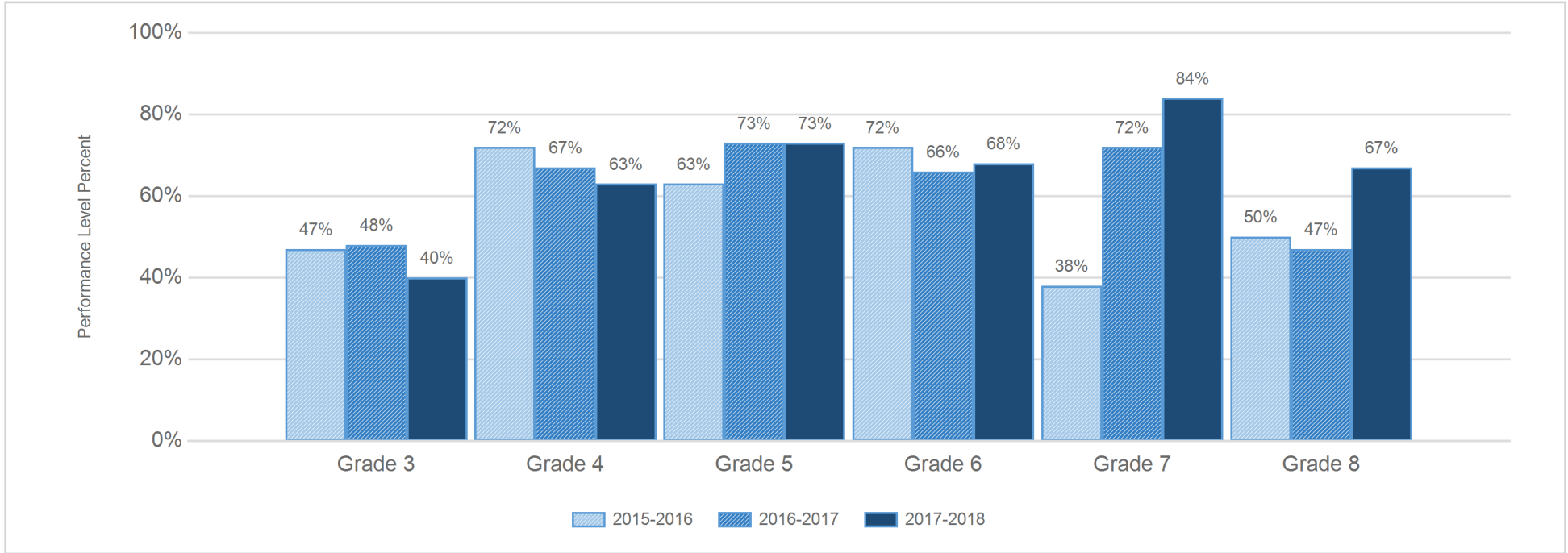| Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	37	781	760	0%	*	*	43%	41%	84%	63%
White	10	775	768	0%	0%	*	*	*	90%	72%
Hispanic	23	779	746	0%	*	*	*	*	83%	49%
Black or African American	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	767	*	*	*	*	*	*	68%
Female	19	779	769	0%	*	*	*	*	79%	72%
Male	18	784	752	0%	*	*	*	*	89%	54%
Economically Disadvantaged Students	16	771	742	0%	*	*	*	*	75%	44%
Non-Economically Disadvantaged Students	21	789	771	0%	*	*	*	*	90%	73%
Students with Disabilities	*	*	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	768	*	*	*	*	*	*	71%
English Learners	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	762	*	*	*	*	*	*	64%
Homeless Students	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	716	N	N	N	N	N	N	21%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	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/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	39	761	759	*	*	*	*	*	67%	60%
White	13	758	767	*	*	*	*	*	69%	70%
Hispanic	20	755	744	*	*	*	*	*	60%	45%
Black or African American	N	N	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	766	*	*	*	*	*	*	66%
Female	24	776	768	*	*	*	*	*	83%	69%
Male	15	738	751	*	*	*	*	*	40%	52%
Economically Disadvantaged Students	24	752	740	*	*	*	*	*	54%	42%
Non-Economically Disadvantaged Students	15	776	769	*	*	*	*	*	87%	71%
Students with Disabilities	*	*	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	766	*	*	*	*	*	*	68%
English Learners	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	761	*	*	*	*	*	*	*
Homeless Students	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	718	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

MOONACHIE BORO
(03-3350)
Grades Offered: PK-08
2017-2018

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

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.

Grade	2015-2016	2016-2017	2017-2018
Grade 3	47%	48%	40%
Grade 4	72%	67%	63%
Grade 5	63%	73%	73%
Grade 6	72%	66%	68%
Grade 7	38%	72%	84%
Grade 8	50%	47%	67%

MOONACHIE BORO

(03-3350)

Grades Offered: PK-08

2017-2018

Report Key:
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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the district and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows 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 these accountability resources.

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	2017-18 Annual Target	Met 2017-18 Annual Target
Districtwide	193	99.5	44.0	45.0	44.0	46.3	Met Target†
White	55	100.0	41.8	54.1	41.8	41.1	Met Target
Hispanic	108	99.1	39.8	29.2	39.8	44.5	Met Target†
Black or African American	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	25	100.0	64.0	77.0	64.0	69.7	Met Target†
American Indian or Alaska Native	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	53.0	*	**	**
Female	92	99.0	39.1	46.0	39.1		
Male	101	100.0	48.5	43.9	48.5		
Economically Disadvantaged Students	111	99.2	38.7	26.6	38.7	38.7	Met Target
Non-Economically Disadvantaged Students	82	100.0	51.2	55.9	51.2		
Students with Disabilities	32	97.2	*	17.1	*	16.2	Met Target†
Students without Disabilities	161	100.0	*	50.5	*		
English Learners	*	*	*	24.6	*	**	**
Non-English Learners	*	*	*	46.9	*		
Homeless Students	*	*	*	17.3	*		
Students In Foster Care	N	N	N	16.2	N		
Military-Connected Students	N	N	N	45.8	N		
Migrant Students	N	N	N	23.7	N		

† Target was met within a confidence interval.

MOONACHIE BORO

(03-3350)

Grades Offered: PK-08

2017-2018

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	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/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	30	746	752	*	*	*	*	*	53%	53%
White	*	*	760	*	*	*	*	*	*	64%
Hispanic	*	*	739	*	*	*	*	*	*	38%
Black or African American	N	N	734	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	757	N	N	N	N	N	N	59%
Female	12	737	752	*	*	*	*	*	42%	53%
Male	18	752	751	*	*	*	*	*	61%	53%
Economically Disadvantaged Students	15	737	736	*	*	*	*	*	53%	35%
Non-Economically Disadvantaged Students	15	755	762	*	*	*	*	*	53%	66%
Students with Disabilities	*	*	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	756	*	*	*	*	*	*	57%
English Learners	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	754	*	*	*	*	*	*	56%
Homeless Students	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	737	N	N	N	N	N	N	46%

MOONACHIE BORO

(03-3350)

Grades Offered: PK-08

2017-2018

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	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/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	30	748	748	*	*	*	*	*	57%	49%
White	*	*	755	*	*	*	*	*	*	60%
Hispanic	13	748	737	*	*	*	*	*	62%	34%
Black or African American	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	752	N	N	N	N	N	N	55%
Female	11	755	748	*	*	*	*	*	64%	50%
Male	19	744	748	*	*	*	*	*	53%	49%
Economically Disadvantaged Students	16	743	733	*	*	*	*	*	56%	30%
Non-Economically Disadvantaged Students	14	753	758	*	*	*	*	*	57%	62%
Students with Disabilities	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	753	*	*	*	*	*	*	55%
English Learners	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	750	*	*	*	*	*	*	52%
Homeless Students	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	731	N	N	N	N	N	N	32%

MOONACHIE BORO

(03-3350)

Grades Offered: PK-08

2017-2018

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	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/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	37	756	748	*	*	*	*	*	62%	49%
White	*	*	756	*	*	*	*	*	*	60%
Hispanic	25	751	736	*	*	*	*	*	56%	32%
Black or African American	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	754	N	N	N	N	N	N	55%
Female	17	758	749	*	*	*	*	*	59%	50%
Male	20	754	747	*	*	*	*	*	65%	48%
Economically Disadvantaged Students	24	753	733	*	*	*	*	*	58%	29%
Non-Economically Disadvantaged Students	13	760	758	*	*	*	*	*	69%	62%
Students with Disabilities	*	*	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	752	*	*	*	*	*	*	55%
English Learners	N	N	718	N	N	N	N	N	N	13%
Non-English Learners	37	756	750	*	*	*	*	*	62%	51%
Homeless Students	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

MOONACHIE BORO

(03-3350)

Grades Offered: PK-08

2017-2018

Mathematics Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	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/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	34	748	744	*	*	41%	*	*	38%	44%
White	*	*	751	*	*	*	*	*	*	54%
Hispanic	21	739	731	*	*	*	*	*	29%	27%
Black or African American	N	N	726	N	N	N	N	N	N	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	744	N	N	N	N	N	N	48%
Two or More Races	N	N	749	N	N	N	N	N	N	52%
Female	19	744	745	*	*	*	*	*	37%	45%
Male	15	752	742	*	*	*	*	*	40%	42%
Economically Disadvantaged Students	23	739	729	*	*	*	*	*	26%	24%
Non-Economically Disadvantaged Students	11	765	753	*	*	*	*	*	64%	56%
Students with Disabilities	*	*	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	748	*	*	*	*	*	*	49%
English Learners	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	745	*	*	*	*	*	*	45%
Homeless Students	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	717	N	N	N	N	N	N	18%

MOONACHIE BORO

(03-3350)

Grades Offered: PK-08

2017-2018

Mathematics Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	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/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	37	748	743	*	*	41%	*	*	43%	43%
White	10	747	750	0%	*	*	*	*	40%	54%
Hispanic	23	743	732	*	*	43%	*	*	39%	27%
Black or African American	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	748	*	*	*	*	*	*	51%
Female	19	738	745	*	*	*	*	*	32%	45%
Male	18	758	741	*	*	*	*	*	56%	42%
Economically Disadvantaged Students	16	744	730	*	*	*	*	*	50%	24%
Non-Economically Disadvantaged Students	21	751	751	*	*	*	*	*	38%	55%
Students with Disabilities	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	748	*	*	*	*	*	*	50%
English Learners	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	744	*	*	*	*	*	*	45%
Homeless Students	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

MOONACHIE BORO

(03-3350)

Grades Offered: PK-08

2017-2018

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

Mathematics Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

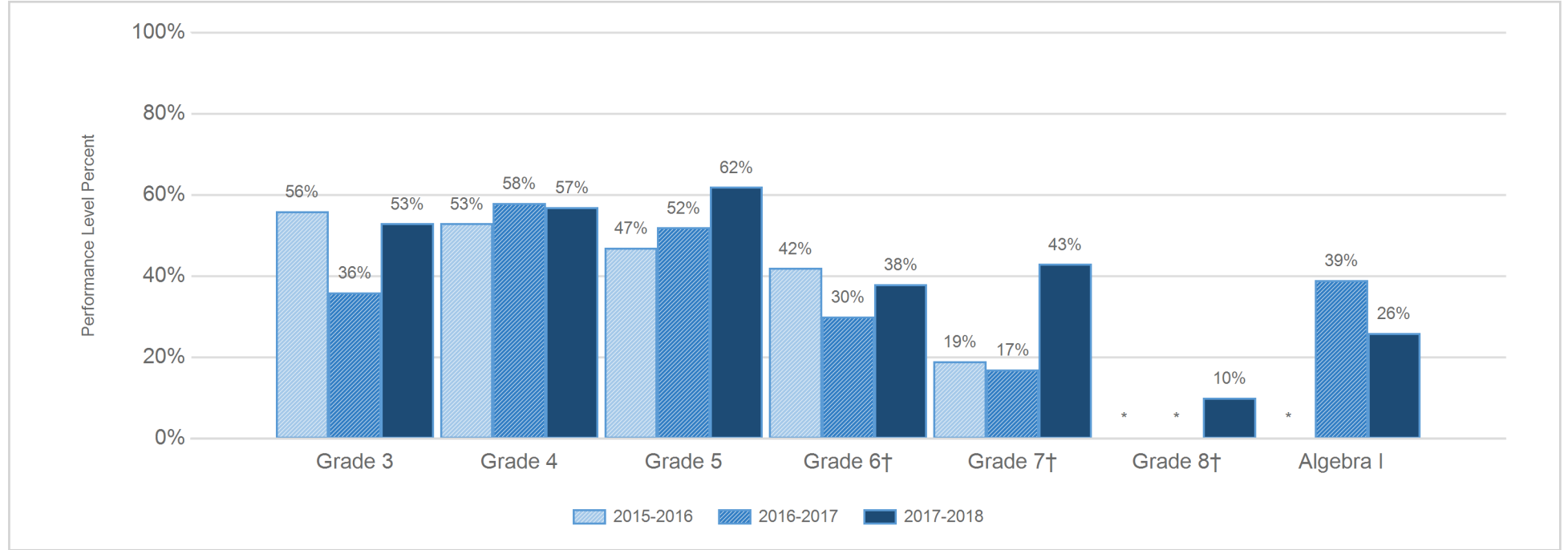| Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	20	712	728	*	*	*	*	*	10%	28%
White	*	*	736	*	*	*	*	*	*	36%
Hispanic	11	715	722	*	*	*	*	*	*	22%
Black or African American	N	N	715	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	729	*	*	*	*	*	*	28%
Female	10	723	731	*	*	*	*	*	*	31%
Male	10	702	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	735	*	*	*	*	*	*	35%
Students with Disabilities	*	*	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	735	*	*	*	*	*	*	*
English Learners	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	729	*	*	*	*	*	*	29%
Homeless Students	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

MOONACHIE BORO

(03-3350)

Grades Offered: PK-08

2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	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/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	19	741	746	*	*	63%	*	*	26%	46%
White	*	*	755	*	*	*	*	*	*	57%
Hispanic	*	*	730	*	*	*	*	*	*	27%
Black or African American	N	N	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	755	N	N	N	N	N	N	54%
Female	*	*	748	*	*	*	*	*	*	48%
Male	*	*	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	710	N	N	N	N	N	N	*
Non-English Learners	19	741	749	*	*	63%	*	*	26%	*
Homeless Students	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	720	N	N	N	N	N	N	11%

MOONACHIE BORO
(03-3350)
Grades Offered: PK-08
2017-2018

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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 Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.

	Grade 3	Grade 4	Grade 5	Grade 6†	Grade 7†	Grade 8†	Algebra I
2015-2016	56%	53%	47%	42%	19%	*	39%
2016-2017	36%	58%	52%	30%	17%	*	26%
2017-2018	53%	57%	62%	38%	43%	10%	*

MOONACHIE BORO

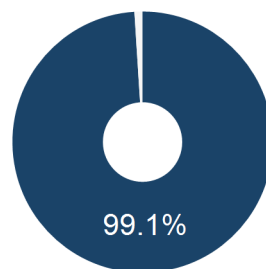(03-3350)

Grades Offered: PK-08

2017-2018

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N
6	*	*
7	N	N
8	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. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the district's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

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 of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	*	*	*

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(03-3350)

Grades Offered: PK-08

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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 grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.
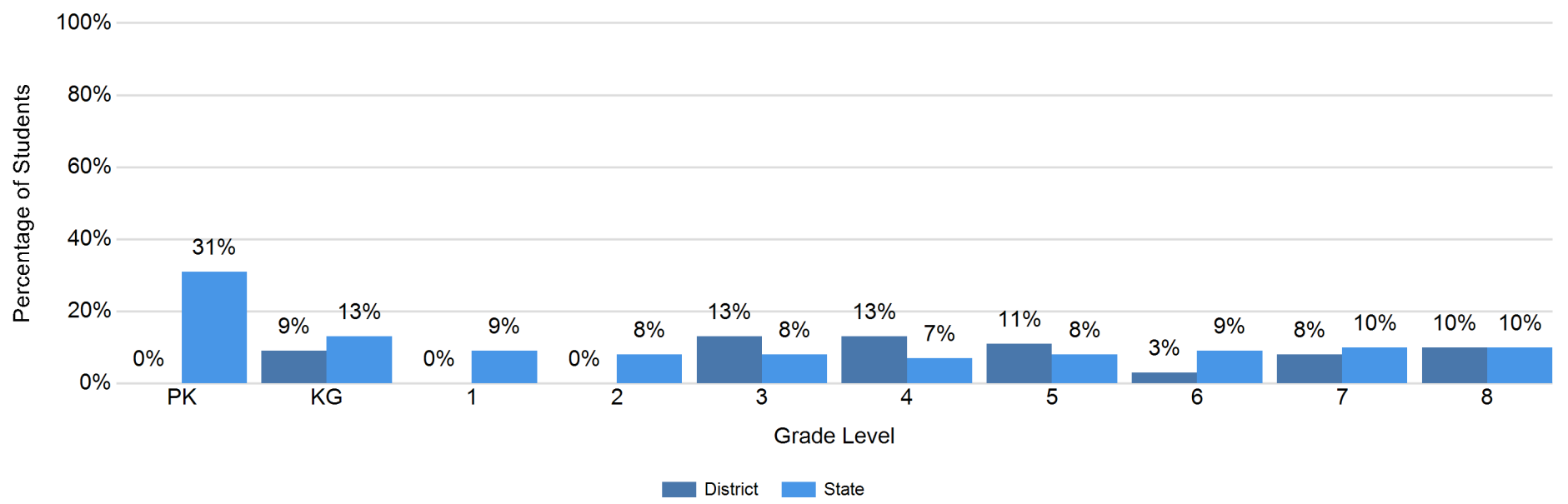
MOONACHIE BORO

(03-3350)

Grades Offered: PK-08

2017-2018

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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	35
7	0	0	37
8	20	0	21
Total	20	0	93

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	0	0	0	0	0	0	33
7	0	0	0	0	0	0	33
8	0	0	0	0	0	0	33
Total	0	0	0	0	0	0	99
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	0	0	0	0	0	0	0

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Visual and Performing Arts – Course Participation

The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the district and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the district and across the state.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

99.1%

District

89.1%
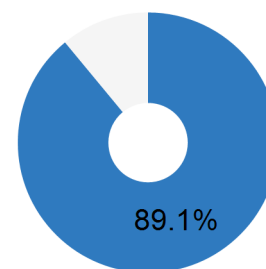
State

Students enrolled in one or more classes by discipline:

		Percentage
MUSIC	District	99.1%
	State	64.1%
DANCE	District	0.0%
	State	2.0%
DRAMA	District	0.0%
	State	5.8%
VISUAL ARTS	District	99.1%
	State	70.2%

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(03-3350)

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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.

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	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Districtwide	23	7.5	9.1	Met
White	7	7.8	9.1	Met
Hispanic	15	9.0	9.1	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	1	2.5	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	13	7.8	9.1	Met
Students with Disabilities	10	20.4	9.1	Not Met
English Learners	1	9.1	**	**

Days Absent

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

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Chronic Absenteeism by Grade

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

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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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.31

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Proteced Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	1	2
No Identified Nature	4		4

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
*

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Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/Local	Total
District Total (2016-2017)	$611	$17,058	$17,669

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
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

Teachers – Experience

This table shows information about experience for teachers assigned to this district and across the state.

Category	Teachers in District	Teachers in State
Total Number of teachers	28	117,464
Average years experience in public schools	9.5	12.0
Average years experience in district	9.4	10.7
Teachers in district for 4 or more years	71.4%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	3	9,374
Average years experience in public schools	8.0	16.0
Average years experience in district	1.7	12.0
Administrators in district for 4 or more years	0.0%	76.2%

Student and Staff Ratios

This table shows ratios of students and staff members in the district.

Ratio	District Ratio
Students to Teachers	11:1
Students to Administrators	107:1
Teachers to Administators	9:1
Students to Librarian/Media Specialists	321:1
Students to Nurses	321:1
Students to Counselors	N
Students to Child Study Team	N

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher   68%
Admin   N/A

Master's Degree

Teacher   32%
Admin   67%

Doctoral Degree
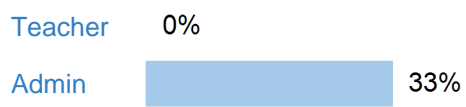
Teacher   0%
Admin   33%

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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	83.9%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	86.2%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2017-18	97.5%

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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

Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	78.6%	33.3%
Male	21.4%	66.7%
White	96.4%	66.7%
Hispanic	3.6%	0.0%
Black or African American	0.0%	33.3%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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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). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Schools Identified as Requiring Comprehensive or Targeted Support - Districtwide

The table below shows the list of schools in the district that are identified as requiring Comprehensive or Targeted Support and Improvement during the 2019-20 school year. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. Schools where any student group has a summative score that would be in the bottom 5% of schools or where any student group missed annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. If a school requires Targeted Support and Improvement, the last column of the table lists the student groups that were identified. The schools below may have been identified based on either data from the 2016-17 or 2017-18 school year. See school level performance reports for more details.

County Code	County Name	District Code	District Name	School Code	Any Student Group(s) Requiring Targeted Support during the 2019-20 School Year	Student Group(s) Requiring Targeted Support during the 2019-20 School Year
03	BERGEN	3350	MOONACHIE BORO	060	Yes	Students with Disabilities

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Accountability Summary by Student Group

This table shows whether the district and each student group met annual ESSA accountability targets for each indicator. Annual targets for proficiency and graduation rate were set based on a district or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given district. For more details on accountability targets, see these accountability resources.

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

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

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District Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Highlights:	• "3-Tier School Wide Positive Behavior Intervention Support System Instructional Best Practices in ELA, Math, & Special Education Student Created and Edited Daily RLC T.V."
Mission, Vision, Theme:	It is the Mission of the Robert L. Craig School & Moonachie School District to help its students gain the academic skills and knowledge, intellectual integrity, and individual courage as risk-takers, which will lead to their personal success. We will provide an education, which enables our students to operate as active citizens in America, in its democracy, as well as informed citizens of the world. This education will be provided in an encouraging atmosphere, which fosters respect, as well as academic and social growth.
Awards, Recognition, Accomplishments:	Awarded Pre-School Education Expansion Aid (PEEA) to expand our Half-Day Pre-Kindergarten program to a Full-Day program for the 2018-19 School year and beyond. Additionally, we continue to realize a decrease in HIB Reports and student code of conduct violations due to our School Wide PBIS Program. Our 8th Grade students are continually applying to and being accepted into Special Admit schools. We are recipients of the 21st Century YMCA After School Grant, which was expanded to include grade 3 for the 2018-19 School Year. With the award of the Lowe's Toolbox Educational Grant our courtyard has been transformed into a sustainable garden, whereas our students engage in the preparation, planting, and upkeep of fruits and vegetables.

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Courses, Curriculum, Instruction:	NJSLS Aligned Curriculum Across Grades & Contents. We have implemented the Creative Curriculum for our Pre-Kindergarten program. Reading Street continues to be implemented for grades K-5 and EnVision Math as the core mathematics program for K-5. Our ELA Response to Intervention is centered around the Leveled Literacy Intervention Program, Orton Instructional Practices, and Reciprocal Teaching strategies. Our Math Response to Intervention is centered around Numbers World Tiered Program as well as Rocket Math and Lumos Learning. The 21st Century YMCA program has partnered with the school to implement a Saturday Tutoring program to provide students individualized academic support as well as Vacation School to occur during Spring Break. Finally, our Enrichment Program spans grades 6-8 and offers our students an opportunity to gain real-world experiences.
Sports and Athletics:	Sports Offered: Basketball (Boys)
Clubs and Activities:	Student Council, STEAM TEAM, RLC T.V., Drama Club, Math Olympiad, Yearbook, Early Morning Art, Band, Gardening Club, Enrichment, Chess Club, National Spelling Bee Participant, Geography Bee Participant

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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.
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, 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 3 for ELA, year 2 for Math, and year 1 for Special Education. Our ELA Best Practices focus on Reciprocal Teaching, Socratic Seminars, Close Reading, and Buddy Reading. Our Mathematics best practices are centered around students modeling and reasoning, math discussions, and socratic seminars. Our Special Education team is centered in best practices for inclusive students receiving Tier 1 Grade Level Instruction.

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Student Supports and Services:	Child Study Team: Director, School Psychologist, School Social Worker, Learning Disabilities Teacher Consultant. Services Include - Occupational Therapy, Physical Therapy, Speech Therapy, Counseling, and Social Groups. Student Behaviorist is on staff twice per week. I&RS Team. PIRT Team. School Climate Team. Data Team. Instructional services include morning tutoring, 21st Century YMCA after school Program, Blended Learning Opportunities, ESL/ELL Services, Lexia, Lumos Learning, and RTI model for student academic growth.
Student Health and Wellness:	School wide Breakfast Program, Healthy-U Program for Middle School Health Classes, K-8 Health Class, Peaceful Playgrounds Initiative to promote sportsmanship and respect during recess, Parter with Moonachie Police Department to run L.E.A.D. Class, 21st Century After School Program promotes healthy snack options, Partner with the South Bergen Rotary Club to provide economically disadvantaged students with well-balanced snack packs - delivered to students during extended weekends and vacations.
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

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

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A B C 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.

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i 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.