NJ SCHOOL PERFORMANCE REPORT

MATTHEW JAGO ELEMENTARY SCHOOL
(23-5850-150)
Grades Offered: PK-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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How to use this report:

- **Learn more** about this school 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 or the district-level report for this school
- 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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School Contact Info

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

Type	Contact Information
County	MIDDLESEX
District	WOODBRIDGE TWP
Principal Name	MR. PATTEN
Address	99 CENTRAL AVENUE SEWAREN, NJ 07077
Phone Number	(732)602-8428
Email Address	ROBERT.PATTEN@WOODBRIDGE.K12.NJ.US
Website	https://www.woodbridge.k12.nj.us
Twitter	https://twitter.com/matthewjago28

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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	72	76	77
KG	27	53	54
1	64	44	66
2	62	71	40
3	61	62	80
4	79	58	64
5	70	79	58
Total	435	443	439

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	39.3%	38.8%	39.4%
Male	60.7%	61.2%	60.6%
Economically Disadvantaged Students	36.8%	34.1%	29.4%
Students with Disabilities	44.8%	49.0%	51.3%
English Learners	0.0%	0.2%	0.5%
Homeless Students		0.7%	0.7%
Students in Foster Care		0.2%	0.5%
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	43.7%	46.3%	46.0%
Hispanic	32.2%	26.9%	26.0%
Black or African American	10.6%	11.3%	10.7%
Asian	12.6%	14.2%	15.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.9%	1.4%	2.1%

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	58	42	54
PK - Full Day	14	34	23
KG - Half Day	22	29	28
KG - Full Day	5	24	26

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	88.4%
Spanish	5.9%
Other Languages	5.7%

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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 school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school 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 district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	38	45	50	Not Met	33	53	50	Not Met
White	35	43	50	Not Met	39	46	51	Not Met
Hispanic	38	40	49	Not Met	31	47	48	Not Met
Black or African American	46	39	44	**	28.5	46	44	**
Asian, Native Hawaiian, or Pacific Islander	*	55	61	**	*	64.5	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	N	34.5	49	**	N	50	51	**
Economically Disadvantaged	38	42	48	Not Met	35.5	46	47	Not Met
Students with Disabilities	39	33	41	**	39.5	40	43	**
English Learners	*	52	54	**	*	60	51	**

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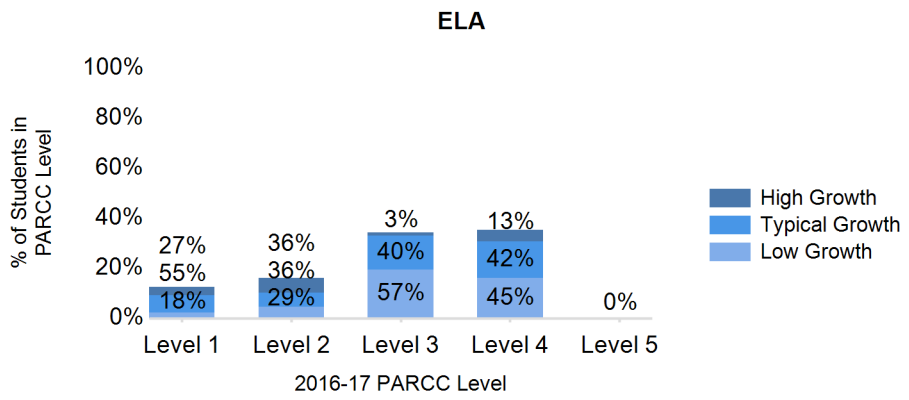
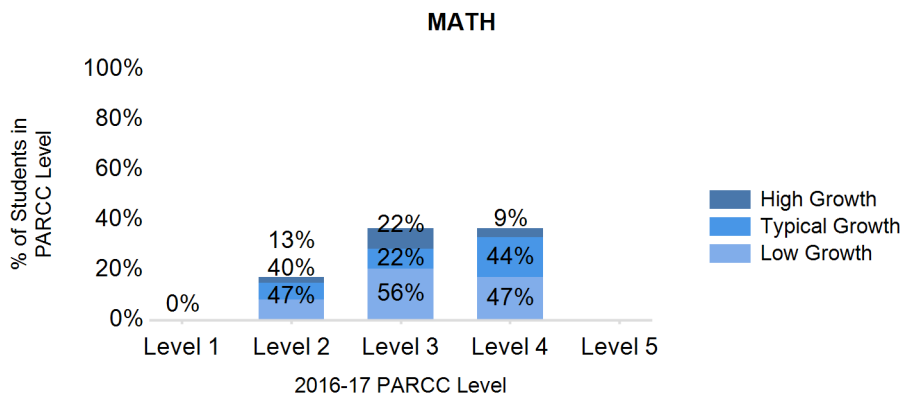
Student Growth by Performance Level

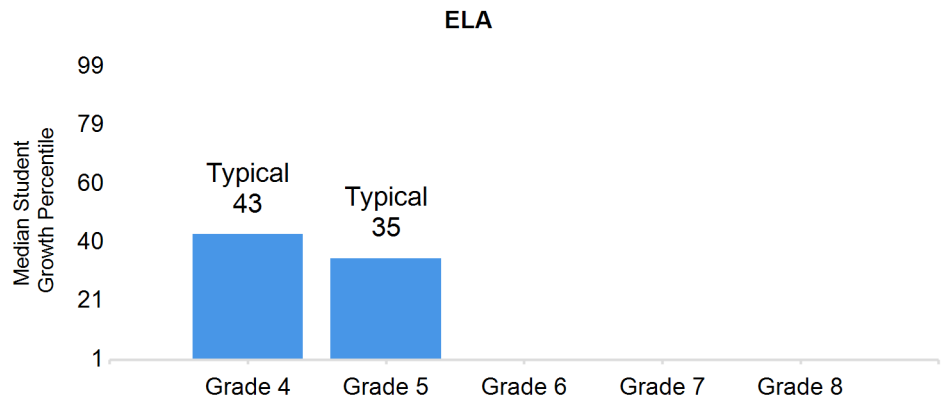
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

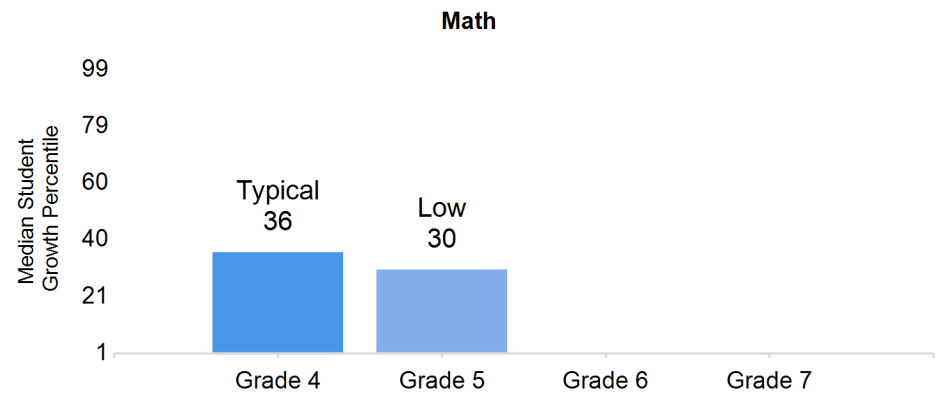




Student Growth by Grade

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 school, 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	School: % of Testers Met/Exceeded Expectations	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
Schoolwide	159	95.9	37.8	48.6	56.7	37.8	36.5	Met Target
White	76	93.9	43.4	46.0	65.6	42.9	34.5	Met Target
Hispanic	53	98.2	28.3	*	42.5	28.3	39.1	Not Met
Black or African American	14	93.7	35.7	34.9	37.3	35.7	**	**
Asian, Native Hawaiian, or Pacific Islander	16	100.0	43.8	69.7	82.3	43.8	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	N	N	N	42.4	63.4	N	**	**
Female	76	93.9	46.0	57.8	64.5	46.0		
Male	83	97.7	30.1	40.0	49.4	30.1		
Economically Disadvantaged Students	52	94.5	32.7	32.1	38.5	32.5	31.7	Met Target
Non-Economically Disadvantaged Students	107	96.5	40.2	56.4	67.5	40.2		
Students with Disabilities	35	92.1	14.3	12.2	21.6	14.2	21.9	Met Target†
Students without Disabilities	124	96.9	44.3	53.7	63.9	44.3		
English Learners	*	*	*	33.1	27.3	*	**	**
Non-English Learners	*	*	*	49.7	59.4	*		
Homeless Students	N	N	N	15.4	27.7	N		
Students In Foster Care	N	N	N	45.5	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	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	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/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	736	747	750	20%	*	23%	*	*	42%	52%
White	33	740	744	759	*	*	*	52%	0%	52%	61%
Hispanic	16	728	730	736	*	*	*	*	*	25%	38%
Black or African American	*	*	728	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	714	758	N	N	N	N	N	N	58%
Female	32	736	754	756	*	*	*	*	*	44%	57%
Male	28	735	741	744	*	*	*	*	*	39%	46%
Economically Disadvantaged Students	15	730	728	733	*	*	*	*	*	20%	34%
Non-Economically Disadvantaged Students	45	738	755	762	*	*	*	*	*	49%	64%
Students with Disabilities	10	686	708	719	*	*	0%	*	*	10%	24%
Students without Disabilities	50	746	752	756	*	*	28%	*	*	48%	57%
English Learners	N	N	716	712	N	N	N	N	N	N	15%
Non-English Learners	60	736	749	753	20%	*	23%	*	*	42%	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	N	751	N	N	N	N	N	N	52%
Migrant Students	N	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	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/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	741	749	756	*	27%	29%	*	*	38%	58%
White	18	744	*	764	*	*	*	*	*	44%	68%
Hispanic	17	733	736	744	*	*	*	*	*	24%	44%
Black or African American	*	*	736	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	736	763	N	N	N	N	N	N	63%
Female	17	752	754	762	*	*	*	*	*	53%	63%
Male	28	735	744	751	*	*	*	*	*	29%	53%
Economically Disadvantaged Students	19	744	734	740	*	*	*	*	*	47%	40%
Non-Economically Disadvantaged Students	26	740	756	767	*	*	*	*	*	31%	70%
Students with Disabilities	*	*	708	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	754	762	*	*	*	*	*	*	64%
English Learners	N	N	714	720	N	N	N	N	N	N	17%
Non-English Learners	45	741	751	759	*	27%	29%	*	*	38%	61%
Homeless Students	N	N	736	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	N	757	N	N	N	N	N	N	57%
Migrant Students	N	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	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/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	740	751	755	*	22%	41%	*	*	33%	58%
White	22	743	*	763	*	*	50%	*	*	32%	68%
Hispanic	17	734	739	743	*	*	*	*	*	29%	43%
Black or African American	*	*	737	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	748	763	N	N	N	N	N	N	65%
Female	26	743	758	762	*	*	*	*	*	42%	66%
Male	20	736	745	749	*	*	*	*	*	20%	51%
Economically Disadvantaged Students	14	732	737	739	*	*	*	*	*	29%	39%
Non-Economically Disadvantaged Students	32	743	758	766	*	*	*	*	*	34%	71%
Students with Disabilities	*	*	709	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	756	762	*	*	*	*	*	*	65%
English Learners	*	*	716	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	752	757	*	*	*	*	*	*	60%
Homeless Students	N	N	*	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	*	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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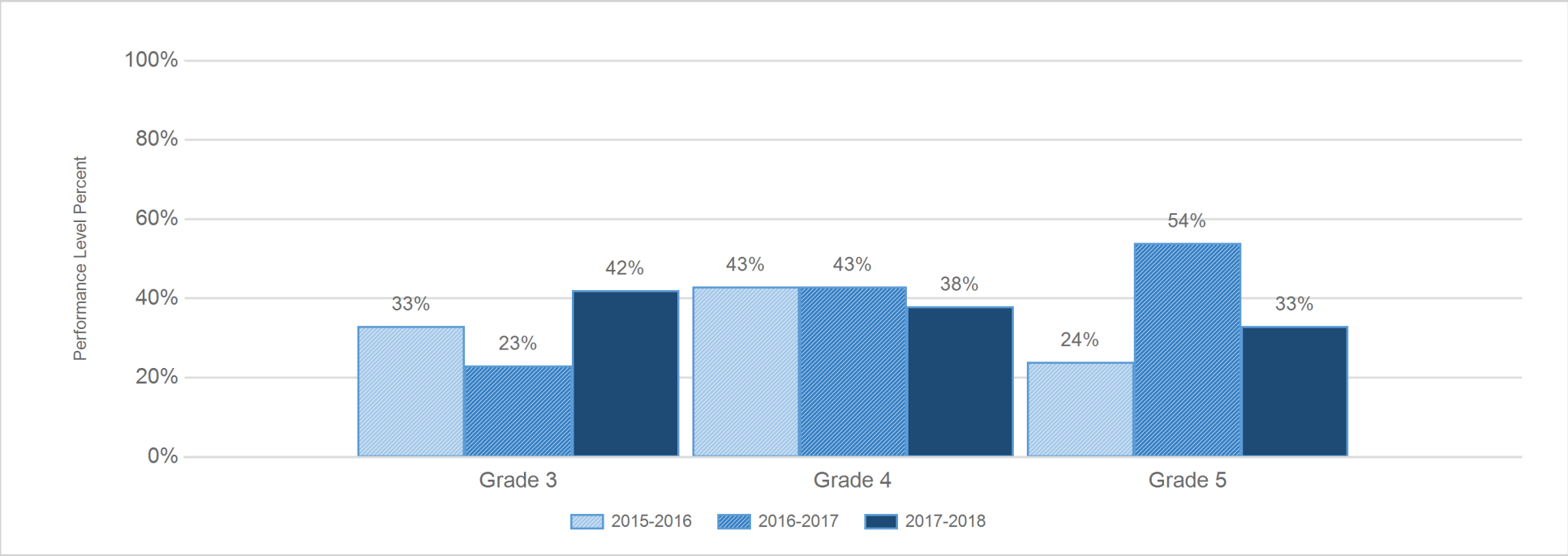
English Language Arts/Literacy Assessment - Performance Trends

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.



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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 school, 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	School: % of Testers Met/Exceeded Expectations	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
Schoolwide	159	95.9	31.5	42.8	45.0	31.5	45.3	Not Met
White	76	93.9	34.2	39.6	54.1	33.8	45.7	Not Met
Hispanic	53	98.2	24.6	26.0	29.2	24.6	45.6	Not Met
Black or African American	14	93.7	14.3	23.0	23.4	14.3	**	**
Asian, Native Hawaiian, or Pacific Islander	16	100.0	56.3	68.7	77.0	56.3	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	N	N	N	35.4	53.0	N	**	**
Female	76	93.9	32.9	45.1	46.0	32.9		
Male	83	97.7	30.1	40.6	43.9	30.1		
Economically Disadvantaged Students	52	94.5	25.0	26.6	26.6	24.9	37.3	Not Met
Non-Economically Disadvantaged Students	107	96.5	34.6	50.5	55.9	34.6		
Students with Disabilities	35	92.1	11.4	10.6	17.1	11.4	28.2	Not Met
Students without Disabilities	124	96.9	37.1	47.1	50.5	37.1		
English Learners	*	*	*	35.9	24.6	*	**	**
Non-English Learners	*	*	*	43.3	46.9	*		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	N	N	N	27.3	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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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	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/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	735	753	752	*	26%	28%	*	*	33%	53%
White	34	735	749	760	*	*	35%	*	*	32%	64%
Hispanic	16	727	735	739	*	*	*	*	*	19%	38%
Black or African American	*	*	732	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	717	757	N	N	N	N	N	N	59%
Female	33	732	754	752	*	*	*	*	*	33%	53%
Male	28	739	751	751	*	*	*	*	*	32%	53%
Economically Disadvantaged Students	15	736	733	736	*	*	*	*	*	20%	35%
Non-Economically Disadvantaged Students	46	735	760	762	*	*	*	*	*	37%	66%
Students with Disabilities	11	705	723	730	*	*	*	*	*	*	29%
Students without Disabilities	50	742	756	756	*	*	*	*	*	*	57%
English Learners	N	N	734	726	N	N	N	N	N	N	23%
Non-English Learners	61	735	754	754	*	26%	28%	*	*	33%	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	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

MATTHEW JAGO ELEMENTARY SCHOOL
(23-5850-150)
Grades Offered: PK-05
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 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	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/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	734	749	748	*	24%	36%	*	*	29%	49%
White	18	741	*	755	*	*	*	*	*	39%	60%
Hispanic	17	725	734	737	*	*	*	*	*	18%	34%
Black or African American	*	*	733	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	742	752	N	N	N	N	N	N	55%
Female	17	735	750	748	*	*	*	*	*	29%	50%
Male	28	733	749	748	*	*	*	*	*	29%	49%
Economically Disadvantaged Students	19	729	734	733	*	*	*	*	*	32%	30%
Non-Economically Disadvantaged Students	26	737	757	758	*	*	*	*	*	27%	62%
Students with Disabilities	*	*	717	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	754	753	*	*	*	*	*	*	55%
English Learners	N	N	728	722	N	N	N	N	N	N	16%
Non-English Learners	45	734	751	750	*	24%	36%	*	*	29%	52%
Homeless Students	N	N	715	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	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

MATTHEW JAGO ELEMENTARY SCHOOL
(23-5850-150)
Grades Offered: PK-05
2017-2018

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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	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/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	739	752	748	*	28%	35%	*	*	33%	49%
White	22	740	*	756	0%	*	*	*	*	32%	60%
Hispanic	17	740	736	736	0%	*	*	*	*	35%	32%
Black or African American	*	*	733	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	751	754	N	N	N	N	N	N	55%
Female	26	739	753	749	*	*	*	*	*	31%	50%
Male	20	739	750	747	*	*	*	*	*	35%	48%
Economically Disadvantaged Students	14	735	736	733	*	*	*	*	*	29%	29%
Non-Economically Disadvantaged Students	32	741	759	758	*	*	*	*	*	34%	62%
Students with Disabilities	*	*	721	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	755	752	*	*	*	*	*	*	55%
English Learners	*	*	723	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	753	750	*	*	*	*	*	*	51%
Homeless Students	N	N	*	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	20%
Military-Connected Students	N	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

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2017-2018

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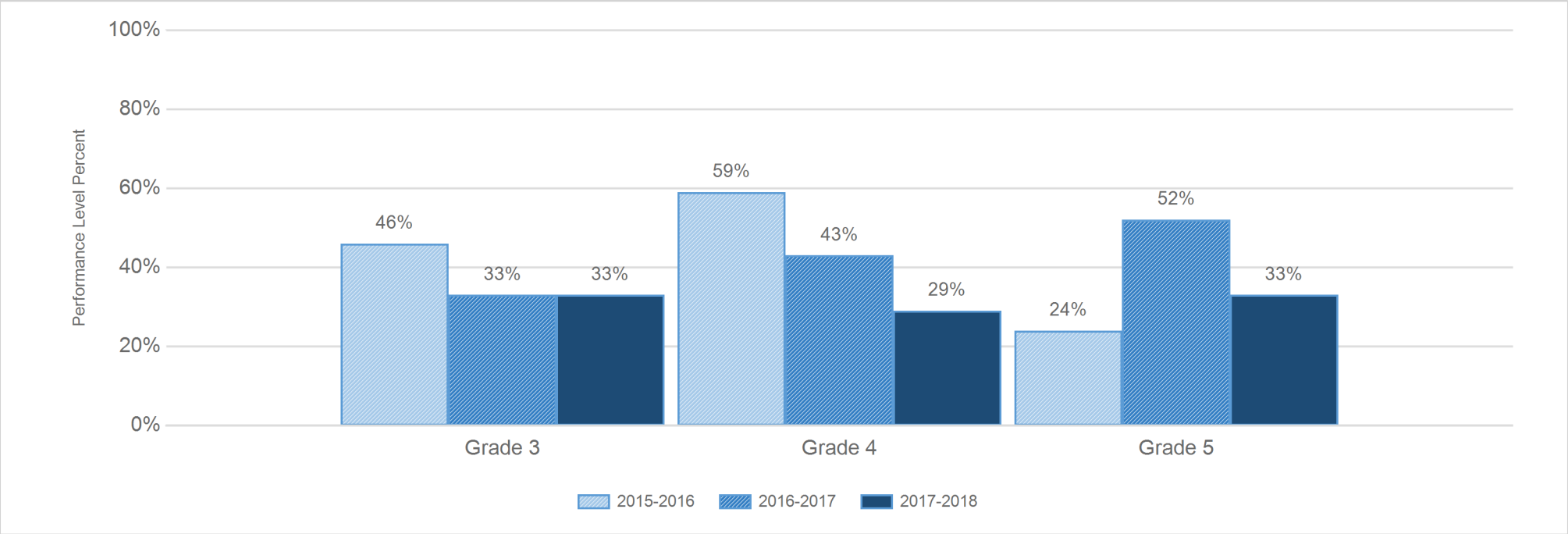
Mathematics Assessment – Performance Trends

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

NJ SCHOOL PERFORMANCE REPORT

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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	*	*
4	*	*
5	*	*

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 school'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	N	N	N

† 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	N	N	N
3-4	N	N	N
5 or more	N	N	N

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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.

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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.

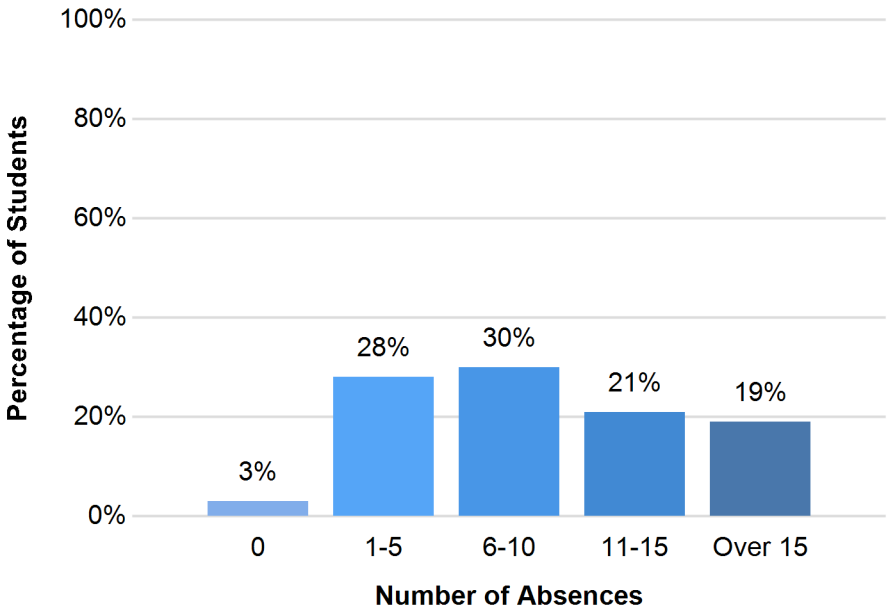
Chronic Absenteeism

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
Schoolwide	56	15.3	8.9	Not Met
White	23	13.1	8.9	Not Met
Hispanic	20	20.0	8.9	Not Met
Black or African American	*	*	8.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	7	15.9	8.9	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	29	23.8	8.9	Not Met
Students with Disabilities	28	18.4	8.9	Not Met
English Learners	*	*	**	**

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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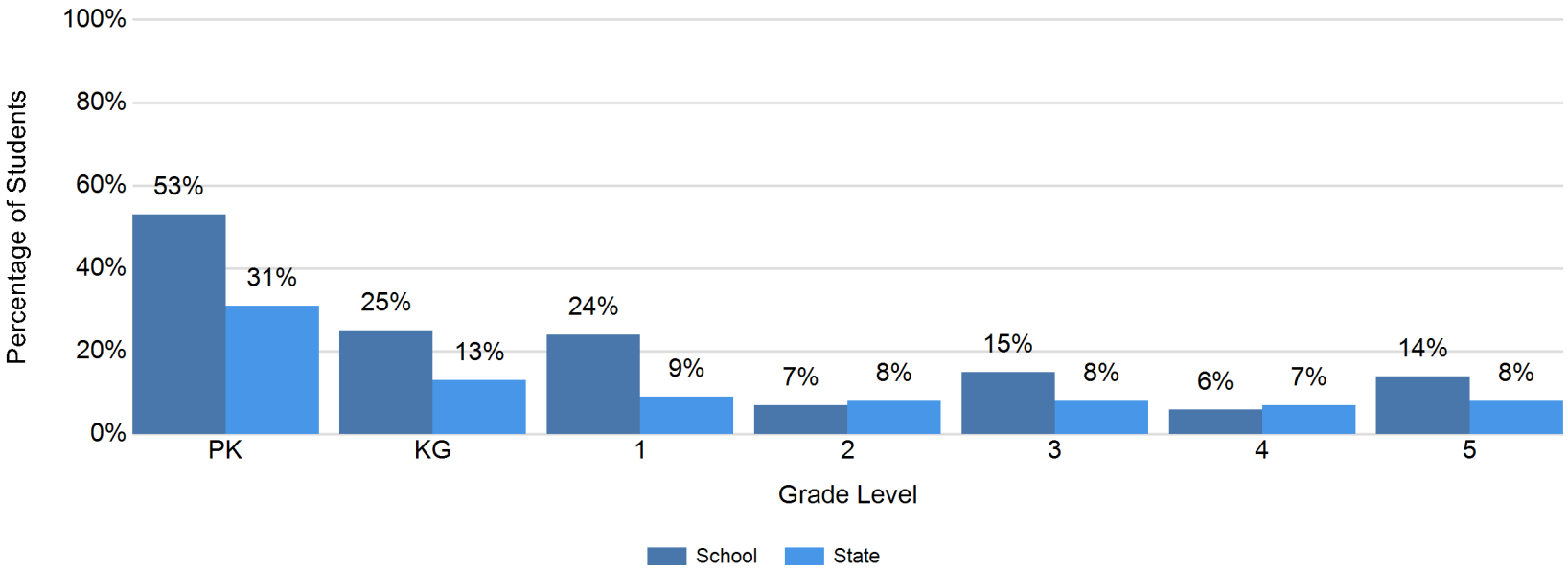
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

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)	7
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	1.59

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	2	1	3
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	9	6	15
No Identified Nature	0		0

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
0

NJ SCHOOL PERFORMANCE REPORT

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1.4:1

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)	$420	$12,528	$12,948

NJ SCHOOL PERFORMANCE REPORT

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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 school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	39	117,464
Average years experience in public schools	13.6	12.0
Average years experience in district	12.1	10.7
Teachers in district for 4 or more years	76.9%	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	63	9,374
Average years experience in public schools	21.5	16.0
Average years experience in district	20.3	12.0
Administrators in district for 4 or more years	100.0%	76.2%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	439:1	216:1
Teachers to Administrators	39:1	17:1
Students to Librarians/Media Specialists		13598:1
Students to Nurses		544:1
Students to Counselors		425:1
Students to Child Study Team		349:1

NJ SCHOOL PERFORMANCE REPORT

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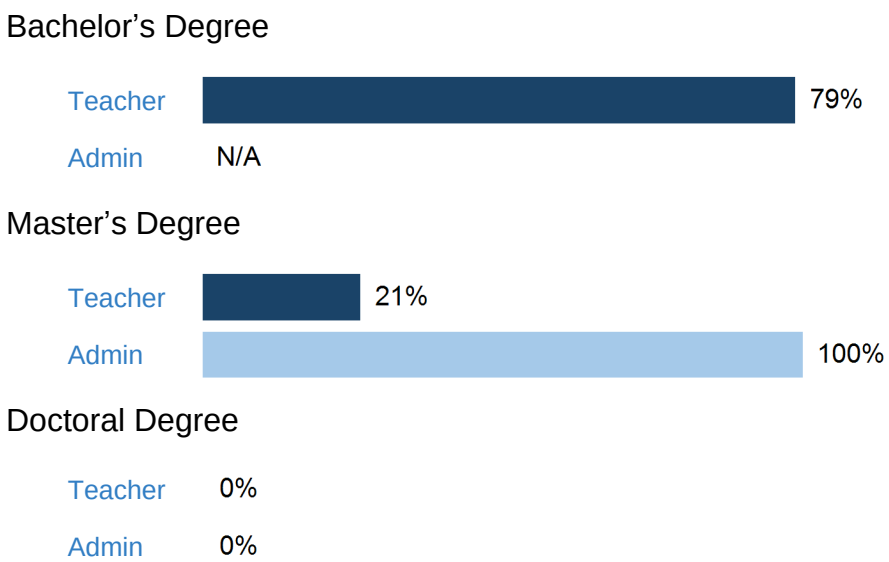
Teachers and Administrators - Level of Education

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.



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	95.5%	90.2%
2016-17 Administrators: Same district 2017-18	95.2%	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	94.5%

NJ SCHOOL PERFORMANCE REPORT

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Key terms for staff data:
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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	92.3%	0.0%
Male	7.7%	100.0%
White	97.4%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	0.0%
Asian	2.6%	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.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. 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.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Yes	No	Yes

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	Yes	No	Yes
White	Yes		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

NJ SCHOOL PERFORMANCE REPORT

MATTHEW JAGO ELEMENTARY SCHOOL
(23-5850-150)
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2017-2018

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. 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. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	13.68	17.5%
Mathematics Proficiency	16.82	17.5%
English Language Arts Growth	10.43	25.0%
Mathematics Growth	7.54	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	9.41	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	11.24	n/a
Summative Rating: Percentile Rank of Summative Score	2.90	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	Yes	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school 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 school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	Yes	Met Target	Not Met	Not Met	Not Met	N	Not Met	No
White	8.20	14.08	Yes	Met Target	Not Met	Not Met	Not Met	n/a	Not Met	No
Hispanic	14.53	14.08	No	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Black or African American	**	**	No	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	20.57	14.08	No	Met Target	Not Met	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	**	**	No	Met Target†	Not Met	**	**	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School 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:	• Matthew Jago School is a neighborhood school that houses approximately 450 students. The school building is located in the Sewaren section of Woodbridge Township. • The school's instructional program is one shared by all of the Woodbridge Township School District's elementary schools. Instruction in every one of our classrooms is student centered and flexible. • To meet the needs of our pupils, Support Instruction is offered in the areas of Reading and Math, speech therapy, occupational and physical therapy. Self contained classes are also offered.
Mission, Vision, Theme:	The Faculty and Staff of Matthew Jago School believe our mission is to engage the entire community in an effort to provide a learning environment that fosters inter-dependence, embraces change and values diversity. It is our goal to develop life-long learners who will become responsible citizens prepared to take their places as productive members in our global society. We recognize that our school population is comprised of diverse cultures, backgrounds and abilities. We are committed to providing all of our students with programs of educational excellence that are conducted in an environment free of any barriers that hinder learning while promoting a solid educational process.
Awards, Recognition, Accomplishments:	Matthew Jago School is a recipient of the New Jersey Governor's School of Excellence Award. The school has also been designated as a New Jersey Star School and, in addition, the Principal of Matthew Jago School has received the New Jersey Principal of the Year/ Rewarding Visionary Leadership Award. Matthew Jago School has also been named as a New Jersey Best Practice School and A Community of Caring School. These awards are reflective of the innovative programs, parent involvement and the consistent proficiency shown in student test scores as indicated by the testing program in grades three, four and five. They also demonstrate the staff's strong commitment to the engagement of our students in programs and activities that promote educational achievements while instilling the attributes of personal character.

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Courses, Curriculum, Instruction:	The school's instructional program is one shared by all of the Woodbridge Township School District's elementary schools. Instruction in every one of our classrooms is carried out in student centered environments that focuses all instructional time into uninterrupted blocks. During these instructional periods the teachers have the flexibility to provide instruction using techniques such as guided groups, learning centers and independently driven activities. These areas of the curriculum utilize award winning children's literature, leveled books, portfolio assessment, in addition to a variety of opportunities for the students to develop essential reading strategies while they pursue writing as an important life-long communication skill. The curriculum also contains a mathematics component that builds upon our students' skills as it provides a variety of opportunities for practice and application of skills.
Clubs and Activities:	To enrich our students' school experience we have developed additional programs that promote leadership, address individual needs and expand our instructional programs while providing the motivation and incentive to put "learned skills" to a productive use. We are proud of our Band, Chorus, our lunchtime tutors, our Reading Buddies and our track team. We conduct a monthly incentive program for all of our students and we continue to provide school assemblies during the school day that extend and reinforce the learning that takes place within the classroom walls. We are especially honored to be the recipients of several Service-learning grants that involve our students with the community.

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Before and After School Programs:	Matthew Jago School is a Title One School. Using that related funding, an extended day Title One Program for Reading, Math and Technology is conducted, as well as clubs that focus upon skills such as homework, technology, writing and math. The YMCA also conducts a before and after school program at this site.

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Student Supports and Services:	Students are supported through the development of district services that are offered in the building. A Guidance program works to intercede with the daily needs of our students and our community in terms of social and emotional issues. Learning needs are addressed through the use of an I&RS committee and the child study team. (Learning Disabilities Consultant, Psychologist, and Social Worker) An academic coach is provided for struggling emerging readers and a Title One support professional is available to assistant students with specific concerns in the content areas of our program.
Parent and Community Involvement:	Matthew Jago School has two very active parent organizations. The P.A.C.E. Parents' Group also conducts monthly parent support meetings for the parents of all of the district's classified students. A grant has been obtained to operate a "Strengthening Families" program that conducts evening activities for our families. We are especially honored to be the recipients of several Service-learning grants that involve our students with the community. Grants with the Woodbridge Garden Club, the Perth Amboy Seniors' Center, and a local Head Start Program have given our students an opportunities to develop the concept of their place in the community while using the skills that they have learned in school in a "purposeful" manner as they assist others. Woodbridge Township has also provided our school with an extensive barrier free park and recreation area that can be used by all without limitations.

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Climate Surveys:	Is a Climate Survey Used: No; Who is surveyed: Teachers
Facilities:	Matthew Jago School is a neighborhood school that houses approximately 450 students. The school building is located in the Sewaren section of Woodbridge Township. It is one of the sixteen K-5 elementary schools operated by the Woodbridge Township School District. Matthew Jago School is a single story, handicapped accessible building. The school was opened in the fall of 1969. Within the last several years the physical plant that comprises the school has been upgraded and renovated. A new heating system, new exterior doors and windows, and two completely remodeled student restrooms are some of the improvements that have been completed. In addition, all of the classroom spaces have been air-conditioned to meet the health related needs of our students. A new roof and solar panels have been installed that will contribute to an environmentally friendly operation of the building.
School Safety:	A district wide and a school based safety committee ensures that the building's safety issues are addressed on an ongoing basis. In addition, local law and fire enforcement supervises monthly drills in terms of building evacuation and emergency response. Teachers are trained to deal with building behaviors and student behaviors. There are two nurses assigned to the building who daily supervise our students' in terms of monitoring their health and welfare and their outside medical care. The nurses also manage staff in-services that deal with Asthma, allergies,and with epi-pen usage.

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Technology and STEM:	The Technology program incorporates the STEM approach as well as the topic of digital citizenship. Technology is provided for use in the classroom in terms of laptops, chrome books and ipads and their availability for classroom use. The classrooms are outfitted with projection systems and audio enhancement equipment which enhances and further develops the delivery of the curriculum.
Early Childhood Education:	Students with preschool disabilities and autism are provided with instruction at Matthew Jago School. Their programs include speech, classroom curriculum, occupational therapy and physical therapy.

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Other Information:	Matthew Jago School also operates as the home of the district's Extended School Year Program. This program is available to all of the classified students in the district if indicated in the individual education plan. P.A.C.E. (Program for the Advancement of Children's Education), which is the name of the program, operates for a six-week period during the months of July and August. The program focuses upon the retention and maintenance of the learned academic, self-help and social skills that are outlined in each child's educational plan and that had been mastered during the previous school year.