



OVERVIEW
MIDDLESEX
WOODBIDGE TWP

State of New Jersey
2014-15

GRADE SPAN PK-05

23-5850-150
MATTHEW JAGO ELEMENTARY SCHOOL
GLEN COVE AVENUE
SEWAREN, NJ 07077

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.



DEMOGRAPHIC INFORMATION

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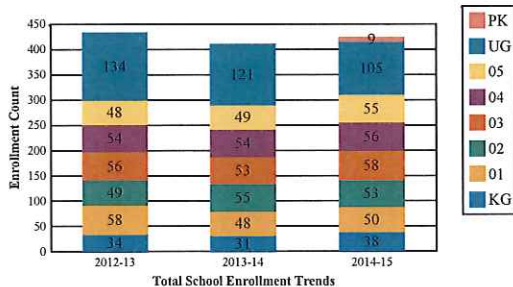
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Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



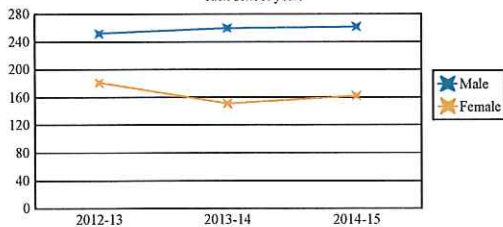
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment

2012-13	433
2013-14	411
2014-15	424

Enrollment by Gender

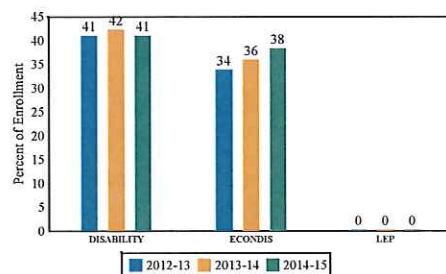
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	252	181
2013-14	260	151
2014-15	262	162

Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.

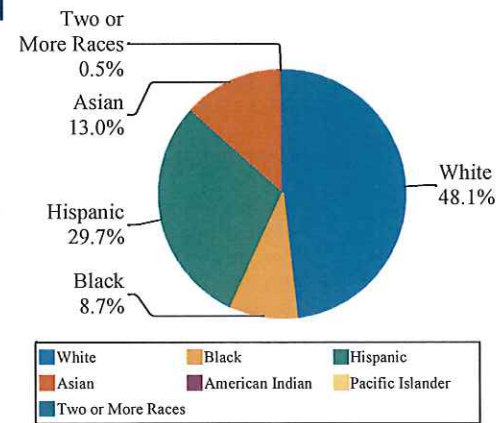


Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	174	41%
Economically Disadvantaged Students	163	38.4%
English Language Learners	1	0.2%

Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	83.7%
Spanish	7.9%
Urdu	1.4%
Telugu	1.4%
Gujarati	1.2%
Portuguese	0.7%
Other	3.7%



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	30%	7	15
Math Met or Exceeded Expectation	34%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	152	30.2%	95%	87.4%	
White	70	34.3%	95%	91.1%	
African American	-	-	--	--	--
Hispanic	53	18.9%	95%	89.1%	
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	50	18%	95%	94.5%	
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	66	22.7%	95%	88.9%	

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.



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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	152	33.6%	95%	87.4%	YES*
White	70	37.2%	95%	91.1%	YES*
African American	-	-	--	--	--
Hispanic	53	28.3%	95%	89.1%	YES*
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	50	30%	95%	94.5%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	66	31.8%	95%	88.9%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations (Min. 650)	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectation (Max. 850)



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PARCC ELA Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	58	729	744	17%	22%	29%	31%	0%	31%	44%
White	30	731	753	20%	20%	30%	30%	0%	30%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	20	729	727	15%	25%	30%	30%	0%	30%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	20	706	718	20%	25%	30%	25%	0%	25%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	23	721	724	22%	35%	22%	22%	0%	22%	24%



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PARCC ELA Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	44	727	751	16%	32%	27%	25%	0%	25%	52%
White	15	735	758	20%	13%	27%	40%	0%	40%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	18	704	725	28%	50%	11%	11%	0%	11%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	23	719	734	22%	26%	35%	17%	0%	17%	31%



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PARCC ELA Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	50	739	751	2%	26%	38%	30%	4%	34%	53%
White	25	741	757	0%	16%	48%	32%	4%	36%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	15	728	737	7%	40%	33%	13%	7%	20%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	12	720	723	8%	42%	33%	0%	17%	17%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	20	737	734	0%	30%	40%	25%	5%	30%	31%



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PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	58	738	746	5%	29%	26%	38%	2%	40%	46%
White	30	740	752	3%	30%	30%	37%	0%	37%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	20	734	733	5%	30%	20%	40%	5%	45%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	20	726	727	0%	50%	15%	30%	5%	35%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	23	732	730	4%	48%	13%	35%	0%	35%	26%



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PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	44	729	744	14%	34%	25%	25%	2%	27%	42%
White	15	737	749	7%	27%	33%	27%	7%	33%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	18	721	732	22%	39%	22%	17%	0%	17%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	18	710	724	22%	44%	11%	22%	0%	22%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	23	721	730	22%	35%	22%	22%	0%	22%	23%



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PARCC MATH - Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	50	735	744	10%	22%	36%	26%	6%	32%	42%
White	25	738	749	8%	16%	36%	36%	24%	40%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	15	722	733	20%	27%	33%	13%	7%	20%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	12	718	724	17%	33%	17%	17%	16%	33%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	20	734	731	15%	15%	30%	35%	5%	40%	23%



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2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

- Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
- Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
- Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
- Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8



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NJASK Results - Science Grade Level - 04

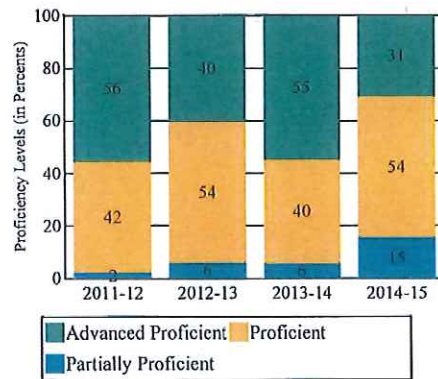
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	31%	54%	15%
White	50%	46%	4%
African American	18%	64%	18%
Hispanic	20%	64%	16%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	25%	44%	31%
English Language Learners	-	-	-
Economically Disadvantaged Students	24%	62%	14%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.





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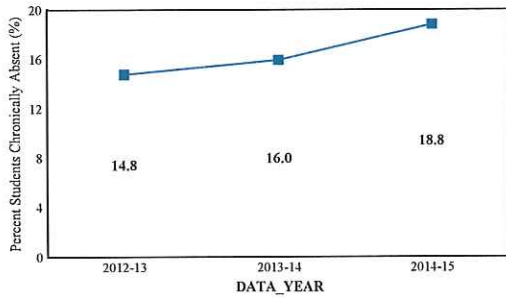
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

Chronic Absenteeism Trend

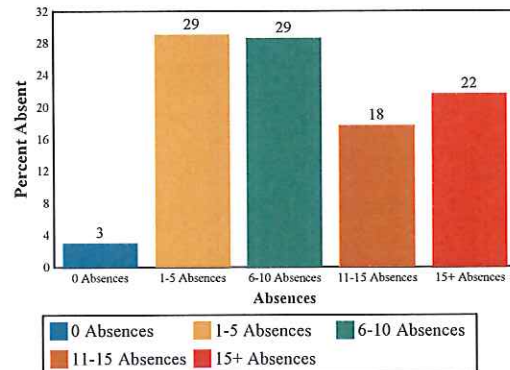
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



Chronic Absenteeism for 2014-15	18.84%
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Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.





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STUDENT GROWTH
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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	24	8	1	35	NO
Student Growth on Math	32	12	7	35	NO
		10	4		0%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts				Math			
(Expectations)	GROWTH			(Expectations)	GROWTH		
	Low	Typical	High		Low	Typical	High
Did Not Yet Meet	10%	0%	0%	Did Not Yet Meet	10%	2%	0%
Partially Met	18%	6%	1%	Partially Met	18%	6%	2%
Approached	22%	9%	3%	Approached	11%	18%	3%
Met	10%	15%	5%	Met	15%	5%	6%
Exceeded	0%	0%	0%	Exceeded	0%	1%	1%

Low Growth is defined as an Student Growth Percentile score less than 35.
Typical Growth is defined as an Student Growth Percentile score between 35 and 65.
High Growth is defined as a Student Growth Percentile score higher than 65.



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WITHIN SCHOOL ACHIEVEMENT GAP

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 03

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	801	850
75th	756	770
50th	735	743
25th	704	715
0th	670	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	783	850
75th	758	767
50th	741	745
25th	720	722
0th	688	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	45



WITHIN SCHOOL ACHIEVEMENT GAP
MIDDLESEX
WOODBRIIDGE TWP

State of New Jersey
2014-15

GRADE SPAN PK-05

23-5850-150
MATTHEW JAGO ELEMENTARY SCHOOL
GLEN COVE AVENUE
SEWAREN, NJ 07077

Grade Level - 04

PARCC Language Arts 25th %ile vs 75th %ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	784	850
75th	748	773
50th	729	750
25th	709	728
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	45

Grade Level - 05

PARCC Language Arts 25th %ile vs 75th %ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	782	850
75th	755	773
50th	739	751
25th	720	728
0th	691	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	45

Grade Level - 04

PARCC MATH 25th %ile vs 75th %ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	800	850
75th	747	764
50th	724	742
25th	705	721
0th	657	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	42	43

Grade Level - 05

PARCC MATH 25th %ile vs 75th %ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	785	850
75th	751	763
50th	739	743
25th	721	723
0th	667	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	40



SCHOOL CLIMATE
 MIDDLESEX
 WOODBRIDGE TWP

State of New Jersey
 2014-15

GRADE SPAN PK-05

23-5850-150
 MATTHEW JAGO ELEMENTARY SCHOOL
 GLEN COVE AVENUE
 SEWAREN, NJ 07077

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 30 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	1.2%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 45 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	11
Administrators	424



State of New Jersey
2014-15

23-5850-150
MATTHEW JAGO ELEMENTARY SCHOOL
GLEN COVE AVENUE
SEWAREN, NJ 07077

SCHOOL PEER GROUP
MIDDLESEX
WOODBIDGE TWP

GRADE SPAN PK-05

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

COUNTY NAME	DISTRICT NAME	SCHOOL NAME	CDS CODE	GRADESPAN	ECONOMICALLY DISADVANTAGED	ENGLISH LANGUAGE LEARNERS	SPECIAL EDUCATION
ATLANTIC	EGG HARBOR TWP	H. RUSSEL SWIFT ELEMENTARY SCHOOL	01-1310-050	PK-03	32.3%	6.6%	9.5%
BERGEN	BOGOTA BORO	E. ROY BIXBY	03-0440-030	PK-06	44.3%	9.4%	18%
BERGEN	NORTH ARLINGTON BORO	WASHINGTON ELEMENTARY SCHOOL	03-3600-080	PK-05	31.4%	5.6%	11.6%
BERGEN	TEANECK TWP	NATHANIEL HAWTHORNE ELEMENTARY SCHOOL	03-5150-110	KG-04	34.2%	3.4%	19.1%
BERGEN	WALLINGTON BORO	JEFFERSON ELEMENTARY SCHOOL	03-5430-060	KG-03	32.9%	11.1%	6.7%
BURLINGTON	NORTH HANOVER TWP	CLARENCE B. LAMB ELEMENTARY SCHOOL	05-3650-040	01-04	30.1%	2.4%	16.5%
CAMDEN	BERLIN TWP	JOHN F KENNEDY ELEMENTARY SCHOOL	07-0340-050	PK-03	33.4%	5.3%	13.2%
CAMDEN	CHERRY HILL TWP	JOYCE KILMER ELEMENTARY SCHOOL	07-0800-105	KG-05	35.4%	7%	13.9%
CAMDEN	COLLINGSWOOD BORO	JAMES A. GARFIELD ELEMENTARY SCHOOL	07-0940-050	KG-05	39.2%	15.4%	3.8%
CAMDEN	MOUNT EPHRAIM BORO	MARY BRAY ELEMENTARY SCHOOL	07-3420-030	PK-04	32.4%	0.8%	17.2%
CAMDEN	RUNNEMEDE BORO	ALINE BINGHAM ELEMENTARY SCHOOL	07-4590-020	PK-03	34.3%	2.9%	17.5%
ESSEX	WEST ORANGE TOWN	REDWOOD ELEMENTARY SCHOOL	13-5680-160	KG-05	32.2%	2.5%	18.6%
GLOUCESTER	DEPTFORD TWP	OAK VALLEY ELEMENTARY SCHOOL	15-1100-120	02-06	35.1%	0%	25.5%
GLOUCESTER	WASHINGTON TWP	THOMAS HIEFFERSON ELEMENTARY SCHOOL	15-5500-028	01-05	33.5%	0%	23.7%
MERCER	LAWRENCE TWP	ELDRIDGE PARK SCHOOL	21-2580-080	KG-03	30.4%	5.1%	11%
MIDDLESEX	WOODBIDGE TWP	MATTHEW JAGO ELEMENTARY SCHOOL	23-5850-150	PK-05	38.4%	0.2%	26.8%
MIDDLESEX	WOODBIDGE TWP	WOODBINE AVENUE ELEMENTARY SCHOOL	23-5850-320	KG-05	37%	12.6%	4.7%
MORRIS	MORRIS SCHOOL DISTRICT	ALEXANDER HAMILTON	27-3385-060	03-05	35.8%	5.5%	17.7%
MORRIS	MORRIS SCHOOL DISTRICT	SUSSEX AVENUE SCHOOL	27-3385-105	03-05	35.6%	2.5%	18.9%
OCEAN	BERKELEY TWP	BAYVILLE ELEMENTARY SCHOOL	29-0320-020	PK-04	35.8%	6.6%	16.2%



State of New Jersey
2014-15

23-5850-150

SCHOOL PEER GROUP

MATTHEW JAGO ELEMENTARY SCHOOL
GLEN COVE AVENUE
SEWAREN, NJ 07077

MIDDLESEX
WOODBIDGE TWP

GRADE SPAN PK-05

OCEAN	BERKELEY TWP	BERKELEY TOWNSHIP ELEMENTARY SCHOOL	29-0320-025	05-06	34.6%	0%	21.6%
OCEAN	BRICK TWP	DRUM POINT ROAD ELEMENTARY SCHOOL	29-0530-030	KG-05	31.7%	0%	18.5%
OCEAN	BRICK TWP	LANES MILL ELEMENTARY SCHOOL	29-0530-045	KG-05	33.8%	0%	21.1%
OCEAN	JACKSON TWP	CRAWFORD-RODRIGUEZ ELEMENTARY SCHOOL	29-2360-030	KG-05	31.9%	4.5%	14%
OCEAN	LACEY TWP	MILL POND ELEMENTARY SCHOOL	29-2480-055	05-06	33.2%	0.4%	20.6%
OCEAN	MANCHESTER TWP	RIDGEWAY ELEMENTARY SCHOOL	29-2940-050	KG-05	30.8%	3.7%	14.3%
PASSAIC	CLIFTON CITY	SCHOOL #13	31-0900-180	KG-05	46.4%	20.5%	3.3%
PASSAIC	WAYNE TWP	RYERSON ELEMENTARY SCHOOL	31-5570-140	KG-05	46%	12.4%	16%
SALEM	WOODSTOWN-PILESGROVE REG	MARY S. SHOEMAKER SCHOOL	33-5910-060	01-05	31.3%	1%	19.8%
WARREN	MANSFIELD TWP	MANSFIELD TOWNSHIP ELEMENTARY	41-2970-050	PK-06	30.3%	2.6%	13%
WARREN	WASHINGTON BORO	WASHINGTON MEMORIAL ELEMENTARY SCHOOL	41-5480-055	03-06	33.1%	0.3%	22.2%

2016 PARCC English/Language Arts Gr. 3

	Cross-State	State	District	#1	#4&5	#9	#11	#14	#18	#19	#20	#21	#22	#23	#24	#25	#26	#27	#28
2016	738	746	746	766	745	742	715	747	754	756	730	752	745	756	760	735	750	739	735
2015	736	743	744	758	740	734	733	749	751	737	733	746	754	740	774	744	747	746	730

2016 PARCC English/Language Arts Gr. 4

	Cross-State	State	District	#1	#4&5	#9	#11	#14	#18	#19	#20	#21	#22	#23	#24	#25	#26	#27	#28
2016	742	751	748	758	745	737	739	749	765	746	737	751	747	743	762	745	753	749	742
2015	742	750	749	761	736	743	743	750	760	755	745	750	741	744	769	749	754	746	727

2016 PARCC English/Language Arts Gr. 5

	Cross-State	State	District	#1	#4&5	#9	#11	#14	#18	#19	#20	#21	#22	#23	#24	#25	#26	#27	#28
2016	742	751	745	766	734	742	734	755	740	755	738	748	744	749	760	743	750	751	727
2015	741	750	747	749	737	739	736	759	757	743	746	744	745	759	763	745	753	744	738

2016 PARCC Mathematics Gr. 3

	Cross-State	State	District	#1	#4&5	#9	#11	#14	#18	#19	#20	#21	#22	#23	#24	#25	#26	#27	#28
2016	743	750	752	760	745	751	724	744	754	764	742	750	756	763	776	746	756	760	744
2015	738	745	748	745	748	737	736	746	754	748	741	750	755	749	768	749	756	757	738

2016 PARCC Mathematics Gr. 4

	Cross-State	State	District	#1	#4&5	#9	#11	#14	#18	#19	#20	#21	#22	#23	#24	#25	#26	#27	#28
2016	738	746	750	750	746	739	737	747	763	747	749	751	753	748	774	748	756	749	751
2015	736	743	744	743	735	736	737	746	753	745	738	749	742	746	762	748	742	747	728

2016 PARCC Mathematics Gr. 5

	Cross-State	State	District	#1	#4&5	#9	#11	#14	#18	#19	#20	#21	#22	#23	#24	#25	#26	#27	#28
2016	739	747	751	757	736	739	739	761	744	757	753	754	750	757	768	750	766	762	738
2015	736	743	744	749	729	731	732	751	752	741	743	744	748	751	755	744	752	746	734