NJ SCHOOL PERFORMANCE REPORT

PHILIP G. VROOM COMMUNITY SCHOOL
(17-0220-090)
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

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

NJ SCHOOL PERFORMANCE REPORT

PHILIP G. VROOM COMMUNITY SCHOOL
(17-0220-090)
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

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	HUDSON
District	BAYONNE CITY
Principal Name	MRS. JANECZKO
Address	18 WEST 26TH ST BAYONNE, NJ 07002-3803
Phone Number	(201)858-5956
Email Address	SJANECZKO@BBOED.ORG
Website	https://www.bboed.org/domain/19
Facebook	https://www.facebook.com/bboed/
Twitter	https://twitter.com/VroomSchool

NJ SCHOOL PERFORMANCE REPORT

PHILIP G. VROOM COMMUNITY SCHOOL
(17-0220-090)
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

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	29	26	46
KG	45	56	32
1	57	41	57
2	49	55	27
3	39	50	48
4	45	40	56
5	57	47	45
6	42	54	45
7	54	44	57
8	48	52	41
Total	465	465	454

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	50.5%	50.5%	48.9%
Male	49.5%	49.5%	51.1%
Economically Disadvantaged Students	74.8%	65.2%	63.0%
Students with Disabilities	15.9%	17.4%	17.2%
English Learners	0.6%	0.4%	3.1%
Homeless Students		1.3%	0.0%
Students in Foster Care		0.6%	0.2%
Military-Connected Students		0.0%	1.8%
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	39.6%	39.1%	40.1%
Hispanic	42.8%	39.8%	41.6%
Black or African American	9.0%	9.2%	7.7%
Asian	4.3%	5.4%	5.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.2%	0.2%
Two or More Races	4.1%	6.2%	5.1%

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	29	26	46
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	45	56	32

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	74.7%
Spanish	11.0%
Arabic	10.8%
Polish	1.1%
Other Languages	2.4%

NJ SCHOOL PERFORMANCE REPORT

PHILIP G. VROOM COMMUNITY SCHOOL
(17-0220-090)
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

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	54	54	50	Met Standard	45.5	46	50	Met Standard
White	53	56	50	Met Standard	45.5	48	51	Met Standard
Hispanic	53	53	49	Met Standard	50	42	48	Met Standard
Black or African American	58.5	47.5	44	**	32	40.5	44	**
Asian, Native Hawaiian, or Pacific Islander	*	60.5	61	**	*	55	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	49.5	49	**	*	50	51	**
Economically Disadvantaged	51	54	48	Met Standard	45	44	47	Met Standard
Students with Disabilities	26	43	41	Not Met	52.5	40	43	Met Standard
English Learners	42	52	54	**	51.5	53	51	**

NJ SCHOOL PERFORMANCE REPORT

PHILIP G. VROOM COMMUNITY SCHOOL
(17-0220-090)
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

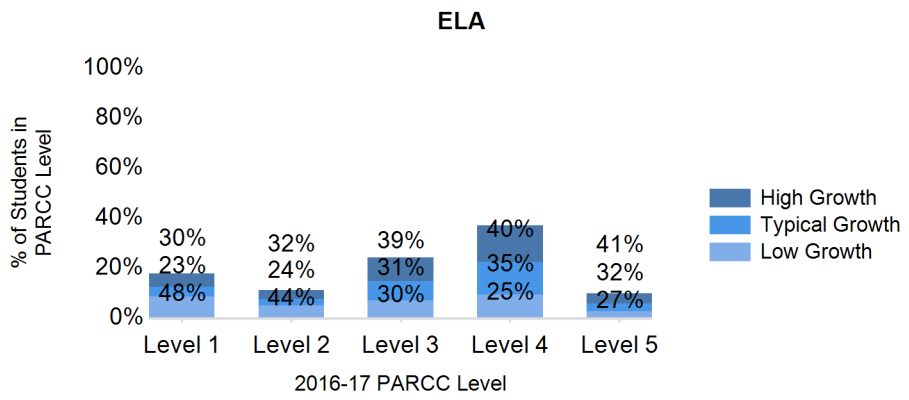
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same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

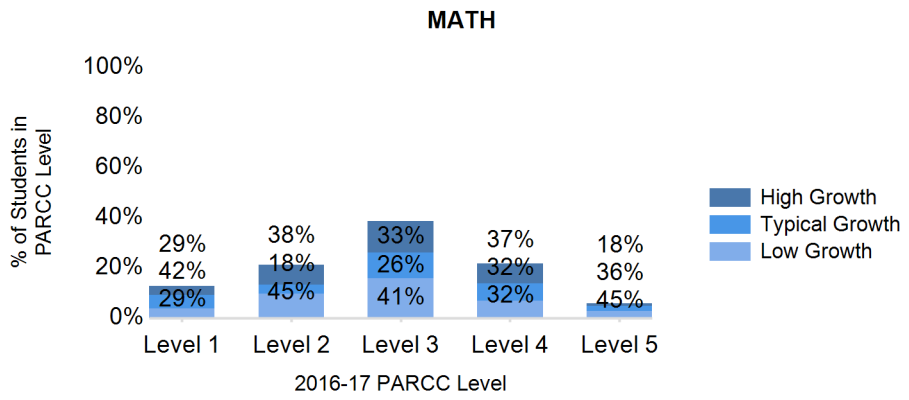
A student's SGP falls between 1 and 99 and can be grouped into three level **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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 by Performance Level

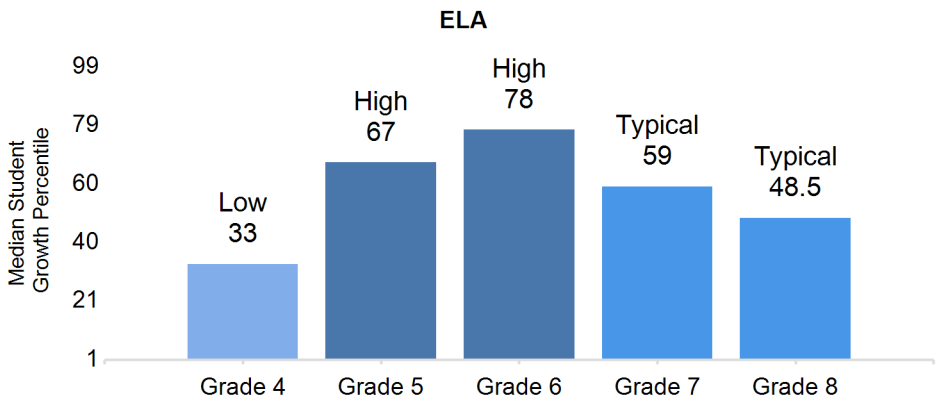
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

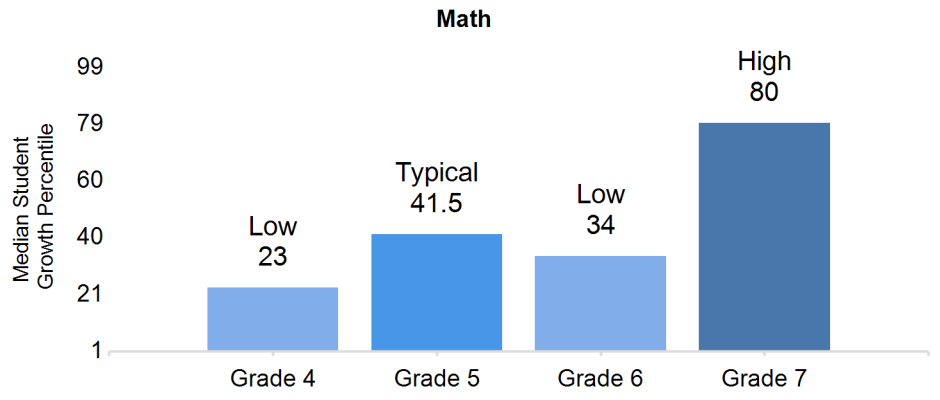




Student Growth by Grade

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





NJ SCHOOL PERFORMANCE REPORT

PHILIP G. VROOM COMMUNITY SCHOOL
(17-0220-090)
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 - 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	278	99.3	50.7	56.2	56.7	50.7	47.6	Met Target
White	122	100.0	59.0	60.5	65.6	59.0	48.6	Met Target
Hispanic	111	99.1	45.9	48.9	42.5	45.9	48.1	Met Target†
Black or African American	22	100.0	31.8	*	37.3	31.8	39.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	81.0	82.3	*	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	133	100.0	62.4	65.2	64.5	62.4		
Male	145	98.7	40.0	47.3	49.4	40.0		
Economically Disadvantaged Students	171	100.0	46.2	50.1	38.5	46.2	40.9	Met Target
Non-Economically Disadvantaged Students	107	98.3	58.0	63.2	67.5	58.0		
Students with Disabilities	57	100.0	*	11.1	21.6	*	19.5	Not Met
Students without Disabilities	221	99.1	*	64.4	63.9	*		
English Learners	22	100.0	22.7	26.7	27.3	22.7	N	N
Non-English Learners	256	99.3	53.1	58.7	59.4	53.1		
Homeless Students	N	N	N	12.5	27.7	N		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	37.9	57.4	*		
Migrant Students	N	N	N	*	30.1	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

PHILIP G. VROOM COMMUNITY SCHOOL
(17-0220-090)
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 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	48	740	743	750	*	23%	21%	*	*	42%	52%
White	25	743	*	759	*	*	*	*	*	48%	61%
Hispanic	15	727	737	736	*	*	*	*	*	27%	38%
Black or African American	N	N	739	733	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	23	745	749	756	*	*	*	*	*	48%	57%
Male	25	735	738	744	*	*	*	*	*	36%	46%
Economically Disadvantaged Students	31	743	*	733	*	*	*	*	*	42%	34%
Non-Economically Disadvantaged Students	17	735	*	762	*	*	*	*	*	41%	64%
Students with Disabilities	*	*	694	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	752	756	*	*	*	*	*	*	57%
English Learners	*	*	700	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	746	753	*	*	*	*	*	*	55%
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	751	*	*	*	*	*	*	52%
Migrant Students	N	N	*	741	N	N	N	N	N	N	48%

NJ SCHOOL PERFORMANCE REPORT

PHILIP G. VROOM COMMUNITY SCHOOL
(17-0220-090)
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 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	55	734	750	756	22%	20%	25%	*	*	33%	58%
White	24	732	751	764	*	*	*	*	*	33%	68%
Hispanic	23	735	*	744	*	*	*	*	*	30%	44%
Black or African American	*	*	741	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	25	740	*	762	*	*	*	*	*	40%	63%
Male	30	729	*	751	*	*	*	*	*	27%	53%
Economically Disadvantaged Students	33	727	*	740	*	*	*	*	*	27%	40%
Non-Economically Disadvantaged Students	22	745	*	767	*	*	*	*	*	41%	70%
Students with Disabilities	12	701	708	726	*	*	*	*	*	*	25%
Students without Disabilities	43	743	758	762	*	*	*	*	*	*	64%
English Learners	*	*	716	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	752	759	*	*	*	*	*	*	61%
Homeless Students	N	N	*	729	N	N	N	N	N	N	28%
Students in Foster Care	N	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	N	732	N	N	N	N	N	N	33%

NJ SCHOOL PERFORMANCE REPORT

PHILIP G. VROOM COMMUNITY SCHOOL
(17-0220-090)
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 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	44	740	747	755	*	*	25%	45%	0%	45%	58%
White	15	753	755	763	*	0%	*	67%	0%	67%	68%
Hispanic	18	734	737	743	*	*	*	*	*	39%	43%
Black or African American	*	*	738	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	754	763	N	N	N	N	N	N	65%
Female	22	743	752	762	*	*	*	45%	0%	45%	66%
Male	22	738	743	749	*	*	*	45%	0%	45%	51%
Economically Disadvantaged Students	31	733	740	739	*	*	*	*	*	42%	39%
Non-Economically Disadvantaged Students	13	756	756	766	*	*	*	*	*	54%	71%
Students with Disabilities	13	705	709	724	*	*	*	*	*	*	22%
Students without Disabilities	31	755	754	762	*	*	*	*	*	*	65%
English Learners	*	*	713	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	748	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	*	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

NJ SCHOOL PERFORMANCE REPORT

PHILIP G. VROOM COMMUNITY SCHOOL
(17-0220-090)
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 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	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	44	751	756	754	23%	*	*	*	*	61%	56%
White	18	741	761	761	*	*	0%	*	*	56%	66%
Hispanic	22	762	*	742	*	*	*	*	*	68%	42%
Black or African American	*	*	737	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	788	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	752	761	*	*	*	*	*	*	64%
Female	15	766	764	761	*	*	*	*	*	80%	64%
Male	29	743	747	748	*	*	*	*	*	52%	48%
Economically Disadvantaged Students	24	742	749	739	*	*	*	*	*	50%	37%
Non-Economically Disadvantaged Students	20	762	763	764	*	*	*	*	*	75%	68%
Students with Disabilities	13	692	709	723	*	*	*	*	*	*	18%
Students without Disabilities	31	776	765	760	*	*	*	*	*	*	63%
English Learners	N	N	714	712	N	N	N	N	N	N	*
Non-English Learners	44	751	757	755	23%	*	*	*	*	61%	*
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	N	732	N	N	N	N	N	N	36%

NJ SCHOOL PERFORMANCE REPORT

PHILIP G. VROOM COMMUNITY SCHOOL
(17-0220-090)
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 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	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	57	767	759	760	*	*	19%	42%	26%	68%	63%
White	28	772	*	768	*	0%	*	*	*	79%	72%
Hispanic	20	762	750	746	*	*	*	*	*	60%	49%
Black or African American	*	*	753	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	765	767	*	*	*	*	*	*	68%
Female	35	777	768	769	*	*	*	*	*	77%	72%
Male	22	751	750	752	*	*	*	*	*	55%	54%
Economically Disadvantaged Students	30	761	752	742	*	*	*	*	*	67%	44%
Non-Economically Disadvantaged Students	27	774	768	771	*	*	*	*	*	70%	73%
Students with Disabilities	*	*	709	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	767	768	*	*	*	*	*	*	71%
English Learners	*	*	706	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	762	762	*	*	*	*	*	*	64%
Homeless Students	N	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	N	716	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

PHILIP G. VROOM COMMUNITY SCHOOL
(17-0220-090)
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 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	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	41	745	757	759	24%	*	*	*	*	54%	60%
White	19	761	765	767	*	*	0%	*	*	74%	70%
Hispanic	15	730	746	744	*	0%	*	*	*	40%	45%
Black or African American	*	*	737	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	784	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	750	766	*	*	*	*	*	*	66%
Female	20	770	767	768	*	*	*	*	*	80%	69%
Male	21	721	746	751	*	*	*	*	*	29%	52%
Economically Disadvantaged Students	25	744	751	740	*	*	*	*	*	52%	42%
Non-Economically Disadvantaged Students	16	747	762	769	*	*	*	*	*	56%	71%
Students with Disabilities	10	680	713	719	*	*	*	*	*	*	19%
Students without Disabilities	31	766	765	766	*	*	*	*	*	*	68%
English Learners	*	*	688	703	*	*	*	*	*	*	*
Non-English Learners	*	*	759	761	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

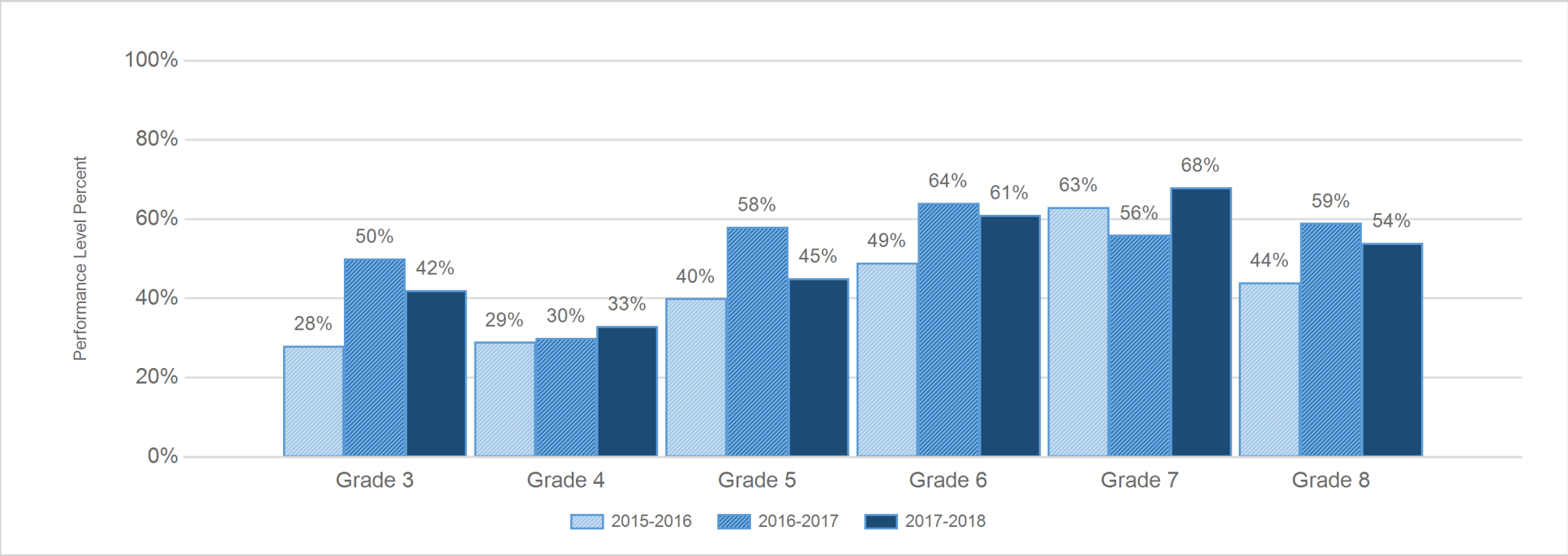
NJ SCHOOL PERFORMANCE REPORT

PHILIP G. VROOM COMMUNITY SCHOOL
(17-0220-090)
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.



NJ SCHOOL PERFORMANCE REPORT

PHILIP G. VROOM COMMUNITY SCHOOL
(17-0220-090)
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 - 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	280	99.7	36.8	38.8	45.0	36.8	41	Met Target†
White	122	100.0	47.6	46.4	54.1	47.6	51.8	Met Target†
Hispanic	112	99.1	27.7	27.9	29.2	27.7	35.4	Not Met
Black or African American	22	100.0	18.2	23.4	23.4	18.2	20.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	12	100.0	33.3	68.6	77.0	33.3	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	134	100.0	44.1	41.1	46.0	44.1		
Male	146	99.3	30.1	36.6	43.9	30.1		
Economically Disadvantaged Students	172	100.0	34.9	33.7	26.6	34.9	36.6	Met Target†
Non-Economically Disadvantaged Students	108	99.1	39.8	44.9	55.9	39.8		
Students with Disabilities	58	100.0	*	*	17.1	*	17.5	Not Met
Students without Disabilities	222	99.6	*	*	50.5	*		
English Learners	23	100.0	17.4	29.3	24.6	17.4	N	N
Non-English Learners	257	99.6	38.5	39.8	46.9	38.5		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	16.2	45.8	*		
Migrant Students	N	N	N	*	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

PHILIP G. VROOM COMMUNITY SCHOOL
(17-0220-090)
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 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	48	764	748	752	0%	*	29%	*	*	58%	53%
White	25	769	*	760	0%	*	*	*	*	64%	64%
Hispanic	15	746	740	739	0%	*	*	*	*	40%	38%
Black or African American	N	N	739	734	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	23	766	748	752	0%	*	*	*	*	65%	53%
Male	25	762	747	751	0%	*	*	*	*	52%	53%
Economically Disadvantaged Students	31	767	*	736	0%	*	*	*	*	61%	35%
Non-Economically Disadvantaged Students	17	759	*	762	0%	*	*	*	*	53%	66%
Students with Disabilities	*	*	715	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	754	756	*	*	*	*	*	*	57%
English Learners	*	*	726	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	749	754	*	*	*	*	*	*	56%
Homeless Students	N	N	*	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	55%
Migrant Students	N	N	*	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

PHILIP G. VROOM COMMUNITY SCHOOL
(17-0220-090)
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 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	55	730	743	748	24%	18%	27%	31%	0%	31%	49%
White	24	733	747	755	*	*	*	*	*	33%	60%
Hispanic	23	727	*	737	*	*	*	*	*	26%	34%
Black or African American	*	*	735	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	25	729	*	748	*	*	*	*	*	32%	50%
Male	30	731	*	748	*	*	*	*	*	30%	49%
Economically Disadvantaged Students	33	723	*	733	*	*	*	*	*	21%	30%
Non-Economically Disadvantaged Students	22	741	*	758	*	*	*	*	*	45%	62%
Students with Disabilities	12	704	710	725	*	*	*	*	*	*	22%
Students without Disabilities	43	738	749	753	*	*	*	*	*	*	55%
English Learners	*	*	726	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	744	750	*	*	*	*	*	*	52%
Homeless Students	N	N	*	722	N	N	N	N	N	N	18%
Students in Foster Care	N	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	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

PHILIP G. VROOM COMMUNITY SCHOOL
(17-0220-090)
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 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	45	722	742	748	*	31%	29%	*	*	20%	49%
White	15	735	749	756	*	*	*	*	*	33%	60%
Hispanic	19	718	732	736	*	*	*	*	*	11%	32%
Black or African American	*	*	730	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	749	754	N	N	N	N	N	N	55%
Female	23	719	742	749	*	*	*	*	*	17%	50%
Male	22	726	741	747	*	*	*	*	*	23%	48%
Economically Disadvantaged Students	32	718	738	733	*	*	*	*	*	16%	29%
Non-Economically Disadvantaged Students	13	734	747	758	*	*	*	*	*	31%	62%
Students with Disabilities	14	707	715	726	*	*	*	*	*	*	20%
Students without Disabilities	31	729	746	752	*	*	*	*	*	*	55%
English Learners	*	*	731	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	742	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	*	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

PHILIP G. VROOM COMMUNITY SCHOOL
(17-0220-090)
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 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	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	44	723	740	744	*	32%	32%	*	*	16%	44%
White	18	717	746	751	*	*	*	*	*	17%	54%
Hispanic	22	730	*	731	*	*	*	*	*	18%	27%
Black or African American	*	*	723	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	741	749	*	*	*	*	*	*	52%
Female	15	722	744	745	*	*	*	*	*	*	45%
Male	29	724	736	742	*	*	*	*	*	*	42%
Economically Disadvantaged Students	24	723	735	729	*	*	*	*	*	13%	24%
Non-Economically Disadvantaged Students	20	724	746	753	*	*	*	*	*	20%	56%
Students with Disabilities	13	698	709	717	*	*	*	*	*	*	13%
Students without Disabilities	31	733	746	748	*	*	*	*	*	*	49%
English Learners	N	N	714	713	N	N	N	N	N	N	11%
Non-English Learners	44	723	741	745	*	32%	32%	*	*	16%	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	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

PHILIP G. VROOM COMMUNITY SCHOOL
(17-0220-090)
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 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	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	57	748	740	743	*	*	40%	*	*	44%	43%
White	28	757	*	750	0%	*	36%	*	*	61%	54%
Hispanic	20	741	731	732	*	*	*	*	*	35%	27%
Black or African American	*	*	730	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	745	748	*	*	*	*	*	*	51%
Female	35	751	743	745	*	*	34%	*	*	54%	45%
Male	22	743	737	741	*	*	50%	*	*	27%	42%
Economically Disadvantaged Students	30	748	735	730	*	*	37%	*	*	47%	24%
Non-Economically Disadvantaged Students	27	748	746	751	*	*	44%	*	*	41%	55%
Students with Disabilities	*	*	707	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	745	748	*	*	*	*	*	*	50%
English Learners	*	*	714	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	742	744	*	*	*	*	*	*	45%
Homeless Students	N	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	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

PHILIP G. VROOM COMMUNITY SCHOOL
(17-0220-090)
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	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	32	726	731	728	34%	*	*	*	*	31%	28%
White	11	723	736	736	*	0%	*	*	*	27%	36%
Hispanic	13	720	725	722	*	0%	*	*	*	31%	22%
Black or African American	*	*	719	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	755	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	735	729	*	*	*	*	*	*	28%
Female	11	731	736	731	*	*	*	*	*	45%	31%
Male	21	723	727	725	*	*	*	*	*	24%	26%
Economically Disadvantaged Students	18	724	727	719	*	*	*	*	*	28%	20%
Non-Economically Disadvantaged Students	14	729	736	735	*	*	*	*	*	36%	35%
Students with Disabilities	10	675	696	705	*	*	*	*	*	*	*
Students without Disabilities	22	749	739	735	*	*	*	*	*	*	*
English Learners	*	*	708	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	733	729	*	*	*	*	*	*	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	734	*	*	*	*	*	*	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

PHILIP G. VROOM COMMUNITY SCHOOL
(17-0220-090)
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 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	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	10	783	738	746	0%	0%	0%	100%	0%	100%	46%
White	*	*	747	755	*	*	*	*	*	*	57%
Hispanic	*	*	728	730	*	*	*	*	*	*	27%
Black or African American	N	N	726	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	769	779	N	N	N	N	N	N	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	*	*	741	748	*	*	*	*	*	*	48%
Male	*	*	736	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	*	*	733	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	745	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	708	716	N	N	N	N	N	N	13%
Students without Disabilities	10	783	743	752	0%	0%	0%	100%	0%	100%	52%
English Learners	N	N	721	710	N	N	N	N	N	N	*
Non-English Learners	10	783	740	749	0%	0%	0%	100%	0%	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	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	N	720	N	N	N	N	N	N	11%

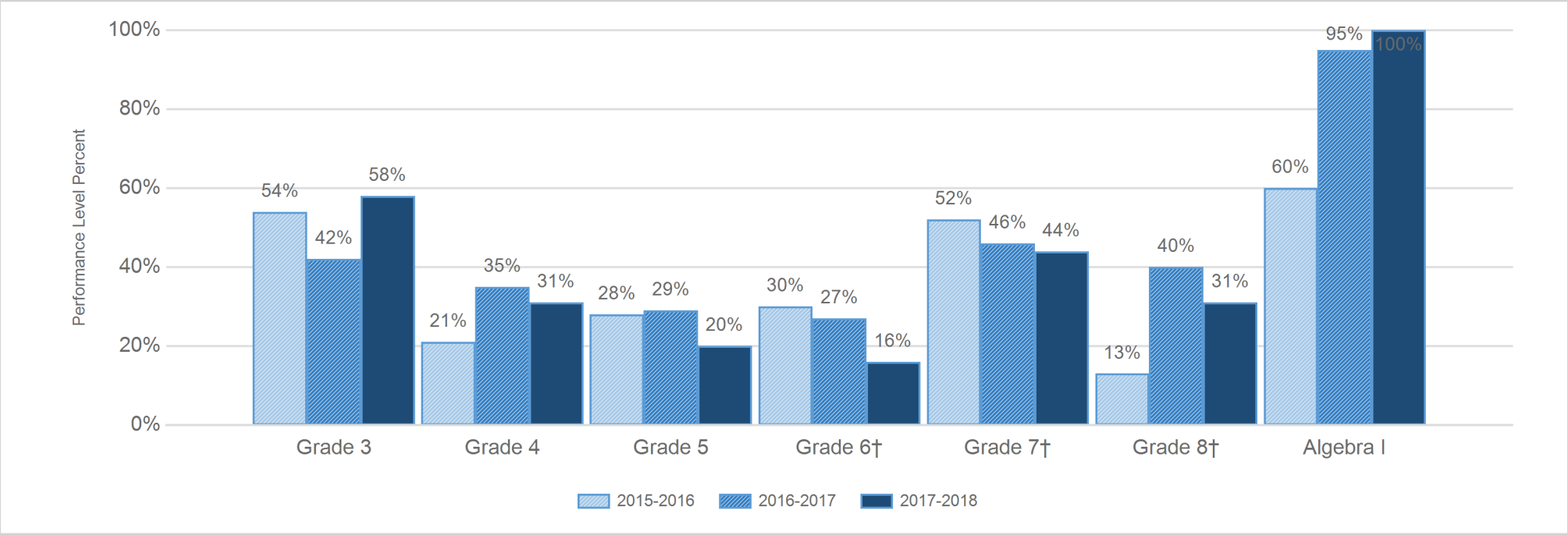
NJ SCHOOL PERFORMANCE REPORT

PHILIP G. VROOM COMMUNITY SCHOOL
(17-0220-090)
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 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

PHILIP G. VROOM COMMUNITY SCHOOL
(17-0220-090)
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

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	N	N
6	N	N
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 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	*	*	*

† 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	*	*	*

NJ SCHOOL PERFORMANCE REPORT

PHILIP G. VROOM COMMUNITY SCHOOL
(17-0220-090)
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

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.

NJ SCHOOL PERFORMANCE REPORT

PHILIP G. VROOM COMMUNITY SCHOOL
(17-0220-090)
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

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	46
7	0	0	57
8	10	0	32
Total	10	0	135

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	46	0	0	0	0	0	0
7	57	0	0	0	0	0	0
8	42	0	0	0	0	0	0
Total	145	0	0	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

PHILIP G. VROOM COMMUNITY SCHOOL
(17-0220-090)
Grades Offered: PK-08
2017-2018

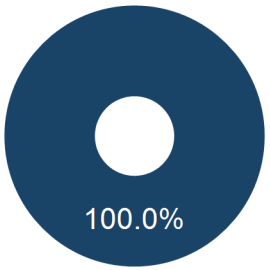
Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Visual and Performing Arts – Course Participation

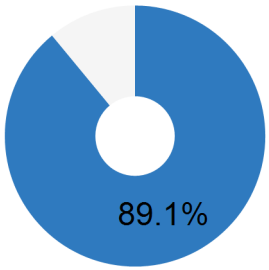
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

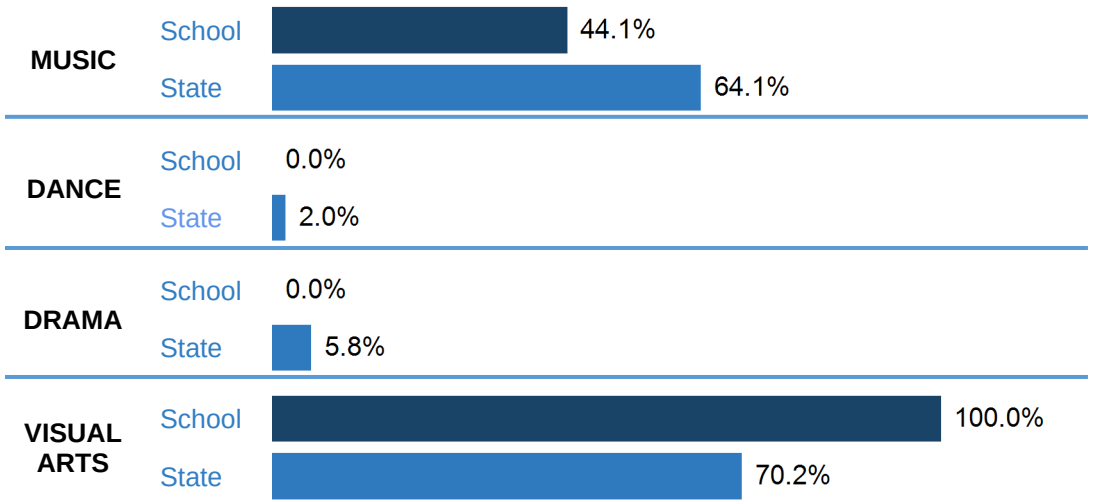


School



State

Students enrolled in one or more classes by discipline:



NJ SCHOOL PERFORMANCE REPORT

PHILIP G. VROOM COMMUNITY SCHOOL
(17-0220-090)
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

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.

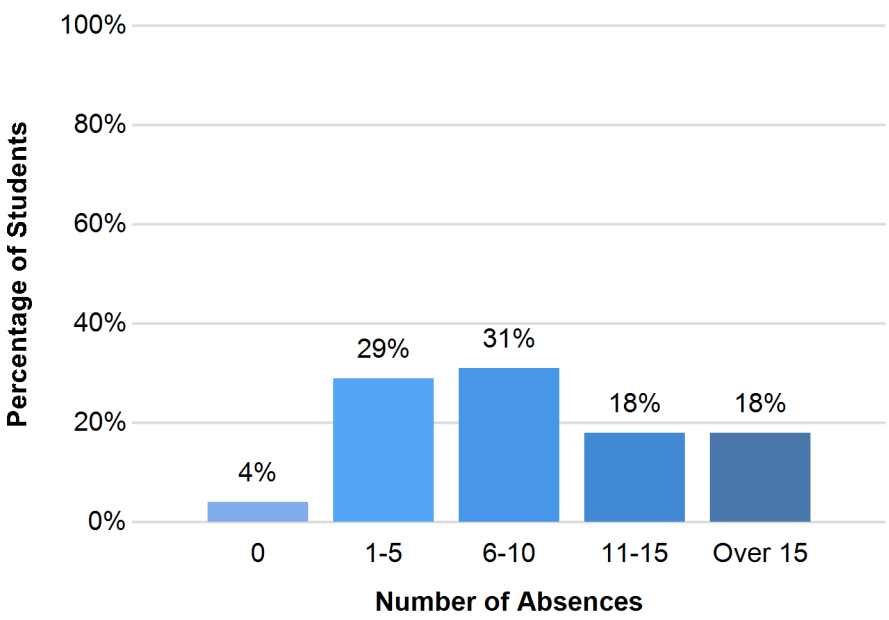
Chronic Absenteeism

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	52	12.8	9.1	Not Met
White	17	10.1	9.1	Not Met
Hispanic	22	13.3	9.1	Not Met
Black or African American	8	25.8	9.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	3	13.6	9.1	Not Met
Economically Disadvantaged Students	41	15.6	9.1	Not Met
Students with Disabilities	17	22.7	9.1	Not Met
English Learners	2	14.3	**	**

Days Absent

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



NJ SCHOOL PERFORMANCE REPORT

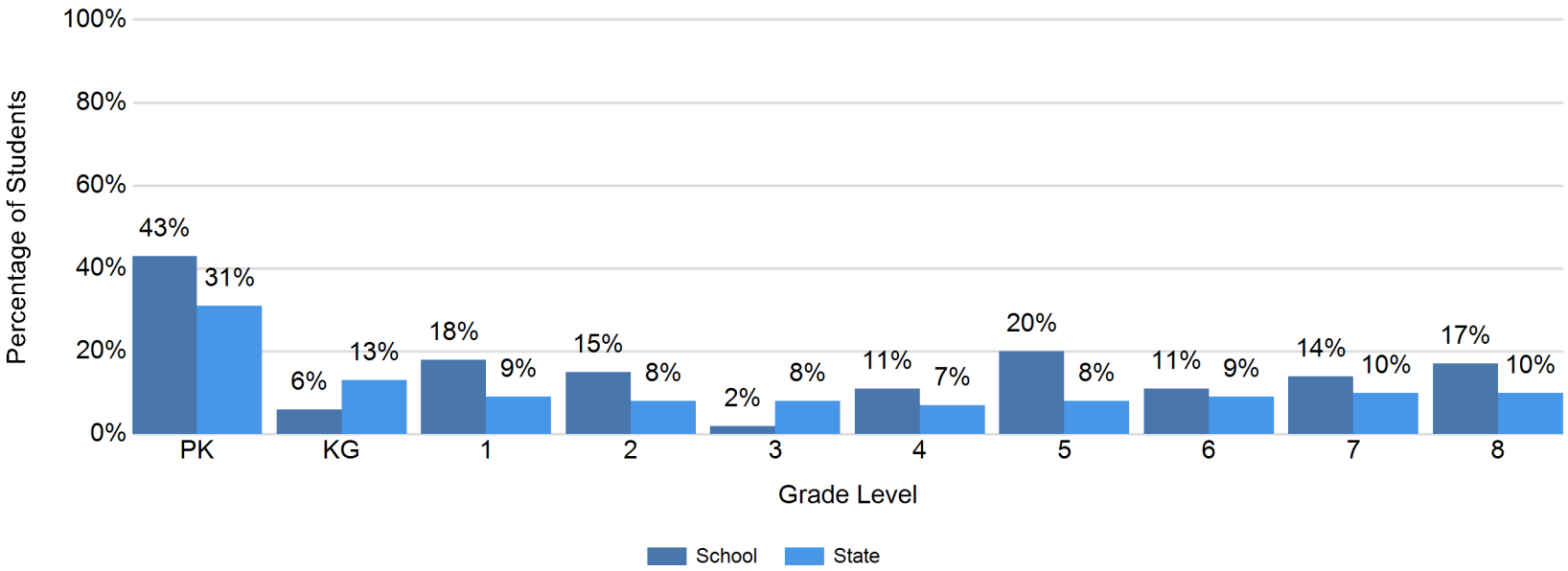
PHILIP G. VROOM COMMUNITY SCHOOL
(17-0220-090)
Grades Offered: PK-08
2017-2018

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

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 by Grade

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



NJ SCHOOL PERFORMANCE REPORT

PHILIP G. VROOM COMMUNITY SCHOOL
(17-0220-090)
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

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	3
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.88

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	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0

NJ SCHOOL PERFORMANCE REPORT

PHILIP G. VROOM COMMUNITY SCHOOL
(17-0220-090)
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

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.

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	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	7		7

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	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
34

NJ SCHOOL PERFORMANCE REPORT

PHILIP G. VROOM COMMUNITY SCHOOL
(17-0220-090)
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

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	8:40 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 35 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	4.8:1

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)	$705	$12,470	$13,175

NJ SCHOOL PERFORMANCE REPORT

PHILIP G. VROOM COMMUNITY SCHOOL
(17-0220-090)
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

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	30	117,464
Average years experience in public schools	12.3	12.0
Average years experience in district	11.0	10.7
Teachers in district for 4 or more years	76.7%	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	42	9,374
Average years experience in public schools	24.1	16.0
Average years experience in district	20.1	12.0
Administrators in district for 4 or more years	95.2%	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	15:1	14:1
Students to Administrators	454:1	227:1
Teachers to Administrators	30:1	16:1
Students to Librarians/Media Specialists		3182:1
Students to Nurses		530:1
Students to Counselors		382:1
Students to Child Study Team		502:1

NJ SCHOOL PERFORMANCE REPORT

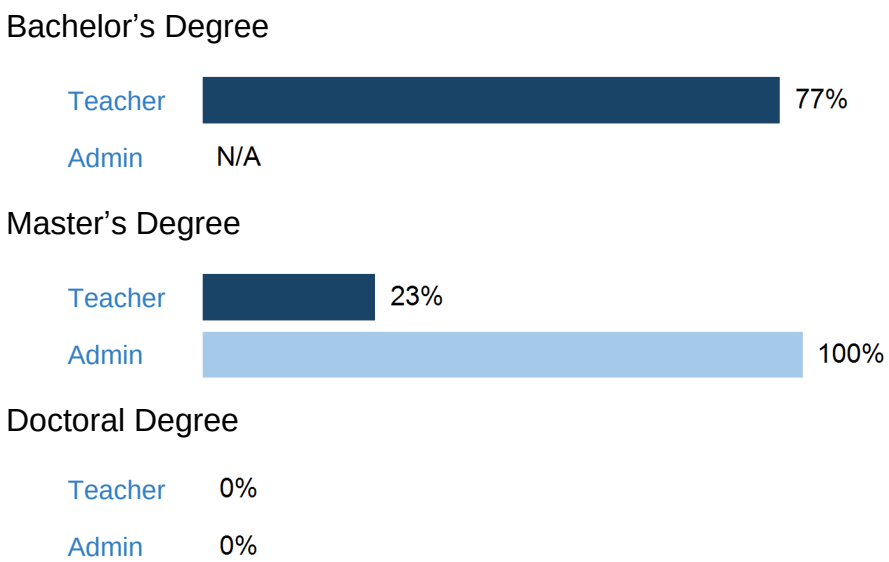
PHILIP G. VROOM COMMUNITY SCHOOL
(17-0220-090)
Grades Offered: PK-08
2017-2018

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

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 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	88.9%	90.2%
2016-17 Administrators: Same district 2017-18	78.0%	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	96.3%

NJ SCHOOL PERFORMANCE REPORT

PHILIP G. VROOM COMMUNITY SCHOOL
(17-0220-090)
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

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 and Administrators – Demographics

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

Category	Teachers	Administrators
Female	86.7%	100.0%
Male	13.3%	0.0%
White	80.0%	100.0%
Hispanic	10.0%	0.0%
Black or African American	10.0%	0.0%
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%

NJ SCHOOL PERFORMANCE REPORT

PHILIP G. VROOM COMMUNITY SCHOOL
(17-0220-090)
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

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
No	n/a	n/a

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	No	n/a	n/a
White	No		
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

PHILIP G. VROOM COMMUNITY SCHOOL
(17-0220-090)
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

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	30.98	17.5%
Mathematics Proficiency	25.65	17.5%
English Language Arts Growth	52.90	25.0%
Mathematics Growth	38.99	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	15.17	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	35.16	n/a
Summative Rating: Percentile Rank of Summative Score	25.83	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

NJ SCHOOL PERFORMANCE REPORT

PHILIP G. VROOM COMMUNITY SCHOOL
(17-0220-090)
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

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	No	Met Target	Met Target†	Met Standard	Met Standard	**	Not Met	No
White	35.26	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	48.51	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	**	**	No	Met Target†	Met Target†	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	Not Met	No
Economically Disadvantaged Students	55.37	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	24.72	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	**	**	No	N	N	**	**	**	**	No

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

NJ SCHOOL PERFORMANCE REPORT

PHILIP G. VROOM COMMUNITY SCHOOL
(17-0220-090)
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

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:	• Philip G. Vroom Community School celebrated its 100th anniversary in 2015.Vroom won the Bronze Award for Healthier Generation Initiative. • Vroom's Science Teacher, Mrs. Kim Simko, was selected and presented at the National Science Convention. She was also Vroom School's Teacher of the Year in 2017-2018 and district Teacher of the Year. • Philip G. Vroom Community School has been recognized twice by the New Jersey Chambers of Commerce Business Coalition for Educational Excellence.
Mission, Vision, Theme:	The Mission is to provide our students with a diverse curriculum that will ensure educational success and develop character traits that instill respect for oneself and the members of the community. The vision of Philip G. Vroom is to provide comprehensive communications with all stakeholders while fostering a collaborative classroom community with high expectations. Vroom's theme is that we are all H.E.R.O.E.S. (Helping Everyone Respecting Others Encouraging Strength).
Awards, Recognition, Accomplishments:	Mrs. Kim Simko was selected by Steven's Institute of Technology to present to hundreds of educators throughout the Country at the National Science Convention in Chicago. Ms. Giselle Torres received a scholarship to attend Colonial Williamsburg and was also selected to NEH Teacher Seminar at the University of Kansas where she was enriched with Native American and African American Education in the 1800's. Vroom School was the recipient of the Bronze Award from Healthier Generation. Vroom School had five fire prevention poster contest winners. A grade four student won the American Legion Coloring Contest.

NJ SCHOOL PERFORMANCE REPORT

PHILIP G. VROOM COMMUNITY SCHOOL
(17-0220-090)
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

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.

Courses, Curriculum, Instruction:	Our curriculum is aligned in accordance with the NJSLS and NGSS standards. Active student learning and participation is incorporated into all subject areas. Students are encouraged to develop higher level thinking skills and problem solving techniques. In order for students to be college and career ready at graduation, teachers need to be learning at high levels. Students in Kindergarten through grade two are informally assessed through i-Ready computer program. Students in Kindergarten through grade two are also using Fundations, a phonemic literary based program. Algebra is offered at Bayonne High School for selected grade eight students.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Boys & Girls) Flag Football offered as a co-ed activity. Co-ed Track and Field Meet for grade seventh and eighth grade students. Additional sports and activities are offered through the district directly.
Clubs and Activities:	Vroom School offers various clubs and activities throughout the year, such as: Chess Club, Dragon Band, Beginning Band, String Ensemble, Choir, Cleaner and Greaner, School Safety Patrol, Yearbook Club, PEER, Fire Bowl Team, Project Innovate, Girls Who Code, Peer Leadership, Student Council, Math Olympiad Team, Forenics Club, Robotics, National Junior Honors Society, Science Fair, Firebowl Team, ARMS Tutoring, 100 Book Challenge, HUD Program and Academic Challenge.

NJ SCHOOL PERFORMANCE REPORT

PHILIP G. VROOM COMMUNITY SCHOOL
(17-0220-090)
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

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.

Before and After School Programs:	The following programs are offerred before or after school: Before Care, After Care, HUD afterschool program for eligible students, ARMS Tutoring,100 Book Challenge, Cheerleading practice, Basketball practice, and other club practices and meetings.
Staff and Professional Learning:	The Bayonne Board of Education provides staff development on topics that are pertinent to our field. Such topics include: Achieve NJ and Danielson, RTI, Fundations, i-Ready, Intervention tools and assessments training, suicide training, safe schools, NJ Webinars and online training which includes training topics such as bullying child abuse, youth suicide, bloodboarne pathogens exposure, and sexual harassment. Workshops and professional development are also provided in the areas of data analysis for PARCC, PLC's, Monthly Faculty and Departmental Education, STEM online Webinars with the Center for Teaching and Learning, CS Discoveries Training with Code.org at The Center for STEM Excellence at the College of New Jersey.
Postsecondary Information:	Certified staff members who seek post secondary opportunities may be eligible for partial reimbursement.

NJ SCHOOL PERFORMANCE REPORT

PHILIP G. VROOM COMMUNITY SCHOOL
(17-0220-090)
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

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.

Student Supports and Services:	Vroom Community School offers inclusion and self-contained classes. We also offer speech therapy, occupational therapy, physical therapy, counseling through guidance, Title 1 Support Teachers, ARMS Tutoring, 100 Book Challenge, I and RS, Child Study Team, and Differentiated Instruction. Additional enrichment programs are also offered.
Student Health and Wellness:	Vroom School has been the recipient of the Healthier Generations Bronze Award. We also won the Golden Sneaker through Hudson County TMA. The district also provides all students daily with a nutritional breakfast and offers a healthy lunch. Students receive twenty minutes of recess daily. Physical education classes are offered twice weekly. We provide Wellness Wednesday messages and activities to promote a healthier lifestyle. We receive booster seats from Jersey City Medical Center for Kindergarten students. We have a doctor that conducts physicals for athletes and vision screening for all students. There is also a full-time nurse on staff whom attends to students and staff needs.
Parent and Community Involvement:	Vroom School has been the recipient of the Healthier Generations Bronze Award. We also won the Golden Sneaker through Hudson County TMA. The district also provides all students daily with a nutritional breakfast and offers a healthy lunch. Students receive twenty minutes of recess daily. Physical education classes are offered twice weekly. We provide Wellness Wednesday messages and activities to promote a healthier lifestyle. We receive booster seats from Jersey City Medical Center for Kindergarten students. We have a doctor that conducts physicals for athletes and vision screening for all students. There is also a full-time nurse on staff whom attends to students and staff needs. Our Parent Teacher Association, PTA, works hand-in-hand with the school community. They sponsor many events for the students throughout the year such as: Trunk-or-Treat, Monster Mash Dance, Holiday Bazaar, Holiday Dance, Eighth Grade Dance and Field Day.

NJ SCHOOL PERFORMANCE REPORT

PHILIP G. VROOM COMMUNITY SCHOOL
(17-0220-090)
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

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.

Facilities:	Vroom School is nestled in the heart of Bayonne and our building hosts amenities designed to optimize student learning achievement which includes our Computer Lab, Grade 7 and 8 Science Lab, Art Studio, Gymnasium, Multi-purpose Room, OT/PT Room, and Speech Therapy Room.
School Safety:	The safety of our staff and students is our priority. We are fortunate to have a police officer stationed in our building daily. We have a trained reception aide screening the front door at all times and metal detectors are utilized upon arrival into the building. We conduct monthly drills to include lock-downs, shelter in place and fire evacuations. Staff is equipped with the Crew App on the personal devices. ID?s are worn by staff and students. School Safety Team meetings are conducted on a monthly basis.

NJ SCHOOL PERFORMANCE REPORT

PHILIP G. VROOM COMMUNITY SCHOOL
(17-0220-090)
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

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.

Technology and STEM:	We focus on the 21st century learner by providing students with technological skills that are used as tools to enhance student success rates. Technology lessons are conducted on a weekly basis for grades Kindergarten through grade six. Students in grades seven and eight receive technology lesson twice a week. Chromebooks are provided to students in grades three through eight. Chromebook Flips are provided for students in grades Kindergarten through three. Samsung Tablets and iPads are available to students in grades Pre-Kindergarten through grade three. Smartboards are also stationed in various classrooms.
Early Childhood Education:	We offer a full day Inclusion Pre-Kindergarten program and a half-day Inclusion Pre-Kindergarten program. Technology is also infused into the curriculum. Early Childhood celebrations take place throughout the year. Students in Kindergarten through Grade 2 follow the District curriculum in addition to utilizing the iReady Diagnostic Program and the Fundations Program.