



Sharon School
2016-2017


Grade Span 3H-04

21-5510-050
MERCER
ROBBINSVILLE TWP
234 SHARON ROAD
ROBBINSVILLE, NJ 08691-9741

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	21	33	24
KG	161	190	193
1	209	180	202
2	193	222	192
3	216	203	242
4	0	231	224
Ungraded	43	40	23
Total	843	1099	1100

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	2014-15	2015-16	2016-17
Female	50%	50%	49%
Male	50%	50%	52%
Economically Disadvantaged Students	4%	3%	3%
Students with Disabilities	14%	16%	15%
English Learners	1%	2%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	60.1%
Asian	31.2%
Hispanic	4.5%
Black or African American	1.5%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	2.5%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	31	32	22
PK - Full Day	0	1	2
KG - Half Day	0	0	0
KG - Full Day	165	190	193

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. All other students are included in Other Languages.

Home Language	% of Students
English	80.0%
Telugu	3.5%
Hindi	3.1%
Tamil	2.4%
Panjabi	1.3%
Other	10.1%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	419	98.7	66.10	69.30	54.90	66.1	68.7	Met Target†
White	298	98.1	65.40	67.30	63.90	65.4	70.8	Not Met
Hispanic	18	100.0	61.20	53.80	39.80	61.2	N	N
Black or African American	*	*	*	44.40	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	92	100.0	69.60	80.10	80.70	69.6	70.4	Met Target†
American Indian or Alaska Native	N	N	*	66.60	53.70	*	**	**
Two or More Races	*	*	*	56.30	54.90	*	**	**
Female	206	98.3	71.80	77.80	62.20	71.8		
Male	213	99.2	60.60	61.30	48.10	60.6		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	64	98.6	43.80	26.60	20.50	43.8	34.8	Met Target
Students without Disabilities	355	98.7	70.20	75.60	61.90	70.2		
English Learners	12	100.0	25.00	36.40	25.20	25	**	**
Non-English Learners	407	98.7	67.30	69.70	57.40	67.3		
Homeless Students	N	N	*	0.00	26.40	*		
Students In Foster Care	*	*	*	0.00	24.80	*		
Military-Connected Students	*	*	*	66.70	53.50	*		
Migrant Students	N	N	*	0.00	23.00	*		

** ESSA accountability targets are only included if data is available for at least 20 students



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	238	756	756	749	8%	10%	24%	52%	7%	59%	50%
White	144	754	754	759	*	14%	22%	49%	*	56%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	71	761	761	775	*	*	27%	61%	*	66%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	750	*	*	*	*	*	*	52%
Female	116	762	762	753	*	*	21%	50%	*	63%	55%
Male	122	751	751	744	*	*	26%	54%	*	55%	46%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	63%
Students with Disabilities	38	744	744	720	*	*	*	47%	*	50%	24%
Students without Disabilities	200	759	759	754	*	*	*	53%	*	61%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	49%
Migrant Students	N	N	N	733	N	N	N	N	N	N	29%



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

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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	221	771	771	753	*	*	19%	52%	25%	77%	56%
White	166	771	771	762	*	*	21%	51%	24%	75%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	N	N	N	736	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	45	777	777	777	0%	*	*	53%	31%	84%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	107	777	777	758	*	*	15%	49%	34%	82%	61%
Male	114	765	765	748	*	*	23%	54%	17%	71%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	27	737	737	724	*	*	*	41%	0%	41%	25%
Students without Disabilities	194	776	776	759	*	*	*	53%	28%	81%	62%
English Learners	*	*	*	710	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	31%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

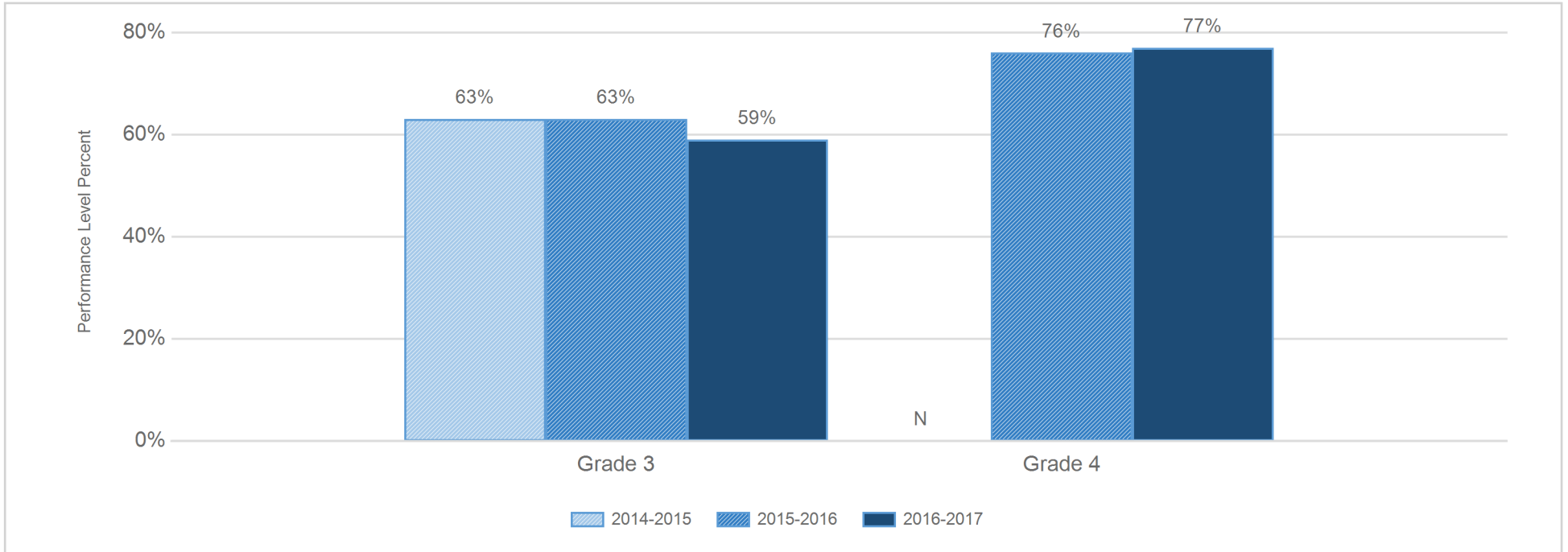


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English Language Arts/Literacy Assessment - Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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](#).

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Schoolwide	419	98.7	63.70	60.70	43.50	63.7	67.5	Met Target†
White	298	98.1	61.70	55.90	52.40	61.7	65.7	Met Target†
Hispanic	18	100.0	50.00	43.10	27.60	50	N	N
Black or African American	*	*	*	41.70	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	92	100.0	72.80	79.50	75.60	72.8	78.2	Met Target†
American Indian or Alaska Native	N	N	*	100.00	42.50	*	**	**
Two or More Races	*	*	*	53.30	44.90	*	**	**
Female	206	98.3	61.60	60.20	44.10	61.6		
Male	213	99.2	65.70	61.20	42.90	65.7		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	64	98.6	29.70	20.50	16.50	29.7	25.6	Met Target
Students without Disabilities	355	98.7	69.80	66.70	48.80	69.8		
English Learners	12	100.0	41.60	52.40	23.30	41.6	**	**
Non-English Learners	407	98.7	64.40	60.80	45.20	64.4		
Homeless Students	N	N	*	0.00	16.40	*		
Students In Foster Care	*	*	*	0.00	15.10	*		
Military-Connected Students	*	*	*	33.30	39.90	*		
Migrant Students	N	N	*	0.00	18.20	*		

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	238	757	757	750	5%	16%	22%	40%	17%	58%	53%
White	144	750	750	758	*	20%	22%	40%	*	51%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	71	771	771	778	*	*	23%	44%	28%	72%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	750	*	*	*	*	*	*	53%
Female	116	751	751	751	*	*	22%	36%	*	52%	52%
Male	122	762	762	750	*	*	22%	44%	*	63%	53%
Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	38	736	736	728	*	*	32%	*	*	29%	29%
Students without Disabilities	200	761	761	754	*	*	20%	*	*	63%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	51%
Migrant Students	N	N	N	725	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	221	765	765	746	*	*	20%	58%	15%	72%	47%
White	166	764	764	754	*	*	22%	57%	14%	71%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	25%
Asian, Native Hawaiian, or Pacific Islander	45	776	776	773	0%	*	*	62%	22%	84%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	107	765	765	746	*	*	21%	55%	16%	71%	47%
Male	114	765	765	746	*	*	18%	60%	14%	74%	48%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	61%
Students with Disabilities	27	732	732	724	*	*	37%	*	0%	30%	22%
Students without Disabilities	194	770	770	751	*	*	17%	*	17%	78%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	49%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	18%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

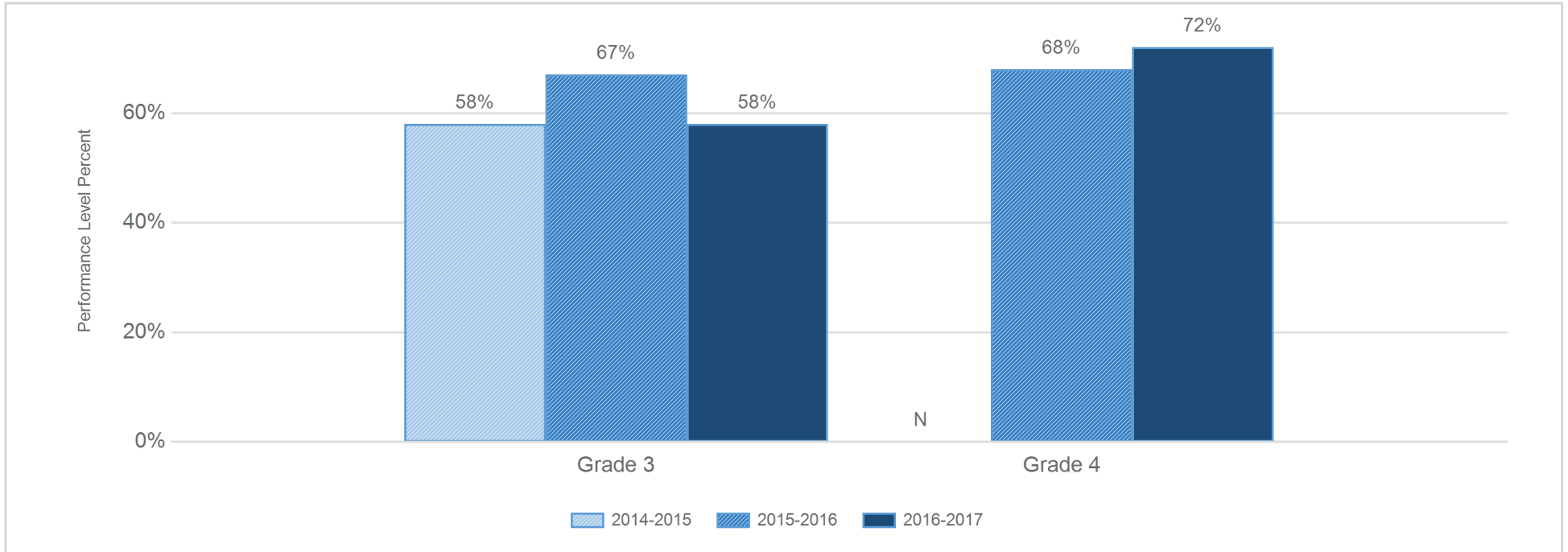


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Mathematics Assessment – Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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Alternate Assessments - 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	*	*

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. The table also shows 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
1	*	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

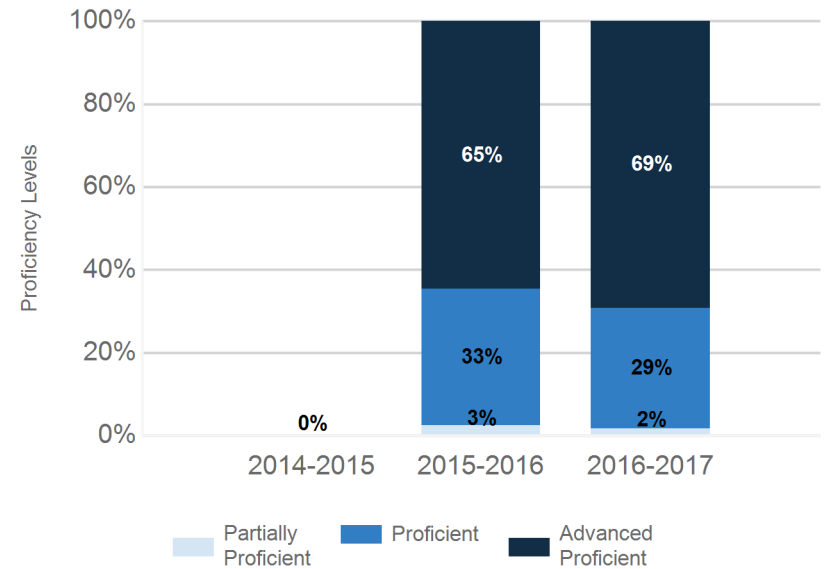
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	69%	29%	2%
White	69%	30%	*
Hispanic	*	*	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	79%	21%	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	*	N	N
Students with Disabilities	26%	63%	11%
English Learners	N	*	N

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	64	48	50	Exceeds Target	69	65	50	Exceeds Target
White	64	47	50	Exceeds Target	69	65	52	Exceeds Target
Hispanic	*	*	49	**	*	*	47	**
Black or African American	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	70	54	60	Exceeds Target	71	64	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	*	*	47	**	*	*	46	**
Students with Disabilities	50	39	41	Met Target	66	60	43	Exceeds Target
English Learners	*	*	53	**	*	*	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



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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 the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

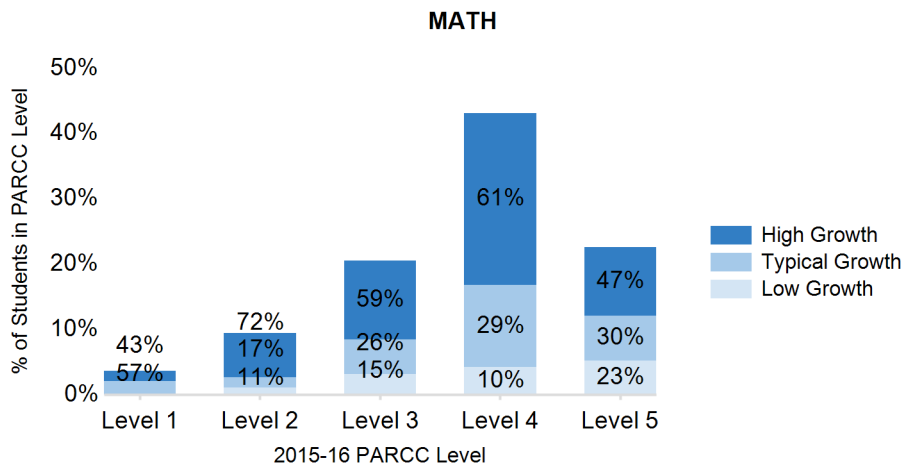
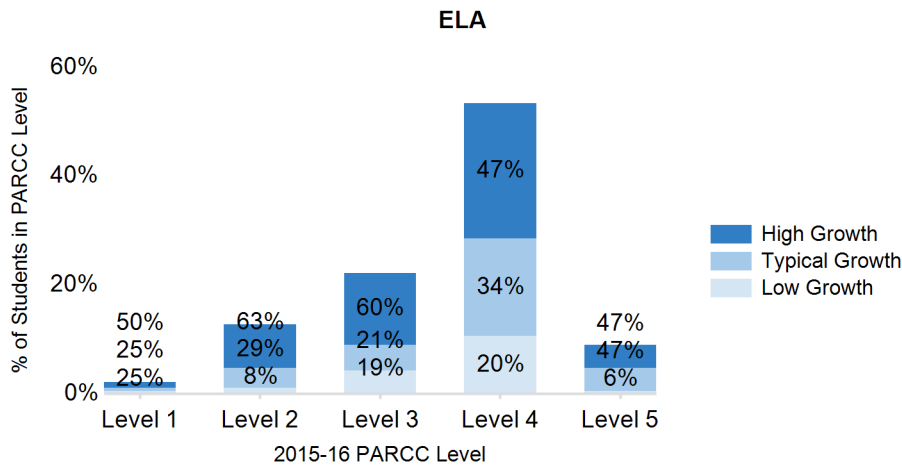
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

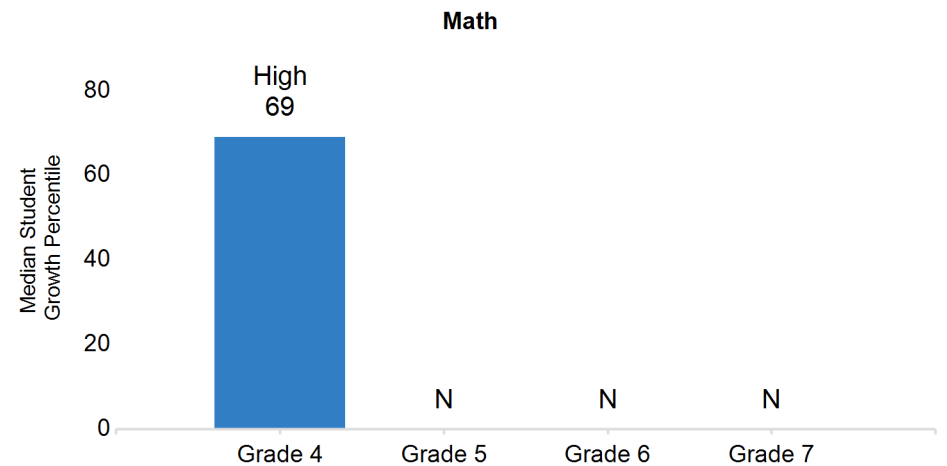
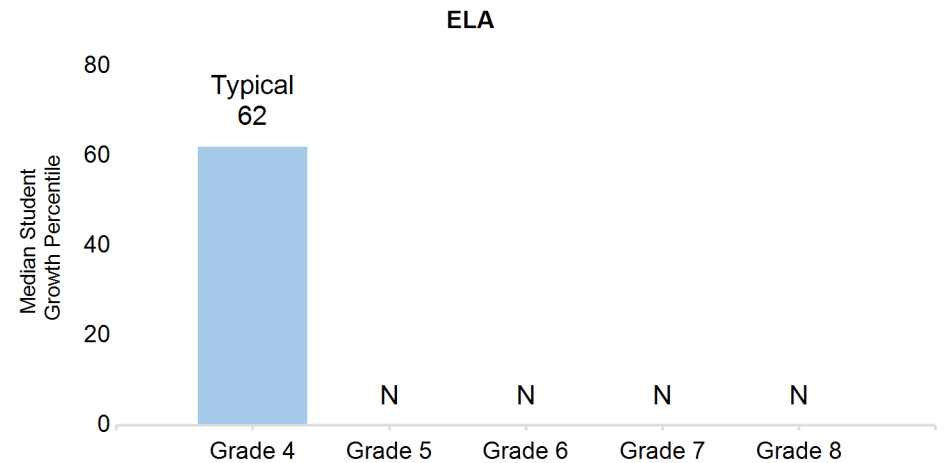
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

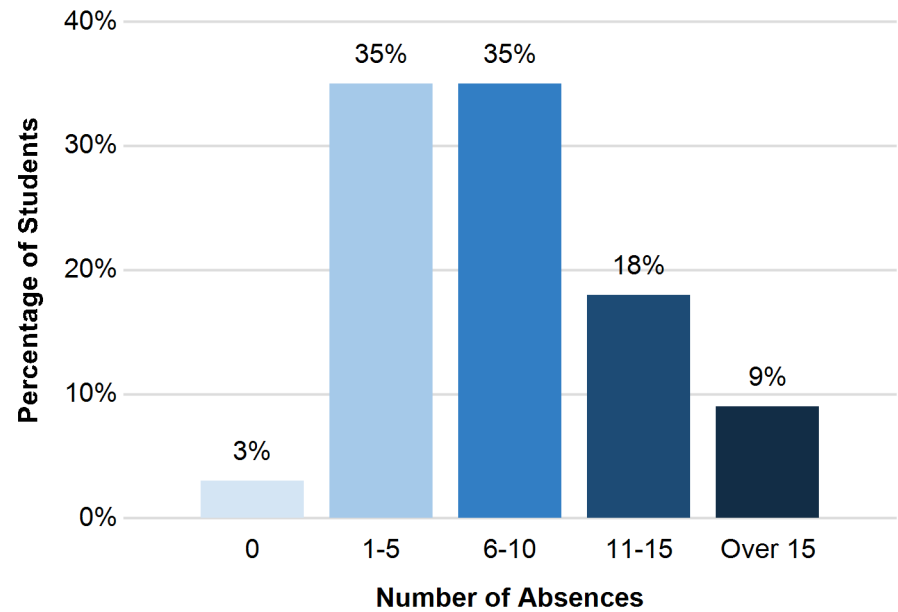
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.80	8.70	Met Target
White	5.80	8.70	Met Target
Hispanic	6.40	8.70	Met Target
Black or African American	0	**	**
Asian, Native Hawaiian, or Pacific Islander	8.90	8.70	Not Met
American Indian or Alaska Native	0	**	**
Two or More Races	0	8.70	Met Target
Economically Disadvantaged Students	6.90	8.70	Met Target
Students with Disabilities	10.30	8.70	Not Met
English Learners	0	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





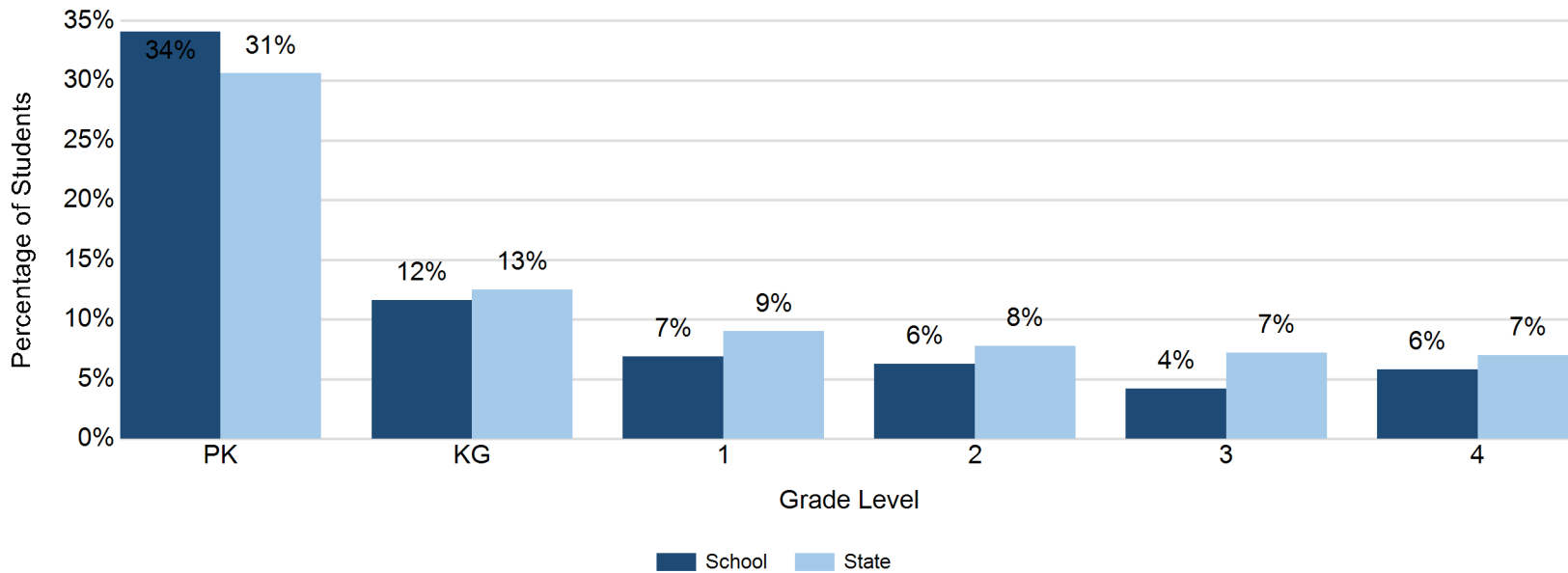
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:55AM
Typical End Time	3:40PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs. 45 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:0.8	48.6 kbps	100 kbps	No	N	Fiber	No

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$255	\$11,255	\$11,510



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience and Certifications

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	73	115,100
Average years experience in public schools	9.0	11.8
Average years experience in district	9.0	10.5
Teachers in district for 4 or more years	66%	74%

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	16	9,476
Average years experience in public schools	8.4	15.7
Average years experience in district	8.4	11.5
Administrators in district for 4 or more years	69%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	15:1	13:1
Administrators	550:1	193:1
Librarian/Media Specialists		1030:1
Nurses		515:1
Counselors		386:1
Child Study Team		343:1



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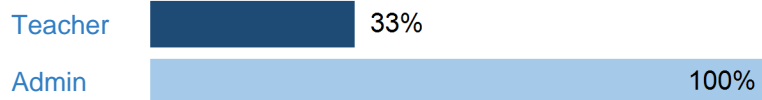
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	84%	77%
2015-16 Administrators: Same district 2016-17	68%	85%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	64	17.5%
Mathematics Proficiency	70	17.5%
English Language Arts Growth	88	25%
Mathematics Growth	94	25%
Chronic Absenteeism	52	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		76.9
Summative Rating: Percentile rank of Summative Score		87 th
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	77	12	No	Met Target†	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
White	72	12	No	Not Met	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
Hispanic	**	**	No	N	N	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	52	12	No	Met Target†	Met Target†	Not Met	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	Met Target	**	**	No
Students with Disabilities	81	12	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Sinkewicz	Email Address:	sinkewicz@robbinsville.k12.nj.us
Address:	234 SHARON ROAD ROBBINSVILLE, NJ 08691-9741	Website:	http://robbinsvilleses.ss10.sharpschool.com
Phone:	(609)632-0960	Facebook:	https://www.facebook.com/Sharon-Elementary-School-158945370813422
		Twitter:	https://twitter.com/bitsbyBoomer

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • 1:1 Chromebooks in Grades 3 and 4 • Implemented the Next Generation Science Standards • Responsive Classroom
 <p>Mission, Vision, Theme:</p>	<p>When we care about each other and our school, we share what we have, listen carefully, help each other learn, work hard, and have fun together. We understand that everyone makes mistakes, that we stand up for ourselves and others, and when someone asks us to stop, we stop! This is who we are, even when no one is watching! - Adapted from Debbie Miller -</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Everyday Math, Balanced Literacy, Reader’s Workshop, Writer’s Workshop, Guided Reading, Foundations, Word Study, English as a Second Language, Academic Support, Leveled Literacy Instruction, Gifted and Talented, Next Generation Science Standards, Guidance Lessons, Mindfulness, Growth Mindset, Habits of Mind</p>
 <p>Clubs and Activities:</p>	<p>Student Council is made up of 3rd and 4th graders, who inspire and empower others to make positive changes personally and socially and take action to serve the school and community. Members provide student leadership and role modeling, share students’ views on issues involving our school and participate in community service activities. They represent the voice of all the students at our school as each member adopts a Buddy Class in a lower grade to keep them informed on all activities and events.</p>
 <p>Before and After School Programs:</p>	<p>Sharon School is one of two schools that offers students the opportunity to participate in the Robbinsville Extended Day (RED) program, our premiere childcare and enrichment program. Established in 2011, the program has grown exponentially over the years and has a current enrollment of 550+ students. Enrichment opportunities include chess, knitting, science, nutrition, sports, and field trips. RED proceeds have been used to fund a playground at Sharon and, more recently, a new school bus.</p>







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 <p>Staff and Professional Learning:</p>	<p>Professional development is facilitating opportunities for teachers to achieve knowledge and skills necessary for student learning, modeling best practices, encouraging teacher leadership, creating a positive professional culture, developing coaching cycles, and having a 4 year new teacher induction plan. We promote reflective learners by analyzing data to improve learning, designing self-directed professional development opportunities, providing ongoing guidance, support and resources for teachers.</p>
 <p>Student Supports and Services:</p>	<p>Academic Support is a program to boost a student's "academic muscles" in Math and English Language Arts. Placement is flexible, meaning that students may enter and exit the program throughout the year based on their specific individual needs. The sessions in both Math and ELA are organized by the Common Core Standards. Reading Recovery is offered to our most struggling First Grade readers. It is an intensive 16 week, 1-on-1 program, with the goal of bringing the student to read on grade level.</p>
 <p>Student Health and Wellness:</p>	<p>Our Guidance Program has two counselors who provide services for classrooms, small groups and individuals. Our Health Office has two nurses that provide health screenings and care for the most basic first aid need to treating and monitoring our chronically ill students. We provide a health aide at lunch to monitor our students with food allergies and chronic illnesses. We provide recess each day for all students and twice a day for Kindergarten. We have a school-based Wellness Program.</p>
 <p>Parent and Community Involvement:</p>	<p>We are grateful for our very active PTA. They are supportive of our students and staff and most generous with their time, skills and creativity! The Sharon School PTA plans many activities for students and their families and has a lots of ways to participate through committees and volunteering. The Robbinsville Community frequently partners with Sharon School for the collective good of the township. We have collaborated on events to improve Robbinsville Township and help those in need.</p>



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Facilities:

The most recent addition to Sharon School was in 2015. During that time, air conditioning was installed in the entire school. Our building has core facilities that included two gymnasiums, a cafeteria, and media center. We have classrooms for our Pre-K to 4th Grade students as well as small group instruction rooms. Our playground welcomes and is compatible for all of our students.



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Other Information:

The students and staff of Sharon Elementary School continue to experience success on multiple levels. Each day begins with the Morning Meeting component of Responsive Classroom, a research-based approach to elementary education which demonstrates that a social curriculum is as fundamental to a child's development as the academic. We believe that how children learn is as important as what they learn. Because all students develop their literacy skills at different rates, we apply balanced literacy strategies and techniques to ensure success. Whether a student is deemed a proficient or a developing reader/writer, it is critical that they are provided a variety of experiences. A balanced literacy approach is comprised of reading and writing components, each supporting the other. This approach enables the teacher to develop instruction to meet the needs of each student. Components of balanced literacy include: Read Aloud, Shared Reading, Independent Reading, Guided Reading, Shared Writing, Writer's Workshop, Reader's Workshop, and Literacy Centers. Foundations, a researched based phonics and handwriting program, is implemented in grades K-2. We use the Everyday Mathematics approach to teach math. This style of instruction helps students learn more mathematical content and encourages them to become life-long mathematical thinkers. Everyday Math is a problem solving approach based on real world, practical situations. We make connections between the students' own knowledge and their experiences both in school and at home. Rocket Math is utilized for students in grades 1 – 4 to help build speed and rote memory in the areas of addition, subtraction, multiplication and division. Next Generation Science Standards are taught through hands-on science kits for physical, life and environmental science. All students participate in Art, Computers, Library, and Music classes once a week, while Physical Education classes meet twice a week. 4th grade students also have STEAM lab.