NJ SCHOOL PERFORMANCE REPORT

CRANFORD HIGH SCHOOL
(39-0980-030)
Grades Offered: 09-12
2017-2018

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

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	UNION
District	CRANFORD TWP
Principal Name	MR. CANTAGALLO
Address	201 WEST END PLACE CRANFORD, NJ 07016
Phone Number	(908)709-6272
Email Address	CANTAGALLO@CRANFORDSCHOOLS.ORG
Website	http://chs.cranfordschools.org/
Facebook	https://www.facebook.com/people/Cranford-Principal/100016843950313
Twitter	https://twitter.com/CranfordCougars

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
9	332	292	331
10	272	332	276
11	309	267	334
12	272	305	267
Total	1,189	1,200	1,210

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	50.3%	49.9%	48.7%
Male	49.7%	50.1%	51.3%
Economically Disadvantaged Students	2.8%	3.0%	2.9%
Students with Disabilities	16.3%	18.0%	18.8%
English Learners	0.3%	0.4%	0.5%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.1%	0.1%
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	85.1%	84.5%	85.1%
Hispanic	6.9%	7.5%	7.1%
Black or African American	4.6%	4.6%	4.3%
Asian	3.1%	3.0%	2.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.3%	0.4%	0.9%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	1,184	1,192	1,202
Shared Time Students	10	15	15
Full Time Equivalent	1,189	1,200	1,210

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	98.0%
Other Languages	2.0%

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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	594	99.5	71.0	75.5	56.7	71.0	67.6	Met Target
White	513	99.4	72.1	76.2	65.6	72.1	69.8	Met Target
Hispanic	42	100.0	66.7	69.4	42.5	66.7	51.6	Met Target
Black or African American	17	100.0	47.1	43.3	37.3	47.1	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	89.4	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	289	100.0	83.0	82.4	64.5	83.0		
Male	305	99.0	59.7	68.9	49.4	59.7		
Economically Disadvantaged Students	15	100.0	53.3	*	38.5	53.3	**	**
Non-Economically Disadvantaged Students	579	99.5	71.5	*	67.5	71.5		
Students with Disabilities	122	98.4	29.5	40.2	21.6	29.5	37.3	Not Met
Students without Disabilities	472	99.8	81.8	84.2	63.9	81.8		
English Learners	*	*	*	62.5	27.3	*	**	**
Non-English Learners	*	*	*	75.6	59.4	*		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

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	320	765	765	752	*	*	17%	57%	17%	74%	55%
White	274	766	766	760	*	*	17%	58%	18%	76%	64%
Hispanic	22	762	762	735	0%	*	*	*	*	77%	38%
Black or African American	11	739	739	734	*	*	*	*	*	36%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	152	771	771	759	*	*	10%	65%	20%	86%	63%
Male	168	759	759	744	*	*	23%	50%	14%	64%	46%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	56	736	736	716	*	*	*	*	*	30%	15%
Students without Disabilities	264	771	771	758	*	*	*	*	*	83%	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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	272	764	764	749	8%	7%	16%	46%	23%	69%	51%
White	236	766	766	756	6%	8%	17%	47%	23%	69%	58%
Hispanic	20	742	742	733	*	*	*	*	*	55%	38%
Black or African American	*	*	*	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	139	774	774	759	*	*	11%	49%	31%	80%	60%
Male	133	753	753	739	*	*	22%	42%	15%	57%	42%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	59%
Students with Disabilities	62	727	727	707	*	*	23%	*	*	31%	15%
Students without Disabilities	210	775	775	756	*	*	14%	*	*	80%	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11

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).

Note: Grade 11 students who take the AP/IB English exam are exempt from taking the PARCC ELA exam and their performance may not be reflected in the PARCC ELA Grade 11 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	189	758	758	736	7%	8%	21%	50%	14%	63%	39%
White	162	760	760	737	*	*	22%	49%	15%	65%	41%
Hispanic	12	755	755	731	*	*	*	*	*	67%	35%
Black or African American	10	746	746	729	*	0%	*	*	*	60%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	81	761	761	745	*	*	12%	59%	15%	74%	48%
Male	108	755	755	728	*	*	28%	43%	13%	56%	31%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	42%
Students with Disabilities	37	744	744	708	*	*	27%	*	*	46%	13%
Students without Disabilities	152	761	761	742	*	*	20%	*	*	68%	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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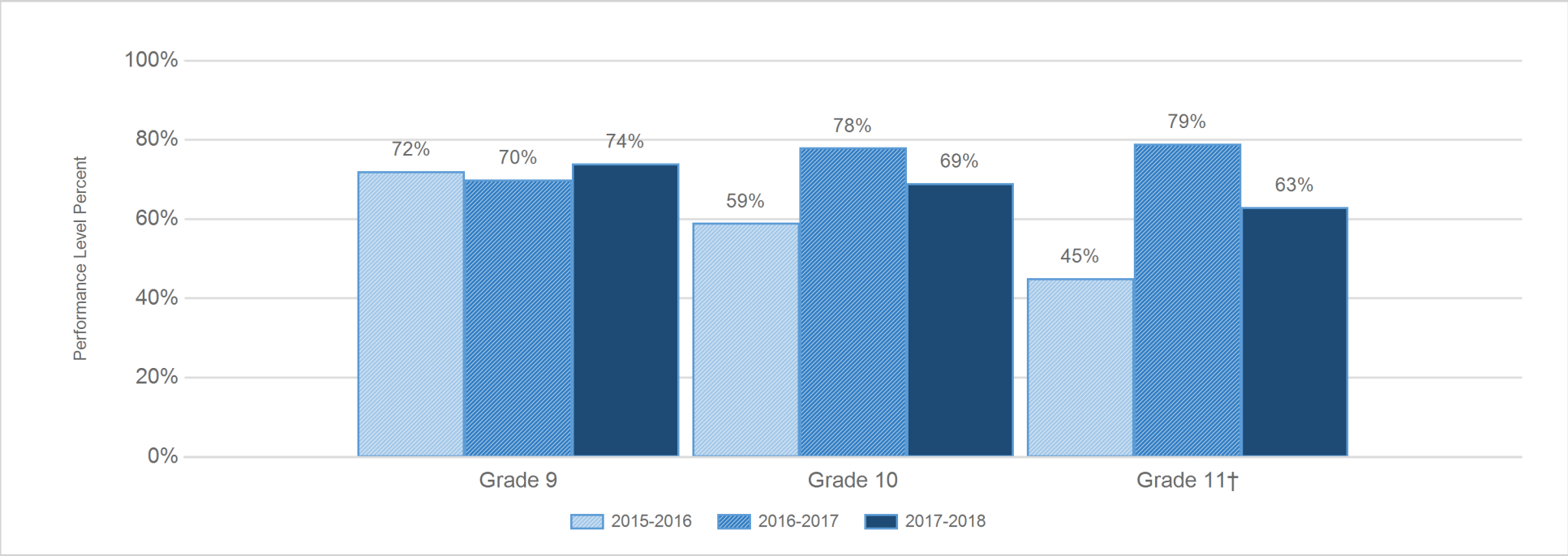
English Language Arts/Literacy Assessment - Performance Trends

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



† Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.

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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	591	98.5	41.0	62.5	45.0	41.0	42.3	Met Target†
White	508	98.6	42.0	63.3	54.1	42.0	43.5	Met Target†
Hispanic	42	100.0	38.1	52.8	29.2	38.1	34.1	Met Target
Black or African American	19	95.0	10.5	30.9	23.4	10.5	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	80.8	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	285	98.3	38.2	62.7	46.0	38.2		
Male	306	98.7	43.5	62.3	43.9	43.5		
Economically Disadvantaged Students	15	100.0	33.3	*	26.6	33.3	**	**
Non-Economically Disadvantaged Students	576	98.5	41.1	*	55.9	41.1		
Students with Disabilities	122	98.4	16.4	32.0	17.1	16.4	24.4	Not Met
Students without Disabilities	469	98.5	47.3	70.0	50.5	47.3		
English Learners	*	*	*	58.8	24.6	*	**	**
Non-English Learners	*	*	*	62.5	46.9	*		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	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	138	736	763	746	12%	14%	45%	30%	0%	30%	46%
White	105	738	764	755	10%	12%	46%	32%	0%	32%	57%
Hispanic	15	734	*	730	*	*	*	*	*	27%	27%
Black or African American	12	724	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	57	738	765	748	*	*	53%	26%	0%	26%	48%
Male	81	734	761	745	*	*	40%	32%	0%	32%	44%
Economically Disadvantaged Students	*	*	757	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	763	756	*	*	*	*	*	*	57%
Students with Disabilities	52	725	731	716	*	*	42%	*	*	15%	13%
Students without Disabilities	86	743	770	752	*	*	47%	*	*	38%	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
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	*	*	*	752	*	*	*	*	*	*	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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	297	744	744	735	*	15%	43%	*	*	39%	30%
White	259	745	745	740	*	14%	44%	*	*	40%	37%
Hispanic	21	734	734	723	*	*	*	*	*	38%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	160	743	743	736	*	14%	48%	*	*	36%	30%
Male	137	745	745	734	*	16%	38%	*	*	43%	29%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	741	*	*	*	*	*	*	38%
Students with Disabilities	52	723	723	713	*	42%	37%	*	*	10%	*
Students without Disabilities	245	749	749	738	*	9%	45%	*	*	45%	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Algebra II

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	215	739	739	727	13%	20%	26%	*	*	41%	30%
White	190	739	739	733	14%	19%	26%	*	*	41%	35%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	N	736	N	N	N	N	N	N	37%
Female	95	739	739	728	12%	22%	26%	*	*	40%	30%
Male	120	738	738	727	15%	18%	25%	*	*	42%	30%
Economically Disadvantaged Students	*	*	*	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	37%
Students with Disabilities	40	718	718	693	30%	38%	*	*	*	20%	*
Students without Disabilities	175	743	743	732	10%	16%	*	*	*	46%	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	*	*	*	693	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

NJ SCHOOL PERFORMANCE REPORT

CRANFORD HIGH SCHOOL
(39-0980-030)
Grades Offered: 09-12
2017-2018

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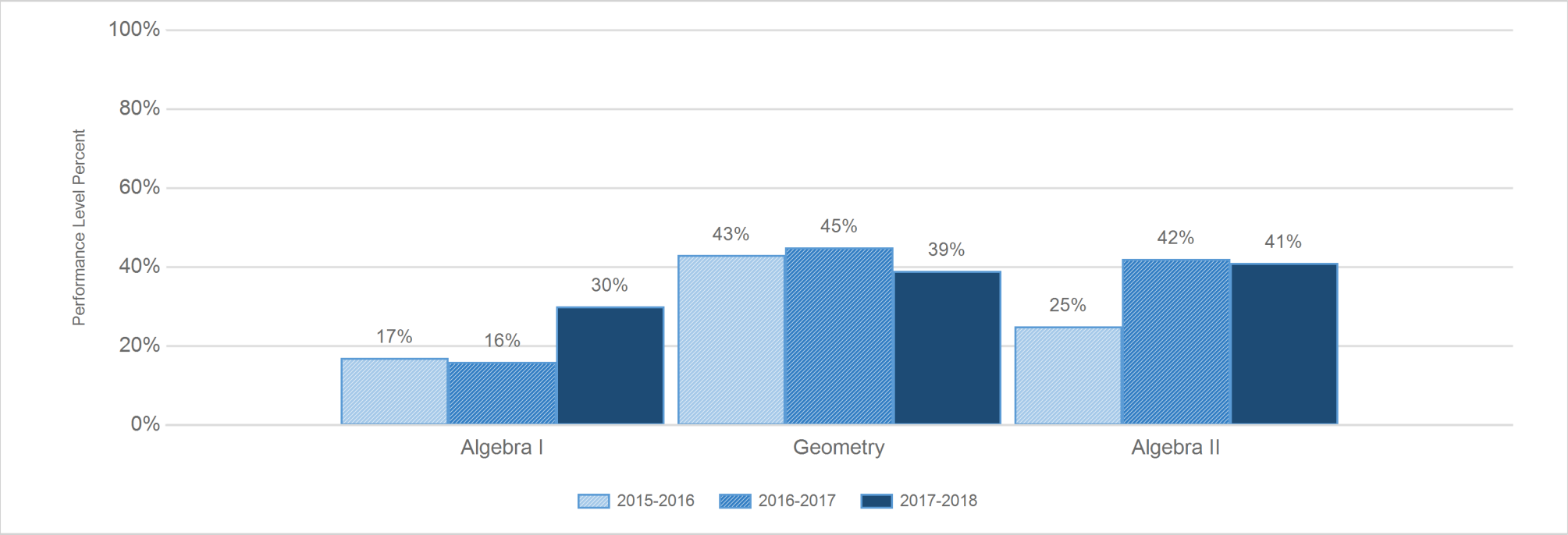
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

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	N	N	N

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

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

Biology Assessment Information

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

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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2017-18. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	95.6%	85.0%
12th graders taking SAT in 2017-18 or prior years	86.7%	72.2%
12th graders taking ACT in 2017-18 or prior years	41.7%	24.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	532	478	Grade 10: 430 Grade 11: 460	84%	62%
PSAT 10/NMSQT - Math	521	478	Grade 10: 480 Grade 11: 510	62%	42%
SAT - Reading and Writing	588	542	480	92%	72%
SAT - Math	586	543	530	76%	54%
ACT - Reading	25	24	22	75%	62%
ACT - English	25	24	18	92%	78%
ACT - Math	25	24	22	72%	62%
ACT - Science	24	23	23	64%	53%

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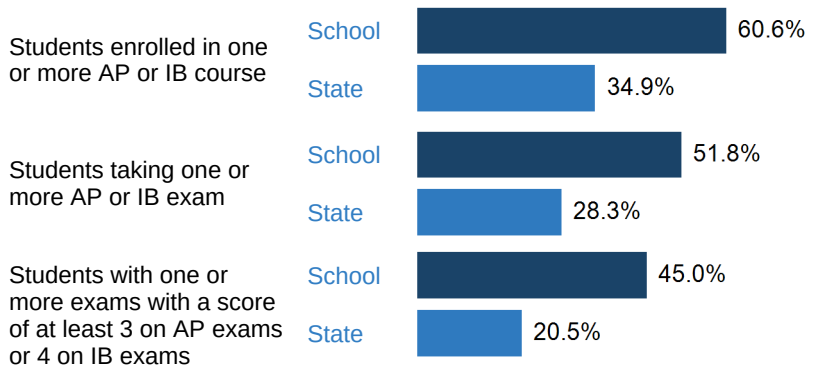
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

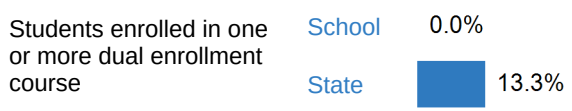
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	8	4
AP Biology	10	5
AP Calculus AB	48	77
AP Calculus BC	45	7
AP Chemistry	44	39
AP Computer Science A	17	12
AP Computer Science Principles	27	24
AP English Language and Composition	86	85
AP English Literature and Composition	37	34
AP Environmental Science	74	55
AP European History	8	6
AP French Language and Culture	4	0
AP German Language and Culture	12	9
AP Human Geography	69	59
AP Japanese Language and Culture	0	1
AP Latin (Virgil, Catullus and Horace)	4	4

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AP/IB Course	Students Enrolled	Students Tested
AP Macroeconomics	36	26
AP Microeconomics	37	26
AP Music Theory	9	9
AP Physics 1	65	50
AP Physics C	11	0
AP Physics C: Mechanics	0	9
AP Psychology	85	75
AP Spanish Language	14	9
AP Spanish Literature	9	6
AP Statistics	19	17
AP Studio Art—Drawing Portfolio	0	1
AP Studio Art—Two-Demensional	6	3
AP U.S. Government and Politics	18	17
AP U.S. History	75	82
AP World History	50	50
Exams with scores of at least 3 on AP exams or 4 on IB exams		642

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AP/IB Course	Students Enrolled	Students Tested
Total Exams taken		801

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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career and Technical Education website.

Career and Technical Education Participation

The graphs below show the percentage of students who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

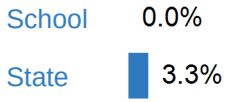
CTE Participants
(completed only one course in an approved CTE program)

CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

Structured Learning Experiences Participation

The graph below shows the percentage of students who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

School	*
State	0.9%

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	*	*	*
Arts, AV Technology & Communications	*		
Health Science	*		
Hospitality & Tourism	*	*	*
Human Services	*		
Information Technology	0	*	*
Manufacturing	*		
Marketing	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	15	*	*

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

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. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	132	188	0	0	0	0	1
10	0	107	96	1	0	0	69
11	0	4	73	240	2	12	2
12	0	0	1	46	134	51	41
Total	132	299	170	287	136	63	113
Enrolled in AP/IB Course					93	19	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	318	1	0	0	0	6
10	5	252	1	0	0	33
11	3	61	0	26	237	38
12	7	8	0	127	78	55
Total	333	322	1	153	315	132
Enrolled in AP/IB Course	10	44		74	76	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	318	3	0	0	0	5
10	2	196	4	42	0	32
11	3	313	15	47	10	60
12	0	3	39	39	26	110
Total	323	515	58	128	36	207
Enrolled in AP/IB Course	50	75	37	85		93
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	203	31	0	26	23	0	34
10	170	20	0	23	39	0	17
11	182	26	0	26	24	0	17
12	69	18	0	6	19	0	9
Total	624	95	0	81	105	0	77
Enrolled in AP/IB Course	23	4	0	4	12	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	289	59	0	38	66	0	21

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
French	*
Spanish	*
Total	*

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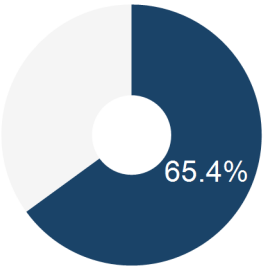
Visual and Performing Arts – Course Participation

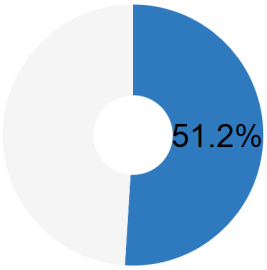
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

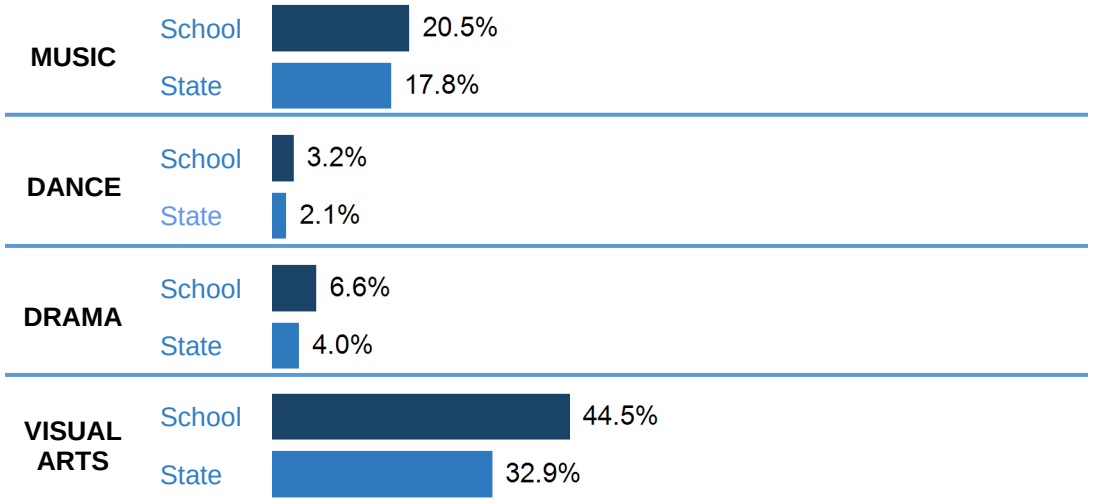


School



State

Students enrolled in one or more classes by discipline:



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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. 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	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	98.5%	90.9%	96.5%	92.4%	95.2%	N	Met Goal	94.8%	96.0%	Not Met
White	99.6%	95.0%	96.9%	95.7%	96.5%	N	Met Goal	95.6%	N	Met Goal
Hispanic	95.0%	84.8%	93.8%	87.3%	87.9%	N	N	87.5%	**	**
Black or African American	84.6%	84.2%	*	86.8%	*	**	**	90.9%	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	97.0%	*	97.7%	*	**	**	90.9%	**	**
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	N	92.0%	N	93.9%	N	N	N	N	N	N
Economically Disadvantaged Students	90.0%	84.6%	91.7%	87.0%	84.6%	**	**	*	**	**
Students with Disabilities	95.9%	80.1%	83.7%	83.5%	78.4%	89.9%	Not Met	78.6%	95.7%	Not Met
English Learners	N	75.8%	*	81.8%	*	**	**	N	N	N
Homeless Students	N	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	*	64.9%						

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Graduation Pathways

This table shows the percentage of Class of 2018 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	88.7%	72.6%
Substitute Competency Test	9.8%	24.4%
Portfolio Appeals Process	0.4%	0.4%
Alternate Requirements specified in IEP	1.1%	2.6%
Unknown	0.0%	0.0%

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2018	98.5%	-
2017	95.2%	96.5%
2016	93.7%	94.8%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2017-2018	0.2%	1.2%
2016-2017	0.4%	1.1%
2015-2016	0.7%	1.2%

NJ SCHOOL PERFORMANCE REPORT

CRANFORD HIGH SCHOOL
(39-0980-030)
Grades Offered: 09-12
2017-2018

Report Key:
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	88.2%	14.7%	85.3%
White	88.6%	14.4%	85.6%
Hispanic	95.5%	14.3%	85.7%
Black or African American	60%	33.3%	66.7%
Asian, Native Hawaiian, or Pacific Islander	90%	11.1%	88.9%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	*	*	*
Students with Disabilities	79.1%	41.2%	58.8%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	91.1%	19.5%	80.5%	64.4%	35.6%	50.6%	49.4%
White	92.2%	18.6%	81.4%	64.2%	35.8%	48.2%	51.8%
Hispanic	89.3%	32%	68%	68%	32%	60%	40%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	*	*	*	*	*	*	*
Students with Disabilities	75%	33.3%	66.7%	70%	30%	70%	30%
English Learners	N	N	N	N	N	N	N

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

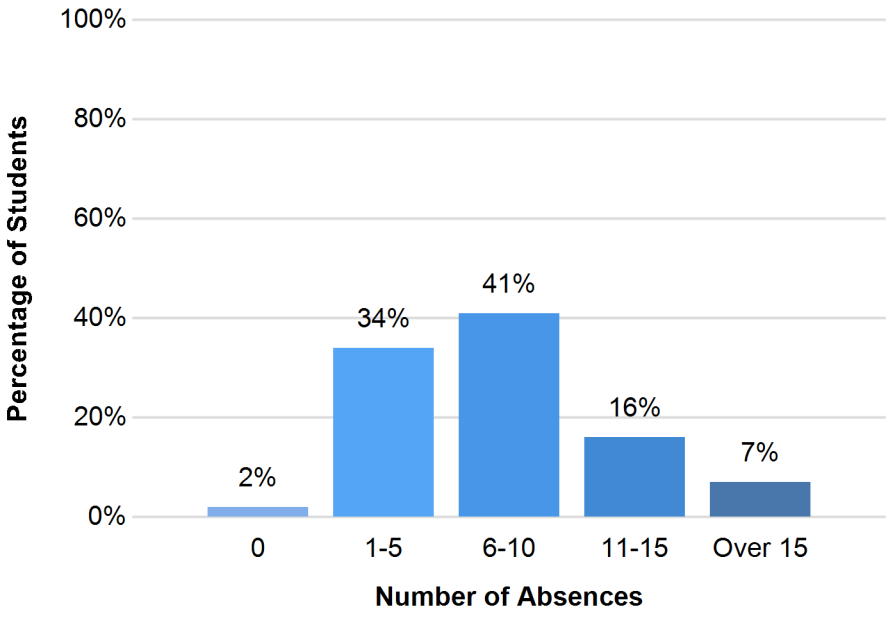
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	25	2.1	14.9	Met
White	20	1.9	14.9	Met
Hispanic	2	2.4	14.9	Met
Black or African American	2	5.0	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	1	2.9	14.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Economically Disadvantaged Students	2	6.9	14.9	Met
Students with Disabilities	11	4.8	14.9	Met
English Learners	*	*	**	**

Days Absent

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



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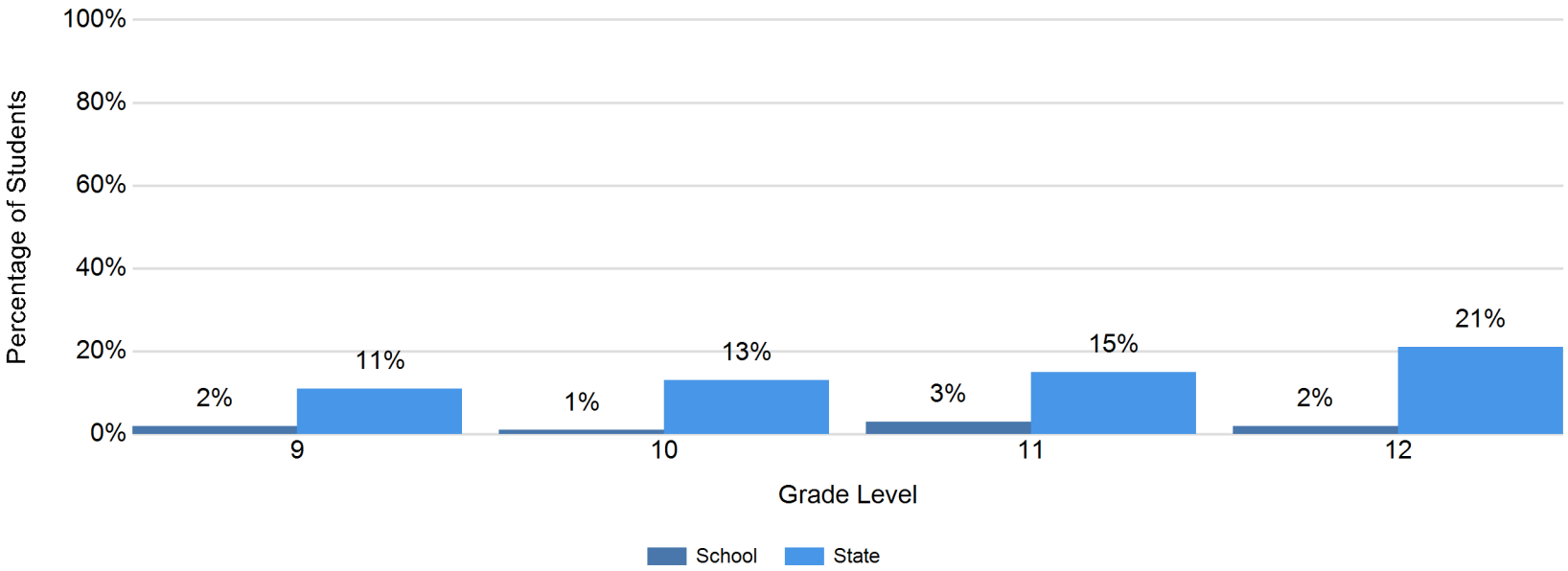
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	3
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	0.58

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	1	2
Religion	0	1	1
Ancestry	1	2	3
Gender	1	1	2
Sexual Orientation	1	2	3
Disability	2	0	2
Other	0	2	2
No Identified Nature	20		20

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:15 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 27 Mins
Shared Time - Instructional Time	4 Hrs. 40 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2017-18	1.2:1

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)	$272	$14,560	$14,832

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	105	117,464
Average years experience in public schools	13.5	12.0
Average years experience in district	10.5	10.7
Teachers in district for 4 or more years	76.2%	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	25	9,374
Average years experience in public schools	20.2	16.0
Average years experience in district	11.1	12.0
Administrators in district for 4 or more years	64.0%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	11:1
Students to Administrators	110:1	154:1
Teachers to Administrators	10:1	13:1
Students to Librarians/Media Specialists		772:1
Students to Nurses		483:1
Students to Counselors		483:1
Students to Child Study Team		241:1

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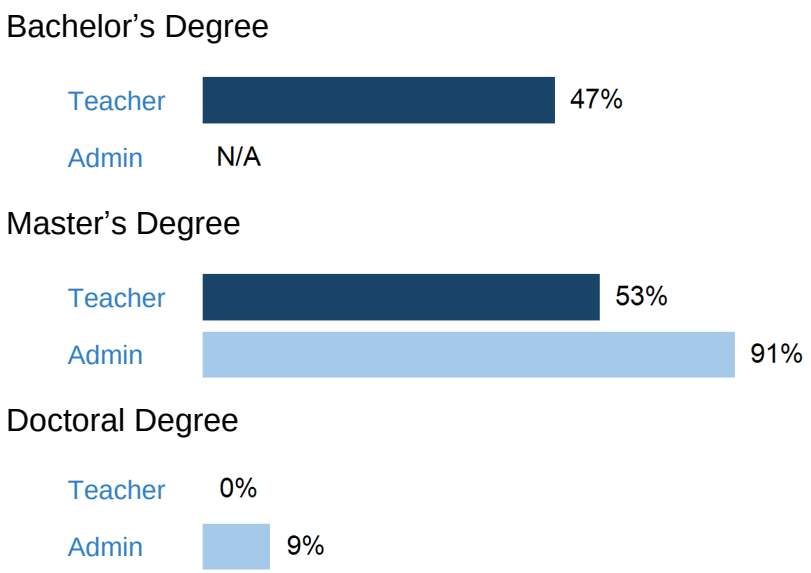
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. 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	90.0%	90.2%
2016-17 Administrators: Same district 2017-18	84.6%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.3%

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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	63.8%	54.5%
Male	36.2%	45.5%
White	93.3%	100.0%
Hispanic	2.9%	0.0%
Black or African American	0.0%	0.0%
Asian	2.9%	0.0%
American Indian or Alaska Native	1.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
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		

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

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	81.66	17.5%
Mathematics Proficiency	67.62	17.5%
Graduation Rate - 4-Year	51.86	25.0%
Graduation Rate - 5-Year	39.08	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	95.11	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	63.13	n/a
Summative Rating: Percentile Rank of Summative Score	67.05	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	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 Goal	Not Met	**	Met	No
White	65.14	8.94	No	Met Target	Met Target†	Met Goal	Met Goal	n/a	Met	No
Hispanic	75.14	8.94	No	Met Target	Met Target	N	**	n/a	Met	No
Black or African American	**	**	No	**	N	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	N	n/a	**	No
Two or More Races	**	**	No	**	**	N	N	n/a	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	n/a	Met	No
Students with Disabilities	60.61	8.94	No	Not Met	Not Met	Not Met	Not Met	n/a	Met	No
English Learners	**	**	No	**	**	**	N	**	**	No

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

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School Narrative

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

Highlights:	• 795 AP exams were taken in 2018 with a passing rate of over 80%. • CHS offers 28 varsity sports teams. • 75% of students participate in extracurricular activities.
Mission, Vision, Theme:	We, the community of CHS, are striving to acquire and foster the knowledge and responsibility necessary to preserve our diverse, democratic society and to choose, experience and enjoy a life of consequence in the complex world of the 21st century. Through a partnership of teachers and students, administrators, and community members, young adults graduating from CHS must learn to respect people and property, progress and preservation.
Awards, Recognition, Accomplishments:	CHS remains one of the “Top High Schools in New Jersey,” ranked by NJ Monthly #31 in the state. The Washington Post ranked CHS #535 nationally, #18 in NJ, and #2 in Union County. Thirteen students were accepted into NJ All State Choruses, additionally our theatre productions were nominated for 8 awards and won 2. Two students were awarded the National Center for Women and Information Technology Aspiration in Computing Award with a third receiving an honorable mention.

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Courses, Curriculum, Instruction:	The course work at CHS requires students to obtain 140 credits to graduate, exceeding the state minimum. We offer 28 AP courses and had 430 students take AP exams last year. This college level course work is also supported by a robust set of offerings highlighted by our STEAM courses: Auto Tech., Pre-Engineering, Robotics, CADD, Graphic Design, Photography, Game Theory & Design, Webmaster Team, Computer Science, Organic Chemistry, Anatomy & Physiology, Medical Terminology and Astronomy.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Coed), Gymnastics (Girls), Ice Hockey (Coed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Coed), Volleyball (Girls), Wrestling (Boys) Cranford High School supports 28 varsity teams and competes in the Union County Conference. During the 2017-2018 school year, student athletes earned three Conference Championships, four County Championships, had two Union County Scholar Athletes, and one New Jersey State Scholar Athlete.
Clubs and Activities:	CHS has many clubs and activities ranging in all areas: Robotics team, Autos club, Model UN, DECA (nationally recognized), Diversity Club, Gay Straight Alliance, Gender Equality Advocates, Mock Trial, World Language clubs, PRIDE (9th grade transition club), Woods club, A cappella clubs, Marching Band, Stage and Sound Crew, Orchestra, Jazz Band, Dance club, Madrigals, Fall Drama, and Spring Musical just to name a few. Our service clubs are Interact, CHAPS and Student Council.

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School Narrative

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Before and After School Programs:	Our Building Bridges Program helps to pair elementary and middle school students with a high school student to develop a mentor relationship. High School students also plan and implement activities that foster relationships with members of their town and school communities including but not limited to students with special needs, transfer students and senior citizens.
Staff and Professional Learning:	Over 65% of the Cranford High School staff has obtained a master's degree. In Cranford we encourage our staff to take the lead on professional development and have a plethora of teacher leaders that create PD sessions throughout the year. In district we have a Personalized Learning cohort along with a New Teacher Collaborative that supports our newer staff members.
Postsecondary Information:	For the Class of 2018, 95.9% are attending a college/university, 3.1% are employed, and 1.1% are in the military. The CHS Enrichment Testing Program provides SAT prep & college essay writing. The PSAT is given to all sophomores and juniors during the school day and fee waivers for SAT & ACT are available. CHS offers financial aid presentations, Naviance training, and student/parent conferences with all juniors to discuss college selection, application process, and plans for post graduation.

NJ SCHOOL PERFORMANCE REPORT

CRANFORD HIGH SCHOOL
(39-0980-030)
Grades Offered: 09-12
2017-2018

Report Key:
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Student Supports and Services:	Students at Cranford High School have many pathways towards assistance: ESL program, 504 committee, CPST-Cranford Problem Solving Team (formerly I&RS), Transfer Student Mentor Program, and a comprehensive Special Education Program.
Student Health and Wellness:	Students have a full complement of Health and PE classes. Some of the course offerings are CPR, Archery, handball, indoor soccer, and fitness and exercise. Our fitness and exercise program has historically been a model program that other districts have come to research in order to improve their own program. We bolster our Physical Education program by offering Dynamics of Healthcare, Emergency & Clinical Care and Medical Terminology, all of which can be taken for Rutgers University credit.
Parent and Community Involvement:	CHS enjoys a wonderful partnership with parent and community organizations. A sample of the organizations are: PTA, Project Graduation, Cranford Fund for Educational Excellence, Booster Club, and the Friends of the Performing Arts. Some of the activities supported or organized by these groups are Project Graduation, Fashion Show, athletic events, Prom Information Night, school grants, and scholarships. CHS has a strong relationship with our Municipal Alliance and Chamber of Commerce.

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Facilities:	Cranford High School was completed in 1936 and has had one major extension to the building. It has two gymnasiums and STEAM facilities including a dark room, wood shop, theatre room, culinary arts room, auto mechanic shop, computer science, robotics and engineering classroom as well as science labs. We have a dance studio, stadium seated band and choir rooms, and spacious art classrooms. Our 1,000 seat auditorium has a traditional look that hosts a litany of wonderful performances throughout the year.
School Safety:	Cranford High School has developed a Crisis Response Clipboard in collaboration with the Cranford Police, Fire and Rescue, that follow the guidelines of the state. Staff trainings are held annualing and best practices are reviewed monthly. In addition our Counseling department has developed a series of best practices regarding various events that may affect a school. Our staff, students and community promote the, “If you see or hear something, say something,” motto.

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Technology and STEM:	Cranford High School boasts a 1-1 program in all English classrooms. Over the past three years the school has tripled the amount of devices available for students to access. Some of our elective course offerings include: CADD: Architecture, Automotive Technology, Pre-Engineering, AP Computer Science A and Principles, Computer Programming, Game Theory and Design, Introduction to Cybersecurity, Web Design, Webmaster, Dynamics of Nutrition, Marine Science, Medical Terminology, Spanish Medical Terminology, Anatomy and Physiology, Astronomy, Film and Video, Technical Theatre, AP Statistics, Photography, and Graphic Design.
Early Childhood Education:	Cranford High School runs a Cougar Cub program which provides a developmentally appropriate, hands-on learning environment that is not a pre-school but an opportunity to promote social, emotional, cognitive, and physical growth in preparation for formal schooling. Age-appropriate and developmentally appropriate lessons are planned and taught by high school students under the direction of a certified teacher.

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Other Information:	Five students had their work shown at the prestigious juried high school art exhibition, Fresh Perspectives, at the Morris Museum. Four students had work selected for the State Teen Arts Festival. Nine junior and senior students completed coursework and training to become tutors of freshman and sophomore students during the inaugural year of the CHS Writing Center. Engineering students participated in the Union County Bridge Building competition at UCC. CHS Science Academy Students interested in Engineering attended NJIT Career Engineering Day in Newark, NJ. A CHS student won an Instructional Award in her event, Apparel and Accessories Marketing. She won a second place medal for her creativity and presentation in Role Play 1 from a field of approximately 300 students. In addition, five other CHS DECA members also represented Cranford DECA in Atlanta, Georgia. Less than eight percent of all NJ DECA members earn the privilege of attending this international event. These six students had won at both the Regional and State Career Development Conferences during the 2017-2018 school year and continued to hone their business skills in Atlanta. The CHS Model U. N. participated in the 48th Annual YMCA Model United Nations Conference in Hershey, PA. Our delegation of 100 students participated in the conference with approximately 1700 students representing over 30 schools throughout the New Jersey, Delaware and Pennsylvania area. The CHS delegation was recognized for several Outstanding Countries, Premier Country, Premier Diplomat and Outstanding 1st Year Delegate in International Criminal Court. CHS had one finalist and two semi-finalist winners for the 2018 New Jersey Business Idea Competition sponsored by Fairleigh Dickinson University. Last year Cranford High School student athletes garnered three Conference Championships, and four County Championships. Two Union County Scholar Athletes and one New Jersey State Scholar Athlete were also selected.