



Cranford High School
2016-2017


Grade Span 09-12

39-0980-030
UNION
CRANFORD TWP
201 WEST END PLACE
CRANFORD, NJ 07016

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](#) 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](#).
- 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
9	260	322	285
10	301	266	319
11	270	298	264
12	296	263	299
Ungraded	30	35	34
Total	1156	1184	1201

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	49%	50%	50%
Male	51%	50%	50%
Economically Disadvantaged Students	4%	3%	3%
Students with Disabilities	18%	16%	18%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
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	84.5%
Hispanic	7.5%
Black or African American	4.6%
Asian	3.0%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.4%

Enrollment Trends by Full and Shared Time

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	2014-15	2015-16	2016-17
Full Time Students	N	1184	1192
Shared Time Students	N	0	15
Full Time Equivalent	N	1184	1200

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	97.7%
Spanish	1.0%
Other	1.5%



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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	581	99.0	74.80	76.80	54.90	74.8	66.9	Met Target
White	514	98.9	76.50	77.20	63.90	76.5	69.3	Met Target
Hispanic	27	100.0	59.20	*	39.80	59.2	50	Met Target
Black or African American	18	100.0	55.60	51.60	35.20	55.6	**	**
Asian, Native Hawaiian, or Pacific Islander	18	100.0	77.80	*	80.70	77.8	**	**
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	301	98.4	80.40	81.90	62.20	80.4		
Male	280	99.7	68.90	71.80	48.10	68.9		
Economically Disadvantaged Students	13	100.0	69.20	*	36.20	69.2	**	**
Non-Economically Disadvantaged Students	568	99.0	75.00	*	65.80	75		
Students with Disabilities	101	98.1	37.60	38.20	20.50	37.6	34.9	Met Target
Students without Disabilities	480	99.2	82.70	86.00	61.90	82.7		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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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 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	283	761	761	749	*	*	21%	57%	13%	70%	52%
White	245	763	763	757	*	*	19%	58%	14%	72%	62%
Hispanic	18	747	747	733	*	0%	*	*	*	56%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	142	766	766	756	*	*	19%	62%	13%	75%	60%
Male	141	757	757	741	*	*	22%	51%	14%	65%	43%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	63	738	738	714	*	*	35%	35%	*	37%	13%
Students without Disabilities	220	768	768	754	*	*	16%	63%	*	79%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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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 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	314	775	775	743	*	*	18%	51%	28%	78%	46%
White	279	777	777	749	*	*	17%	50%	30%	80%	52%
Hispanic	13	760	760	728	*	*	*	*	*	62%	34%
Black or African American	10	750	750	725	*	*	*	*	0%	70%	31%
Asian, Native Hawaiian, or Pacific Islander	10	773	773	774	0%	0%	*	*	*	80%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	165	781	781	752	*	*	13%	52%	32%	84%	54%
Male	149	770	770	734	*	*	23%	49%	23%	72%	39%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	54%
Students with Disabilities	39	747	747	704	*	*	46%	*	*	36%	12%
Students without Disabilities	275	779	779	749	*	*	14%	*	*	84%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*

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



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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 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	200	767	767	736	*	*	14%	59%	20%	79%	38%
White	169	768	768	738	*	*	14%	59%	21%	79%	40%
Hispanic	16	769	769	731	*	*	*	63%	*	81%	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	80	778	778	744	*	*	*	56%	30%	86%	46%
Male	120	760	760	729	*	*	*	60%	13%	73%	31%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	42%
Students with Disabilities	43	748	748	709	*	*	*	51%	*	58%	12%
Students without Disabilities	157	773	773	741	*	*	*	61%	*	84%	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	200	767	767	737	*	*	14%	59%	20%	79%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

**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.

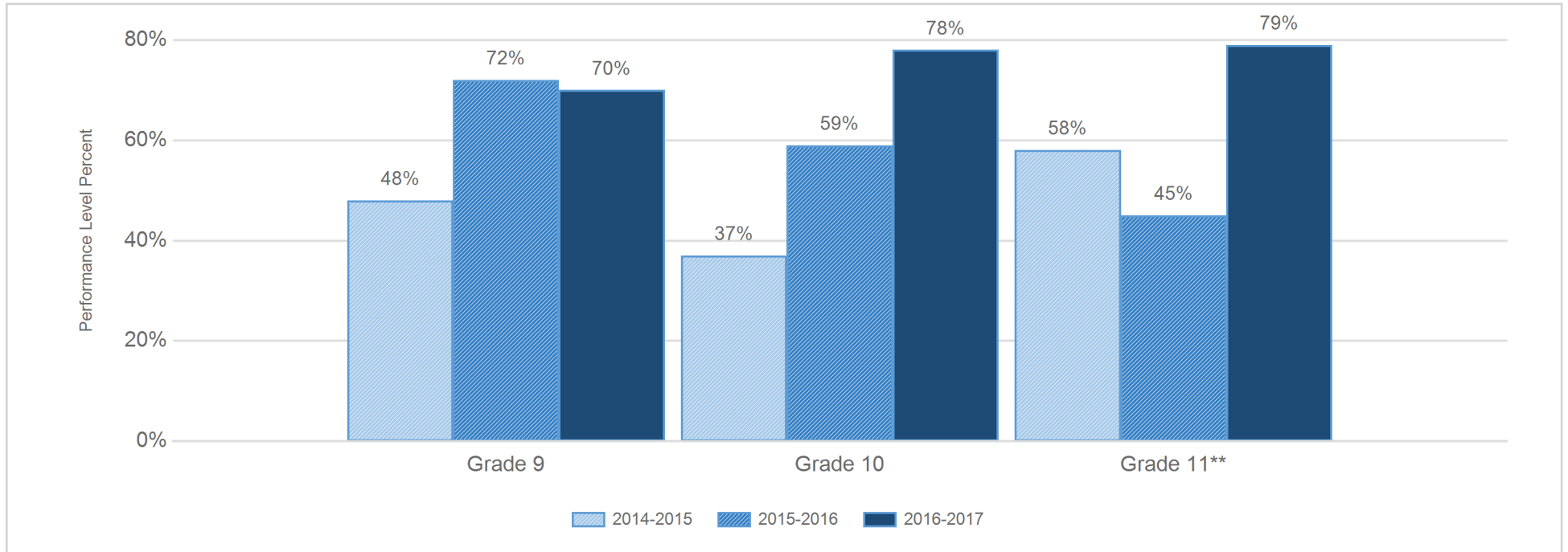


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



** Grade 11 students who take AP/IB English are exempt from taking the PARCC/ELSA 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 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	580	98.5	43.30	61.80	43.50	43.3	40.2	Met Target
White	513	98.3	44.00	62.80	52.40	44	41.5	Met Target
Hispanic	27	100.0	29.60	*	27.60	29.6	31.5	Met Target†
Black or African American	19	100.0	21.10	27.00	21.70	21.1	**	**
Asian, Native Hawaiian, or Pacific Islander	17	100.0	58.80	*	75.60	58.8	**	**
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	300	97.8	40.30	61.20	44.10	40.3		
Male	280	99.3	46.50	62.50	42.90	46.5		
Economically Disadvantaged Students	13	100.0	30.80	*	25.10	30.8	**	**
Non-Economically Disadvantaged Students	567	98.5	43.60	*	54.30	43.6		
Students with Disabilities	103	98.1	15.50	29.80	16.50	15.5	21.3	Met Target†
Students without Disabilities	477	98.6	49.20	69.60	48.80	49.2		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	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 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	123	729	755	743	10%	33%	42%	16%	0%	16%	42%
White	98	730	757	751	*	29%	46%	16%	*	16%	52%
Hispanic	11	716	741	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	69	727	752	744	*	26%	52%	*	*	10%	43%
Male	54	730	759	741	*	41%	28%	*	*	24%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	49	720	726	714	*	*	*	*	*	*	10%
Students without Disabilities	74	734	761	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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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 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	240	745	745	734	*	13%	40%	44%	*	45%	30%
White	215	746	746	740	*	12%	41%	44%	*	46%	38%
Hispanic	10	744	744	722	0%	*	*	*	0%	50%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	110	743	743	735	*	*	37%	38%	*	42%	31%
Male	130	747	747	733	*	*	43%	49%	*	49%	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	46	733	733	711	*	30%	46%	*	*	20%	*
Students without Disabilities	194	748	748	738	*	8%	39%	*	*	52%	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

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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 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	304	743	743	725	13%	21%	24%	39%	4%	42%	28%
White	265	745	745	731	10%	22%	25%	40%	4%	44%	33%
Hispanic	19	726	726	710	*	*	*	*	0%	21%	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	152	746	746	725	*	20%	26%	43%	*	45%	27%
Male	152	740	740	725	*	22%	23%	34%	*	39%	29%
Economically Disadvantaged Students	*	*	*	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	38	714	714	692	*	*	*	*	*	*	*
Students without Disabilities	266	747	747	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

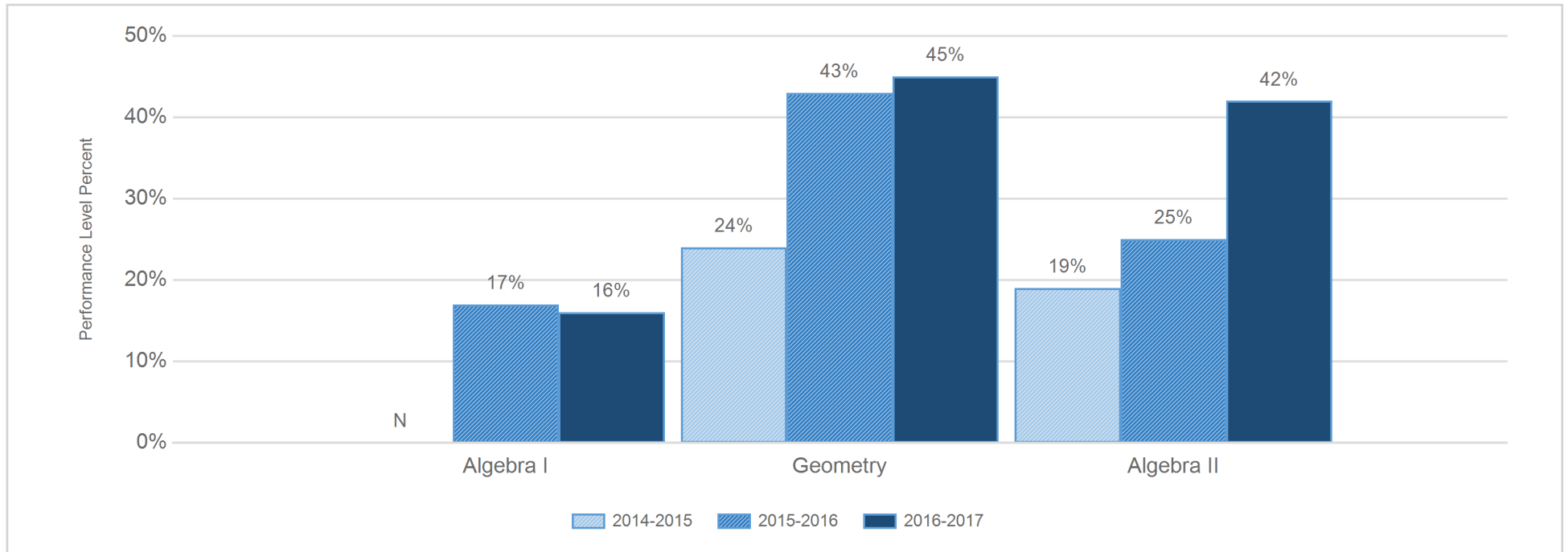


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three 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
9	N	N
10	N	N
11	*	*

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	N	N	N
3	*	*	*
4	N	N	N
5+	N	N	N



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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

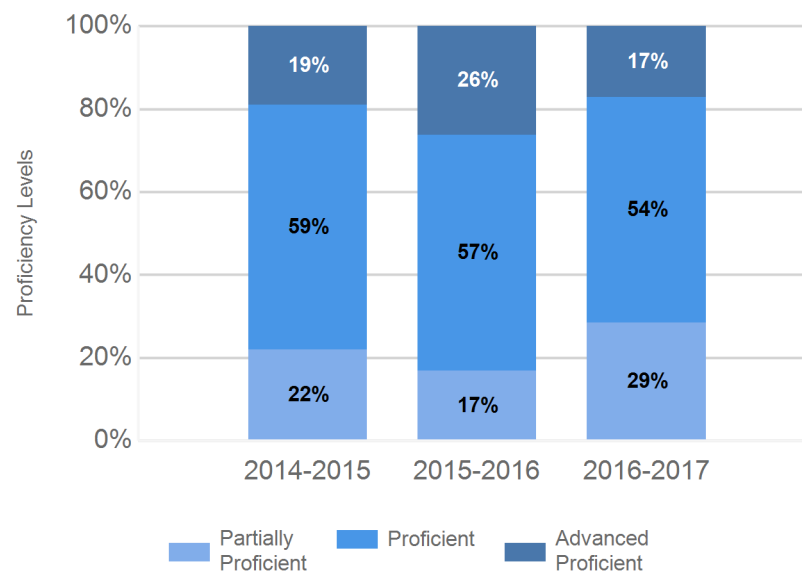
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	17%	54%	29%
White	18%	56%	25%
Hispanic	22%	28%	50%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	N	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	N	*	*
Students with Disabilities	6%	32%	62%
English Learners	N	*	*

Biology Assessment - Proficiency Trends

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





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	99.8%	89.4%
Percentage of students taking the SAT	100.0%	94.7%
Percentage of students taking the ACT	38.9%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	531	481	Varies By Grade	88%	67%
PSAT - Math	522	483	Varies By Grade	67%	49%
SAT - Reading and Writing	587	551	480	93%	77%
SAT - Math	582	552	530	72%	58%
ACT - Reading	25	24	22	67%	65%
ACT - English	24	24	18	88%	79%
ACT - Math	24	24	22	71%	65%
ACT - Science	23	23	23	55%	54%



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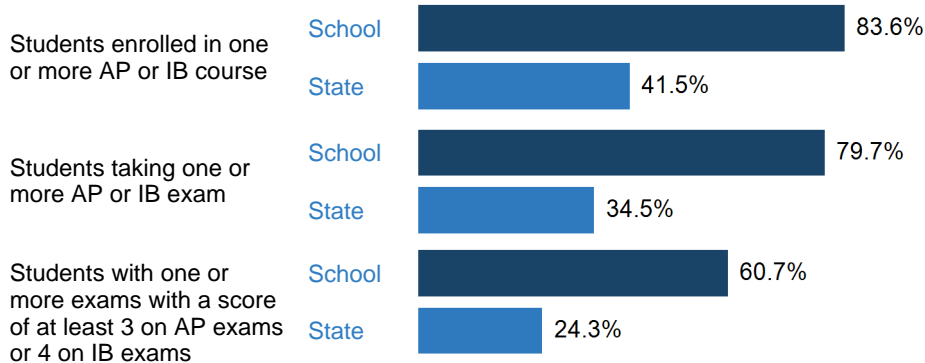
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

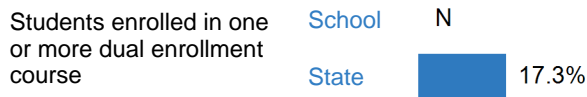
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **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 students enrolled in AP/IB courses and the corresponding exams that were taken. 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 scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	8	8
AP Biology	20	18
AP Calculus AB	62	97
AP Calculus BC	43	8
AP Chemistry	37	37
AP Comparative Government and Politics	38	1
AP Computer Science A	12	12
AP Computer Science Principles	15	13
AP English Language and Composition	87	86
AP English Literature and Composition	59	49
AP Environmental Science	41	40
AP European History	15	15
AP French Language and Culture	16	4
AP German Language and Culture	13	10
AP Human Geography	95	81
AP Latin (Virgil Catullus and Horace)	7	7
AP Macroeconomics	35	34
AP Microeconomics	36	30
AP Music Theory	3	3
AP Physics C	65	0



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AP/IB Course	Students Enrolled	Students Tested
AP Physics C: Mechanics	0	61
AP Psychology	64	64
AP Spanish Language	17	15
AP Spanish Literature	14	10
AP Statistics	34	34
AP Studio Art—Drawing Portfolio	0	1
AP Studio Art—Two-Dimensional	5	4
AP U.S. Government and Politics	38	33
AP U.S. History	75	78
AP World History	42	42
Total Exams Taken		895
Exams with scores of at least 3 on AP exams or 4 on IB exams		630



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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

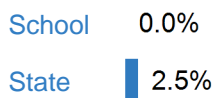
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Hospitality & Tourism	*	*
Information Technology	*	*
Total non-duplicated number of students**	*	
Total number of credentials earned in all clusters		*

**Students may earn credentials in more than one Career Cluster



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	9	162	1	0	0	0	1
10	0	87	144	2	0	0	94
11	0	1	70	183	1	24	2
12	0	0	4	71	126	51	75
Schoolwide	9	250	219	256	127	75	172
Enrolled in AP/IB Course					105	34	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	282	0	0	0	0	5
10	6	300	1	0	1	41
11	10	53	0	27	91	28
12	11	8	0	121	76	61
Schoolwide	309	361	1	148	168	135
Enrolled in AP/IB Course	20	37		41	65	0



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Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	280	3	0	1	0	0
10	3	313	4	38	4	55
11	1	255	24	23	12	102
12	1	11	45	47	46	148
Schoolwide	285	582	73	109	62	305
Enrolled in AP/IB Course	42	75	36	64	0	144

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	180	21	0	21	41	0	15
10	204	32	0	29	35	0	16
11	140	19	0	10	33	0	14
12	82	18	0	8	18	0	13
Schoolwide	606	90	0	68	127	0	58
Enrolled in AP/IB Course	30	16	0	7	13	0	0
Enrolled in Level 3 or Higher	258	56	0	36	73	0	25
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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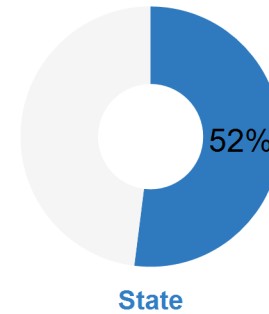
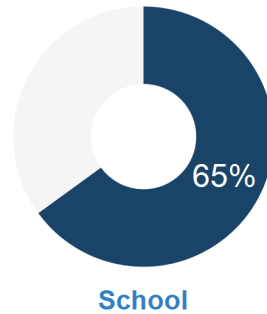
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Visual and Performing Arts – Course Participation

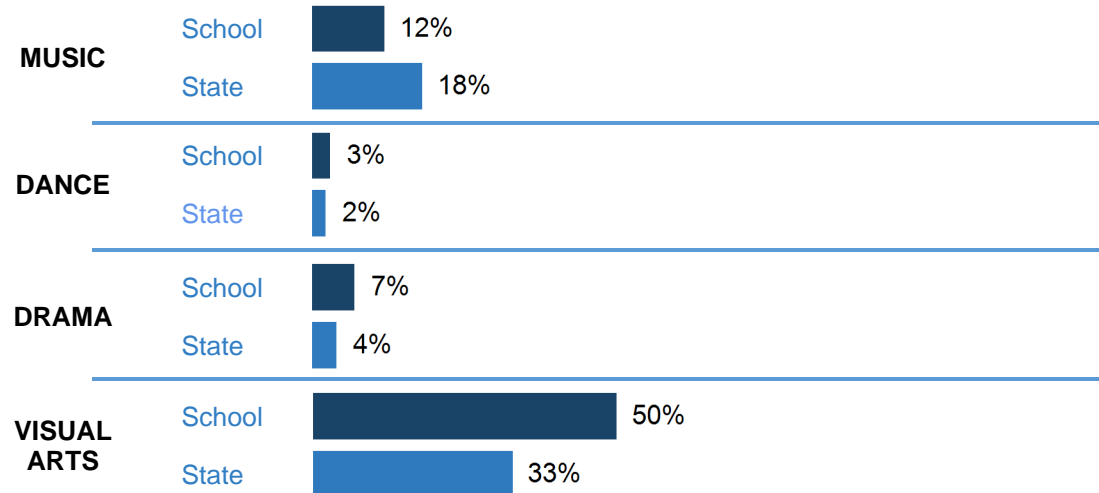
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	95.2%	90.5%	94.8%	91.8%	93.7%	95.0%	Not Met	97.7%	N	Met Goal
White	96.5%	94.5%	95.6%	95.1%	94.0%	95.0%	Not Met	98.5%	N	Met Goal
Hispanic	87.9%	84.3%	87.5%	86.3%	93.3%	**	**	88.9%	N	N
Black or African American	*	83.4%	90.9%	85.3%	81.8%	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.6%	90.9%	97.5%	100.0%	**	**	100.0%	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	N	91.9%	N	93.7%	N	N	N	*	**	**
Economically Disadvantaged Students	84.6%	83.9%	*	85.6%	*	**	**	90.0%	N	N
Students with Disabilities	78.4%	78.8%	78.6%	82.1%	82.1%	89.6%	Not Met	94.6%	95.7%	Not Met
English Learners	*	76.1%	N	79.7%	N	N	N	*	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

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
2017	95.2%	-
2016	93.7%	94.8%
2015	96.1%	97.7%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.3%	1.1%
2015-2016	0.3%	1.1%
2014-2015	0.4%	1.1%

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



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information 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 the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	87%	14.9%	85.1%
White	88.2%	13.4%	86.6%
Hispanic	85.7%	29.2%	70.8%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	0%	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	*	*	*
Students with Disabilities	75%	30%	70%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

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	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	89.9%	11.3%	88.7%	59%	41%	37.7%	62.3%
White	91.8%	10.9%	89.2%	58%	42%	34.4%	65.6%
Hispanic	80%	8.3%	91.7%	83.3%	16.7%	58.3%	41.7%
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	76.9%	20%	80%	70%	30%	70%	30%
Students with Disabilities	69.2%	29.6%	70.4%	70.4%	29.6%	59.3%	40.7%
English Learners	N	N	N	N	N	N	N



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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

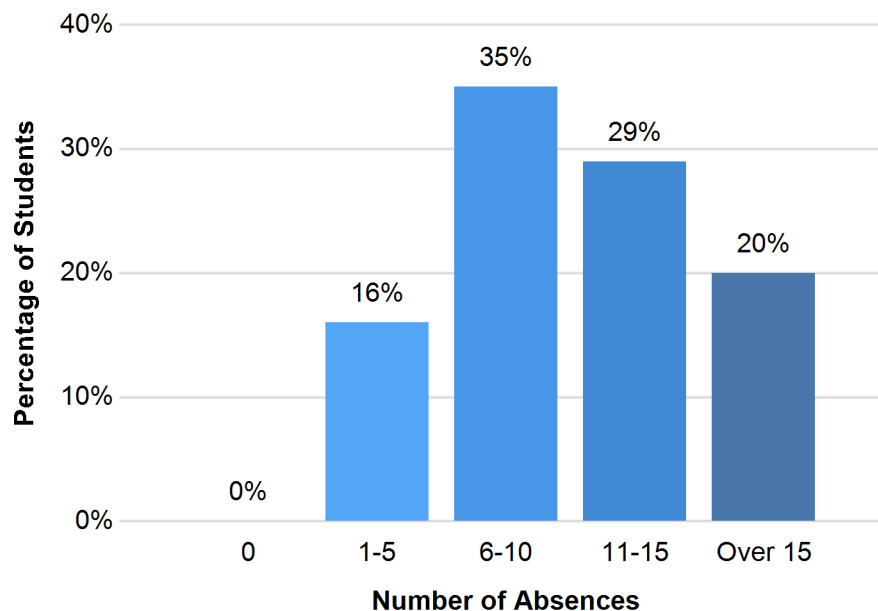
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	10.40	14.30	Met Target
White	10.20	14.30	Met Target
Hispanic	14.10	14.30	Met Target
Black or African American	11.90	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	8.30	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	7.70	14.30	Met Target
Students with Disabilities	10.20	14.30	Met Target
English Learners	N	**	**

** 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.



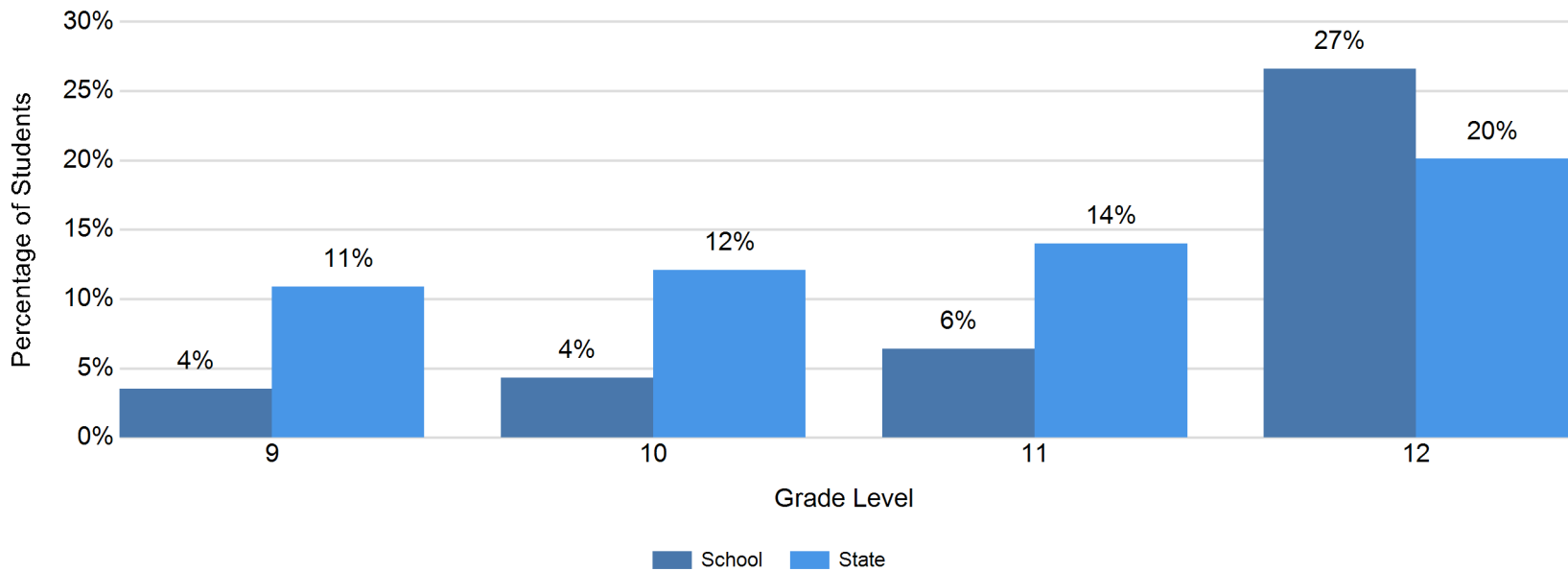


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Chronic Absenteeism by Grade

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

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	3
Vandalism	0
Weapons	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	0.50

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	0.9%
Any Suspension	0.9%

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	2.9:1	76.8 kbps	100 kbps	No	N	Fiber	N

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	\$277	\$14,258	\$14,535



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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	104	121,048
Average years experience in public schools	13.4	11.8
Average years experience in district	10.5	10.5
Teachers in district for 4 or more years	77%	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	26	9,533
Average years experience in public schools	21.8	15.9
Average years experience in district	11.4	11.6
Administrators in district for 4 or more years	62%	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	12:1	11:1
Administrators	109:1	150:1
Librarian/Media Specialists		781:1
Nurses		488:1
Counselors		488:1
Child Study Team		244:1



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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	85%	89%
2015-16 Administrators: Same district 2016-17	88%	88%

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	92.6	17.5%
Mathematics Proficiency	78.0	17.5%
Graduation - 4-Year	46.5	25.0%
Graduation - 5-Year	74.0	25.0%
Chronic Absenteeism	59.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		68.9
Summative Rating: Percentile rank of Summative Score		71.3
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		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	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	N/A	No	Met Target	Met Target	Met Target	Not Met	Met Goal	No
White	66.3	No	Met Target	Met Target	Met Target	Not Met	Met Goal	No
Hispanic	67.1	No	Met Target	Met Target†	Met Target	**	N	No
Black or African American	**	No	**	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	No	**	**	**	N	N	No
Two or More Races	**	No	**	**	**	N	**	No
Economically Disadvantaged Students	**	No	**	**	Met Target	**	N	No
Students with Disabilities	79.2	No	Met Target	Met Target†	Met Target	Not Met	Not Met	No
English Learners	**	No	**	**	**	N	**	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Cantagallo	Email Address:	cantagallo@cranfordschools.org
Address:	201 WEST END PLACE CRANFORD, NJ 07016	Website:	http://chs.cranfordschools.org/
Phone:	(908)709-6272	Facebook:	https://www.facebook.com/people/Cranford-Principal/100016843950313
		Twitter:	https://twitter.com/CranfordCougars

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:	<ul style="list-style-type: none"> • 891 AP exams were taken in 2017. • CHS offers 28 varsity sports teams. • 75% of students participate in extra-curricular 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 #54 in the state. The Washington Post ranked CHS #535 nationally, #18 in NJ, and #2 in Union County. Fifteen students were accepted into NJ All State Choruses, additionally our theatre productions were nominated for 12 awards and won 2. One student received honorable mention at the National Center for Women and Informational Technology and one teacher was recognized as the NJ Educator of the year from the NCWIT.







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 <p>Courses, Curriculum, Instruction:</p>	<p>The course work at CHS requires students to obtain 140 credits to graduate, exceeding the state minimum. We offer 28 AP courses and had 451 students take an AP exam 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.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Co-ed), Cross-Country (Co-ed), Field Hockey (Girls), Football (Boys), Golf (Boys), Gymnastics (Girls), Ice Hockey (Co-ed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Co-ed), Volleyball (Girls), Wrestling (Boys)</p> <p>Cranford High School supports 28 varsity teams and competes in the Union County Conference. During the 2016-2017 school year, student athletes earned two Conference Championships, two County Championships, two State Sectional Championships, had two Union County Scholar Athletes, and one New Jersey State Scholar Athlete.</p>
 <p>Clubs and Activities:</p>	<p>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 Equity 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.</p>
 <p>Before and After School Programs:</p>	<p>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.</p>








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 <p>Staff and Professional Learning:</p>	<p>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.</p>
 <p>Postsecondary Information:</p>	<p>For the Class of 2017, 95.3% are attending a college/university, 2.3% are employed, and 2% 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.</p>
 <p>Student Supports and Services:</p>	<p>Students at Cranford High School have many pathways towards assistance: ESL program, 504 committee, I&RS committee, Pupil Assistance Committee (PAC), Transfer Student Mentor Program, and a comprehensive Special Education Program that helps our students gain work/career experiences. Both the PAC and Transfer Programs are unique to CHS and ensure that no student at our school falls between the cracks.</p>
 <p>Student Health and Wellness:</p>	<p>Students have a full complement of Health and PE classes. Some of the course offerings are CPR, Archery, hand ball, 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 Health Care, Emergency & Clinical Care and Medical Terminology, all of which can be taken for Rutgers University credit.</p>
 <p>Parent and Community Involvement:</p>	<p>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.</p>




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 <p>Facilities:</p>	<p>Cranford High School was completed in 1938 and has had one major extension to the building. We have two gymnasiums and top of the line STEAM facilities including a dark room, wood shop, theatre room, culinary arts room, auto mechanic shop, robotics and engineering classroom as well as science labs. Additional classrooms that add to the majestic look of our building are our dance room, stadium seated band and choir rooms, and our spacious art classrooms and auditorium.</p>
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Other Information:

Two students had their work shown at the prestigious juried high school art exhibition, Fresh Perspectives, at the Morris Museum and two student had their work shown at the Congressional Art Show. One student’s poster was selected for AAA 2017-2018 calendar. Four students had their work selected for exhibit at the Union County Teen Arts Showcase. One senior entered the Scholastic Art and Writing Awards nationwide competition and was among a select few who made it to the National Medalist level after winning a Regional Gold Key award for her memoir. Engineering students participated in the Panasonic Robotics Competition at NJIT and won first place for the presentation portion of the event. Cranford High School sent 88 students to the NJ DECA Regional Conference at Kean University to compete against students from 22 other high schools across Central New Jersey. Thirty five students qualified for the NJ DECA State Career Development Conference in Atlantic City of which four students qualified to compete in California, and one student won an instructional award for her event, Food Marketing. Cranford High School Model U.N. Club participated in the 47th Annual YMCA Model United Nations Conference in Hershey, Pennsylvania and was recognized as an Outstanding Delegation, the highest honor awarded. Cranford Public Schools was one of eight districts nationwide to be chosen as a host school for the Japanese Language Education Assistant Program which brings native Japanese Language Assistant Teachers to educational institutions in the U.S. for up to two years. Students enrolled in the Child Development Program have the opportunity to experience real life applications of their studies through a partnership with the Cougar Cub program, which is made up of pre-k students.