



**Cumberland Regional High School**  
 (11-0997-030)  
 Grades Offered: 09-12  
 2018-2019

**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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**



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School Contact Information

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

Type	Contact Information
County	Cumberland
District	Cumberland Regional School District
Principal Name	Mr. Ralph Aiello
Address	90 SILVER LAKE ROAD BRIDGETON, NJ 08302
Phone Number	856-451-9400
Email Address	<a href="mailto:aiello@crhsd.org">aiello@crhsd.org</a>
Website	<a href="https://www.crhsd.org">https://www.crhsd.org</a>
Facebook	<a href="https://www.facebook.com/CRHSD/">https://www.facebook.com/CRHSD/</a>
Twitter	<a href="https://twitter.com/crhsd">https://twitter.com/crhsd</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	276	268	292
10	285	264	229
11	283	262	222
12	290	308	281
Total	1,134	1,102	1,024

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	51.3%	51.7%	51.2%
Male	48.7%	48.3%	48.8%
Economically Disadvantaged Students	40.2%	46.1%	43.9%
Students with Disabilities	15.9%	16.8%	18.1%
English Learners	0.7%	0.5%	1.5%
Homeless Students	0.1%	0.9%	1.6%
Students in Foster Care	0.6%	0.6%	0.4%
Military-Connected Students	0.0%	0.0%	0.3%
Migrant Students	0.0%	0.2%	0.4%

### 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	2016-17	2017-18	2018-19
White	51.2%	48.0%	47.2%
Hispanic	19.9%	22.5%	24.9%
Black or African American	21.7%	22.4%	20.9%
Asian	1.5%	1.5%	1.8%
Native Hawaiian or Pacific Islander	0.2%	0.4%	0.5%
American Indian or Alaska Native	1.5%	1.1%	0.8%
Two or More Races	3.9%	4.0%	4.0%

### 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	2016-17	2017-18	2018-19
Full Time Students	1,104	1,086	1,024
Shared Time Students	59	32	0
Full Time Equivalent	1,134	1,102	1,024

### 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	86.5%
Spanish	11.8%
Other Languages	1.7%

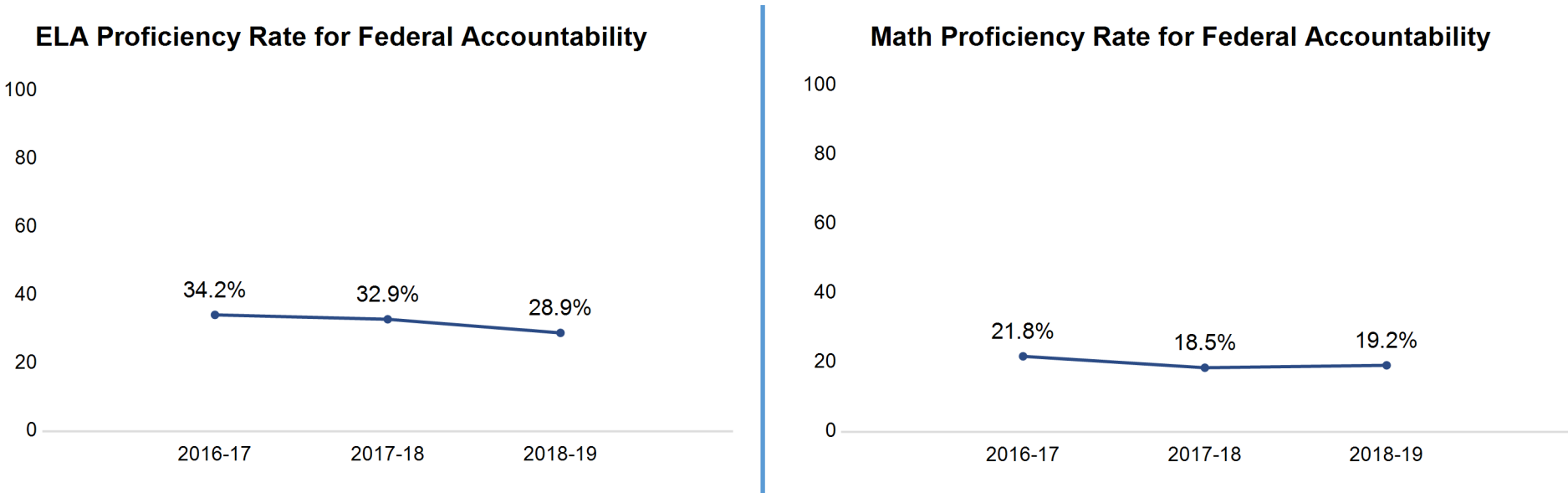


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.0%	99.2%	99.4%	99.3%	98.8%	99.7%
Proficiency Rate for Federal Accountability	34.2%	32.9%	28.9%	21.8%	18.5%	19.2%
Annual Target	32.0%	34.5%	37.1%	24.0%	27.0%	29.9%
Met Annual Target?	Met Target	Met Target†	Not Met	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	492	99.4	28.9	28.9	57.9	28.9	37.1	Not Met
White	223	100.0	36.8	36.8	66.9	36.8	45.5	Not Met
Hispanic	137	99.3	21.9	21.9	43.9	21.9	29.7	Not Met
Black or African American	98	100.0	17.3	17.3	38.5	17.3	25.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	21	95.5	23.8	23.8	64.4	23.8	N	N
Female	254	99.6	36.2	36.2	64.8	36.2		
Male	238	99.2	21.0	21.0	51.3	21.0		
Economically Disadvantaged Students	220	98.7	20.5	20.5	40.0	20.5	28.8	Not Met
Non-Economically Disadvantaged Students	272	100.0	35.7	35.7	67.9	35.7		
Students with Disabilities	80	97.6	*	*	22.7	*	16.8	Not Met
Students without Disabilities	412	99.8	*	*	65.1	*		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	*	*	*	*	30.4	*		

† Target was met within a confidence interval.

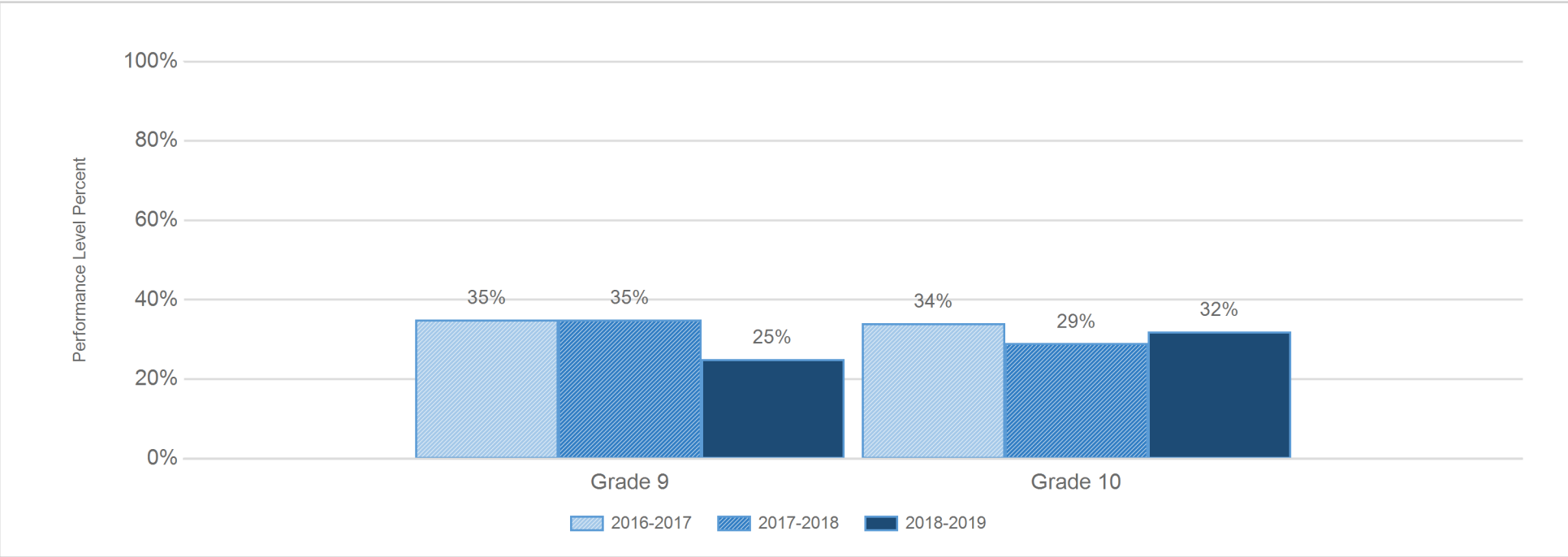


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	280	726	726	753	25%	20%	29%	*	*	25%	56%
White	125	737	737	762	16%	17%	34%	*	*	33%	65%
Hispanic	86	716	716	737	35%	21%	28%	16%	0%	16%	40%
Black or African American	48	715	715	732	33%	27%	21%	*	*	19%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	15	727	727	761	*	*	*	*	*	33%	63%
Female	148	733	733	760	18%	17%	34%	*	*	31%	63%
Male	132	717	717	746	34%	23%	23%	*	*	19%	49%
Economically Disadvantaged Students	133	718	718	734	32%	23%	26%	*	*	19%	36%
Non-Economically Disadvantaged Students	147	733	733	762	20%	17%	32%	*	*	31%	65%
Students with Disabilities	47	701	701	717	*	*	*	*	*	*	17%
Students without Disabilities	233	730	730	760	*	*	*	*	*	*	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	*	*	*	715	*	*	*	*	*	*	23%



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## English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	218	728	728	757	30%	20%	18%	24%	8%	32%	58%
White	98	741	741	767	20%	15%	23%	27%	14%	41%	67%
Hispanic	57	717	717	738	42%	*	*	*	*	28%	43%
Black or African American	50	711	711	733	38%	32%	*	*	*	16%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	108	740	740	766	22%	19%	17%	*	*	43%	66%
Male	110	715	715	749	37%	21%	20%	*	*	22%	51%
Economically Disadvantaged Students	93	713	713	735	39%	26%	14%	*	*	22%	40%
Non-Economically Disadvantaged Students	125	739	739	767	23%	15%	22%	*	*	40%	67%
Students with Disabilities	34	687	687	711	*	*	*	*	*	*	19%
Students without Disabilities	184	735	735	765	*	*	*	*	*	*	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%





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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	333	99.7	19.2	19.2	44.5	19.2	29.9	Not Met
White	155	100.0	27.1	27.1	54.1	27.1	35	Not Met
Hispanic	83	100.0	14.5	14.5	28.8	14.5	23.6	Not Met
Black or African American	69	100.0	10.1	10.1	23.0	10.1	22.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	16	100.0	12.5	12.5	53.3	12.5	**	**
Female	178	100.0	19.7	19.7	44.9	19.7		
Male	155	99.4	18.7	18.7	44.2	18.7		
Economically Disadvantaged Students	143	99.3	12.6	12.6	26.3	12.6	26.8	Not Met
Non-Economically Disadvantaged Students	190	100.0	24.2	24.2	54.9	24.2		
Students with Disabilities	42	97.8	*	*	17.4	*	16	Not Met
Students without Disabilities	291	100.0	*	*	50.0	*		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	*	*	*	*	23.3	*		

† Target was met within a confidence interval.

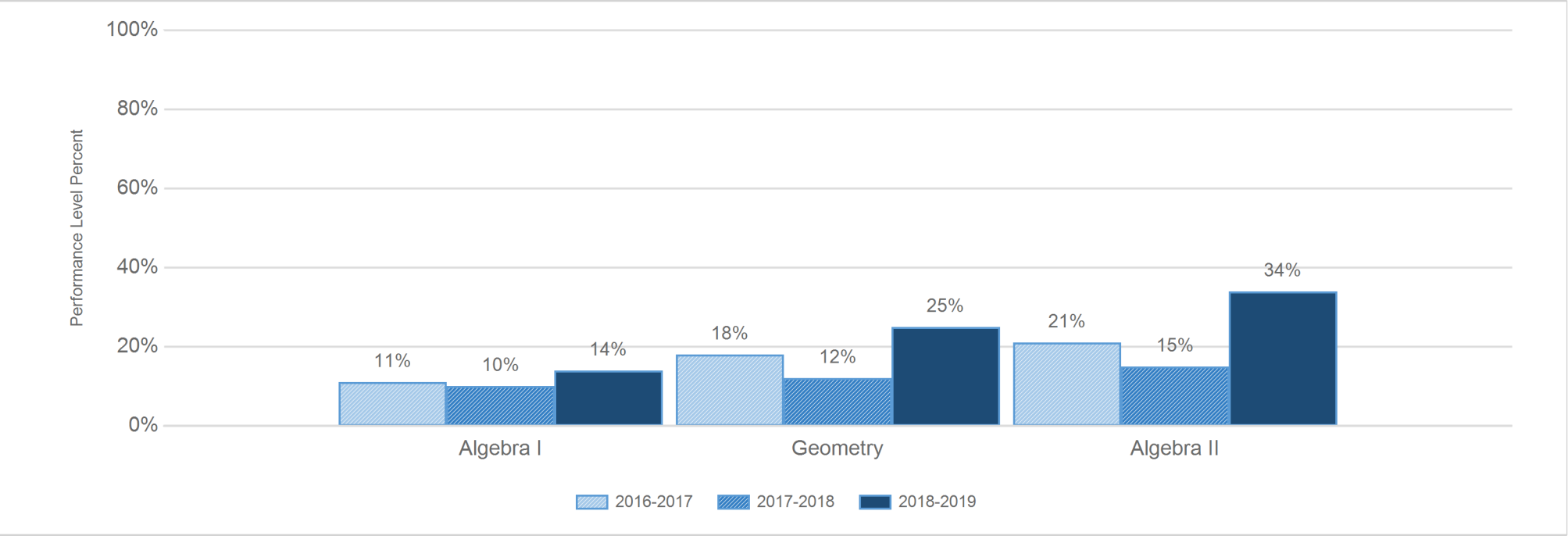


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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## Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	223	725	725	744	12%	37%	37%	*	*	14%	42%
White	85	730	730	752	*	29%	44%	*	*	19%	53%
Hispanic	62	725	725	728	*	42%	34%	*	*	13%	24%
Black or African American	62	719	719	725	*	45%	31%	*	*	10%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	109	729	729	745	*	35%	40%	*	*	17%	44%
Male	114	722	722	743	*	39%	34%	*	*	11%	41%
Economically Disadvantaged Students	107	722	722	727	*	41%	31%	*	*	12%	23%
Non-Economically Disadvantaged Students	116	728	728	752	*	34%	43%	*	*	16%	52%
Students with Disabilities	34	708	708	717	*	*	*	*	*	*	12%
Students without Disabilities	189	728	728	748	*	*	*	*	*	*	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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## Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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
<b>Schoolwide</b>	75	734	734	737	*	*	47%	25%	0%	25%	35%
White	43	741	741	743	*	*	44%	35%	0%	35%	43%
Hispanic	15	723	723	724	*	*	*	*	*	13%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	46	731	731	738	*	*	52%	*	*	17%	36%
Male	29	739	739	736	*	*	38%	*	*	38%	34%
Economically Disadvantaged Students	31	724	724	722	*	*	35%	*	*	16%	16%
Non-Economically Disadvantaged Students	44	742	742	743	*	*	55%	*	*	32%	43%
Students with Disabilities	*	*	*	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	75	734	734	738	*	*	47%	25%	0%	25%	*
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	739	N	N	N	N	N	N	35%
Migrant Students	*	*	*	711	*	*	*	*	*	*	19%



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## Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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
<b>Schoolwide</b>	41	737	737	755	*	*	32%	34%	0%	34%	58%
White	27	743	743	758	*	*	37%	41%	0%	41%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	N	N	N	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	24	737	737	752	*	*	*	*	*	33%	55%
Male	17	738	738	758	*	*	*	*	*	35%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	N	715	N	N	N	N	N	N	25%
Students without Disabilities	41	737	737	756	*	*	32%	34%	0%	34%	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	41	737	737	755	*	*	32%	34%	0%	34%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 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	*	*	*



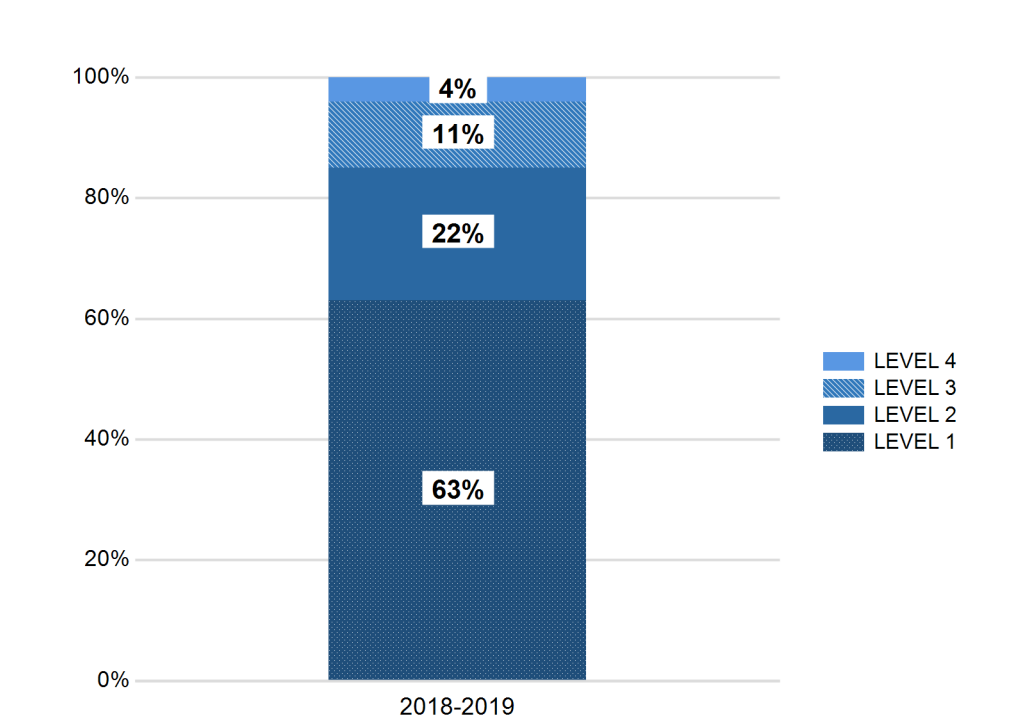
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	63	22	11	4
White	56	22	15	6
Hispanic	66	20	12	2
Black or African American	81	16	2	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	56	27	11	6
Male	71	17	11	1
Economically Disadvantaged Students	82	14	4	0
Non-Economically Disadvantaged Students	52	26	15	6
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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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 in2018-19. 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 2018-19	100.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	39.9%	72.1%
12th graders taking ACT in 2018-19 or prior years	9.6%	19.6%

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	414	476	Grade 10: 430 Grade 11: 460	37%	61%
PSAT 10/NMSQT - Math	412	477	Grade 10: 480 Grade 11: 510	17%	43%
SAT - Reading and Writing	509	539	480	66%	70%
SAT - Math	506	541	530	37%	53%
ACT - Reading	21	25	22	44%	66%
ACT - English	18	24	18	44%	81%
ACT - Math	20	24	22	33%	65%
ACT - Science	19	24	23	26%	57%





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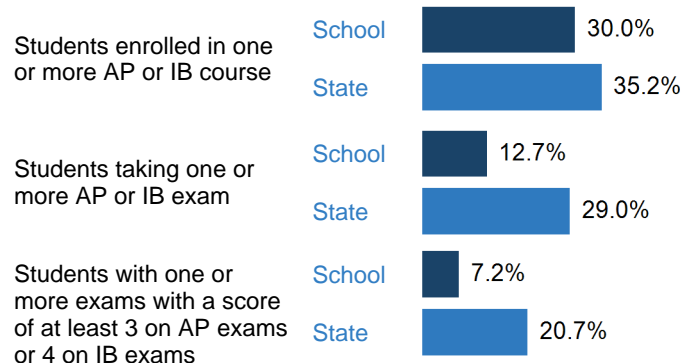
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (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 of 11th and 12th graders who were 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 Biology	28	6
AP Calculus AB	37	31
AP Calculus BC	2	2
AP Chemistry	15	9
AP English Language and Composition	89	0
AP English Literature and Composition	0	2
AP Physics 1	7	2
AP U.S. Government and Politics	17	2
AP U.S. History	56	27
Total Exams taken		81
Exams with scores of at least 3 on AP exams or 4 on IB exams		43



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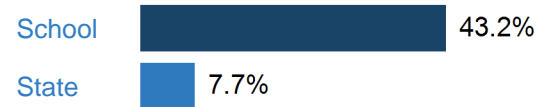
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education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

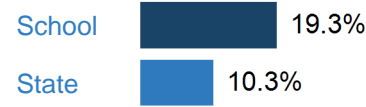
Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 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)



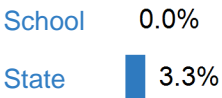
**CTE Concentrators**  
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 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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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	43.2%	19.3%	7.7%	10.3%
White	40.8%	26.3%	6.1%	9.6%
Hispanic	43.1%	12.9%	10.3%	11.3%
Black or African American	45.8%	12.6%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	48.8%	*	6.8%	12.1%
Female	45.4%	19.1%	7.3%	10.6%
Male	40.8%	19.6%	8.0%	10.1%
Economically Disadvantaged Students	46.7%	12.0%	10.4%	11.8%
Students with Disabilities	43.8%	10.3%	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	*	0.0%	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	*	*	10.4%	*



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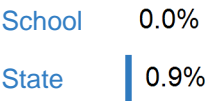
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Industry-Valued Credentials

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



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
Agriculture, Food & Natural Resources	191		
Arts, AV Technology & Communications	105		
Business Management & Administration	91		
Health Science	68		
Information Technology	51		
Law, Public Safety, Corrections & Security	43		
Science, Technology, Engineering & Mathematics	91		
Total (All Clusters)	640	0	0



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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	64	54	0	0	0	0	202
10	170	57	41	0	0	0	9
11	10	98	83	63	0	1	8
12	5	17	53	30	50	17	129
Total	249	226	177	93	50	18	348
Enrolled in AP/IB Course					39	0	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	94	0	196	3	5	9
10	147	70	3	11	19	26
11	13	75	0	78	35	43
12	21	13	0	43	31	102
Total	275	158	199	135	90	180
Enrolled in AP/IB Course	28	15		0	7	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	248	12	3	0	0	33
10	12	232	4	0	0	35
11	0	219	12	0	9	42
12	6	18	5	0	32	78
Total	266	481	24	0	41	188
Enrolled in AP/IB Course	0	56	0	0		17
Enrolled in Dual Enrollment Course	0	0	0	0	0	43

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	180	49	0	21	0	0	0
10	137	41	0	18	0	0	0
11	55	15	0	23	0	0	0
12	32	7	0	3	0	0	0
Total	404	112	0	65	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	74	17	0	24	0	0	0



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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.

### Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) 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	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	23	0	0	1	0	0
10	17	0	0	14	0	0
11	12	0	0	0	0	0
12	11	0	0	0	0	0
Total	63	0	0	15	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	17	0	0	15	0	0



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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
Total	0





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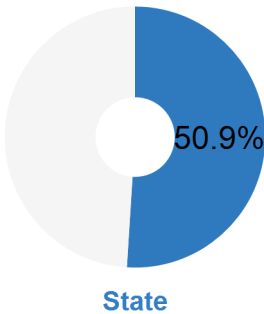
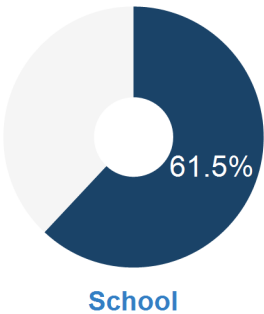
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Visual and Performing Arts – Course Participation

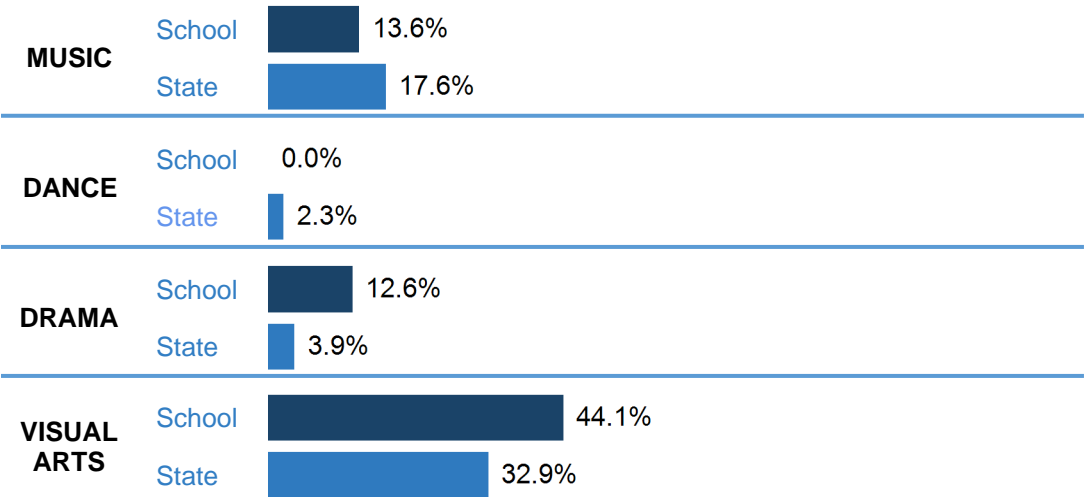
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

**Grades 9-12:**

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



Students enrolled in one or more classes by discipline:





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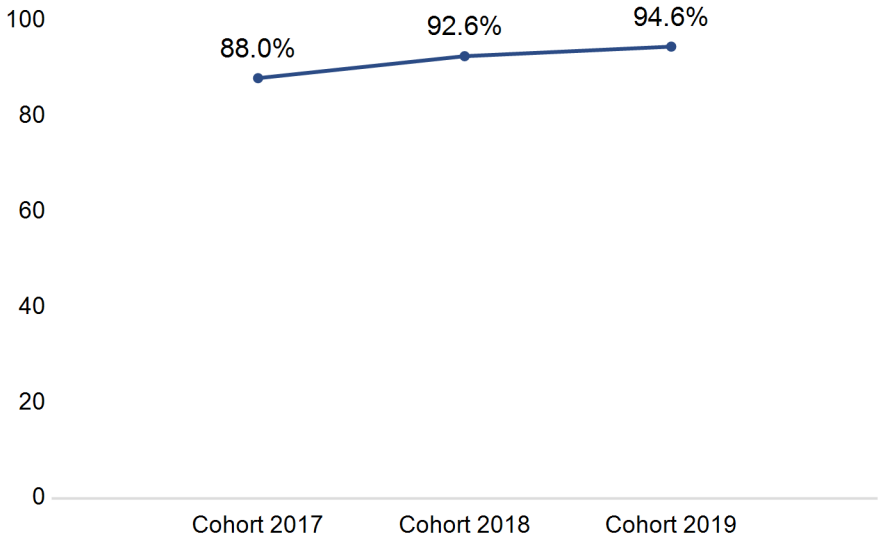
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

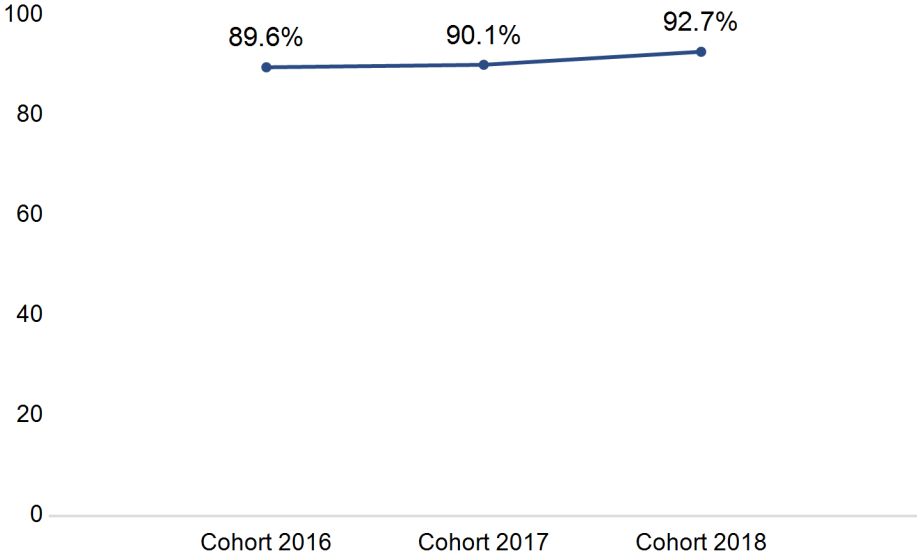
Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	88.0%	92.6%	94.6%	89.6%	90.1%	92.7%
Annual Target	90.4%	90.7%		91.8%	92.0%	
Met Annual Target?	Not Met	Met Target		Not Met	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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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 2018 4-year rate and the Class of 2017 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 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	94.6%	90.6%	92.7%	92.5%	92.6%	90.7%	Met Target	90.1%	92.0%	Not Met
White	94.9%	94.9%	90.8%	95.9%	90.2%	92.8%	Not Met	90.8%	94.6%	Not Met
Hispanic	100.0%	84.5%	97.1%	87.3%	97.1%	N	Met Goal	83.3%	90.0%	Not Met
Black or African American	89.6%	83.3%	93.5%	87.1%	94.7%	86.8%	Met Target	91.4%	86.9%	Met Target
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	*	92.2%	*	88.9%	*	**	**	*	**	**
Two or More Races	90.9%	91.4%	92.9%	94.2%	92.9%	**	**	100.0%	**	**
Female	97.4%	92.8%	95.3%	94.4%	95.3%			93.2%		
Male	91.8%	88.5%	90.1%	90.8%	90.0%			87.2%		
Economically Disadvantaged Students	93.4%	84.0%	93.8%	87.3%	94.6%	87.7%	Met Target	85.9%	92.0%	Not Met
Students with Disabilities	85.2%	79.2%	83.3%	83.8%	81.1%	77.7%	Met Target	90.9%	84.7%	Met Target
English Learners	*	75.4%	N	80.1%	N	N	N	*	**	**
Homeless Students	*	74.6%	*	78.3%	*			*		
Students in Foster Care	*	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



**Cumberland Regional High School**  
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Graduation Pathways

This table shows the percentage of Cohort 2019 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
Statewide Assessment	54.1%	42.7%
Substitute Competency Test	21.0%	26.3%
Portfolio Appeals Process	13.9%	18.1%
Alternate Requirements specified in IEP	11.0%	12.8%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.5%	1.2%
2017-2018	0.7%	1.2%
2016-2017	2.2%	1.1%



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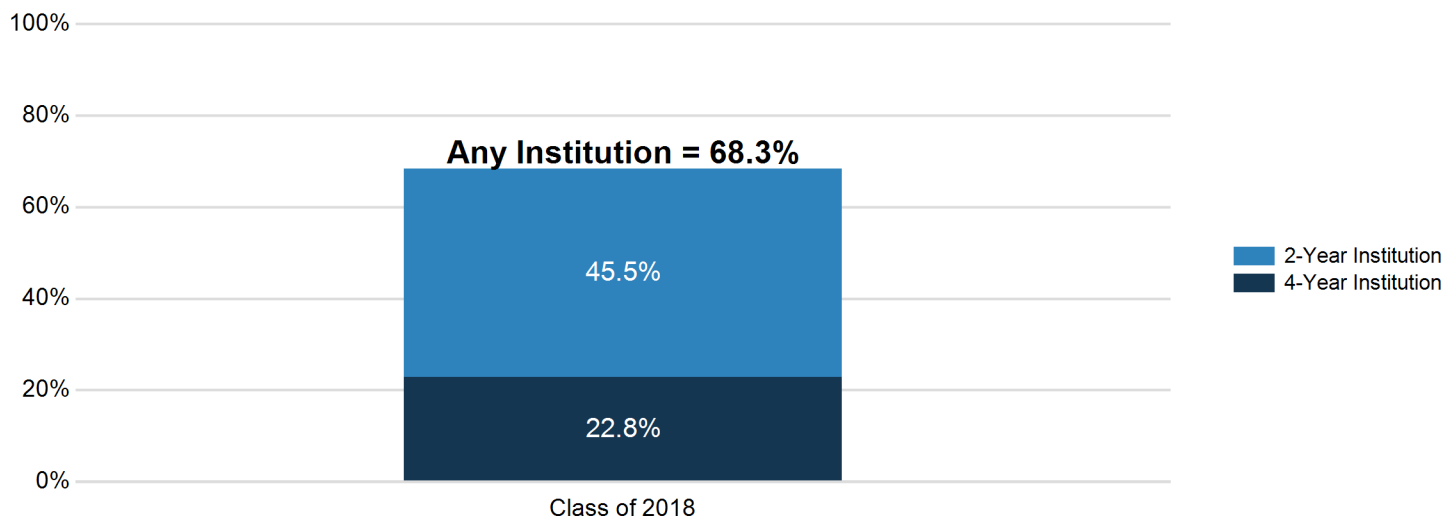
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

## Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

### Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	45.5%
% Enrolled in 4-Year Institution	22.8%
% Enrolled in Any Postsecondary Institution	68.3%



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### Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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%	28.7%	71.3%
Schoolwide	50%	69.7%	30.3%
White	54.8%	63.8%	36.3%
Hispanic	40.4%	91.3%	8.7%
Black or African American	48.3%	71.4%	28.6%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	*	*	*
Two or More Races	50%	83.3%	16.7%
Economically Disadvantaged Students	42.1%	79.2%	20.8%
Students with Disabilities	23.5%	100%	0%
English Learners	*	*	*

### Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	68.3%	66.7%	33.3%	87.8%	12.2%	82.4%	17.6%
White	75.6%	63.6%	36.4%	86%	14%	81.8%	18.2%
Hispanic	55.7%	82.1%	17.9%	92.3%	7.7%	87.2%	12.8%
Black or African American	63%	60.9%	39.1%	89.1%	10.9%	82.6%	17.4%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	78.6%	72.7%	27.3%	100%	0%	81.8%	18.2%
Economically Disadvantaged Students	58%	74.7%	25.3%	94%	6%	88%	12%
Students with Disabilities	44.2%	73.7%	26.3%	94.7%	5.3%	78.9%	21.1%
English Learners	*	*	*	*	*	*	*



Cumberland Regional High School

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

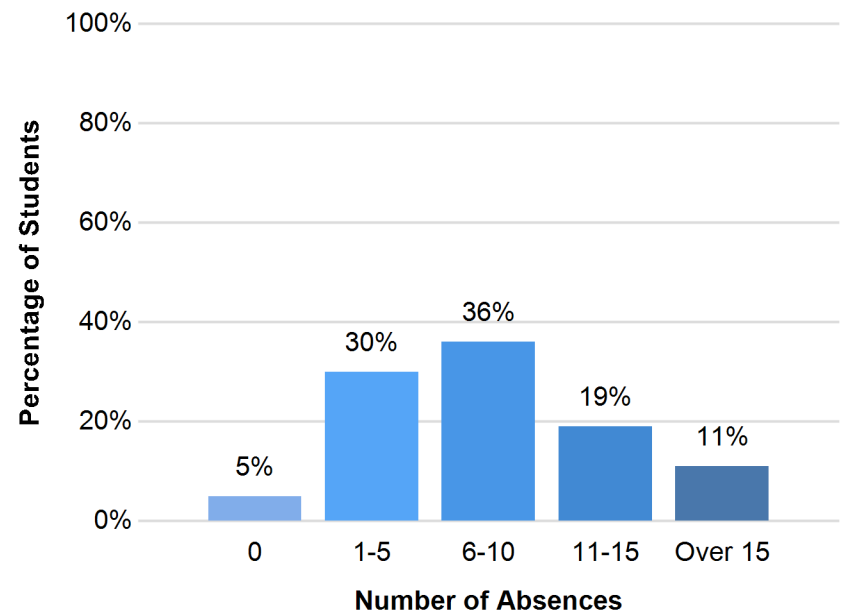
## Chronic Absenteeism

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	74	7.0	14.2	Met
White	34	6.8	14.2	Met
Hispanic	16	6.2	14.2	Met
Black or African American	17	7.8	14.2	Met
Asian, Native Hawaiian, or Pacific	*	*	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	3	7.3	14.2	Met
Female	36	6.7		
Male	38	7.4		
Economically Disadvantaged Students	41	9.1	14.2	Met
Students with Disabilities	22	10.8	14.2	Met
English Learners	0	0	**	**
Homeless Students	5	31.3		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	*	*		

## Days Absent

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





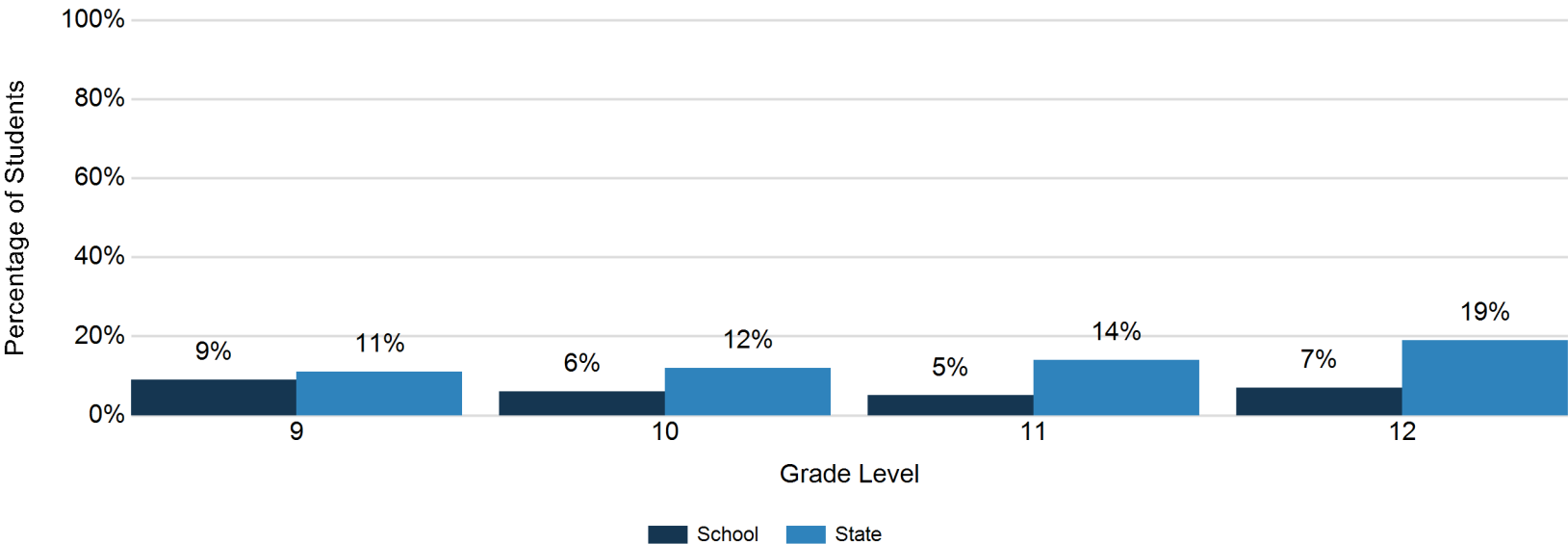
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	35
Weapons	1
Vandalism	3
Substances	13
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	59
Incidents Per 100 Students Enrolled	5.76

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	2	3
Religion	0	0	0
Ancestry	0	0	0
Gender	2	1	3
Sexual Orientation	0	1	1
Disability	0	0	0
Other	3	4	7
No Identified Nature	2		2

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	5
Weapons	1
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0

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	227	22.2%
Out-of-School Suspensions	94	9.2%
Any Suspension	261	25.5%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
638



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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	7:30 AM
Typical End Time	2:40 PM
Length of School Day	7 Hrs 10 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	79	118,214
Average years experience in public schools	10.9	12.1
Average years experience in district	8.2	10.8
Percentage of Teachers with 4 or more years experience in the district	63.3%	75.3%

**Administrators – Experience (District Level)**

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	11	9,530
Average years experience in public schools	17.3	16.0
Average years experience in district	9.7	12.0
Percentage of Administrators with 4 or more years experience in the district	90.9%	76.9%

**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	13:1	13:1
Students to Administrators	93:1	93:1
Teachers to Administrators	7:1	7:1
Students to Librarians/Media Specialists		1024:1
Students to Nurses		512:1
Students to Counselors		205:1
Students to Child Study Team Members		512:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.2%	57.0%	36.4%	48.4%	77.1%	54.9%
Male	48.8%	43.0%	63.6%	51.6%	22.9%	45.1%
White	47.2%	89.9%	90.9%	42.4%	83.6%	77.4%
Hispanic	24.9%	3.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	20.9%	3.8%	9.1%	15.0%	6.6%	13.9%
Asian	1.8%	1.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.8%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.5%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.0%	1.3%	0.0%	2.1%	0.2%	0.2%



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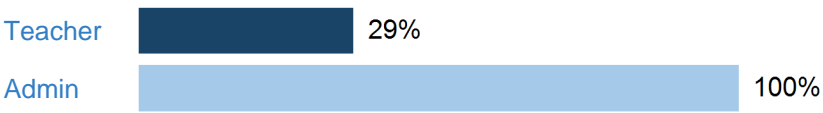
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

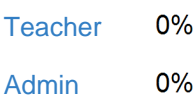
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.6%	90.5%
2017-18 Administrators: Same district 2018-19	91.7%	87.9%

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
2018-19	97.8%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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### ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	34.2%	32.9%	28.9%
Math Proficiency	21.8%	18.5%	19.2%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	88.0%	92.6%	94.6%
5-Year Graduation Rate†	89.6%	90.1%	92.7%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	17.8%	19.2%	7.0%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.





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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

## Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Not Met	Not Met	Met Target	Not Met	**	Met	No
White	Not Met	Not Met	Not Met	Not Met	n/a	Met	No
Hispanic	Not Met	Not Met	Met Goal	Not Met	n/a	Met	No
Black or African American	Not Met	Not Met	Met Target	Met Target	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	N	**	**	**	n/a	Met	No
Economically Disadvantaged Students	Not Met	Not Met	Met Target	Not Met	n/a	Met	No
Students with Disabilities	Not Met	Not Met	Met Target	Met Target	n/a	Met	No
English Learners	**	**	**	**	**	**	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 the school or district directly.

 <p>Mission, Vision, Theme:</p>	<p>Cumberland Regional High School District, as a center for educational resources, and in accordance with the New Jersey High School Standards, prepares students for lifelong learning through appropriate instruction that engages students in their learning, and is cognizant of student interests and learning styles. CRHS is currently moving towards Individualized Learning.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>CRHS STEM students earned 2nd and 3rd places of 193 statewide submissions in the STEAM Tank Challenge invention competition. CRHS FFA members earned honors including the State Outdoor Recreation Proficiency Award and top ranks in agriculture-related local, state, and regional competitions, in addition to alumni being elected to FFA State officer positions. Fall play "As You Like It" was nominated for Montclair Theatre Night Awards. A Colts student-athlete was honored as SJ Times Swimmer of the Year. CRHS was recognized as a District of Distinction by District Administration Magazine.</p>





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 <p>Courses, Curriculum, Instruction:</p>	<p>CRHS offers seven CTE Academies, extensive art and music programs, an Early College High School option, AP and Dual-Credit Courses, and a variety of elective courses including three world languages. Dedicated learning experiences in a STEM Lab with a laser etcher and 3D scanner and printer, IT closed-network classroom, Black Box Theater, and a new Biomedical Classroom elevate and enhance in-house learning experiences. CRHS is a 1:1 computer school. Teachers and students have constant access to technology through laptops and Chromebook carts, Smartboards and ELMOs. Teachers also have access to our Z Space labs giving a 3D learning experience in the classroom.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cheerleading (Coed), Cross Country (Boys &amp; Girls), Diving (Boys &amp; Girls), Field Hockey (Girls), Football (Boys), Golf (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Wrestling (Boys)</p> <p>The Colts compete in the SJ Section of the NJSIAA, the Tri-County Conference, and the West Jersey Football League. Our accolades include 2 State, 18 Sectional, and 79 Conference/Divisional Championships. Several of our individual sports have earned Conference Sportsmanship Awards, and our sports programs have earned the NJSIAA Sportsmanship Award on two separate occasions as well. We offer Athletics study halls for those student-athletes who need some extra time or extra help on assignments or in test preparation. Coaches work alongside student-athletes to prepare them for the end of their high school careers and are a resource in our school to help them through the college application process when a student chooses this route. Our teams have food drives for local charitable organizations and ring the Salvation Army Bell during the holiday season, to name two areas of community involvement. Cumberland Regional's facilities continue to receive improvements throughout the years.</p>



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 <p>Clubs and Activities:</p>	<p>At Cumberland Regional High School, more than 35 clubs, activities, and honor societies are offered. Throughout the school year, these clubs and activities host events including dances, spirit weeks, tournaments, and tailgates. The school drama theatrical club performs school plays as well as other unique performances for the community. Each year a fall dramatic play and a spring musical are produced by our many talented students. Students also have an opportunity to participate in the band and indoor percussion group that have won several championships in recent years.</p>
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 <p>Staff and Professional Learning:</p>	<p>Professional Development is built into the school year with two full days, seven half days, and weekly 35-minute workshops. Staff access an online ASCD resource to guide their own PD. Using Office 365 Groups, departments discuss student progress, curriculum, and resources. Staff members are offered outside PD through intense multi-day training and conferences. Several staff members were selected to present at Regional and National Conferences for ACTE, PLTW and SEL in Action.</p>
 <p>Postsecondary Information:</p>	<p>Over three-quarters of Cumberland Regional High School students apply and get accepted to a two- or four-year college or university. Over 10 percent of students work full-time upon graduation, about 5 percent sign with the military and close to 6 percent attend a trade school. The counseling department offers parent evening programs to explain information regarding career and college planning, as well as financial aid. Counselors work with students individually and in small groups throughout each year of high school to provide career and college planning and guidance on the college application process. Parents and students can utilize Naviance to assist with career and scholarship research, resume building, and the college application process. Additionally, students are given the PSAT free of charge in their 10th- and 11th-grade years and encouraged to take the SAT and ACT prior to senior year.</p>






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 <p>Student Supports and Services:</p>	<p>The Cumberland Regional High School Child Study Team comprises special education teachers, paraprofessionals, related services providers, counselors, a learning consultant, and a school psychologist. The mission of the department is to meet the learning needs of students identified as having a disability that impacts their ability to learn. A variety of individual programs are designed for student success, and we work closely with students to provide maximum support.</p>
 <p>Student Health and Wellness:</p>	<p>Colt Connection, a School-Based Youth Service Program funded by the NJ DCF and managed by Complete Care Health Network, helps students navigate their teen years, finish their education, obtain skills leading to a job or continuing education, and graduate happy, healthy, and drug-free. CC supports students and families in a safe and familiar environment. Services include: Mental health counseling, tutoring, employment skills, recreation events, and community referrals for health, social service, and other needs.</p>
 <p>Parent and Community Involvement:</p>	<p>CRHS serves seven municipalities in addition to School Choice districts and strives to facilitate ongoing communication with families, leaders, and the public in each of these communities. Meetings and special events are held at CRHS on a regular basis to encourage engagement and discussion from the community. A Citizens Advisory Committee brings representation from each of the CRHS sending districts together with the superintendent on a monthly basis to discuss community concerns, school highlights, timely issues, and upcoming events. Administrators also attend school and community events to interact with students ' families and other members of the community. The district website, social media, mobile app, and mass notification system are other resources CRHS utilizes to communicate with parents and the community. In addition, CRHS partners with community leaders to ensure accurate, up-to-date information about the school is being disseminated throughout the community.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Students, staff and parents were each given their own climate and culture survey. CRHS uses the State recommended surveys. Once data is collected it is shared with the School Climate and Safety team, as well as administration and staff. Using this data CRHS looks to make changes in the areas of concern.</p>
 <p>School Safety:</p>	<p>CRHS offers a safe and secure environment for staff and students. All visitors entering the school must have official government identification. Visitors must state the reason for their visit before being granted access to the vestibule. A visitor then may leave an item they are just dropping off or show their ID to be buzzed into the school. Once in the school the ID is scanned and run against a Megan’s Law database, a picture of the person is taken and stored, and they are given a green visitor pass on a lanyard. CRHS has one armed security personnel, who is a former State Trooper with over 30 years’ experience. We also have another six security guards who patrol the hallways and assist throughout the day. There are roughly 70 cameras throughout the school and school grounds which can be accessed in and out of the building. Radios are used to communicate with administration, offices, and security. EMS and the State Police each have one of these radios if needed for an emergency.</p>






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 <p>Technology and STEM:</p>	<p>Student technology is utilized in every classroom at CRHS as an integrated set of tools to support the learning process. Desktop computers are used in selected lab classes and laptops or Chromebook carts in all others, connected to high-speed Internet via wireless access points throughout the school. We are a 1:1 district, providing a Chromebook for each student in each classroom cart. We have recently added Z Space labs which offer students the opportunity to work in a 3D environment. There also is a digital projector in every class. STEM classes for both Engineering and Electronics include a variety of software programs, and our state-of-the-art STEM Lab is set up for 3D scanning and printing, and laser engraving/cutting. Internet-based or other programs and resources integrating technology are part of the curriculum of our STEM and Information Technology academy programs, along with each of the other five CRHS academies.</p>
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