




Cumberland Regional High School  
2016-2017  
Grade Span 09-12

11-0997-030  
CUMBERLAND  
CUMBERLAND REGIONAL  
90 SILVER LAKE ROAD  
BRIDGETON, NJ 08302

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

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

#### Navigating through the reports:

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

#### Other Resources:

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



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### **Footnotes**

1. An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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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	358	311	276
10	339	331	277
11	287	258	282
12	297	257	283
Ungraded	16	25	16
Total	1297	1182	1134

### 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%	51%
Male	51%	50%	49%
Economically Disadvantaged Students	43%	47%	40%
Students with Disabilities	18%	14%	16%
English Learners	0%	0%	1%
Homeless Students			0%
Students in Foster Care			1%
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	51.2%
Black or African American	21.7%
Hispanic	19.9%
American Indian or Alaska Native	1.5%
Asian	1.5%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	3.9%

### Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	1104
Shared Time Students	59
Full Time Equivalent	1134

### 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	89.5%
Spanish	9.4%
Other	1.3%



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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	515	99.0	34.20	34.20	54.90	34.2	32	Met Target
White	261	98.9	41.80	41.80	63.90	41.8	41.4	Met Target
Hispanic	111	99.1	26.10	26.10	39.80	26.1	23.8	Met Target
Black or African American	109	99.1	23.00	23.00	35.20	23	19.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	50.00	80.70	50	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	19	100.0	36.90	36.90	54.90	36.9	**	**
Female	267	98.9	46.80	46.80	62.20	46.8		
Male	248	99.2	20.50	20.50	48.10	20.5		
Economically Disadvantaged Students	234	98.7	24.80	24.80	36.20	24.8	22.8	Met Target
Non-Economically Disadvantaged Students	281	99.3	42.00	42.00	65.80	42		
Students with Disabilities	97	100.0	*	*	20.50	*	9.4	Not Met
Students without Disabilities	418	98.8	*	*	61.90	*		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	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
<b>Schoolwide</b>	253	736	736	749	18%	18%	29%	27%	9%	35%	52%
White	114	746	746	757	13%	15%	26%	30%	16%	46%	62%
Hispanic	59	733	733	733	*	20%	31%	25%	*	31%	35%
Black or African American	64	720	720	730	28%	22%	30%	20%	0%	20%	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	130	748	748	756	14%	11%	27%	*	*	49%	60%
Male	123	724	724	741	22%	25%	32%	*	*	21%	43%
Economically Disadvantaged Students	109	724	724	731	28%	*	26%	25%	*	27%	32%
Non-Economically Disadvantaged Students	144	746	746	758	10%	*	32%	28%	*	42%	62%
Students with Disabilities	49	701	701	714	*	*	*	*	*	*	13%
Students without Disabilities	204	745	745	754	*	*	*	*	*	*	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	*	*	*	718	*	*	*	*	*	*	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
<b>Schoolwide</b>	262	728	728	743	28%	17%	21%	29%	5%	34%	46%
White	144	732	732	749	26%	*	20%	35%	*	40%	52%
Hispanic	54	717	717	728	33%	24%	22%	*	*	20%	34%
Black or African American	46	726	726	725	33%	*	24%	*	*	26%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	*	*	*	740	*	*	*	*	*	*	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	138	741	741	752	17%	*	22%	*	*	46%	54%
Male	124	712	712	734	41%	*	21%	*	*	20%	39%
Economically Disadvantaged Students	123	723	723	726	29%	*	26%	*	*	24%	32%
Non-Economically Disadvantaged Students	139	732	732	751	28%	*	17%	*	*	42%	54%
Students with Disabilities	45	690	690	704	*	*	*	*	*	*	12%
Students without Disabilities	217	735	735	749	*	*	*	*	*	*	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	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	*



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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
<b>Schoolwide</b>	305	725	725	736	*	29%	26%	24%	*	25%	38%
White	153	733	733	738	*	20%	30%	31%	*	34%	40%
Hispanic	60	715	715	731	28%	38%	17%	17%	0%	17%	34%
Black or African American	71	716	716	728	25%	37%	25%	*	*	13%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	*	*	*	731	*	*	*	*	*	*	30%
Two or More Races	12	728	728	731	*	*	*	*	0%	17%	36%
Female	157	732	732	744	*	25%	31%	*	*	32%	46%
Male	148	717	717	729	*	32%	21%	*	*	18%	31%
Economically Disadvantaged Students	139	720	720	729	*	32%	27%	18%	*	18%	32%
Non-Economically Disadvantaged Students	166	729	729	740	*	25%	26%	28%	*	31%	42%
Students with Disabilities	45	700	700	709	*	*	*	*	*	*	12%
Students without Disabilities	260	729	729	741	*	*	*	*	*	*	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	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.

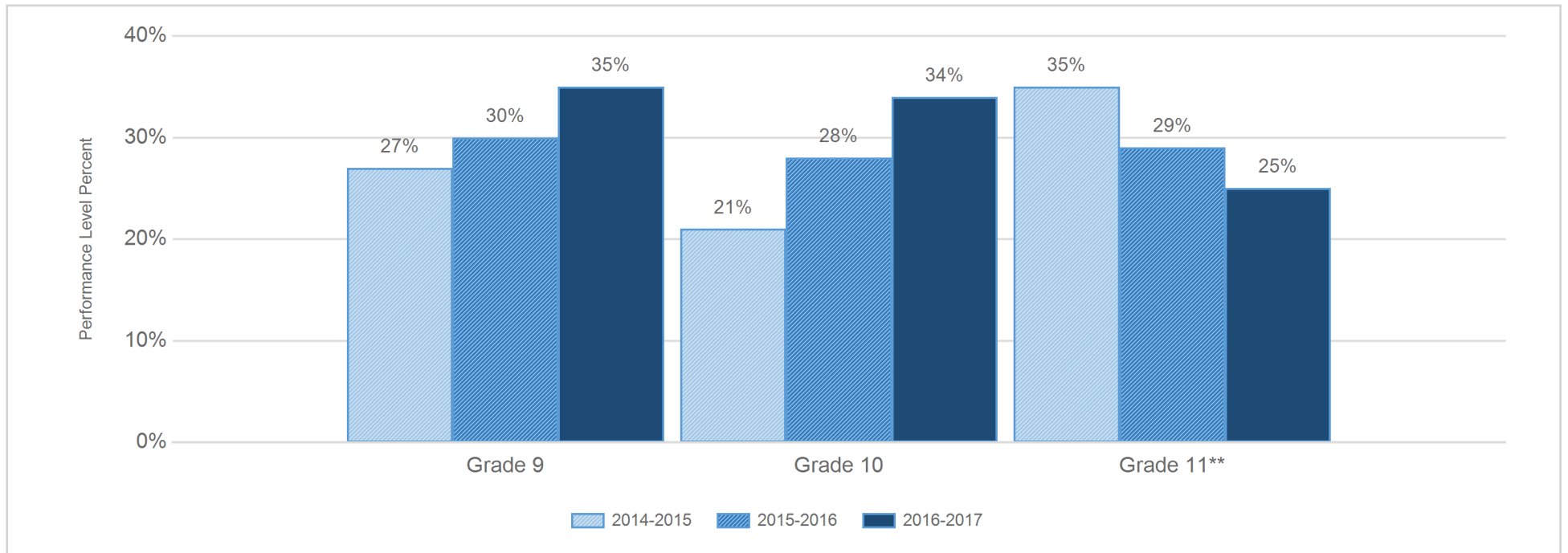


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**English Language Arts/Literacy Assessment - Performance Trends**

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



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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	413	99.3	21.80	21.80	43.50	21.8	24	Met Target†
White	213	100.0	30.00	30.00	52.40	30	29.7	Met Target
Hispanic	88	97.8	14.80	14.80	27.60	14.8	16.9	Met Target†
Black or African American	79	98.8	*	*	21.70	*	15.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	40.00	75.60	40	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	18	100.0	16.70	16.70	44.90	16.7	**	**
Female	221	99.1	24.50	24.50	44.10	24.5		
Male	192	99.5	18.70	18.70	42.90	18.7		
Economically Disadvantaged Students	183	98.4	13.10	13.10	25.10	13.1	20.5	Not Met
Non-Economically Disadvantaged Students	230	100.0	28.70	28.70	54.30	28.7		
Students with Disabilities	73	100.0	*	*	16.50	*	8.5	Not Met
Students without Disabilities	340	99.1	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	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
<b>Schoolwide</b>	247	713	713	743	30%	41%	18%	11%	0%	11%	42%
White	105	717	717	751	31%	31%	21%	16%	0%	16%	52%
Hispanic	63	711	711	728	*	*	*	*	*	*	24%
Black or African American	60	708	708	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	108	714	714	744	32%	35%	21%	11%	0%	11%	43%
Male	139	712	712	741	29%	46%	15%	10%	0%	10%	40%
Economically Disadvantaged Students	131	709	709	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	116	718	718	751	*	*	*	*	*	*	52%
Students with Disabilities	61	700	700	714	*	*	*	*	*	*	10%
Students without Disabilities	186	718	718	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	*	*	*	711	*	*	*	*	*	*	*
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
<b>Schoolwide</b>	234	726	726	734	*	38%	33%	17%	*	18%	30%
White	122	732	732	740	*	34%	34%	23%	*	25%	38%
Hispanic	49	721	721	722	*	45%	27%	*	0%	12%	14%
Black or African American	49	715	715	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	130	731	731	735	*	32%	39%	*	*	22%	31%
Male	104	720	720	733	*	46%	24%	*	*	13%	30%
Economically Disadvantaged Students	98	719	719	721	*	45%	28%	11%	*	11%	13%
Non-Economically Disadvantaged Students	136	731	731	740	*	33%	36%	21%	*	22%	39%
Students with Disabilities	39	704	704	711	*	*	*	*	*	*	*
Students without Disabilities	195	730	730	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
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
<b>Schoolwide</b>	158	723	723	725	22%	30%	27%	*	*	21%	28%
White	86	731	731	731	*	29%	27%	29%	*	30%	33%
Hispanic	25	709	709	710	*	*	*	*	*	*	14%
Black or African American	30	707	707	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	*	*	*	715	*	*	*	*	*	*	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	96	727	727	725	13%	32%	*	*	*	22%	27%
Male	62	717	717	725	36%	27%	*	*	*	19%	29%
Economically Disadvantaged Students	67	719	719	708	*	33%	27%	15%	*	15%	13%
Non-Economically Disadvantaged Students	91	726	726	733	*	29%	28%	24%	*	25%	35%
Students with Disabilities	14	692	692	692	*	*	*	*	*	*	*
Students without Disabilities	144	726	726	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	158	723	723	726	22%	30%	27%	*	*	21%	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	692	*	*	*	*	*	*	*
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%

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

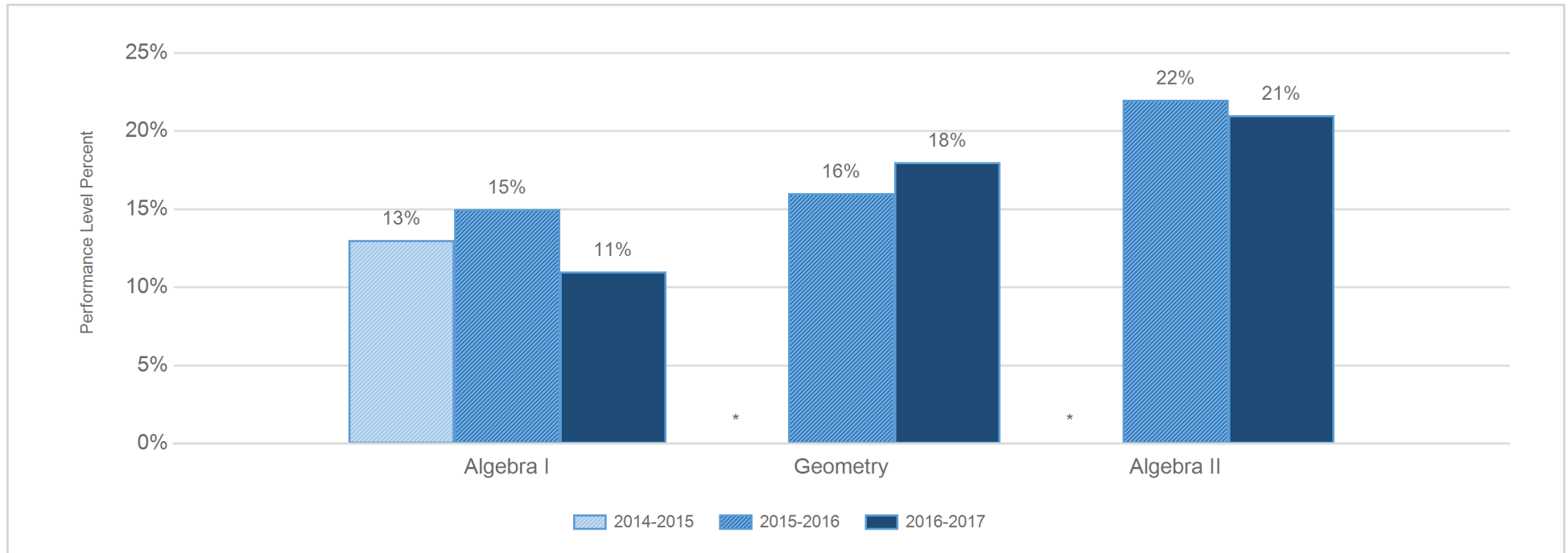


**Cumberland Regional High School**  
**2016-2017**  
**Grade Span 09-12**

11-0997-030  
 CUMBERLAND  
 CUMBERLAND REGIONAL  
 90 SILVER LAKE ROAD  
 BRIDGETON, NJ 08302

**Mathematics Assessment – Performance Trends**

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





**Cumberland Regional High School  
2016-2017**

**Grade Span 09-12**

11-0997-030  
CUMBERLAND  
CUMBERLAND REGIONAL  
90 SILVER LAKE ROAD  
BRIDGETON, NJ 08302

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



**Cumberland Regional High School**  
**2016-2017**  
**Grade Span 09-12**

11-0997-030  
 CUMBERLAND  
 CUMBERLAND REGIONAL  
 90 SILVER LAKE ROAD  
 BRIDGETON, NJ 08302

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.

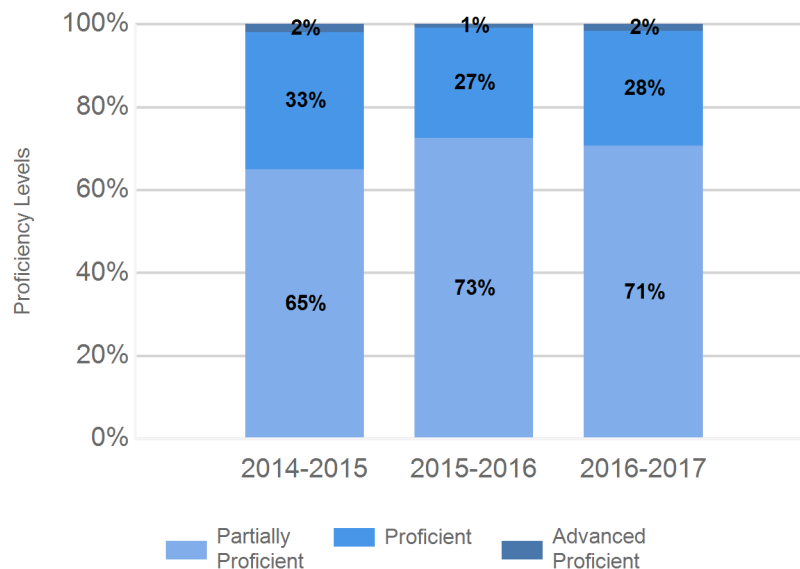
**Biology Assessment - Performance**

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	2%	28%	71%
White	3%	32%	64%
Hispanic	N	15%	85%
Black or African American	N	20%	80%
Asian, Native Hawaiian, or Pacific Islander	N	*	*
American Indian or Alaska Native	N	*	*
Two or More Races	N	54%	46%
Economically Disadvantaged Students	1%	19%	81%
Students with Disabilities	N	13%	88%
English Learners	N	N	*

**Biology Assessment - Proficiency Trends**

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





**Cumberland Regional High School**  
2016-2017

**Grade Span 09-12**

11-0997-030  
CUMBERLAND  
CUMBERLAND REGIONAL  
90 SILVER LAKE ROAD  
BRIDGETON, NJ 08302

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	100.0%	89.4%
Percentage of students taking the SAT	70.7%	70.0%
Percentage of students taking the ACT	19.1%	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	428	481	Varies By Grade	47%	67%
PSAT - Math	422	483	Varies By Grade	20%	49%
SAT - Reading and Writing	523	551	480	72%	77%
SAT - Math	516	552	530	46%	58%
ACT - Reading	21	24	22	39%	65%
ACT - English	20	24	18	67%	79%
ACT - Math	20	24	22	37%	65%
ACT - Science	20	23	23	30%	54%



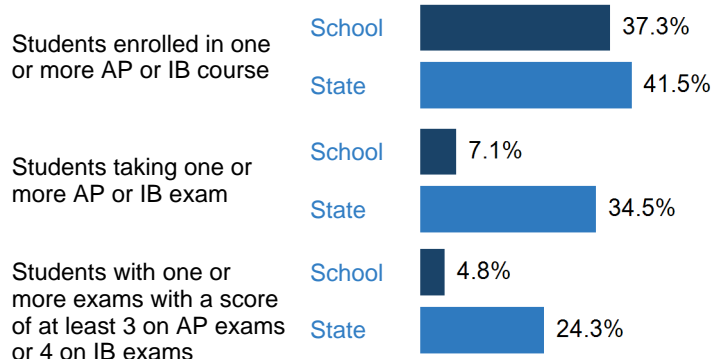
**Cumberland Regional High School**  
2016-2017  
Grade Span 09-12

11-0997-030  
CUMBERLAND  
CUMBERLAND REGIONAL  
90 SILVER LAKE ROAD  
BRIDGETON, NJ 08302

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.



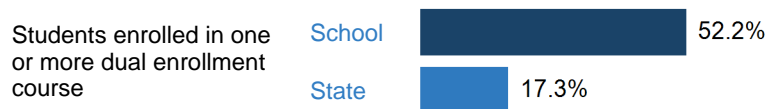
**AP/ IB Courses Offered**

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 Biology	43	7
AP Calculus AB	29	25
AP Chemistry	11	2
AP English Literature and Composition	0	4
AP U.S. Government and Politics	22	2
AP U.S. History	145	9
Total Exams Taken		49
Exams with scores of at least 3 on AP exams or 4 on IB exams		31

**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.





**Cumberland Regional High School**  
2016-2017  
Grade Span 09-12

11-0997-030  
CUMBERLAND  
CUMBERLAND REGIONAL  
90 SILVER LAKE ROAD  
BRIDGETON, NJ 08302

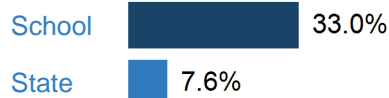
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

**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.

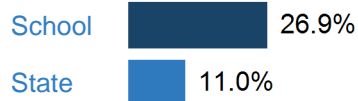
**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

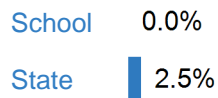
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



**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
Law, Public Safety, Corrections & Security	*	*
Manufacturing	*	*
Transportation, Distribution & Logistics	*	*
Total non-duplicated number of students**	12	
Total number of credentials earned in all clusters		12

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



**Cumberland Regional High School**  
2016-2017

**Grade Span 09-12**

11-0997-030  
CUMBERLAND  
CUMBERLAND REGIONAL  
90 SILVER LAKE ROAD  
BRIDGETON, NJ 08302

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	85	63	0	0	0	0	168
10	161	121	69	3	0	0	10
11	14	137	125	80	1	1	11
12	3	16	69	29	61	45	99
Schoolwide	263	337	263	112	62	46	288
Enrolled in AP/IB Course					29	0	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	88	0	208	1	0	5
10	216	80	2	9	16	12
11	40	131	0	42	33	72
12	25	17	0	54	31	150
Schoolwide	369	228	210	106	80	239
Enrolled in AP/IB Course	43	11		0	0	0



**Cumberland Regional High School**  
2016-2017  
**Grade Span 09-12**

11-0997-030  
CUMBERLAND  
CUMBERLAND REGIONAL  
90 SILVER LAKE ROAD  
BRIDGETON, NJ 08302

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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	264	27	4	0	0	17
10	8	295	12	0	1	19
11	1	293	5	0	26	31
12	2	17	10	0	51	59
Schoolwide	275	632	31	0	78	126
Enrolled in AP/IB Course	0	145	0	0	0	22

**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	166	40	0	47	0	0	0
10	151	45	0	51	0	0	0
11	77	22	0	25	0	0	0
12	55	12	0	4	0	0	0
Schoolwide	449	119	0	127	0	0	0
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	99	29	0	28	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



**Cumberland Regional High School**  
 2016-2017  
 Grade Span 09-12

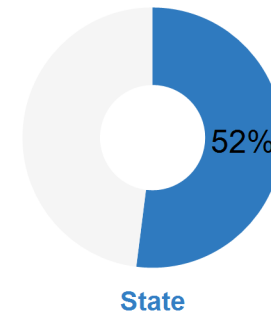
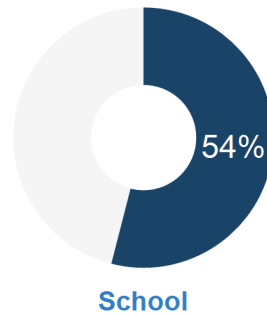
11-0997-030  
 CUMBERLAND  
 CUMBERLAND REGIONAL  
 90 SILVER LAKE ROAD  
 BRIDGETON, NJ 08302

**Visual and Performing Arts – Course Participation**

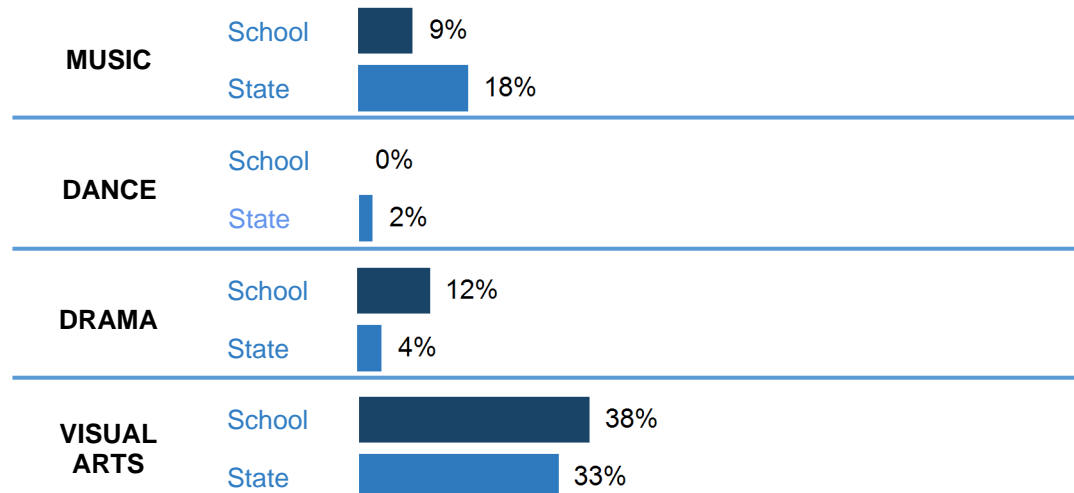
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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





**Cumberland Regional High School**  
**2016-2017**  
**Grade Span 09-12**

11-0997-030  
**CUMBERLAND**  
**CUMBERLAND REGIONAL**  
**90 SILVER LAKE ROAD**  
**BRIDGETON, NJ 08302**

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	88.0%	90.5%	89.6%	91.8%	86.5%	90.2%	Not Met	92.6%	91.5%	Met Target
White	88.6%	94.5%	89.7%	95.1%	86.4%	92.5%	Not Met	94.3%	94.5%	Not Met
Hispanic	81.8%	84.3%	95.9%	86.3%	93.8%	86.2%	Met Target	87.8%	89.3%	Not Met
Black or African American	91.3%	83.4%	86.2%	85.3%	82.6%	85.8%	Not Met	90.4%	85.8%	Met Target
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	*	92.3%	*	86.6%	*	**	**	*	**	**
Two or More Races	84.6%	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	83.2%	83.9%	87.7%	85.6%	82.2%	86.8%	Not Met	89.1%	91.5%	Not Met
Students with Disabilities	84.4%	78.8%	80.9%	82.1%	71.6%	75.6%	Not Met	84.9%	83.4%	Met Target
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	*	73.2%	*	74.4%	*	*	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	88.0%	-
2016	86.5%	89.6%
2015	89.9%	92.6%

**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	2.2%	1.1%
2015-2016	2.5%	1.1%
2014-2015	2.4%	1.1%

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



**Cumberland Regional High School  
2016-2017**

**Grade Span 09-12**

11-0997-030  
CUMBERLAND  
CUMBERLAND REGIONAL  
90 SILVER LAKE ROAD  
BRIDGETON, NJ 08302

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	61%	55.5%	44.5%
White	68.2%	50.5%	49.5%
Hispanic	50%	70%	30%
Black or African American	46.7%	71.4%	28.6%
Asian, Native Hawaiian, or Pacific Islander	*	0%	*
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	50.5%	66.7%	33.3%
Students with Disabilities	22.6%	85.7%	14.3%
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	63.8%	63.1%	36.9%	84.1%	15.9%	74.5%	25.5%
White	72.2%	56.3%	43.8%	82.3%	17.7%	76%	24%
Hispanic	50%	88.2%	11.8%	94.1%	5.9%	88.2%	11.8%
Black or African American	50%	75%	25%	96.9%	3.1%	71.9%	28.1%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	51.9%	72.7%	27.3%	89.1%	10.9%	81.8%	18.2%
Students with Disabilities	*	*	*	*	*	*	*
English Learners	N	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



Cumberland Regional High School  
2016-2017

Grade Span 09-12

11-0997-030  
CUMBERLAND  
CUMBERLAND REGIONAL  
90 SILVER LAKE ROAD  
BRIDGETON, NJ 08302

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

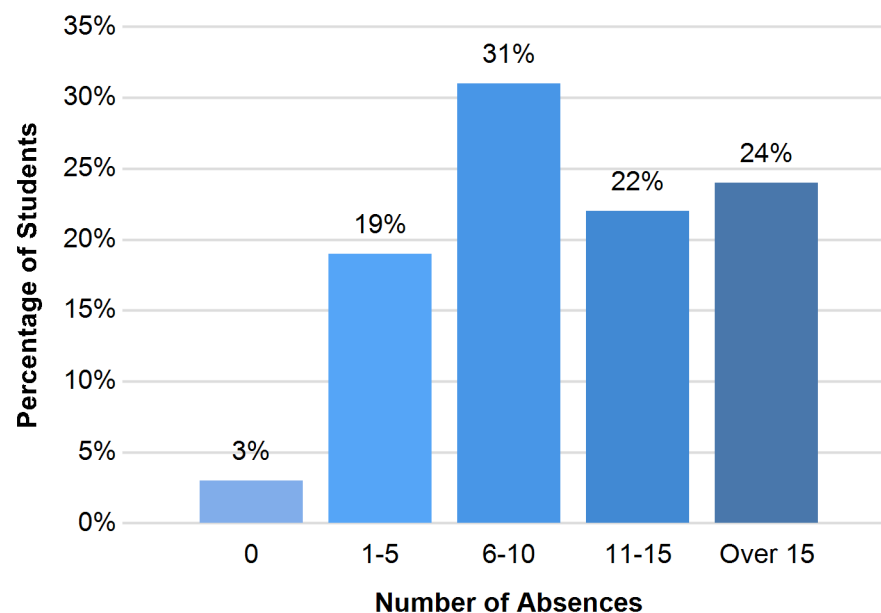
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	17.80	14.30	Not Met
White	19.00	14.30	Not Met
Hispanic	11.80	14.30	Met Target
Black or African American	20.80	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	13.30	14.30	Met Target
Economically Disadvantaged Students	18.40	14.30	Not Met
Students with Disabilities	22.60	14.30	Not Met
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.



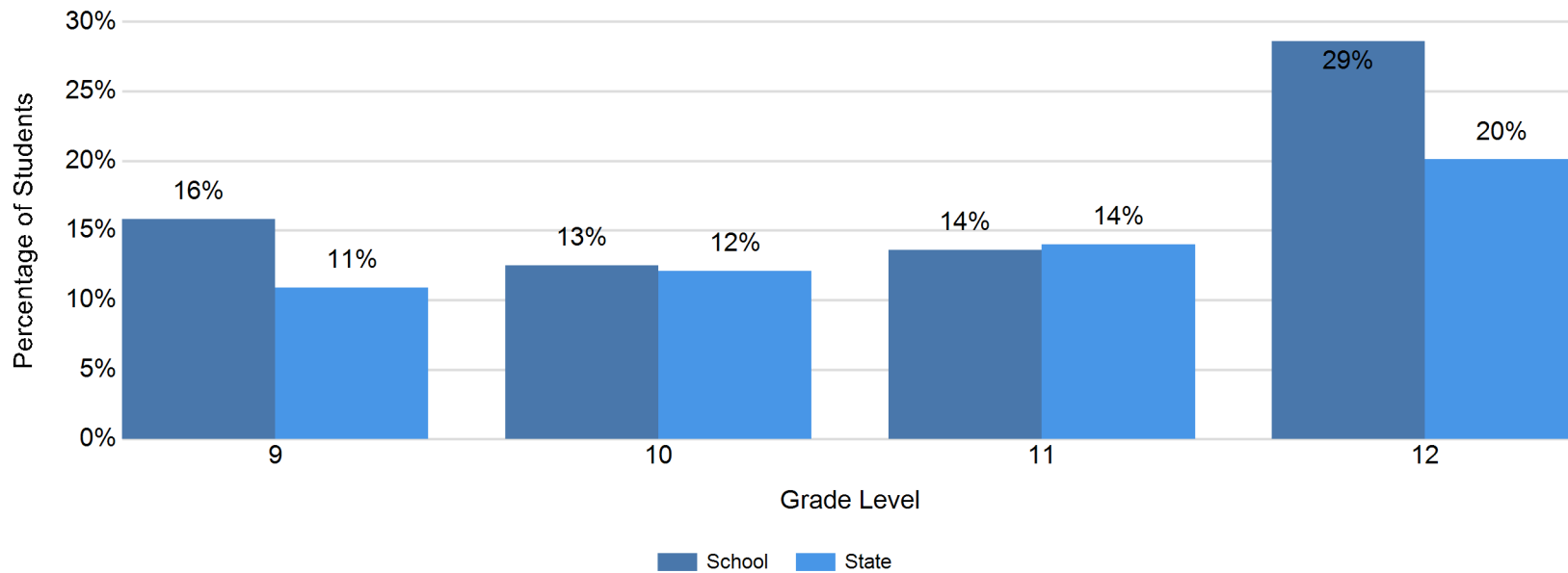


**Cumberland Regional High School**  
 2016-2017  
 Grade Span 09-12

11-0997-030  
 CUMBERLAND  
 CUMBERLAND REGIONAL  
 90 SILVER LAKE ROAD  
 BRIDGETON, NJ 08302

**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.





**Cumberland Regional High School**  
2016-2017

**Grade Span 09-12**

11-0997-030  
CUMBERLAND  
CUMBERLAND REGIONAL  
90 SILVER LAKE ROAD  
BRIDGETON, NJ 08302

### 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	7:30AM
Typical End Time	2:40PM
Length of School Day	7 Hrs 10 Mins
Full Time - Instructional Time	6 Hrs. 24 Mins.
Shared Time - Instructional Time	3 Hrs. 20 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	35
Vandalism	1
Weapons	3
Substances	15
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	59
Incidents Per 100 Students Enrolled	5.21

### 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	19.0%
Out-of-School Suspensions	11.0%
Any Suspension	30.1%

### 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



**Cumberland Regional High School**  
 2016-2017  
 Grade Span 09-12

11-0997-030  
 CUMBERLAND  
 CUMBERLAND REGIONAL  
 90 SILVER LAKE ROAD  
 BRIDGETON, NJ 08302

**Technology Readiness**

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	441.1 kbps	100 kbps	Yes	Fiber	Fiber	Yes

**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	\$504	\$13,346	\$13,850



**Cumberland Regional High School**  
 2016-2017  
 Grade Span 09-12

11-0997-030  
 CUMBERLAND  
 CUMBERLAND REGIONAL  
 90 SILVER LAKE ROAD  
 BRIDGETON, NJ 08302

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**

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

Category	Teachers in School	Teachers in State
Total Number of teachers	82	120,724
Average years experience in public schools	12.5	11.8
Average years experience in district	10.5	10.5
Teachers in district for 4 or more years	78%	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	11	9,506
Average years experience in public schools	18.2	15.9
Average years experience in district	10.5	11.6
Administrators in district for 4 or more years	82%	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	14:1	14:1
Administrators	103:1	103:1
Librarian/Media Specialists		1134:1
Nurses		567:1
Counselors		227:1
Child Study Team		567:1



**Cumberland Regional High School**  
 2016-2017  
 Grade Span 09-12

11-0997-030  
 CUMBERLAND  
 CUMBERLAND REGIONAL  
 90 SILVER LAKE ROAD  
 BRIDGETON, NJ 08302

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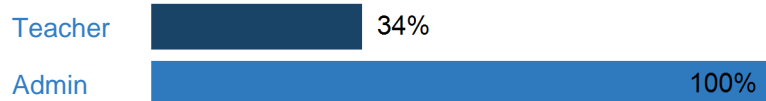
**Teachers and Administrators - Level of Education**

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	78%	89%
2015-16 Administrators: Same district 2016-17	83%	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	97%



**Cumberland Regional High School**  
**2016-2017**  
**Grade Span 09-12**

11-0997-030  
 CUMBERLAND  
 CUMBERLAND REGIONAL  
 90 SILVER LAKE ROAD  
 BRIDGETON, NJ 08302

**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	22.1	17.5%
Mathematics Proficiency	32.7	17.5%
Graduation - 4-Year	22.0	25.0%
Graduation - 5-Year	37.8	25.0%
Chronic Absenteeism	32.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		29.5
<b>Summative Rating:</b> Percentile rank of Summative Score		22.3
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No
<b>Requires Comprehensive Support:</b> 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.



**Cumberland Regional High School**  
**2016-2017**  
**Grade Span 09-12**

11-0997-030  
 CUMBERLAND  
 CUMBERLAND REGIONAL  
 90 SILVER LAKE ROAD  
 BRIDGETON, NJ 08302

**Accountability Summary by Student Group**

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	29.5	6.2	No	Met Target	Met Target†	Not Met	Not Met	Met Target	No
White	23.4	6.2	No	Met Target	Met Target	Not Met	Not Met	Not Met	No
Hispanic	49.3	6.2	No	Met Target	Met Target†	Met Target	Met Target	Not Met	No
Black or African American	38.7	6.2	No	Met Target	Not Met	Not Met	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	41.1	6.2	No	Met Target	Not Met	Not Met	Not Met	Not Met	No
Students with Disabilities	29.8	6.2	No	Not Met	Not Met	Not Met	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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† Target was met within a confidence interval.



**Cumberland Regional High School**  
 2016-2017  
 Grade Span 09-12




11-0997-030  
 CUMBERLAND  
 CUMBERLAND REGIONAL  
 90 SILVER LAKE ROAD  
 BRIDGETON, NJ 08302

School General Info

<b>Principal:</b>	Mr. Aiello	<b>Email Address:</b>	<a href="mailto:aiello@crhsd.org">aiello@crhsd.org</a>
<b>Address:</b>	90 SILVER LAKE ROAD BRIDGETON, NJ 08302	<b>Website:</b>	<a href="http://www.crhsd.org">www.crhsd.org</a>
<b>Phone:</b>	(856)451-9400	<b>Facebook:</b>	<a href="https://www.facebook.com/CRHSD/">https://www.facebook.com/CRHSD/</a>
		<b>Twitter:</b>	<a href="https://twitter.com/crhsd">https://twitter.com/crhsd</a>

School Narrative

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

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• We host seven different CTE Academies for our students to choose from.</li> <li>• We are an Agriculture School Choice District.</li> <li>• Our STEM, FFA, and FBLA students have won multiple awards both in the State and Nationally.</li> </ul>
 <p><b>Mission, Vision, Theme:</b></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. We are excited to lead the way in Vocational preparedness for our county.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Students in our STEM Academy have won the Congressional App Challenge the last two years. Last year, a senior FFA student received a Gold Medal at the Skills USA competition in Louisville, Kentucky. Our FFA, TSA and FBLA groups are very competitive at the state and national levels. The CRHS Indoor Percussion Unit has won the TIA Regional Championships the last two seasons.</p>






**Cumberland Regional High School**  
**2016-2017**  
**Grade Span 09-12**

11-0997-030  
 CUMBERLAND  
 CUMBERLAND REGIONAL  
 90 SILVER LAKE ROAD  
 BRIDGETON, NJ 08302

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>CRHS offers 7 CTE Academies, extensive Art &amp; Music Programs, Early College High School Option, AP &amp; Dual Credit Courses and a variety of Elective Courses including 3 World Languages. Dedicated learning experiences in a STEM Lab with 3-D Scanner &amp; Printer &amp; Laser Etcher, IT Closed-Network Classroom, Blackbox Theatre, and a new Biomedical Classroom. Teachers and students have constant access to technology through Laptops &amp; Chromebook carts, Smartboards &amp; ELMOs.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), 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>CRHS offers 3 levels of sports in 3 sports seasons. During the fall season, we have football, field hockey, boys &amp; girls soccer, boys &amp; girls cross country, girls tennis &amp; cheerleading. For winter sports, we offer wrestling, boys &amp; girls swimming, boys &amp; girls basketball, boys &amp; girls winter track. In the spring, we offer boys tennis, baseball, softball, boys &amp; girls spring track and boys &amp; girls golf. We are a member of the Tri-County Conference and the West Jersey Football League.</p>
 <p><b>Clubs and Activities:</b></p>	<p>CRHS offers several clubs and activities throughout the year. Students can choose from over 45 different clubs and activities. These clubs and activities host events all throughout the school year including dances, tournaments, and tailgates. CRHS also offers a drama department that puts on a play and a musical each year. Students also have an opportunity to participate in the marching band and indoor percussion group that have won several championships throughout the year.</p>








**Cumberland Regional High School**  
 2016-2017  
 Grade Span 09-12

11-0997-030  
 CUMBERLAND  
 CUMBERLAND REGIONAL  
 90 SILVER LAKE ROAD  
 BRIDGETON, NJ 08302

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 <p><b>Staff and Professional Learning:</b></p>	<p>Professional Development is built into the school year with 2 full days, 7 half days, and weekly 35 minute workshops. Staff access an on-line 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><b>Postsecondary Information:</b></p>	<p>78% of students apply &amp; get accepted to a 2 or 4 year college or university. Over 10% of students work full-time upon graduation, 4.7% chose to go into the military &amp; about 6% attend a trade school. Counselors offer parent evenings twice a year on financial aid &amp; the college app process. Counselors meet with students individually &amp; in small groups to review college options, the common app &amp; financial aid. Students are given the PSAT free of charge in their 10th &amp; 11th grade years.</p>
 <p><b>Student Supports and Services:</b></p>	<p>The Cumberland Regional High School Child Study Team is comprised of 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><b>Student Health and Wellness:</b></p>	<p>Colt Connection, a School-Based Youth Service Program funded by the NJ DCF and managed by CompleteCare, helps students navigate their teen years, finish their education, obtain skills leading to a job or continuing education &amp; graduate happy, healthy, &amp; drug free. CC supports students &amp; families in a safe &amp; familiar environment. Services include: mental health counseling, tutoring, employment skills &amp; recreation events, and community referrals for health, social service, and other needs.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>CRHS serves seven communities. We hold several meetings each month to include all our communities. The Citizens' Advisory Committee has representation from all seven communities. Community members meet with the Superintendent to discuss concerns, highlights and upcoming events. CRHS also uses "Community Heroes" to get the great work out about what is going on at CRHS.</p>



**Cumberland Regional High School**  
**2016-2017**  
**Grade Span 09-12**

11-0997-030  
 CUMBERLAND  
 CUMBERLAND REGIONAL  
 90 SILVER LAKE ROAD  
 BRIDGETON, NJ 08302

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Facilities:

CRHS was built in 1977, is airconditioned, and has a sprinkler system that covers the entire bldg. CRHS boasts a "Black Box Theater" that we use for dramatic Arts instruction. We also have Biomedical Labs, Computer Labs, and Food Sciences and Floriculture Labs. The district built a Performing Arts Center and Auxiliary Gym in 1990.



Cumberland Regional High School  
2016-2017  
Grade Span 09-12

11-0997-030  
CUMBERLAND  
CUMBERLAND REGIONAL  
90 SILVER LAKE ROAD  
BRIDGETON, NJ 08302

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CRHS has two admissions processes. We hold a lottery for our Choice Agriculture program once applications are collected in December. We also accept applications for our Academy programs. Academy placements are announced in March. CRHS is pleased to announce that we plan to be 1 to 1 with laptop computers for all students by September 2018.



Other Information: