NJ SCHOOL PERFORMANCE REPORT

CUMBERLAND REGIONAL HIGH SCHOOL
(11-0997-030)
Grades Offered: 09-12
2017-2018

Report Key:
* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note, see note below table

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	CUMBERLAND
District	CUMBERLAND REGIONAL
Principal Name	MR. AIELLO
Address	90 SILVER LAKE ROAD BRIDGETON, NJ 08302
Phone Number	(856)451-9400
Email Address	AIELLO@CRHSD.ORG
Website	https://www.crhsd.org
Facebook	https://www.facebook.com/CRHSD/
Twitter	https://twitter.com/crhsd

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
9	319	276	268
10	338	285	264
11	276	283	262
12	286	290	308
Total	1,219	1,134	1,102

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	49.9%	51.3%	51.7%
Male	50.1%	48.7%	48.3%
Economically Disadvantaged Students	47.0%	40.2%	46.1%
Students with Disabilities	13.5%	15.9%	16.8%
English Learners	0.3%	0.7%	0.5%
Homeless Students		0.1%	0.9%
Students in Foster Care		0.6%	0.6%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.2%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	52.4%	51.2%	48.0%
Hispanic	18.0%	19.9%	22.5%
Black or African American	22.9%	21.7%	22.4%
Asian	1.4%	1.5%	1.5%
Native Hawaiian or Pacific Islander	0.1%	0.2%	0.4%
American Indian or Alaska Native	1.7%	1.5%	1.1%
Two or More Races	3.6%	3.9%	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	2015-16	2016-17	2017-18
Full Time Students	1,182	1,104	1,086
Shared Time Students	73	59	32
Full Time Equivalent	1,219	1,134	1,102

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	88.0%
Spanish	10.6%
Other Languages	1.4%

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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	477	99.2	32.9	32.9	56.7	32.9	34.5	Met Target†
White	220	99.1	45.0	45.0	65.6	45.0	43.5	Met Target
Hispanic	112	99.1	27.7	27.7	42.5	27.7	26.7	Met Target
Black or African American	113	99.1	15.1	15.1	37.3	15.1	22.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	17	100.0	17.7	17.7	63.4	17.7	**	**
Female	244	99.2	43.9	43.9	64.5	43.9		
Male	233	99.2	21.5	21.5	49.4	21.5		
Economically Disadvantaged Students	221	98.7	22.2	22.2	38.5	22.2	25.8	Met Target†
Non-Economically Disadvantaged Students	256	99.6	42.2	42.2	67.5	42.2		
Students with Disabilities	86	98.9	*	*	21.6	*	13.1	Not Met
Students without Disabilities	391	99.3	*	*	63.9	*		
English Learners	*	*	*	*	27.3	*	**	**
Non-English Learners	*	*	*	*	59.4	*		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	252	733	733	752	22%	19%	23%	29%	6%	35%	55%
White	112	744	744	760	13%	17%	20%	39%	11%	50%	64%
Hispanic	61	729	729	735	25%	21%	26%	*	*	28%	38%
Black or African American	62	718	718	734	34%	21%	31%	*	*	15%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	130	742	742	759	13%	15%	28%	*	*	44%	63%
Male	122	723	723	744	32%	24%	18%	*	*	26%	46%
Economically Disadvantaged Students	130	726	726	733	26%	24%	24%	*	*	26%	34%
Non-Economically Disadvantaged Students	122	741	741	761	18%	14%	23%	*	*	45%	65%
Students with Disabilities	42	699	699	716	*	*	*	*	*	*	15%
Students without Disabilities	210	740	740	758	*	*	*	*	*	*	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	719	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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

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

| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	238	722	722	749	37%	20%	14%	19%	10%	29%	51%
White	113	734	734	756	31%	15%	16%	23%	15%	38%	58%
Hispanic	54	718	718	733	35%	31%	*	*	*	26%	38%
Black or African American	53	703	703	728	49%	21%	*	*	*	15%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	50%
Two or More Races	11	711	711	753	*	*	*	*	*	18%	55%
Female	121	740	740	759	22%	17%	17%	*	*	43%	60%
Male	117	704	704	739	51%	22%	11%	*	*	15%	42%
Economically Disadvantaged Students	98	708	708	730	44%	23%	15%	*	*	17%	34%
Non-Economically Disadvantaged Students	140	732	732	758	31%	17%	14%	*	*	38%	59%
Students with Disabilities	47	687	687	707	*	*	*	*	*	*	15%
Students without Disabilities	191	731	731	756	*	*	*	*	*	*	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	707	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	258	723	723	736	35%	20%	19%	22%	5%	26%	39%
White	137	728	728	737	28%	21%	18%	*	*	32%	41%
Hispanic	54	710	710	731	50%	19%	*	*	*	15%	35%
Black or African American	48	719	719	729	40%	*	27%	*	*	21%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	25%
Two or More Races	11	725	725	737	*	*	*	*	*	36%	39%
Female	137	730	730	745	27%	17%	24%	*	*	32%	48%
Male	121	714	714	728	44%	23%	13%	*	*	20%	31%
Economically Disadvantaged Students	105	712	712	730	47%	18%	18%	*	*	17%	33%
Non-Economically Disadvantaged Students	153	730	730	739	27%	21%	20%	*	*	33%	42%
Students with Disabilities	41	695	695	708	*	*	*	*	*	*	13%
Students without Disabilities	217	728	728	742	*	*	*	*	*	*	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.
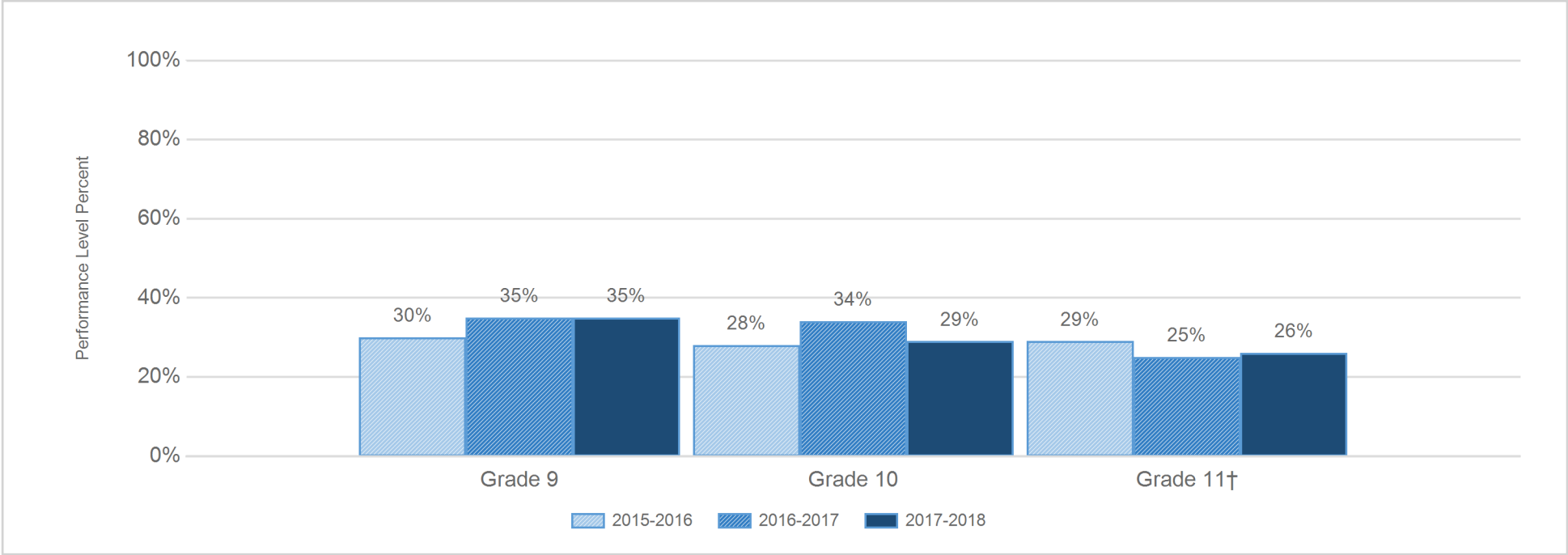
† Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.

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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	335	98.8	18.5	18.5	45.0	18.5	27	Not Met
White	164	99.4	30.5	30.5	54.1	30.5	32.4	Met Target†
Hispanic	76	97.5	*	*	29.2	*	20.2	Not Met
Black or African American	72	98.6	*	*	23.4	*	18.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	10	100.0	30.0	30.0	77.0	30.0	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	13	100.0	*	*	53.0	*	**	**
Female	174	98.9	24.2	24.2	46.0	24.2		
Male	161	98.8	12.4	12.4	43.9	12.4		
Economically Disadvantaged Students	137	98.6	*	*	26.6	*	23.7	Not Met
Non-Economically Disadvantaged Students	198	99.0	*	*	55.9	*		
Students with Disabilities	59	96.8	*	*	17.1	*	12.2	Not Met
Students without Disabilities	276	99.3	*	*	50.5	*		
English Learners	*	*	*	*	24.6	*	**	**
Non-English Learners	*	*	*	*	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	197	718	718	746	26%	39%	25%	10%	0%	10%	46%
White	85	724	724	755	18%	40%	27%	15%	0%	15%	57%
Hispanic	50	718	718	730	*	*	*	*	*	*	27%
Black or African American	51	711	711	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	88	723	723	748	*	*	*	*	*	*	48%
Male	109	715	715	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	96	713	713	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	101	723	723	756	*	*	*	*	*	*	57%
Students with Disabilities	54	705	705	716	*	*	*	*	*	*	13%
Students without Disabilities	143	723	723	752	*	*	*	*	*	*	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	203	721	721	735	16%	43%	29%	12%	0%	12%	30%
White	107	726	726	740	10%	39%	32%	19%	0%	19%	37%
Hispanic	43	718	718	723	*	*	*	*	*	*	14%
Black or African American	36	708	708	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	*	*	*	734	*	*	*	*	*	*	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	98	723	723	736	16%	35%	34%	15%	0%	15%	30%
Male	105	719	719	734	15%	50%	25%	10%	0%	10%	29%
Economically Disadvantaged Students	85	714	714	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	118	726	726	741	*	*	*	*	*	*	38%
Students with Disabilities	34	702	702	713	*	*	*	*	*	*	*
Students without Disabilities	169	725	725	738	*	*	*	*	*	*	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	144	718	718	727	33%	23%	28%	*	*	15%	30%
White	72	728	728	733	26%	19%	26%	*	*	28%	35%
Hispanic	32	706	706	710	*	*	*	*	*	*	14%
Black or African American	29	709	709	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	*	*	*	729	*	*	*	*	*	*	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	94	722	722	728	30%	24%	28%	*	*	18%	30%
Male	50	711	711	727	40%	20%	30%	*	*	10%	30%
Economically Disadvantaged Students	55	708	708	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	89	725	725	736	*	*	*	*	*	*	37%
Students with Disabilities	10	689	689	693	*	*	*	*	*	*	*
Students without Disabilities	134	720	720	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	*	*	*	693	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

NJ SCHOOL PERFORMANCE REPORT

CUMBERLAND REGIONAL HIGH SCHOOL

(11-0997-030)

Grades Offered: 09-12

2017-2018

Report Key:
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** Accountability calculations require 20 or more students
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.
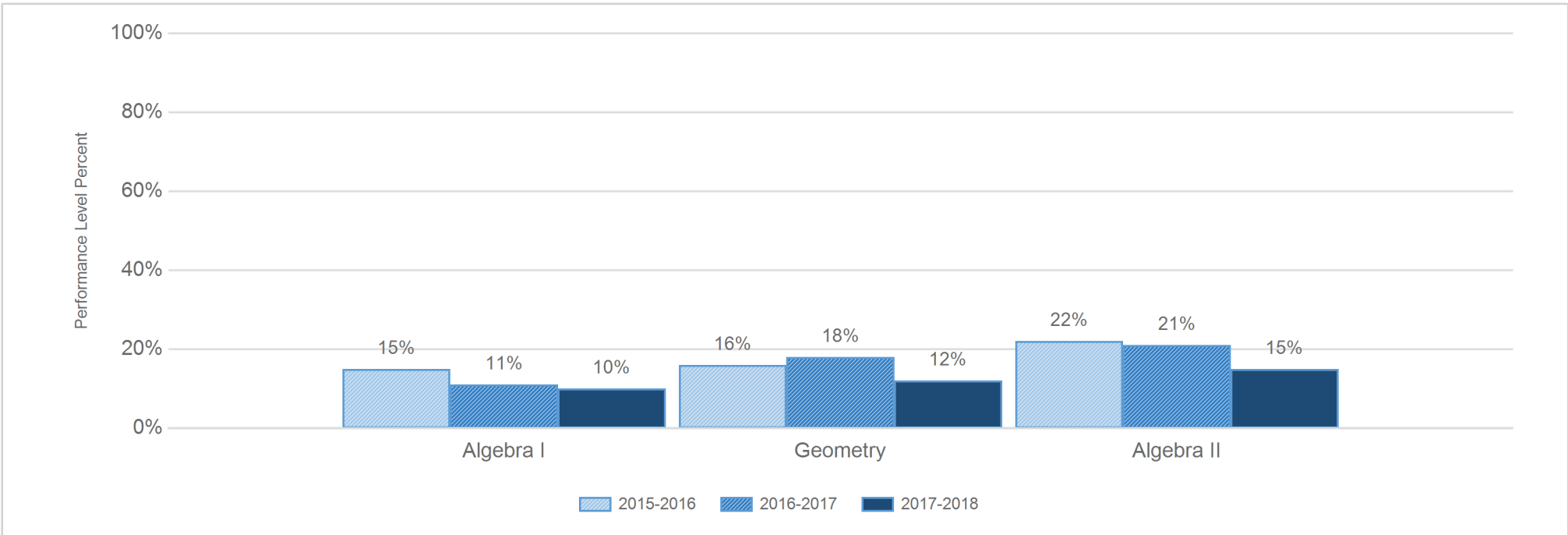
† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.
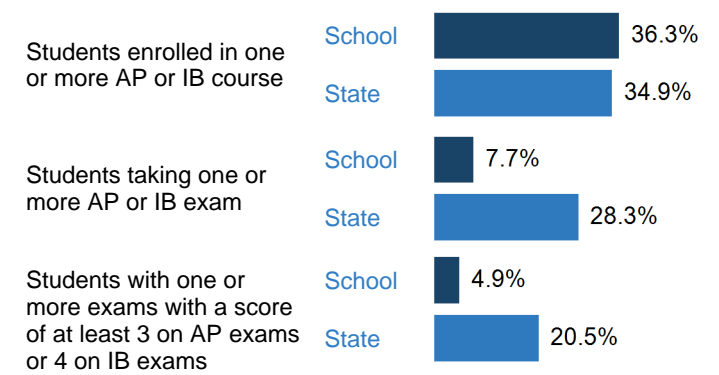
CUMBERLAND REGIONAL HIGH SCHOOL
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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	N	N	N

NJ SCHOOL PERFORMANCE REPORT

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

NJASK Science Assessment Information

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

Biology Assessment Information

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

NJ SCHOOL PERFORMANCE REPORT

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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	100.0%	85.0%
12th graders taking SAT in 2017-18 or prior years	58.4%	72.2%
12th graders taking ACT in 2017-18 or prior years	12.7%	24.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	418	478	Grade 10: 430 Grade 11: 460	36%	62%
PSAT 10/NMSQT - Math	413	478	Grade 10: 480 Grade 11: 510	14%	42%
SAT - Reading and Writing	502	542	480	61%	72%
SAT - Math	496	543	530	31%	54%
ACT - Reading	19	24	22	38%	62%
ACT - English	17	24	18	41%	78%
ACT - Math	19	24	22	28%	62%
ACT - Science	18	23	23	18%	53%

NJ SCHOOL PERFORMANCE REPORT

CUMBERLAND REGIONAL HIGH SCHOOL

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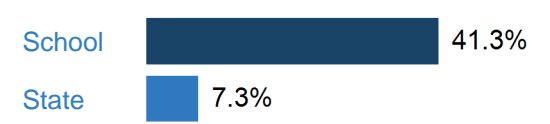Grades Offered: 09-12

2017-2018

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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.

Students enrolled in one or more AP or IB course
- School: 36.3%
- State: 34.9%

Students taking one or more AP or IB exam
- School: 7.7%
- State: 28.3%

Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exams
- School: 4.9%
- State: 20.5%

Dual Enrollment Coursework - Participation

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

Students enrolled in one or more dual enrollment course
- School: 41.6%
- State: 13.3%

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	42	6
AP Calculus AB	0	29
AP Chemistry	21	4
AP English Literature and Composition	0	3
AP U.S. Government and Politics	14	0
AP U.S. History	308	13
Total Exams taken		55
Exams with scores of at least 3 on AP exams or 4 on IB exams		36

CUMBERLAND REGIONAL HIGH SCHOOL
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2017-2018

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

Career and Technical Education Participation

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

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

School 41.3%

State 7.3%

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

School 21.4%

State 10.2%
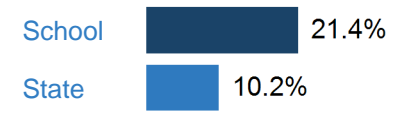
Structured Learning Experiences Participation

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

Structured Learning Experiences
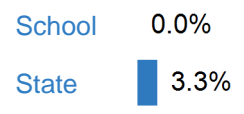
School 0.0%

State 3.3%

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

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

| School | 11.8% |
| State | 0.9% |
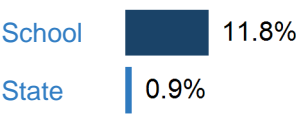
Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	212		
Architecture & Construction	*		
Arts, AV Technology & Communications	108		
Business Management & Administration	117	124	124
Health Science	55		
Hospitality & Tourism	*		
Human Services	*		
Information Technology	65		
Law, Public Safety, Corrections & Security	28		
Manufacturing	*	*	*
Science, Technology, Engineering & Mathematics	97		
Transportation, Distribution & Logistics	*	*	*
Total (All Clusters)	707	137	137

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CUMBERLAND REGIONAL HIGH SCHOOL

(11-0997-030)

Grades Offered: 09-12

2017-2018

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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	61	48	0	0	0	0	181
10	152	105	68	0	0	0	10
11	14	108	109	37	0	0	19
12	2	18	44	38	31	31	117
Total	229	279	221	75	31	31	327
Enrolled in AP/IB Course					0	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	96	2	197	2	2	6
10	184	72	0	19	13	26
11	27	96	1	68	29	74
12	30	36	0	96	36	123
Total	337	206	198	185	80	229
Enrolled in AP/IB Course	42	21		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

CUMBERLAND REGIONAL HIGH SCHOOL

(11-0997-030)

Grades Offered: 09-12

2017-2018

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.

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	262	13	8	0	0	26
10	10	258	3	0	4	20
11	4	243	17	0	26	51
12	0	28	11	0	49	55
Total	276	542	39	0	79	152
Enrolled in AP/IB Course	0	308	0	0		14
Enrolled in Dual Enrollment Course	0	0	0	0	0	17

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	178	48	0	24	0	0	0
10	154	38	0	43	0	0	0
11	64	18	0	27	0	0	0
12	46	9	0	12	0	0	0
Total	442	113	0	106	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	75	20	0	35	0	0	0

CUMBERLAND REGIONAL HIGH SCHOOL
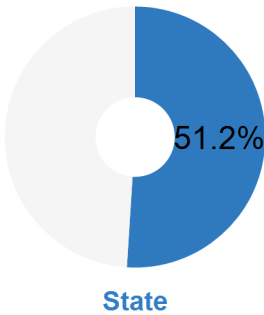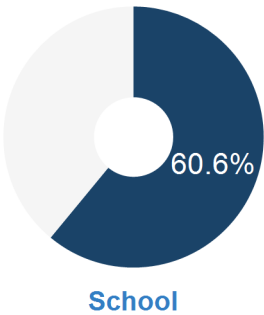
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2017-2018

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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

NJ SCHOOL PERFORMANCE REPORT

CUMBERLAND REGIONAL HIGH SCHOOL

(11-0997-030)

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2017-2018

Visual and Performing Arts – Course Participation

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

Grades 9-12:

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

School: 60.6%   State: 51.2%

Students enrolled in one or more classes by discipline:
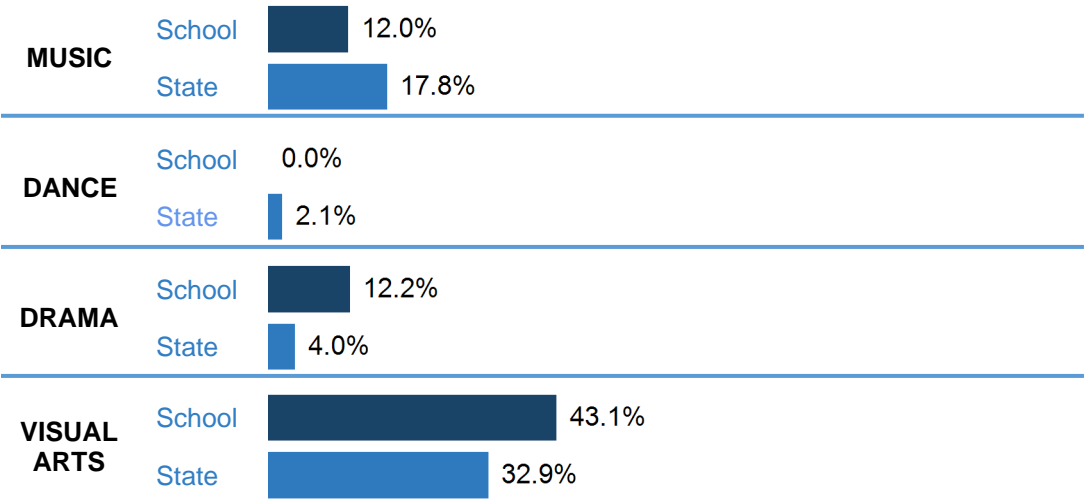
MUSIC
- School: 12.0%
- State: 17.8%

DANCE
- School: 0.0%
- State: 2.1%

DRAMA
- School: 12.2%
- State: 4.0%

VISUAL ARTS
- School: 43.1%
- State: 32.9%

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

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	92.6%	90.9%	90.1%	92.4%	88.0%	90.4%	Not Met	89.6%	91.8%	Not Met
White	90.2%	95.0%	90.8%	95.7%	88.6%	92.7%	Not Met	89.7%	94.6%	Not Met
Hispanic	97.1%	84.8%	83.3%	87.3%	81.8%	86.6%	Not Met	95.9%	N	Met Goal
Black or African American	94.7%	84.2%	91.4%	86.8%	91.3%	86.3%	Met Target	86.2%	86.4%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	97.0%	*	97.7%	*	**	**	*	**	**
American Indian or Alaska Native	*	86.5%	*	94.1%	*	**	**	*	**	**
Two or More Races	92.9%	92.0%	100.0%	93.9%	84.6%	**	**	*	**	**
Economically Disadvantaged Students	94.6%	84.6%	85.9%	87.0%	83.2%	87.3%	Not Met	87.7%	91.8%	Not Met
Students with Disabilities	81.1%	80.1%	90.9%	83.5%	84.4%	76.6%	Met Target	80.9%	84.0%	Not Met
English Learners	N	75.8%	*	81.8%	*	**	**	*	**	**
Homeless Students	*	72.6%	*	79.1%	*			*		
Students in Foster Care	*	62.6%	N	64.9%						

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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 Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	59.4%	48.9%
Substitute Competency Test	25.1%	28.6%
Portfolio Appeals Process	7.0%	13.7%
Alternate Requirements specified in IEP	8.3%	8.6%
Unknown	0.3%	0.3%

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	92.6%	-
2017	88.0%	90.1%
2016	86.5%	89.6%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.7%	1.2%
2016-2017	2.2%	1.1%
2015-2016	2.6%	1.2%

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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	64.2%	61.3%	38.7%
White	77.9%	62.4%	37.6%
Hispanic	36.7%	77.3%	22.7%
Black or African American	59.7%	48.6%	51.4%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	*	*	*
Two or More Races	66.7%	75%	25%
Economically Disadvantaged Students	50.4%	66.1%	33.9%
Students with Disabilities	41.9%	84.6%	15.4%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	64.7%	59.8%	40.2%	84.5%	15.5%	76.4%	23.6%
White	72.2%	54.1%	45.9%	78.9%	21.1%	71.6%	28.4%
Hispanic	57.5%	69.6%	30.4%	95.7%	4.3%	91.3%	8.7%
Black or African American	48.3%	75.9%	24.1%	93.1%	6.9%	82.8%	17.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	54.7%	69.2%	30.8%	90.4%	9.6%	84.6%	15.4%
Students with Disabilities	29%	88.9%	11.1%	88.9%	11.1%	88.9%	11.1%
English Learners	N	N	N	N	N	N	N

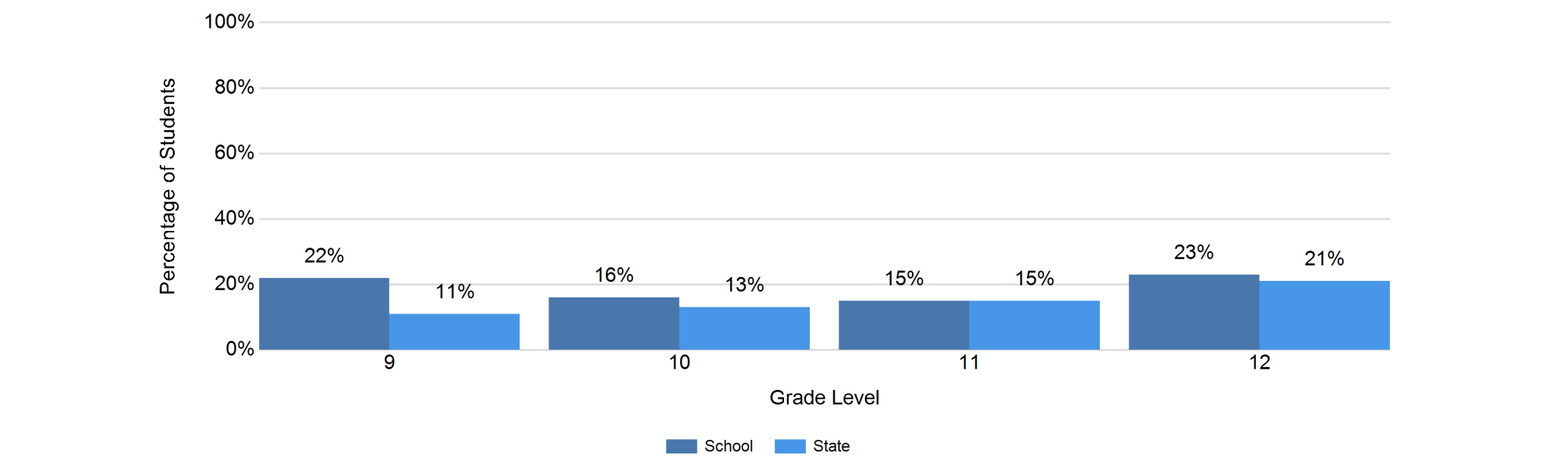**NJ SCHOOL PERFORMANCE REPORT**

CUMBERLAND REGIONAL HIGH SCHOOL

(11-0997-030)

Grades Offered: 09-12

2017-2018

Report Key:
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** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note, see note below table

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

Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	220	19.2	14.9	Not Met
White	116	20.8	14.9	Not Met
Hispanic	37	14.7	14.9	Met
Black or African American	49	19.3	14.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	6	28.6	14.9	Not Met
American Indian or Alaska Native	3	25.0	**	**
Two or More Races	9	20.0	14.9	Not Met
Economically Disadvantaged Students	120	23.1	14.9	Not Met
Students with Disabilities	46	21.7	14.9	Not Met
English Learners	*	*	**	**

Days Absent

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

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Chronic Absenteeism by Grade

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	28
Weapons	0
Vandalism	1
Substances	19
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	56
Incidents Per 100 Students Enrolled	5.08

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	8
Weapons	0
Vandalism	0
Substances	5
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	1	0	1
Sexual Orientation	2	2	4
Disability	0	2	2
Other	17	5	22
No Identified Nature	2		2

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	179	16.2%
Out-of-School Suspensions	133	12.1%
Any Suspension	251	22.8%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
958

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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	3 Hrs. 25 Mins.

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$505	$13,982	$14,487

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	79	117,464
Average years experience in public schools	11.5	12.0
Average years experience in district	9.2	10.7
Teachers in district for 4 or more years	70.9%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	12	9,374
Average years experience in public schools	16.4	16.0
Average years experience in district	9.3	12.0
Administrators in district for 4 or more years	91.7%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	14:1
Students to Administrators	92:1	92:1
Teachers to Administrators	7:1	7:1
Students to Librarians/Media Specialists		1102:1
Students to Nurses		551:1
Students to Counselors		276:1
Students to Child Study Team		551:1

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher ▇▇▇▇▇▇▇▇ 68%
Admin N/A

Master's Degree

Teacher ▇▇▇ 32%
Admin ▇▇▇▇▇▇▇▇▇▇ 100%
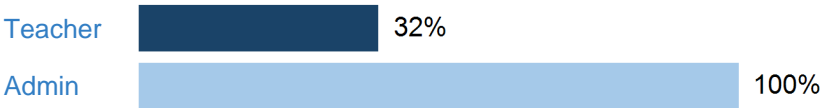
Doctoral Degree
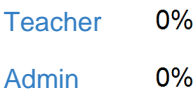
Teacher 0%
Admin 0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	86.6%	90.2%
2016-17 Administrators: Same district 2017-18	90.9%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	98.3%

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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 and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	64.6%	33.3%
Male	35.4%	66.7%
White	89.9%	83.3%
Hispanic	3.8%	0.0%
Black or African American	3.8%	16.7%
Asian	1.3%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	1.3%	0.0%

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

Comprehensive Status

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

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	16.62	17.5%
Mathematics Proficiency	21.78	17.5%
Graduation Rate - 4-Year	23.50	25.0%
Graduation Rate - 5-Year	25.57	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	21.26	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	22.18	n/a
Summative Rating: Percentile Rank of Summative Score	15.19	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target†	Not Met	Not Met	Not Met	**	Not Met	No
White	17.33	8.94	No	Met Target	Met Target†	Not Met	Not Met	n/a	Not Met	No
Hispanic	39.56	8.94	No	Met Target	Not Met	Not Met	Met Goal	n/a	Met	No
Black or African American	38.89	8.94	No	Not Met	Not Met	Met Target	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	Not Met	No
Economically Disadvantaged Students	29.10	8.94	No	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	33.83	8.94	No	Not Met	Not Met	Met Target	Not Met	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

Mission, Vision, Theme:	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.
Awards, Recognition, Accomplishments:	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.

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Courses, Curriculum, Instruction:	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.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Diving (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys) 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.
Clubs and Activities:	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 marching band and indoor percussion group that have won several championships in recent years.

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Staff and Professional Learning:	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.
Postsecondary Information:	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 evenings 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 are able to 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.

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Student Supports and Services:	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.
Student Health and Wellness:	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.
Parent and Community Involvement:	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.

CUMBERLAND REGIONAL HIGH SCHOOL

(11-0997-030)

Grades Offered: 09-12

2017-2018

Report Key:
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** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School Narrative

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School Safety: 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.

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Technology and STEM:	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.