



[Home](#) > [Advanced Search](#) > [Cumberland High Quality Profile](#)

Cumberland High

GENERAL SCHOOL INFORMATION

Category: High (09-12) School

Phone: 804-492-4212

Address: 15 School Rd Cumberland,
VA 23040

Principal: Mr. Eugene Williams

Superintendent: Dr. Amy Griffin

School Number: 151

Region: 8

Division: [Cumberland County Public Schools](#)

Division Number: 25

[Division Website](#)



Map results may not reflect school division or attendance zone boundaries.








ACCREDITATION

2019 Accreditation Status: **Accredited**
Accreditation Status Last Year: **Accredited**
Annual Waiver: **2019 through 2021**

School Quality Indicators

Academic Achievement		
English	Level One	
Mathematics	Level One	
Science	Level One	

Achievement Gaps		
English	Level Two	
Mathematics	Level Two	

Student engagement & Outcomes		
Chronic Absenteeism	Level One	
Dropout Rate	Level One	
Graduation and Completion	Level One	







Accredited: All indicators at Level One or Level Two or Waiver

Accredited With Conditions: One or more indicators at Level Three

Accreditation Denied: Under State Sanction

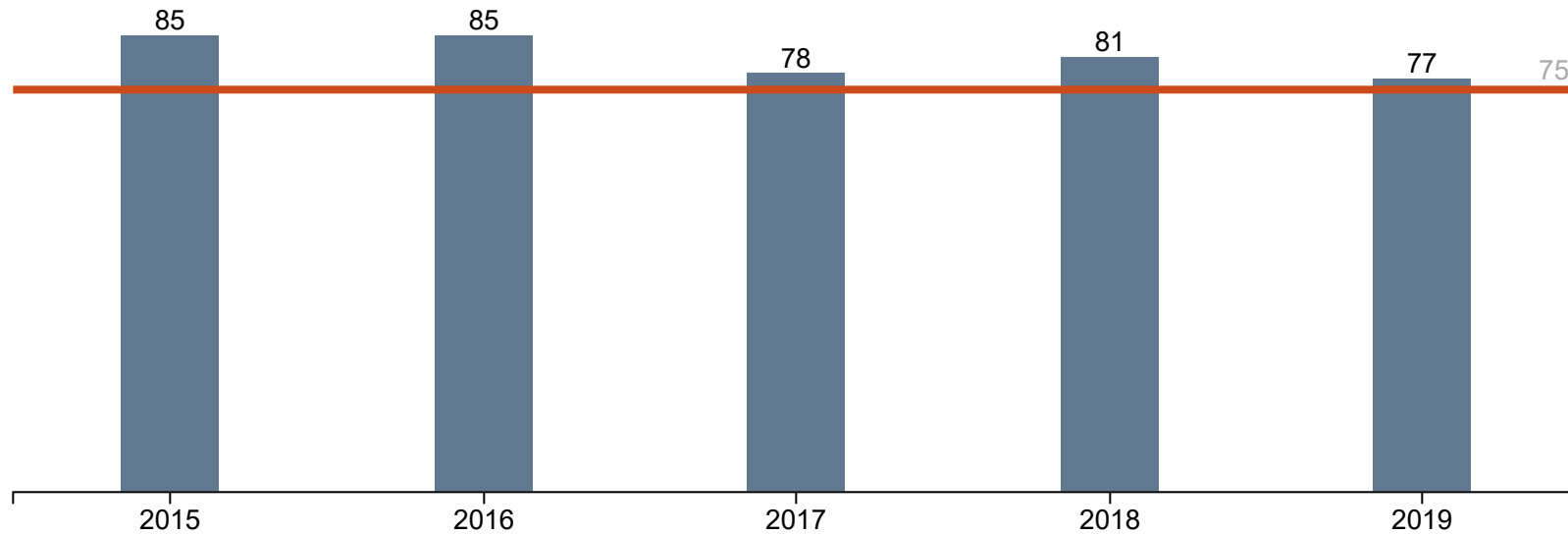
Achievement Gaps: English and Mathematics

Reporting on the achievement and progress of student groups allows schools to identify learners in need of additional support and resources.

Student Group	Achievement Gap - English	Achievement Gap - Math
Asian	Level One 	Level One 
Black	Level One 	Level One 
Economically Disadvantaged	Level Two 	Level One 
English Learners	Too Small 	Level One 
Hispanic	Level Two 	Level One 
Students with Disabilities	Level One 	Level Three 
White	Level One 	Level One 

English Academic Achievement: All Students

The school quality indicator for academic achievement in English provides equal credit for students who pass state English tests and for non-passing students who show significant improvement.



Student Engagement and Outcomes: Chronic Absenteeism

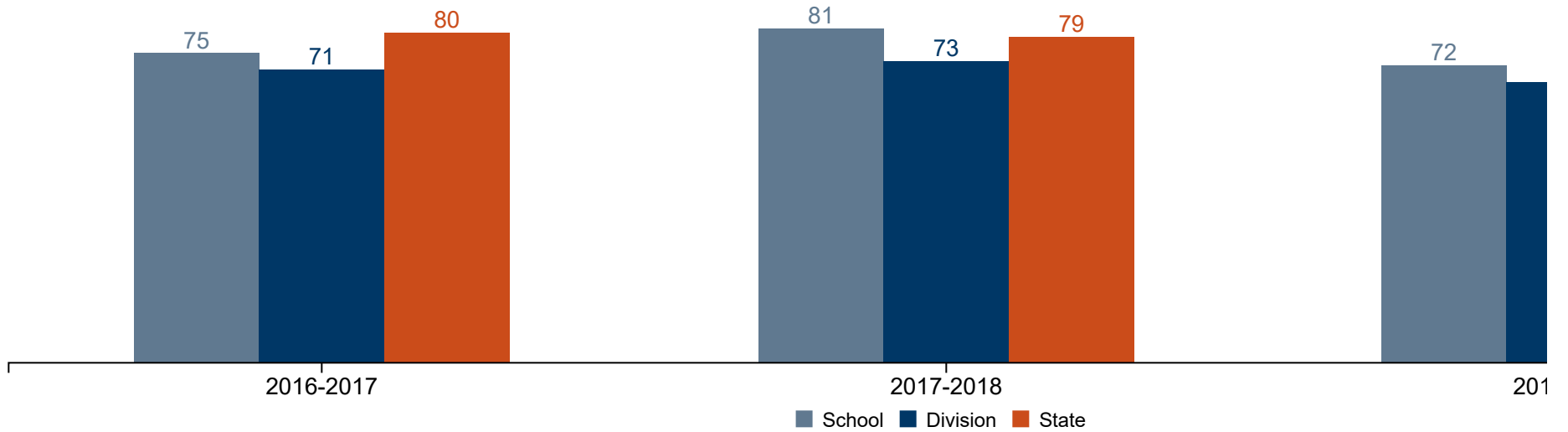
Students who attend school consistently are more likely to succeed. Chronic absenteeism is defined as missing 10 percent or more of the school year, regardless of reason.

15.74% of the students in this school were chronically absent in the 2018 - 2019 school year.

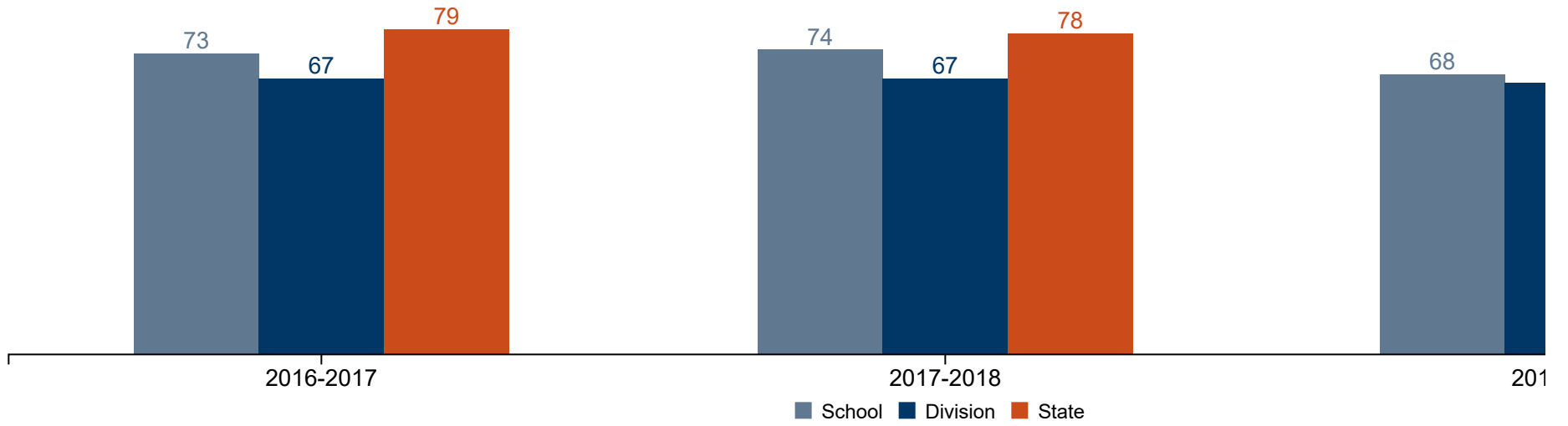
ASSESSMENTS

STUDENT ACHIEVEMENT BY PROFICIENCY LEVEL

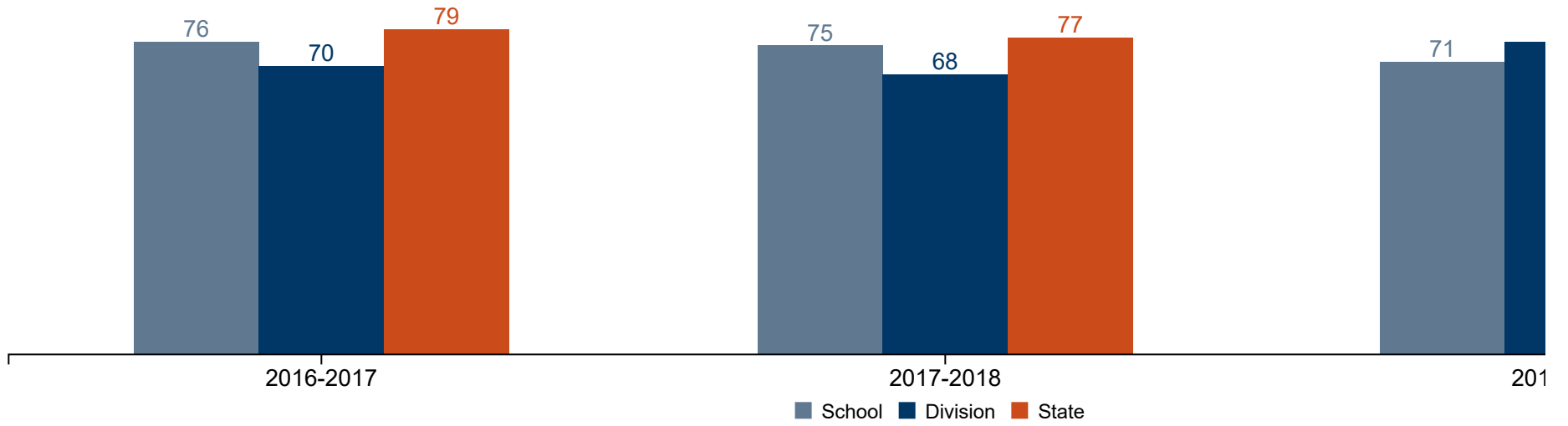
Reading Performance: All Students



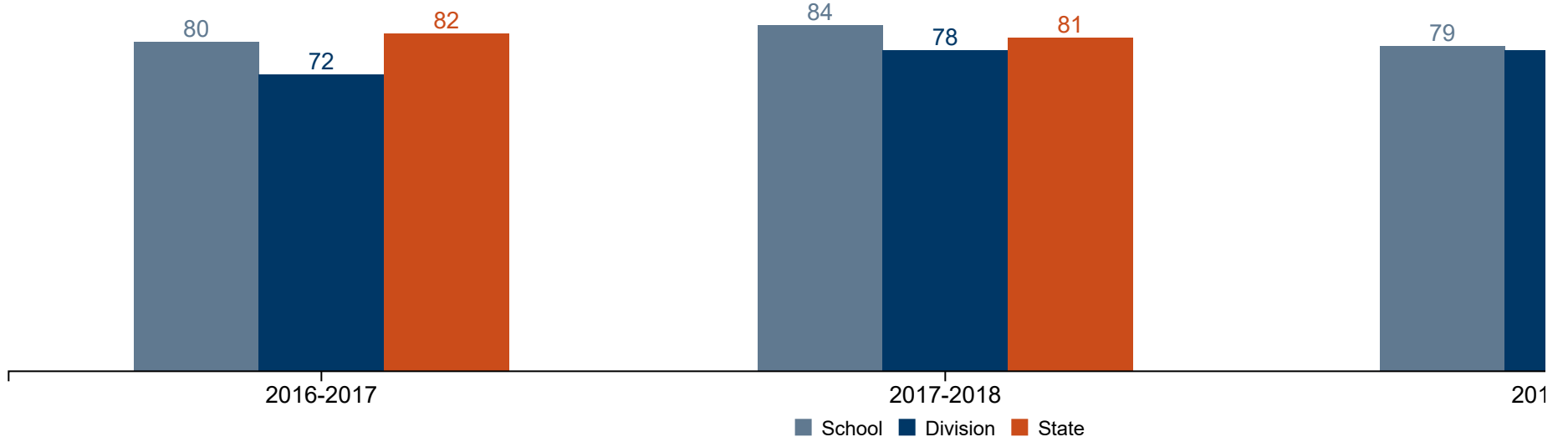
Writing Performance: All Students



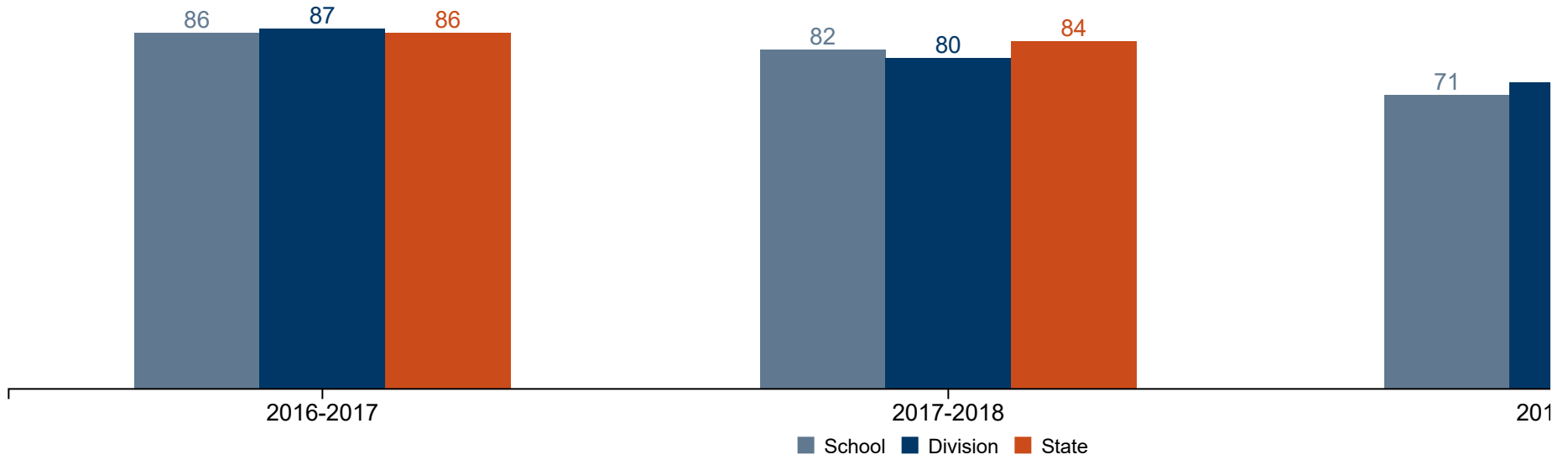
Math Performance: All Students



Science Performance: All Students



History Performance: All Students



Number of Recently Arrived English Language Learners Exempted From State Reading Assessments

Number of Recently Arrived English Language Learners Exempted From State Reading Assessments			
	2016-2017	2017-2018	2018-2019
School	-	-	-
Division	-	-	1
State	4,227	2,762	3,719

Virginia Alternate Assessment Program Participation Rates

Reading			
Subject Area	Number of Students Taking VAAP Tests	Total Number of Students	Percent of Students Taking VAAP Tests
End of Course Reading	4	113	3.5%

ENROLLMENT

Fall Membership by Grade

Grade	2017-2018	2018-2019	2019-2020
Grade 9	108	86	110
Grade 10	111	113	85
Grade 11	104	113	104
Grade 12	95	107	106
Total Students	418	419	405

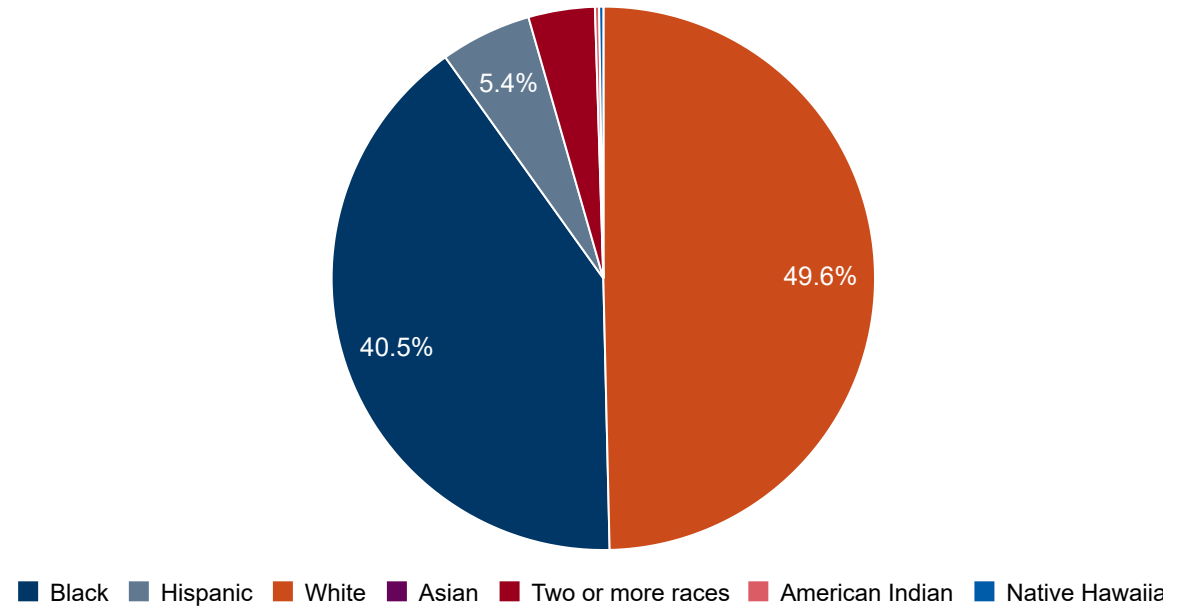
< = A group below state definition for personally identifiable results

- = Not applicable or no data for group

* = Data not yet available

Fall Membership by Subgroups

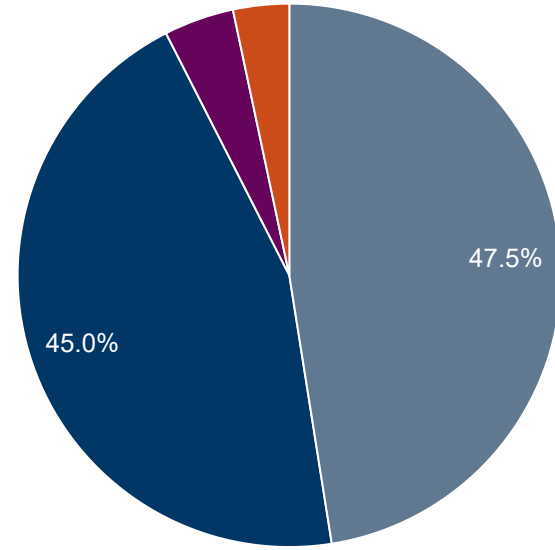
2019 Fall Membership By Subgroup: Racial and Ethnic Groups



COLLEGE & CAREER READINESS

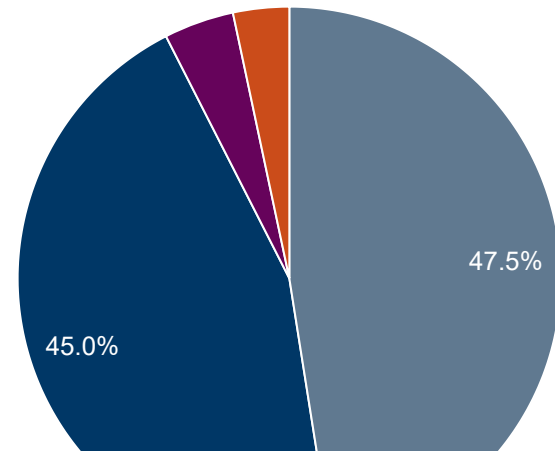
Diplomas and Completion: Class of 2019: All Students

School



■ Advanced Diplomas ■ Standard and Other Diplomas ■ GEDs, Certificates and Other Non-Graduates ■ Dropouts

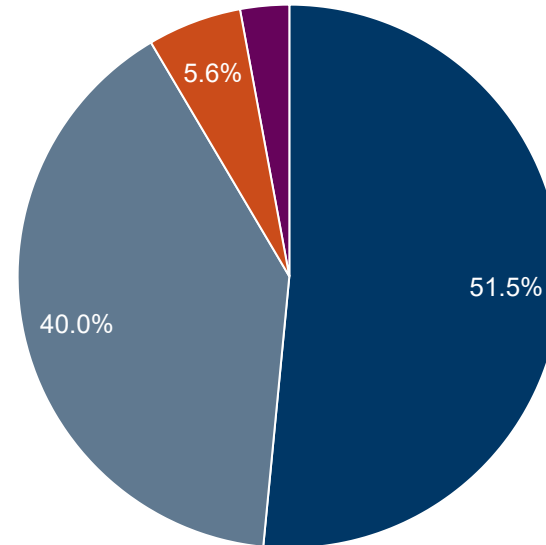
Division





■ Advanced Diplomas ■ Standard and Other Diplomas ■ GEDs, Certificates and Other Non-Graduates ■ Dropouts

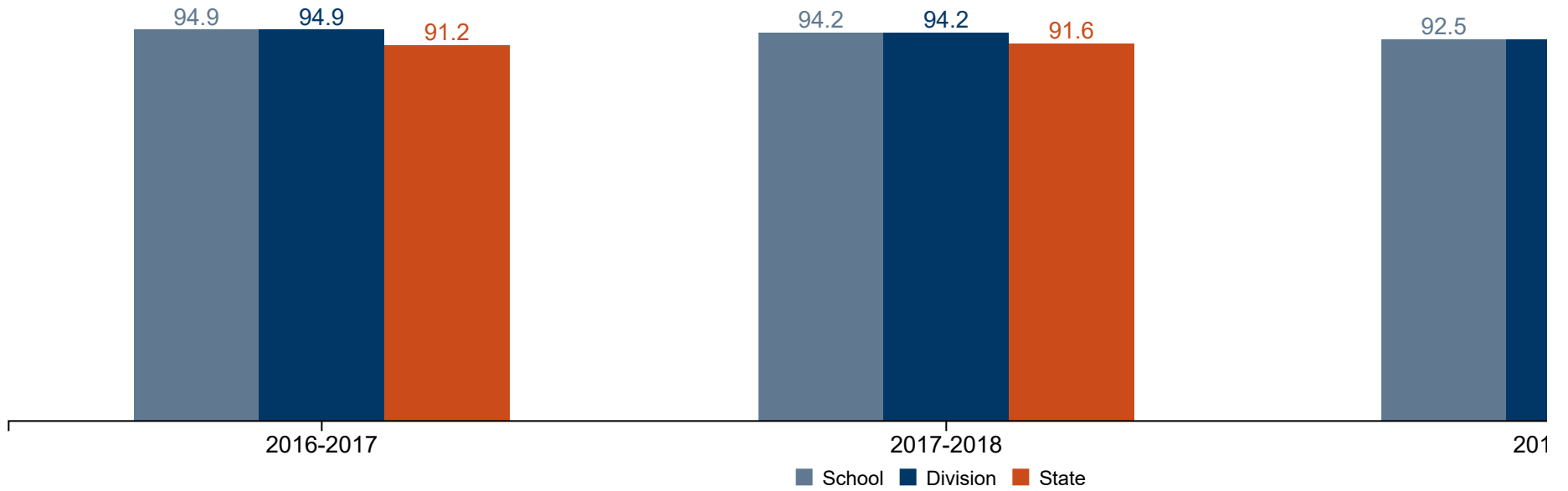
State



■ Advanced Diplomas ■ Standard and Other Diplomas ■ GEDs, Certificates and Other Non-Graduates ■ Dropouts

Four-Year Virginia On-Time Graduation Rate

On-Time Graduation Rate Over Time: All Students



Advanced Program Information: Number and Percentage of Students Enrolled in Advanced Programs

Advanced Program Information - Count/Percentage			
Program Type	2016-2017	2017-2018	2018-2019
Advanced Placement Test Taken	-	-	-
Advanced Placement Course Enrollment	-	-	-
Dual Enrollment	147 / 34.67%	135 / 32.3%	126 / 30.07%
Governor's School Enrollment	22 / 5.19%	12 / 2.87%	13 / 3.1%
IB Course Enrollment	-	-	-
Senior Enrolled in IB Program	-	-	-

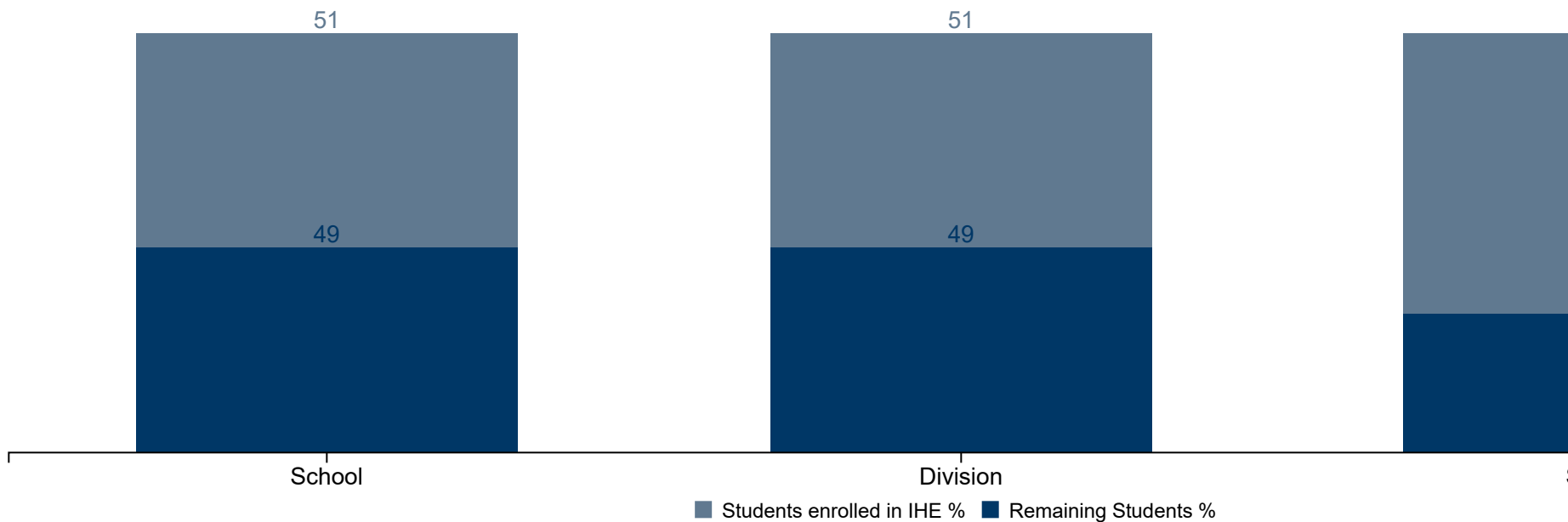
< = A group below state definition for personally identifiable results

- = Not applicable or no data for group

* = Data not yet available

Postsecondary Enrollment

2017-2018 Postsecondary Enrollment: All Students



Career & Technical Education

Students Earning One or More CTE Credentials: All Students

Career and Technical Education		2016-2017	2017-2018	2018-2019
State Licensures	School	4	4	-
	Division	5	4	-
	State	2,279	1,881	2,231
Industry Certification	School	179	232	226
	Division	179	232	226
	State	109,275	104,601	107,234
Workplace Readiness	School	27	-	4
	Division	27	-	4
	State	42,313	50,241	44,892
Total Credentials Earned	School	210	236	230
	Division	211	236	230
	State	157,490	160,248	158,452
Students Earning One or More Credentials	School	150	156	167
	Division	150	156	167
	State	126,113	128,672	126,041
CTE Completers	School	55	55	62

Career and Technical Education				
	Division	55	55	62
	State	40,516	41,438	40,209
NOCTI Assessments	School	-	-	-
	Division	-	-	-
	State	3,623	3,525	4,095
Armed Services Vocational Aptitude Battery Examination	School	-	8	4
	Division	-	8	4
	State	1,431	1,537	1,317

< = A group below state definition for personally identifiable results

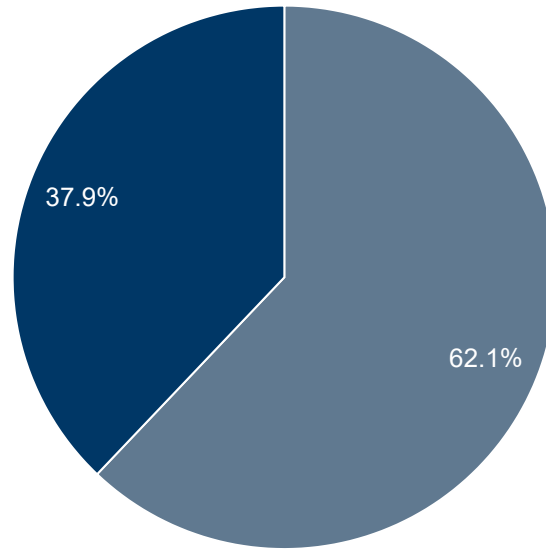
- = Not applicable or no data for group

* = Data not yet available

SCHOOL FINANCE

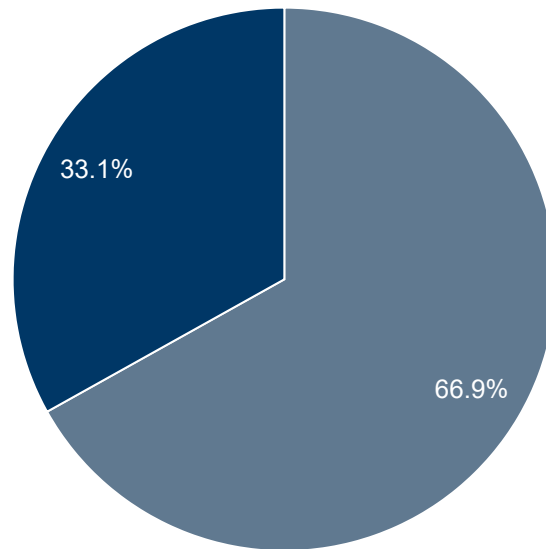
Percentage of Expenditures

2017 - 2018 Division Expenditures



■ Division Expenditures for Instruction ■ Other Division Expenditures

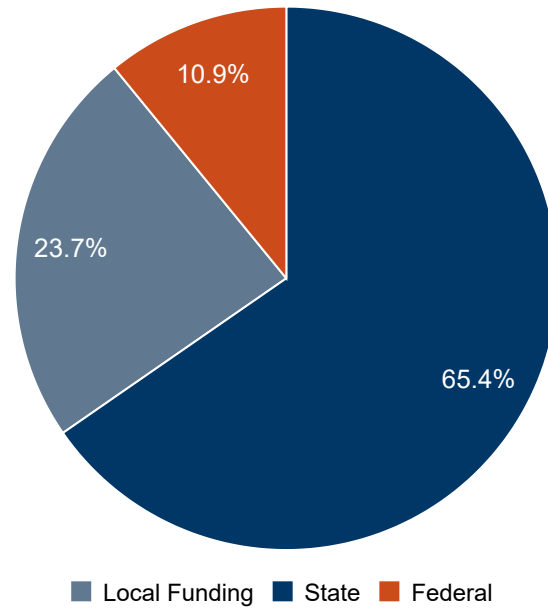
2017 - 2018 Statewide Expenditures



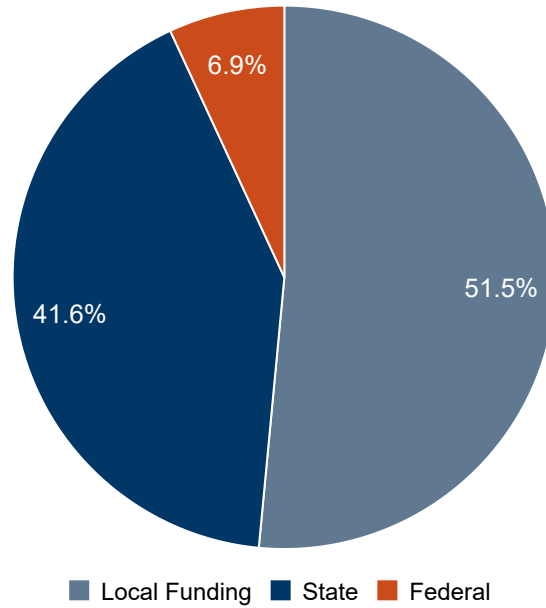
■ Statewide Expenditures for Instruction ■ Other Statewide Expenditures

Sources of Financial Support and Total Per Pupil Expenditures for Operations

2017 - 2018 Division Per-Pupil Spending



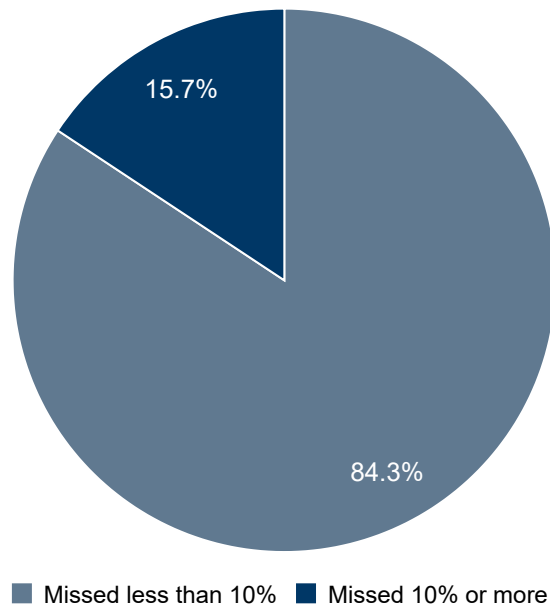
2017 - 2018 Statewide Per-Pupil Spending



LEARNING CLIMATE

Chronic Absenteeism

Chronic Absenteeism 2018-2019 School Year: All Students



Standards of Accreditation (SOA) Offenses Data

2018-2019 Offenses	
	Number of Offenses
Alcohol, Tobacco, and Other Drug Offenses	20
Disorderly or Disruptive Behavior Offenses	57
Other Offenses Against Persons	35
Property Offenses	<
Weapons Offenses	<
Offenses Against Staff	<
Offenses Against Student	19
Technology Offenses	<

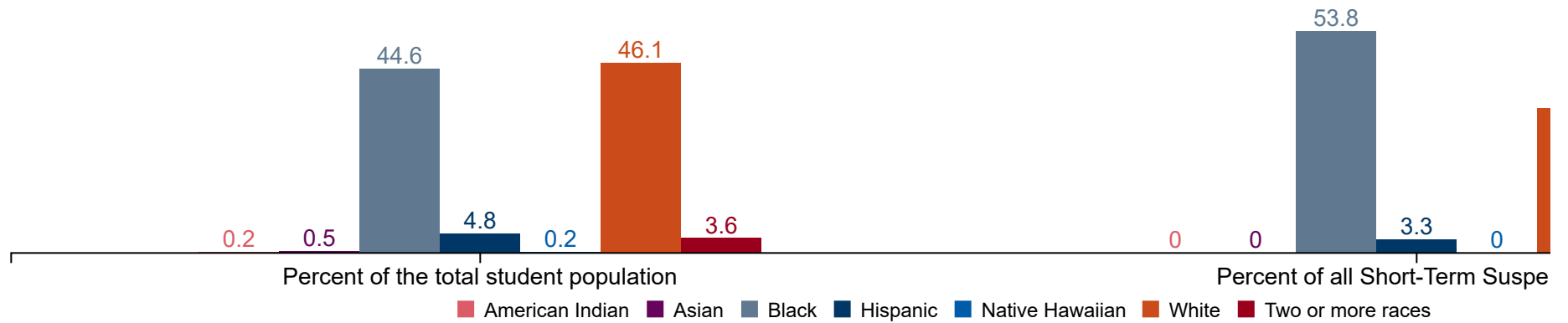
< = A group below state definition for personally identifiable results

- = Not applicable or no data for group

* = Data not yet available

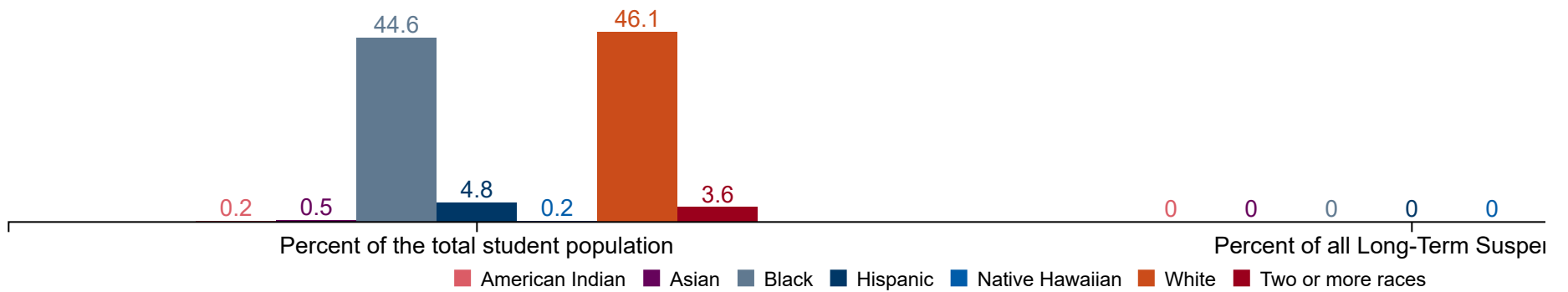
Short-Term Suspensions

Short-Term Suspensions: 2018-2019



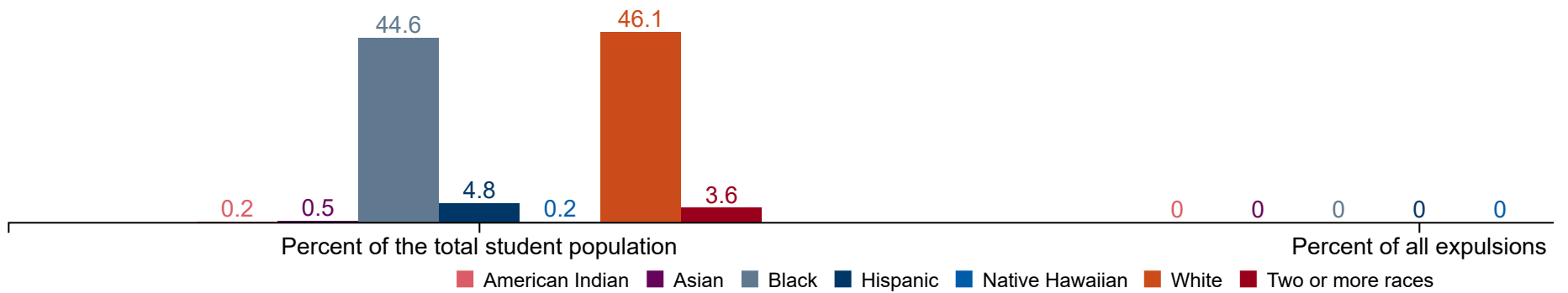
Long-Term Suspensions

Long-Term Suspensions: 2018-2019



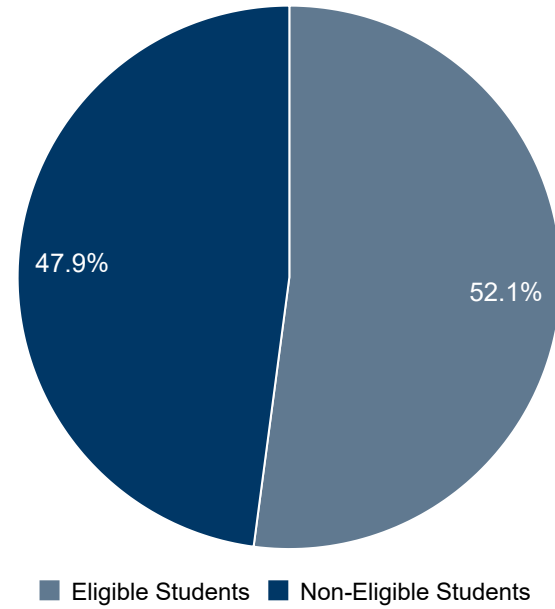
Expulsions

Expulsions: 2018-2019



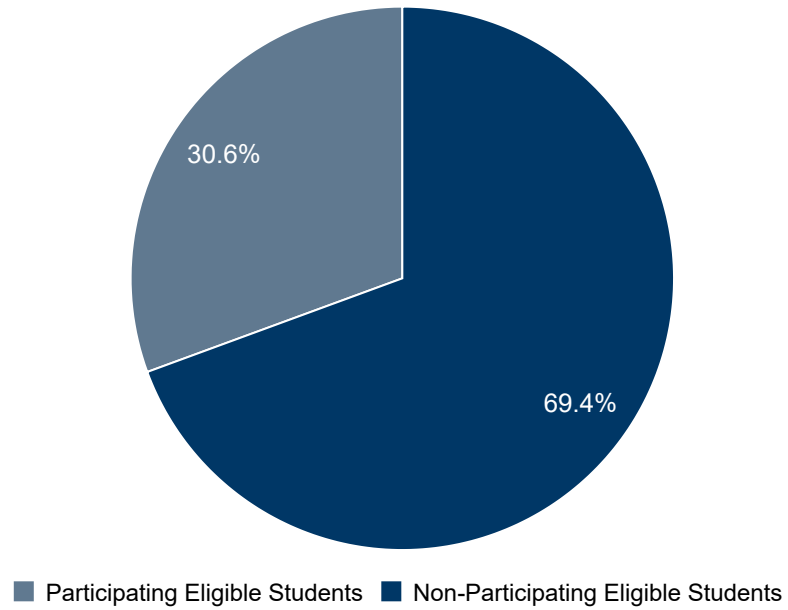
Free and Reduced Meal Eligibility

Free and Reduced Meal Eligibility: 2018-2019



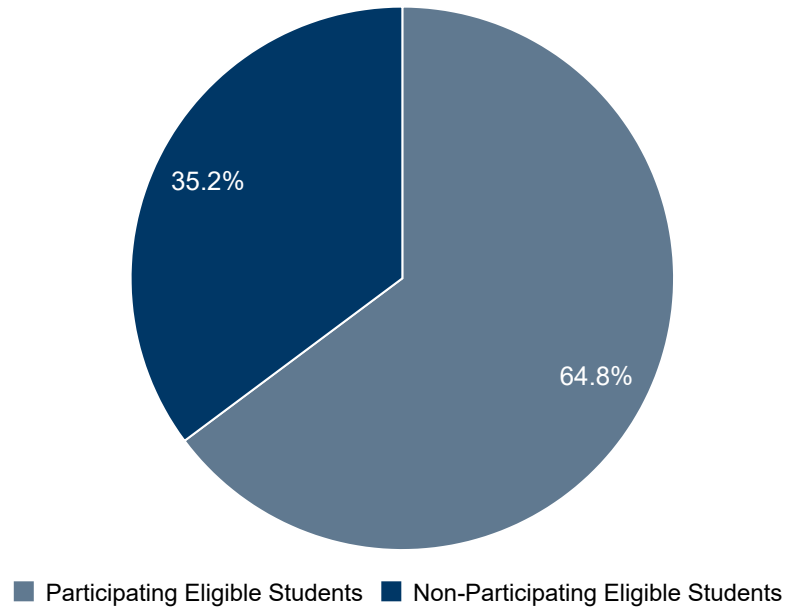
Free and Reduced Breakfast Participation of Eligible Students

Free and Reduced Breakfast Participation of Eligible Students : 2018-2019



Free and Reduced Lunch Participation of Eligible Students

Free and Reduced Lunch Participation of Eligible Students: 2018-2019



Civil Rights Data Collection

The Civil Rights Data Collection (CRDC) is a survey of all public schools and school districts in the United States. The CRDC includes data on student access to courses, programs, staff, and resources relevant to educational equity and opportunity for students.

The U.S. Department of Education's Office of Civil Rights reports information collected through the CRDC in carrying out its mission "to ensure equal access to education and to promote educational excellence throughout the nation through vigorous enforcement of civil rights."

More information about the Civil Rights Data Collection is available on the [Virginia Department of Education website](#).

[2015-2016 school data](#) (CSV)

[2015-2016 school data](#) (Excel)

[Code Book](#)

[User Guide](#)

[Usage Agreement](#)

TEACHER QUALITY

Teacher Quality

Teacher Quality All Schools

Poverty Level

Out-of-Field
Teachers

Inexperienced
Teachers

Out-of-Field and Inexperienced
Teachers

Teacher Quality All Schools				
	Poverty Level	Out-of-Field Teachers	Inexperienced Teachers	Out-of-Field and Inexperienced Teachers
This School	Medium Poverty	0%	2.8%	0%
Division				
	All Schools	1.8%	7.3%	0%
	High Poverty	2.7%	9.5%	0%
State				
	All Schools	2.5%	5.2%	0.4%
	High Poverty	3.3%	7.2%	0.7%
	Low Poverty	1.9%	4%	0.2%

< = A group below state definition for personally identifiable results

- = Not applicable or no data for group

* = Data not yet available

Provisionally Licensed Teachers

Provisionally Licensed Teachers All Schools			
	Poverty Level	All Teachers	Special Education Teachers
This School	Medium Poverty	16.7%	2.8%
Division			
	All Schools	11.8%	1.8%
	High Poverty	9.5%	1.4%
State			
	All Schools	7.3%	1.8%
	High Poverty	10.3%	2.1%
	Low Poverty	6.3%	1.7%

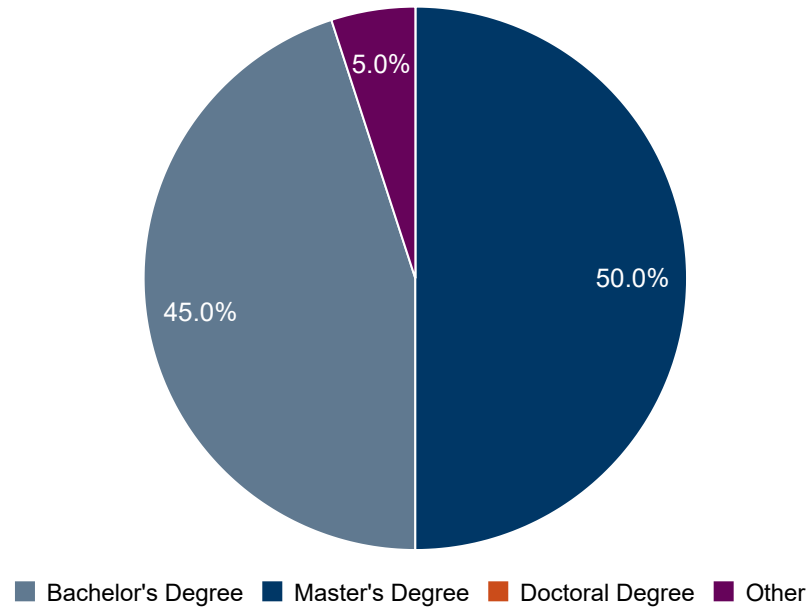
< = A group below state definition for personally identifiable results

- = Not applicable or no data for group

* = Data not yet available

Teacher Educational Attainment

Teacher Educational Attainment: 2018-2019



EVERY STUDENT SUCCEEDS ACT

2019 ESSA Status: **Not Identified for Support and Improvement**
2019 Accreditation Status: **Accredited**

ESSA School Quality Indicators Summary

Student Group	English Reading Performance	Mathematics Performance	English Learner Progress	Chronic Absenteeism	Federal Graduation Indicator
All Students	Yes	Yes	-	No	-
Asian	TS	TS	-	TS	TS
Black	Yes	Yes	-	Yes	-
Hispanic	TS	TS	-	Yes	TS
White	Yes	Yes	-	No	-
Economically Disadvantaged	Yes	Yes	-	Yes	-
English Learners	TS	TS	TS	TS	TS
Students with Disabilities	TS	Yes	-	No	TS

Yes = Annual target met

Yes - CP = Annual target met and improved from previous year

Yes - No CP = Annual target met and did not improve from previous year

No = Annual target not met

TS = Too few students to evaluate

- = Not applicable or no students

ESSA Annual Targets and Long-Term Goals: Reading

Student Group	Current Rate	Three-Year Rate	Annual Target	Long-Term Goal
All Students	82%	83%	73%	75%
Asian	<	<	87%	75%
Black	87%	83%	60%	75%
Hispanic	<	73%	63%	75%
White	79%	84%	81%	75%
Economically Disadvantaged	84%	81%	62%	75%
English Learners	<	<	53%	75%
Students with Disabilities	42%	44%	39%	75%

< = A group below state definition for personally identifiable results

– = Not applicable or no data for group

* = Data not yet available

ESSA Annual Targets and Long-Term Goals: Mathematics

Student Group	Current Rate	Three-Year Rate	Annual Target	Long-Term Goal
All Students	87%	84%	74%	70%
Asian	<	<	89%	70%
Black	90%	86%	60%	70%
Hispanic	<	91%	64%	70%
White	86%	83%	81%	70%
Economically Disadvantaged	89%	85%	63%	70%
English Learners	<	<	57%	70%
Students with Disabilities	75%	75%	42%	70%

< = A group below state definition for personally identifiable results

– = Not applicable or no data for group

* = Data not yet available

ESSA Pass Rates: Science

Student Group	Current Rate
All Students	84%
Asian	<
Black	81%
Hispanic	<
White	86%
Economically Disadvantaged	83%
English Learners	<
Students with Disabilities	58%

< = A group below state definition for personally identifiable results

– = Not applicable or no data for group

* = Data not yet available

Federal Graduation Indicator

Student Group	Current Rate	Annual Target	Long-Term Goal
All Students	88%	84%	84%
Asian	<	90%	84%
Black	89%	82%	84%
Hispanic	<	81%	84%
White	87%	86%	84%
Economically Disadvantaged	89%	78%	84%
English Learners	<	65%	84%
Students with Disabilities	62%	56%	84%
Homeless	-	-	-
Foster Care	<	-	-

< = A group below state definition for personally identifiable results

- = Not applicable or no data for group

* = Data not yet available

Chronic Absenteeism

Student Group	Current Rate	Three-Year Rate	Annual Target	Long-Term Goal
All Students	16%	22%	9%	10%
Asian	<	<	5%	10%
Black	13%	19%	9%	10%
Hispanic	5%	11%	9%	10%
White	19%	25%	9%	10%
Economically Disadvantaged	17%	25%	13%	10%
English Learners	<	5%	8%	10%
Students with Disabilities	34%	33%	14%	10%

< = A group below state definition for personally identifiable results

– = Not applicable or no data for group

* = Data not yet available

English Learner Progress and Proficiency

English Learners	Percent	Annual Target	Long-Term Goal
English Learner Progress	<	46%	58%
English Learner Proficiency	<	-	-

< = A group below state definition for personally identifiable results

– = Not applicable or no data for group

* = Data not yet available

ESSA Participation Rates

Student Group	English Reading Participation	Mathematics Participation	Science Participation
All Students	98%	96%	96%
Asian	<	<	<
Black	98%	92%	98%
Hispanic	<	<	<
White	98%	100%	94%
Economically Disadvantaged	99%	96%	96%
Not Economically Disadvantaged	97%	97%	-
English Learners	<	<	<
Students with Disabilities	92%	92%	75%
Students without Disabilities	99%	97%	-
Female	98%	96%	-
Male	98%	97%	-
Migrant	-	-	-

< = A group below state definition for personally identifiable results

- = Not applicable or no data for group

* = Data not yet available

