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Cumberland Middle

GENERAL SCHOOL INFORMATION

Category: Combined (05-08) School

Phone: 804-492-4212

Address: 16 School Road
Cumberland, VA 23040

Principal: Mr. Michael Camden

Superintendent: Dr. Amy Griffin

School Number: 152

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 with Conditions**

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	















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

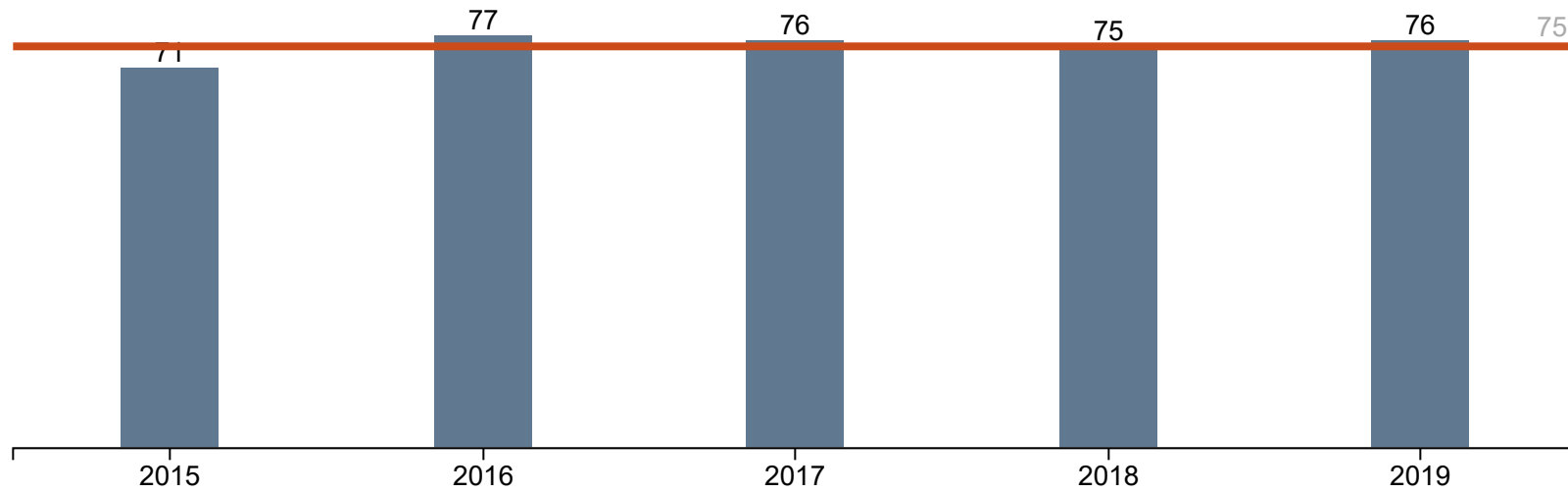
Achievement Gaps: English and Mathematics

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	No Students 	No Students 
Black	Level Two 	Level One 
Economically Disadvantaged	Level Two 	Level One 
English Learners	Level One 	Level One 
Hispanic	Level One 	Level One 
Students with Disabilities	Level Three 	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

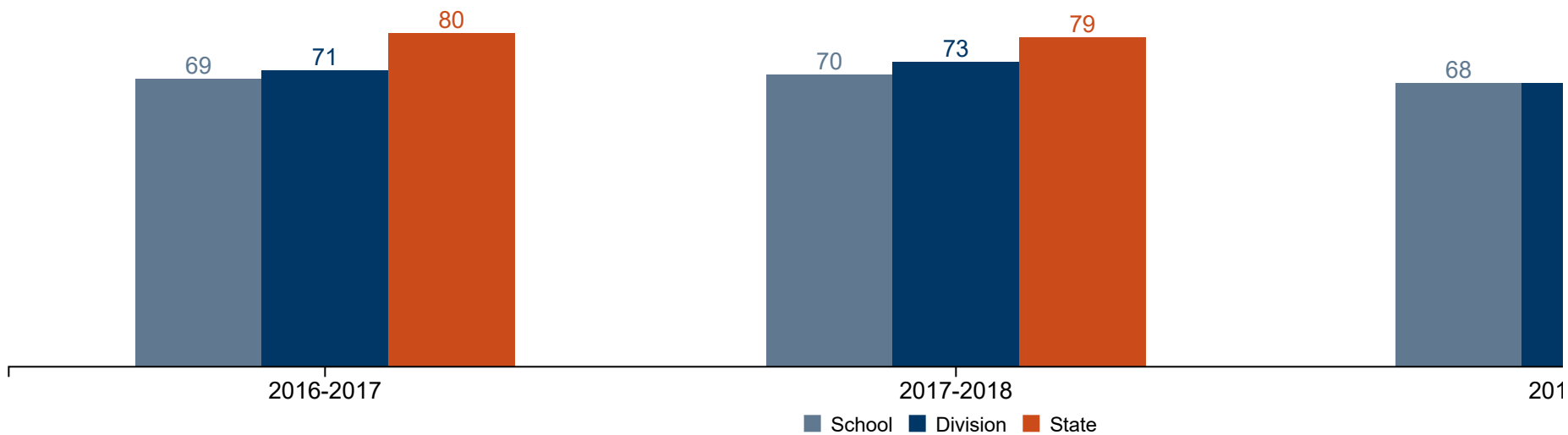
Students who attend school consistently are more likely to succeed. Chronic absenteeism is defined as missing 10 percent or more of the school year, regardless of reason.

13.13% of the students in this school were chronically absent in the 2018 - 2019 school year.

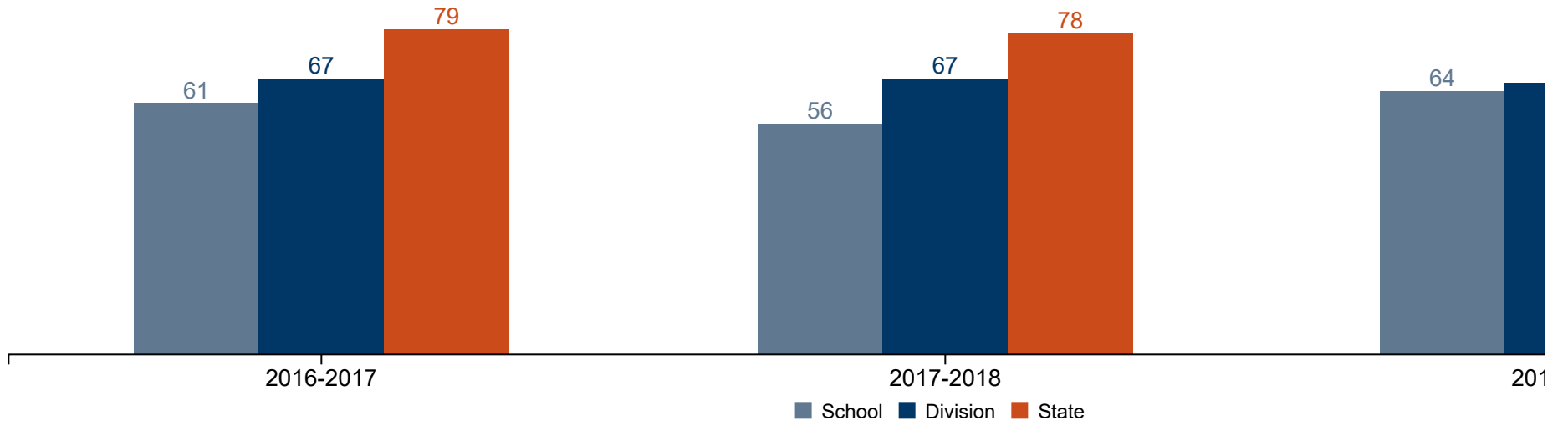
ASSESSMENTS

STUDENT ACHIEVEMENT BY PROFICIENCY LEVEL

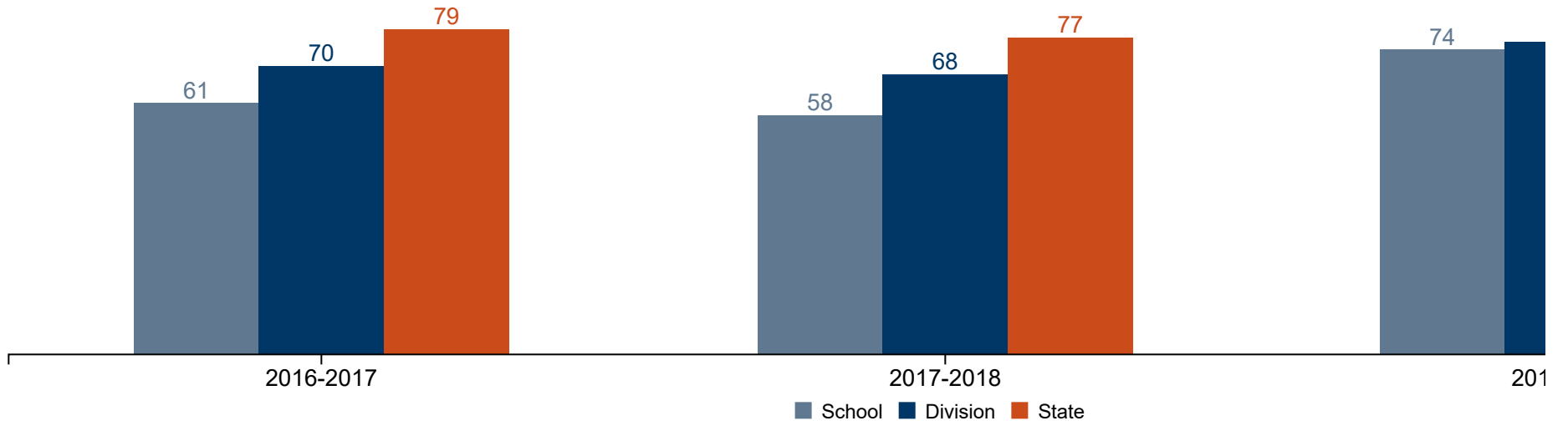
Reading Performance: All Students



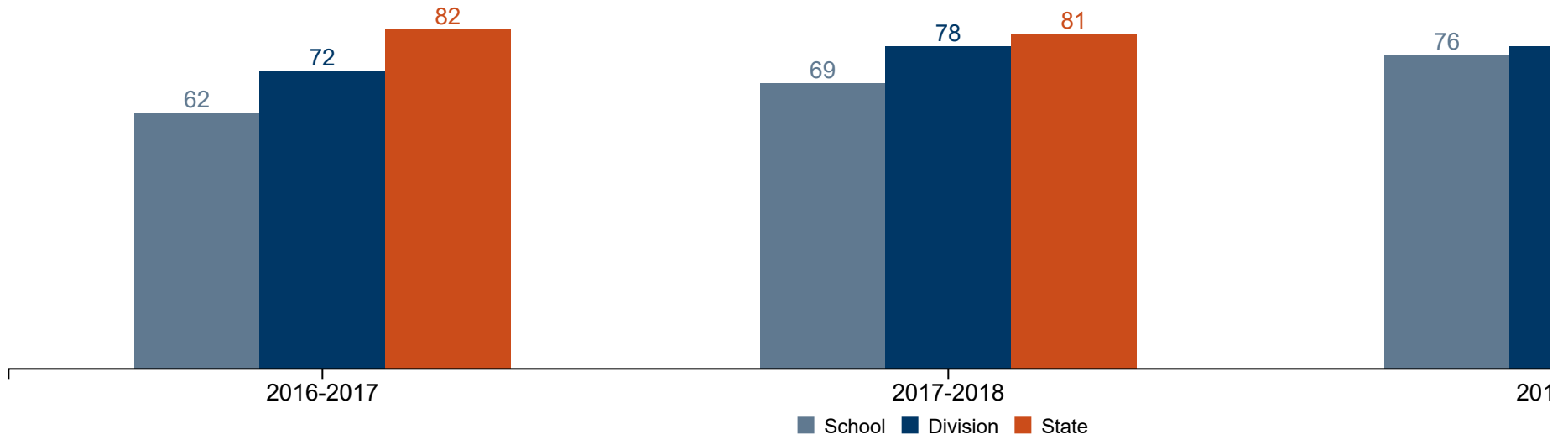
Writing Performance: All Students



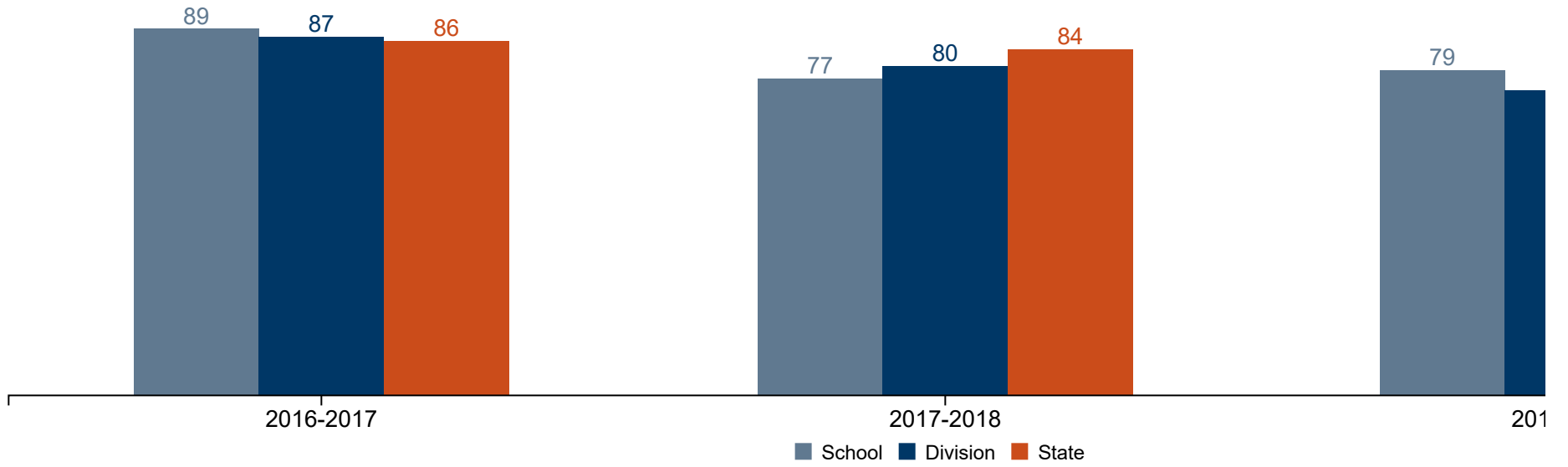
Math Performance: All Students



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
Grade 5 Reading	0	96	0%
Grade 6 Reading	2	104	1.9%
Grade 7 Reading	1	97	1%
Grade 8 Reading	4	101	4%

ENROLLMENT

Fall Membership by Grade

Grade	2017-2018	2018-2019	2019-2020
Grade 5	108	96	88
Grade 6	102	104	98
Grade 7	102	97	100
Grade 8	83	101	94

Grade	2017-2018	2018-2019	2019-2020
Total Students	395	398	380

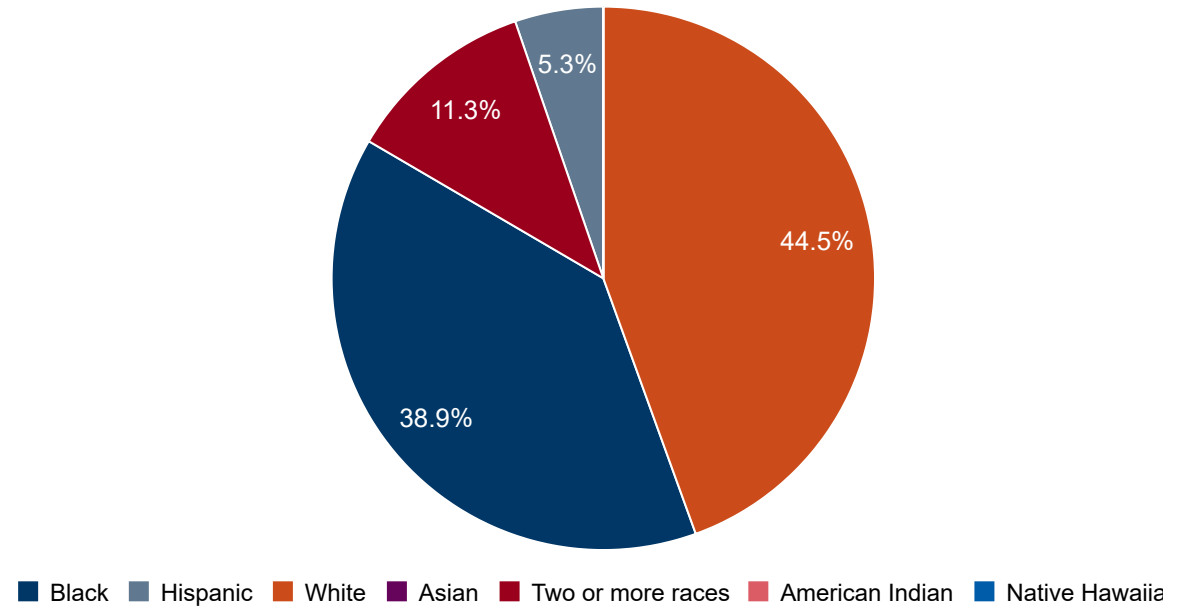
< = A group below state definition for personally identifiable results

- = Not applicable or no data for group

* = Data not yet available

Fall Membership by Subgroups

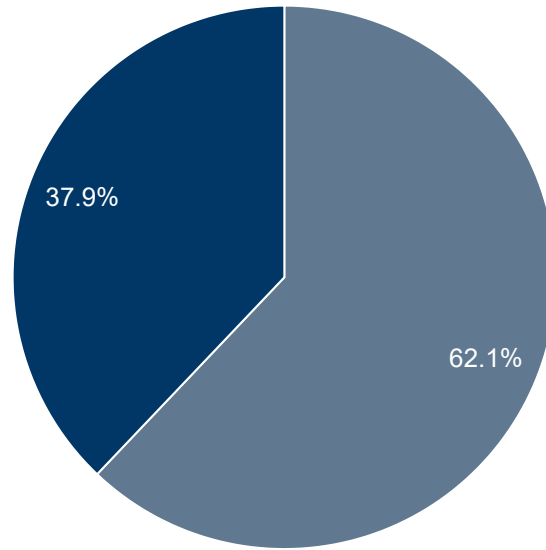
2019 Fall Membership By Subgroup: Racial and Ethnic Groups



SCHOOL FINANCE

Percentage of Expenditures

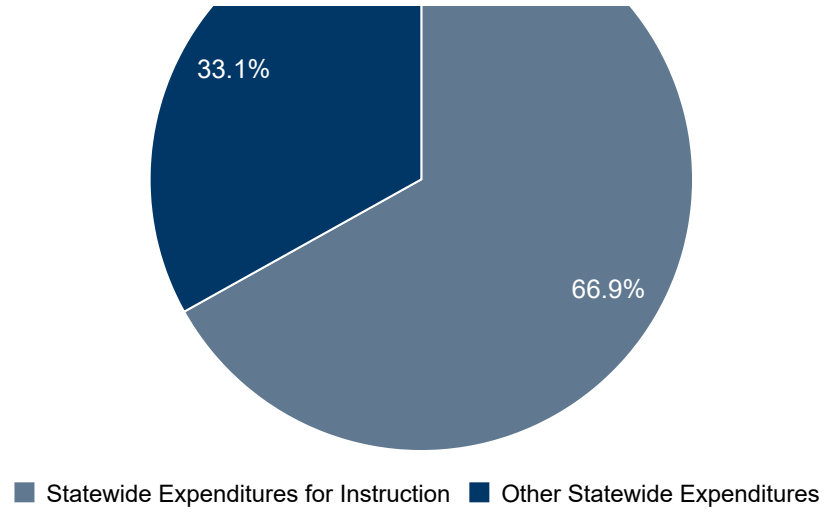
2017 - 2018 Division Expenditures



■ Division Expenditures for Instruction ■ Other Division Expenditures

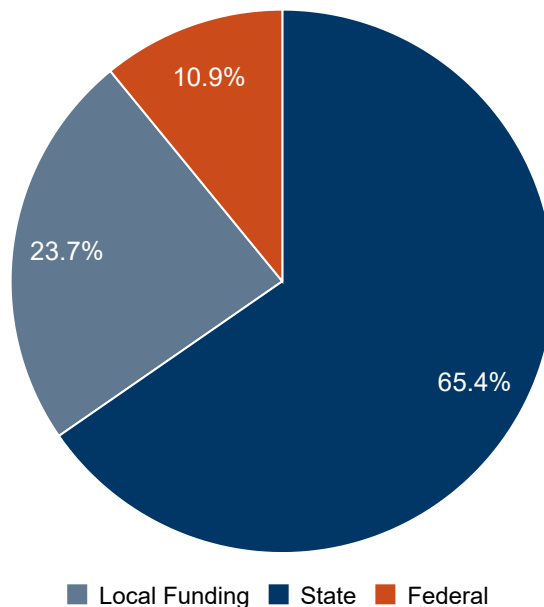
2017 - 2018 Statewide Expenditures



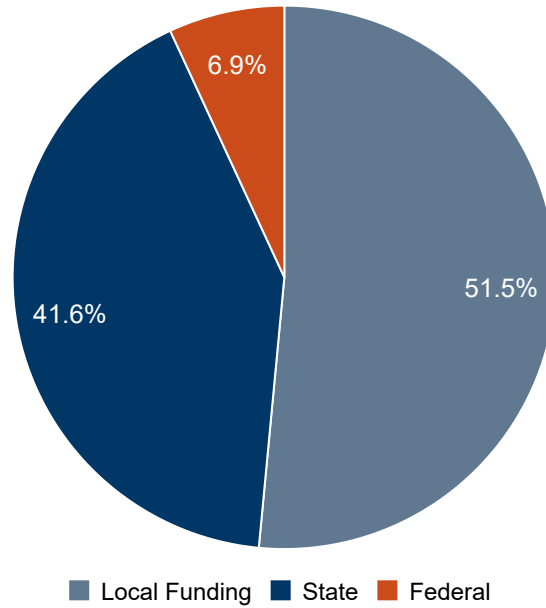


Sources of Financial Support and Total Per Pupil Expenditures for Operations

2017 - 2018 Division Per-Pupil Spending



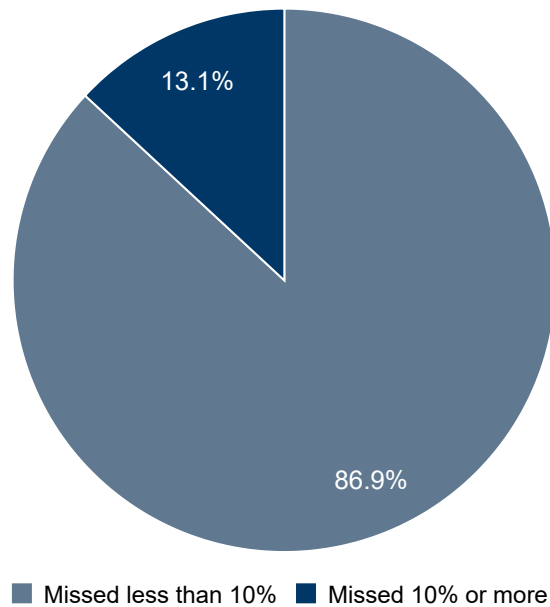
2017 - 2018 Statewide Per-Pupil Spending



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	10
Disorderly or Disruptive Behavior Offenses	16
Other Offenses Against Persons	41
All Other Offenses	<
Weapons Offenses	<
Offenses Against Student	12
Technology Offenses	<

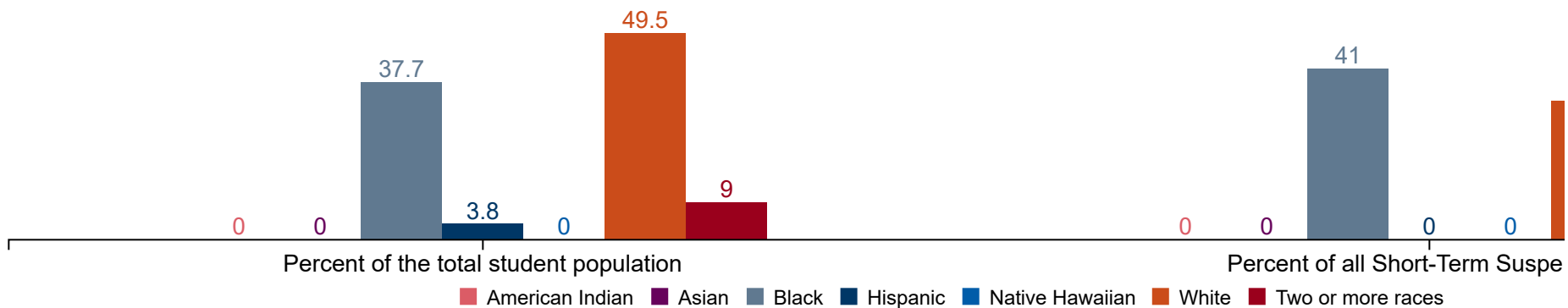
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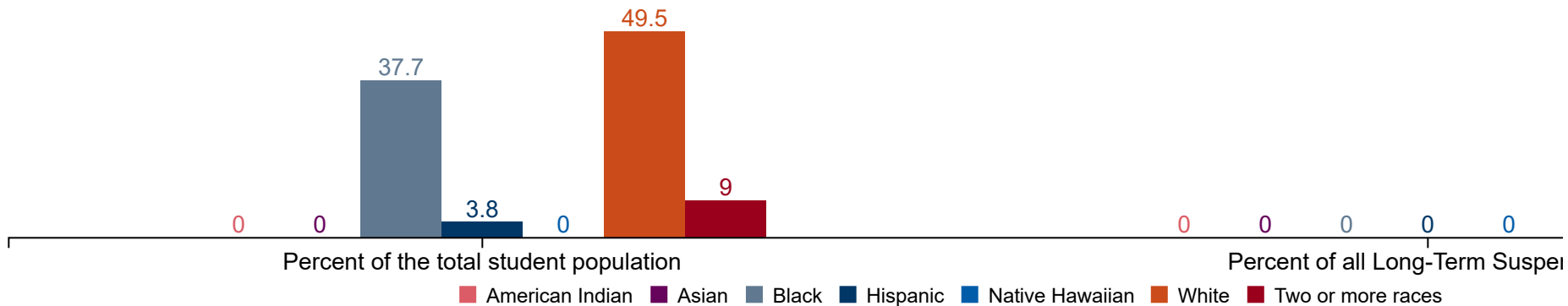
Short-Term Suspensions

Short-Term Suspensions: 2018-2019



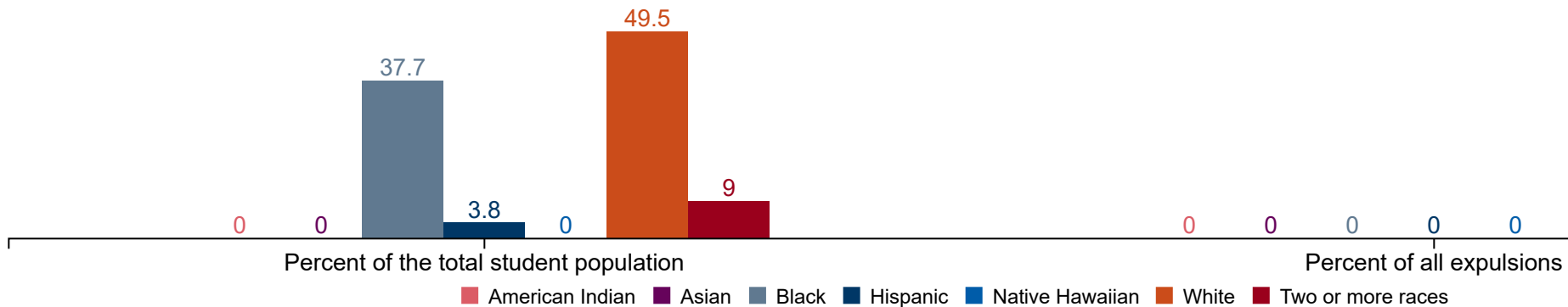
Long-Term Suspensions

Long-Term Suspensions: 2018-2019



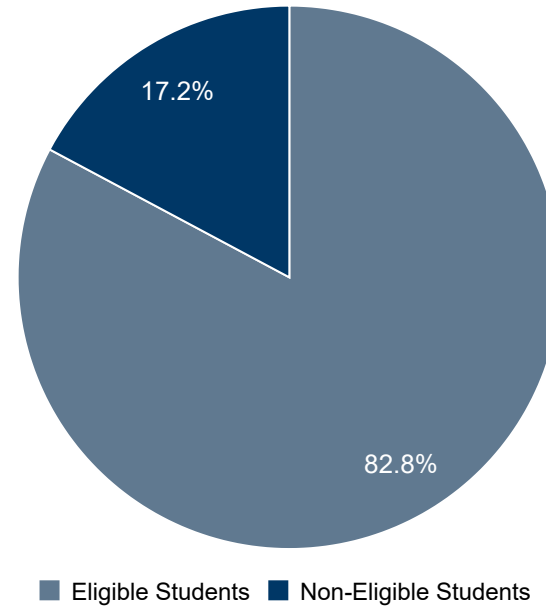
Expulsions

Expulsions: 2018-2019



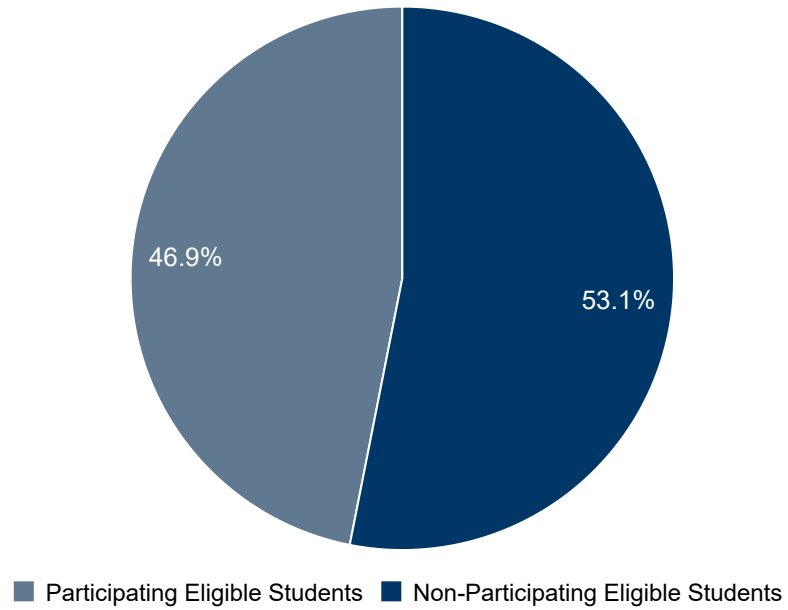
Free and Reduced Meal Eligibility

Free and Reduced Meal Eligibility: 2018-2019



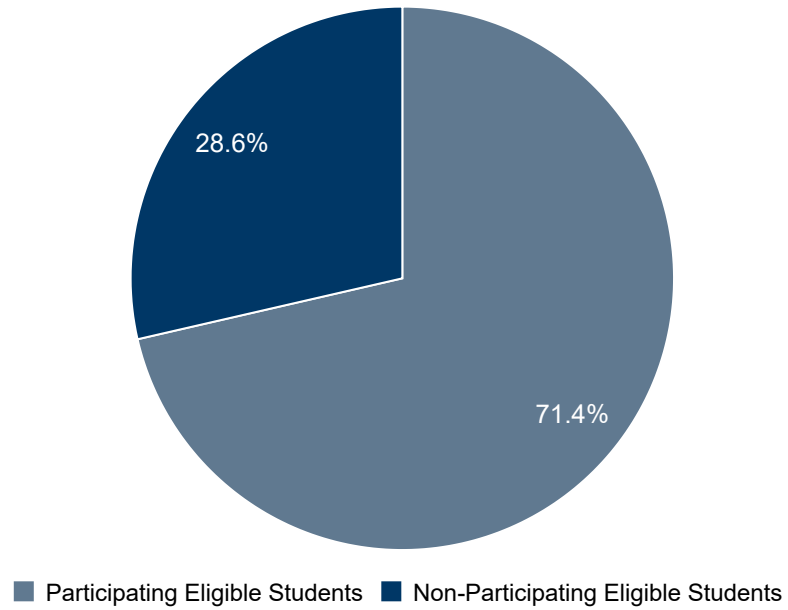
Free and Reduced Breakfast Participation of Eligible Students

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	High Poverty	6.1%	12.1%	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

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Provisionally Licensed Teachers

Provisionally Licensed Teachers All Schools			
	Poverty Level	All Teachers	Special Education Teachers
This School	High Poverty	21.2%	3%
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%

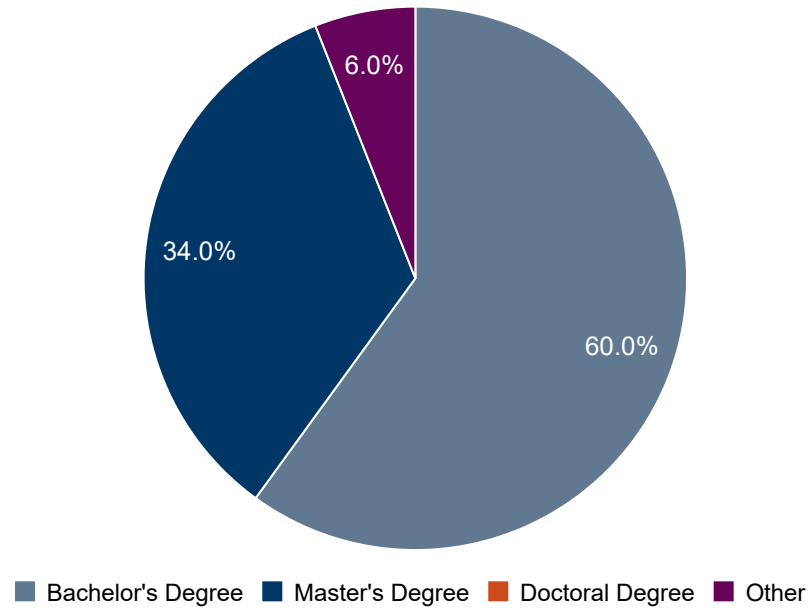
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Teacher Educational Attainment

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	No	Yes	-	Yes	-
Asian	-	-	-	-	-
Black	No	Yes	-	Yes	-
Hispanic	Yes	Yes	-	Yes	-
White	No	No	-	No	-
Economically Disadvantaged	Yes	Yes	-	Yes	-
English Learners	TS	Yes	TS	Yes	-
Students with Disabilities	No	No	-	Yes	-

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	69%	69%	73%	75%
Asian	-	-	87%	75%
Black	59%	60%	60%	75%
Hispanic	67%	68%	63%	75%
White	79%	78%	81%	75%
Economically Disadvantaged	64%	64%	62%	75%
English Learners	50%	55%	53%	75%
Students with Disabilities	29%	32%	39%	75%

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ESSA Annual Targets and Long-Term Goals: Mathematics

Student Group	Current Rate	Three-Year Rate	Annual Target	Long-Term Goal
All Students	75%	65%	74%	70%
Asian	-	-	89%	70%
Black	66%	54%	60%	70%
Hispanic	94%	72%	64%	70%
White	80%	72%	81%	70%
Economically Disadvantaged	71%	59%	63%	70%
English Learners	90%	69%	57%	70%
Students with Disabilities	39%	36%	42%	70%

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ESSA Pass Rates: Science

Student Group	Current Rate
All Students	76%
Asian	-
Black	65%
Hispanic	<
White	81%
Economically Disadvantaged	74%
English Learners	<
Students with Disabilities	28%

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Growth in Reading and Mathematics

Student Group	Growth English Reading	Growth Mathematics
All Students	74%	80%
Asian	-	-
Black	66%	72%
Hispanic	67%	94%
White	82%	84%
Economically Disadvantaged	69%	77%
English Learners	50%	90%
Students with Disabilities	48%	53%

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Chronic Absenteeism

Student Group	Current Rate	Three-Year Rate	Annual Target	Long-Term Goal
All Students	13%	13%	9%	10%
Asian	-	-	5%	10%
Black	8%	8%	9%	10%
Hispanic	7%	4%	9%	10%
White	16%	17%	9%	10%
Economically Disadvantaged	14%	14%	13%	10%
English Learners	<	3%	8%	10%
Students with Disabilities	14%	16%	14%	10%

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English Learner Progress and Proficiency

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

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ESSA Participation Rates

Student Group	English Reading Participation	Mathematics Participation	Science Participation
All Students	100%	100%	100%
Asian	-	-	-
Black	100%	100%	100%
Hispanic	100%	100%	<
White	100%	100%	100%
Economically Disadvantaged	100%	100%	100%
Not Economically Disadvantaged	100%	100%	100%
English Learners	100%	100%	<
Students with Disabilities	100%	100%	100%
Students without Disabilities	100%	100%	100%
Female	100%	100%	100%
Male	100%	100%	100%
Migrant	-	-	-

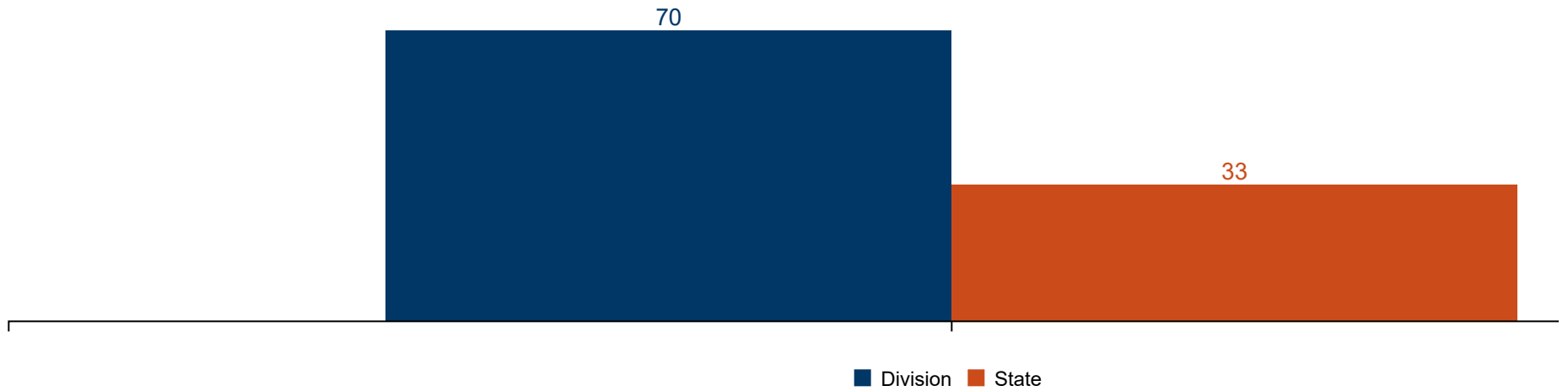
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SCHOOL READINESS

Kindergarten Students' Public Preschool Experience



Kindergarten Students Meeting Fall Literacy Benchmarks

