

## OVERVIEW

CUMBERLAND  
VINELAND CITY

GRADE SPAN 06-08

11-5390-055  
LANDIS MIDDLE SCHOOL  
61 W LANDIS AVE  
VINELAND, NJ 08360-8122

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

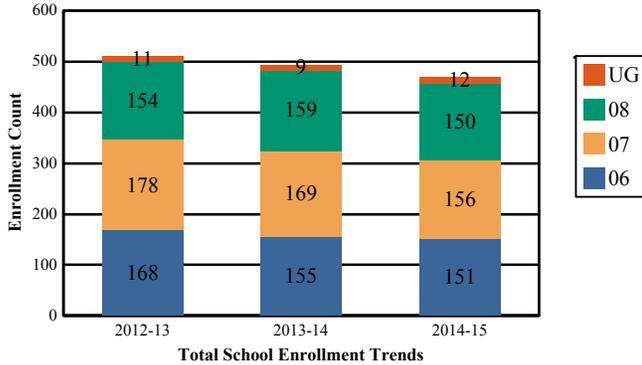
## DEMOGRAPHIC INFORMATION

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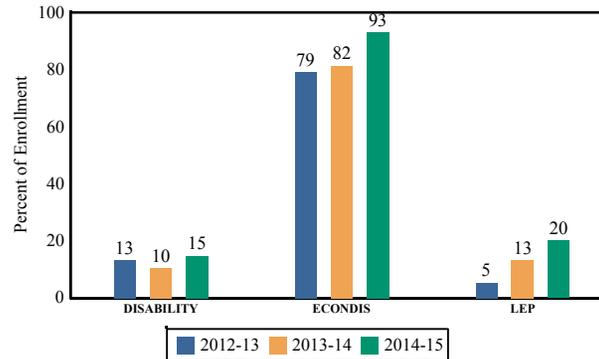
### Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



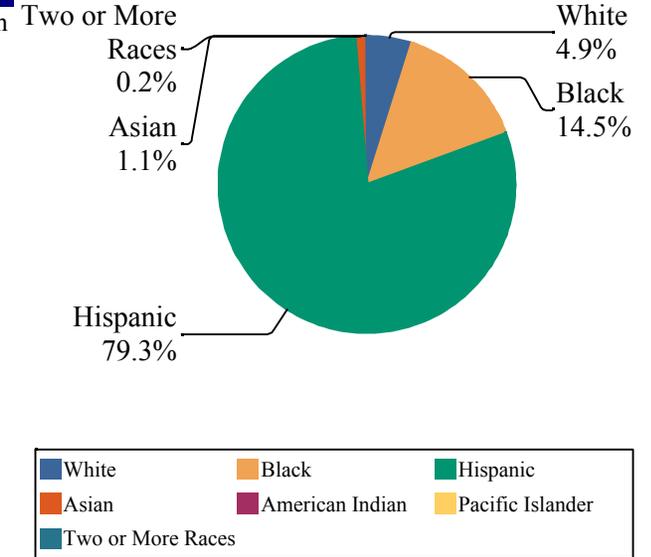
### Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



### Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



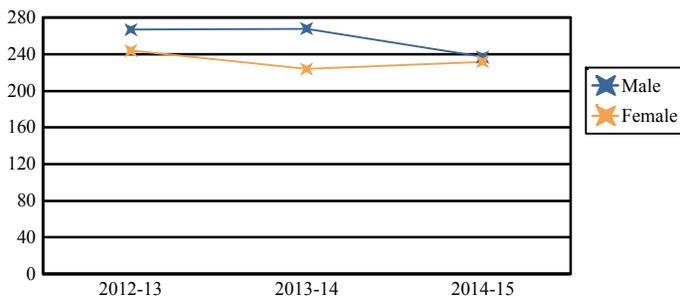
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

### Total School Enrollment

2012-13	511
2013-14	492
2014-15	469

### Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	267	244
2013-14	268	224
2014-15	237	232

### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	70	15%
Economically Disadvantaged Students	437	93.2%
English Language Learners	94	20.0%

### Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	51.3%
Spanish	47.6%
Chinese	0.4%
Turkish	0.2%
Punjabi	0.2%
Haitian Creole	0.2%

**ACADEMIC ACHIEVEMENT**

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

<b>Academic Achievement Indicators</b>	<b>Schoolwide Performance</b>	<b>Peer Percentile</b>	<b>State Percentile</b>
English Language Arts/Literacy Met or Exceeded Expectation	<b>26%</b>	<b>78</b>	<b>18</b>
Math Met or Exceeded Expectation	<b>25%</b>		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

<b>Subgroups</b>	<b>Valid Scores</b>	<b>% Meeting Standards</b>	<b>Participation Goal</b>	<b>Participation Rate</b>	<b>Met Participation?</b>
Schoolwide	422	25.8%	95%	97.8%	<b>YES</b>
White	-	-	--	--	--
African American	59	22%	95%	97%	<b>YES</b>
Hispanic	337	24.9%	95%	97.8%	<b>YES</b>
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	380	24.7%	95%	97.6%	<b>YES</b>

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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**ESEA Waiver - Math**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	421	24.7%	95%	95.6%	YES
White	-	-	--	--	--
African American	58	22.4%	95%	95.5%	YES
Hispanic	337	24.3%	95%	95.3%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	379	23.2%	95%	95.3%	YES

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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**PARCC Performance Level**

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

**ACADEMIC ACHIEVEMENT**

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**PARCC ELA Performance Distribution - Grade - 06**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	140	722	749	18%	37%	28%	16%	1%	17%	50%
White	-	-	755	-	-	-	-	-	-	59%
African American	21	729	732	0%	52%	29%	19%	0%	19%	29%
Hispanic	113	720	736	22%	35%	27%	16%	0%	16%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	124	721	733	18%	39%	29%	15%	0%	15%	30%

**ACADEMIC ACHIEVEMENT**

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**PARCC ELA Performance Distribution - Grade - 07**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	141	725	750	22%	26%	30%	21%	1%	23%	53%
White	-	-	757	-	-	-	-	-	-	61%
African American	19	733	730	16%	32%	37%	11%	5%	16%	31%
Hispanic	109	723	736	21%	25%	32%	21%	1%	22%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	-	-	777	-	-	-	-	-	-	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	-	-	713	-	-	-	-	-	-	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	128	725	733	22%	24%	30%	22%	2%	23%	33%

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**PARCC ELA Performance Distribution - Grade - 08**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	141	737	750	13%	18%	32%	38%	0%	38%	53%
White	-	-	757	-	-	-	-	-	-	61%
African American	19	739	730	5%	32%	32%	32%	0%	32%	31%
Hispanic	115	735	735	15%	17%	32%	37%	0%	37%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	-	-	778	-	-	-	-	-	-	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	-	-	713	-	-	-	-	-	-	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	128	736	732	13%	18%	33%	36%	0%	36%	34%

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**PARCC MATH - Performance Distribution - Grade - 06**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	138	731	743	5%	37%	36%	22%	0%	22%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	21	734	726	0%	38%	38%	24%	0%	24%	19%
Hispanic	111	729	731	6%	39%	34%	21%	0%	21%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	17	723	718	12%	41%	35%	12%	0%	12%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	122	729	729	6%	39%	36%	20%	0%	20%	23%

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**PARCC MATH - Performance Distribution - Grade - 07**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	141	725	740	11%	39%	37%	13%	0%	13%	38%
White	-	-	745	-	-	-	-	-	-	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	110	725	730	11%	35%	38%	15%	0%	15%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	-	-	760	-	-	-	-	-	-	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	128	725	728	12%	37%	38%	14%	0%	14%	21%

**ACADEMIC ACHIEVEMENT**

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**PARCC MATH - Performance Distribution - Grade - 08**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	104	731	726	13%	22%	40%	24%	0%	24%	24%
White	-	-	732	-	-	-	-	-	-	29%
African American	12	730	715	8%	33%	33%	25%	0%	25%	14%
Hispanic	87	731	721	15%	21%	43%	22%	0%	22%	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	98	731	719	13%	21%	43%	22%	0%	22%	17%

**ACADEMIC ACHIEVEMENT**

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**PARCC ALGEBRA I - Performance Distribution**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	38	761	740	0%	3%	21%	74%	3%	76%	40%
White	-	-	746	-	-	-	-	-	-	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	29	762	725	0%	3%	17%	79%	0%	79%	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	31	760	725	0%	3%	19%	77%	0%	77%	21%

**ACADEMIC ACHIEVEMENT**

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**2015 National Assessment Educational Progress (NAEP)**

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation’s students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation’s Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

- Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
- Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
- Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
- Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

**Proficiency Percentages**

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

**ACADEMIC ACHIEVEMENT**

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**NJASK Results - Science Grade Level - 08**

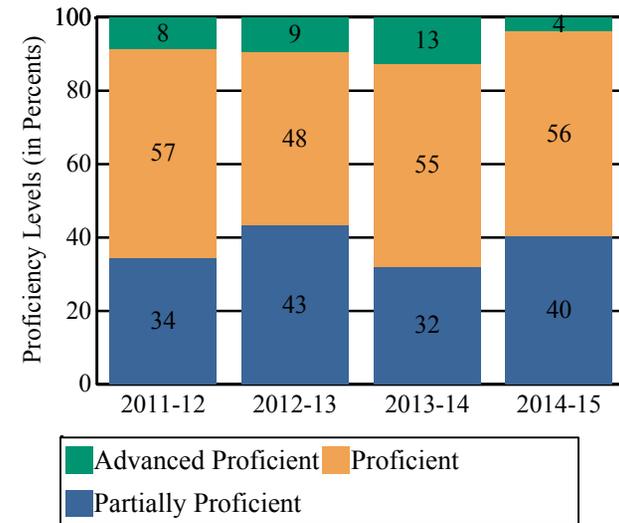
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	4%	56%	40%
White	-	-	-
African American	0%	63%	37%
Hispanic	4%	53%	43%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	12%	88%
English Language Learners	0%	31%	69%
Economically Disadvantaged Students	2%	58%	40%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**NJASK Proficiency Trends - Science - Grade Level - 08**

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary and middle schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days. Also presented is the percentage of students participating in Visual and Performing Arts coursework and Algebra I course outcomes.

**Algebra I Course Enrollment**

This table presents the count of students in this school who were reported in the Algebra I course code in NJSMART and the count of students who took the Algebra I test of PARCC.

Algebra I Enrollment Count	Algebra I PARCC Test Count
0	39

**Algebra I Test Taking**

This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
0.0%	74.4%

- Data Suppressed to protect the confidentiality of students

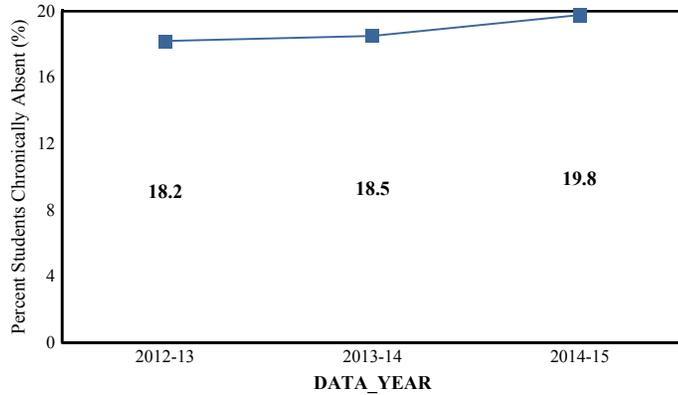
**COLLEGE AND CAREER READINESS**

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**Chronic Absenteeism Trend**

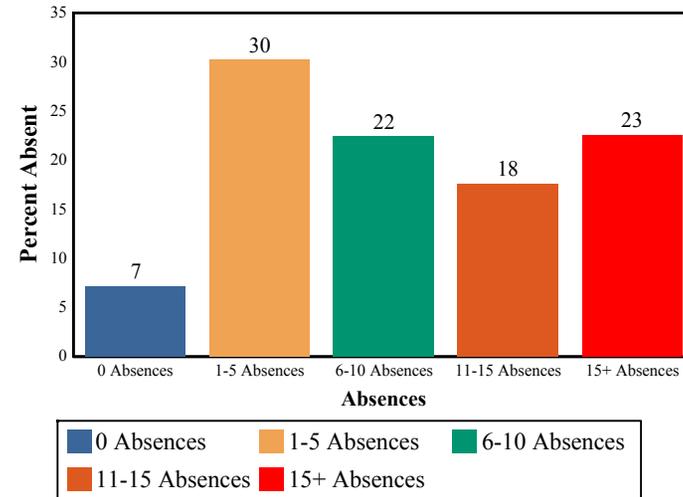
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>19.78%</b>
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**Absenteeism**

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



**Visual and Performing Arts**

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	N/R	3.9%
Music	100.0%	66.0%
Visual Arts	100.0%	71.1%
<b>Total: All Visual and Performing Arts</b>	100.0%	89.8%

N/R - Data Not Reported

**STUDENT GROWTH**

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	48	52	44	35	YES
Student Growth on Math	48	71	50	35	YES
		62	47		100%

**Student Growth**

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	14%	3%	0%
Partially Met	12%	10%	5%
Approached	7%	11%	12%
Met	2%	9%	15%
Exceeded	0%	0%	1%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	6%	3%	0%
Partially Met	15%	8%	10%
Approached	6%	10%	20%
Met	4%	4%	13%
Exceeded	0%	0%	0%

**Low Growth** is defined as an Student Growth Percentile score less than 35.  
**Typical Growth** is defined as an Student Growth Percentile score between 35 and 65.  
**High Growth** is defined as a Student Growth Percentile score higher than 65.

**WITHIN SCHOOL ACHIEVEMENT GAP**

CUMBERLAND  
VINELAND CITY

GRADE SPAN 06-08

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

**Grade Level - 06**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	781	850
75th	739	770
50th	719	749
25th	706	726
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	44

**Grade Level - 06**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	779	850
75th	747	763
50th	728	742
25th	713	721
0th	679	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	42

**WITHIN SCHOOL ACHIEVEMENT GAP**

CUMBERLAND  
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**Grade Level - 07**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	785	850
75th	746	776
50th	726	751
25th	701	724
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	45	52

**Grade Level - 08**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	791	850
75th	758	777
50th	743	751
25th	721	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	54

**Grade Level - 07**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	765	850
75th	742	759
50th	723	740
25th	710	720
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	39

**Grade Level - 08**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	775	850
75th	748	748
50th	735	726
25th	712	704
0th	672	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	44

**SCHOOL CLIMATE**

CUMBERLAND  
VINELAND CITY

State of New Jersey  
2014-15

GRADE SPAN 06-08

11-5390-055  
LANDIS MIDDLE SCHOOL  
61 W LANDIS AVE  
VINELAND, NJ 08360-8122

**Length of School Day**

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 2 Mins.

**Student Suspension Rate**

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	47.8%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 22 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

**Student to Staff Ratio**

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	10
Administrators	469

**SCHOOL PEER GROUP**

CUMBERLAND  
VINELAND CITY

GRADE SPAN 06-08

LANDIS MIDDLE SCHOOL  
61 W LANDIS AVE  
VINELAND, NJ 08360-8122

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
CAMDEN	CAMDEN CITY	COOPER'S POYNT FAMILY SCHOOL	07-0680-165	PK-08	90.6%	2.8%	18.1%
CAMDEN	CAMDEN CITY	DR. HENRY H. DAVIS ELEMENTARY SCHOOL	07-0680-180	PK-08	90.6%	6.4%	19.7%
CAMDEN	CAMDEN CITY	DR. ULYSSES S. WIGGINS COLLEGE PREPARATORY LAB SCHOOL	07-0680-320	PK-08	91.4%	10.4%	11.2%
CAMDEN	CAMDEN CITY	VETERANS MEMORIAL FAMILY SCHOOL	07-0680-080	PK-08	91%	7.8%	18%
CAMDEN	CAMDEN CITY	YORKSHIP ELEMENTARY SCHOOL	07-0680-360	PK-08	87.4%	4.4%	13.8%
CAMDEN	WOODLYNNE BORO	WOODLYNNE BORO PUBLIC SCHOOL	07-5900-050	PK-08	90.8%	9.2%	19.6%
CHARTERS	CAMDEN'S PROMISE CS	CAMDEN'S PROMISE CHARTER SCHOOL	80-6215-910	05-08	90.8%	4.3%	12.3%
CUMBERLANI	BRIDGETON CITY	BROAD STREET SCHOOL	11-0540-030	KG-08	97.8%	37.6%	10.2%
CUMBERLANI	BRIDGETON CITY	CHERRY STREET SCHOOL	11-0540-055	KG-08	97.6%	28.7%	5.2%
CUMBERLANI	BRIDGETON CITY	INDIAN AVE SCHOOL	11-0540-060	KG-08	95%	27.7%	12.9%
CUMBERLANI	BRIDGETON CITY	WEST AVENUE SCHOOL	11-0540-130	KG-08	90.6%	7.5%	7.7%
CUMBERLANI	VINELAND CITY	LANDIS MIDDLE SCHOOL	11-5390-055	06-08	93.2%	20%	14.9%
ESSEX	NEWARK CITY	ABINGTON AVENUE SCHOOL	13-3570-170	PK-08	91%	17%	12.8%
ESSEX	NEWARK CITY	AVON AVENUE SCHOOL	13-3570-220	KG-08	87.7%	0%	9.2%
ESSEX	NEWARK CITY	CLEVELAND EIGHTEENTH AVENUE SCHOOL	13-3570-350	PK-08	87.5%	1.4%	22.8%
ESSEX	NEWARK CITY	HAWKINS STREET SCHOOL	13-3570-460	PK-08	94.3%	26%	11.6%
ESSEX	NEWARK CITY	LOUISE A SPENCER ELEMENTARY SCHOOL	13-3570-495	KG-09	80.8%	0%	42.2%
ESSEX	NEWARK CITY	THIRTEENTH AVENUE SCHOOL MARTIN LUTHER KING	13-3570-715	PK-08	84.9%	1.7%	24.9%
HUDSON	JERSEY CITY	CHAPLAIN CHARLES WATTERS SCHOOL	17-2390-220	KG-08	91.2%	10.5%	10.4%
HUDSON	JERSEY CITY	JULIA A. BARNES SCHOOL	17-2390-150	PK-08	91%	6.3%	14.1%
HUDSON	JERSEY CITY	PS # 34	17-2390-280	PK-08	88.5%	8%	13.7%
HUDSON	UNION CITY	EMERSON MIDDLE SCHOOL	17-5240-105	06-08	94.4%	12.3%	13.7%

**SCHOOL PEER GROUP**

CUMBERLAND  
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MERCER	TRENTON CITY	<b>DUNN MIDDLE SCHOOL</b>	21-5210-100	06-08	92.2%	17.5%	18.3%
MERCER	TRENTON CITY	<b>JOYCE KILMER MIDDLE SCHOOL</b>	21-5210-235	06-08	88.5%	0%	21.6%
MIDDLESEX	NEW BRUNSWICK CITY	<b>MCKINLEY COMMUNITY SCHOOL</b>	23-3530-110	PK-08	89.1%	2.2%	16.6%
MIDDLESEX	NEW BRUNSWICK CITY	<b>NEW BRUNSWICK MIDDLE SCHOOL</b>	23-3530-055	06-08	93.4%	13.4%	15.6%
PASSAIC	PATERSON CITY	<b>CHARLES J RILEY SCHOOL 9</b>	31-4010-130	KG-08	94.8%	22.4%	7.6%
PASSAIC	PATERSON CITY	<b>DON BOSCO ACADEMY</b>	31-4010-301	06-08	90.2%	10.3%	12.2%
PASSAIC	PATERSON CITY	<b>NEW ROBERTO CLEMENTE</b>	31-4010-316	06-08	92.5%	15.2%	16.2%
SALEM	SALEM CITY	<b>SALEM MIDDLE SCHOOL</b>	33-4630-090	03-08	87.2%	1.8%	21.7%
UNION	ELIZABETH CITY	<b>BENJAMIN FRANKLIN SCHOOL NO. 13</b>	39-1320-160	KG-08	90.8%	15.3%	19.2%