NJ SCHOOL PERFORMANCE REPORT

CASIMER M. DALLAGO JR. IMPACT CENTER
(11-5390-176)
Grades Offered: PK-PK
2017-2018

Report Key:
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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	VINELAND CITY
Principal Name	MRS. MONTELEONE
Address	240 S. SIXTH STREET VINELAND, NJ 08360-4625
Phone Number	(856)641-8502
Email Address	LMONTELEONE@VINELAND.ORG
Website	http://www.vineland.org/casimer-m-dallago/
Facebook	https://www.facebook.com/DallagoPreschool/

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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
PK	255	255	314
Total	256	256	316

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	48.4%	48.8%	46.2%
Male	51.6%	51.2%	53.8%
Economically Disadvantaged Students	85.5%	80.5%	84.5%
Students with Disabilities	21.9%	22.3%	22.8%
English Learners	0.0%	0.0%	0.3%
Homeless Students		2.0%	0.3%
Students in Foster Care		2.7%	2.8%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.3%

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	5.9%	9.0%	7.9%
Hispanic	80.1%	79.3%	80.7%
Black or African American	9.4%	7.4%	7.6%
Asian	1.2%	1.6%	1.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.4%	0.0%	0.0%
Two or More Races	3.1%	2.7%	2.5%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2015-16	2016-17	2017-18
PK - Half Day	0	0	0
PK - Full Day	255	255	314

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	64.6%
Spanish	33.5%
Other Languages	1.9%

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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.

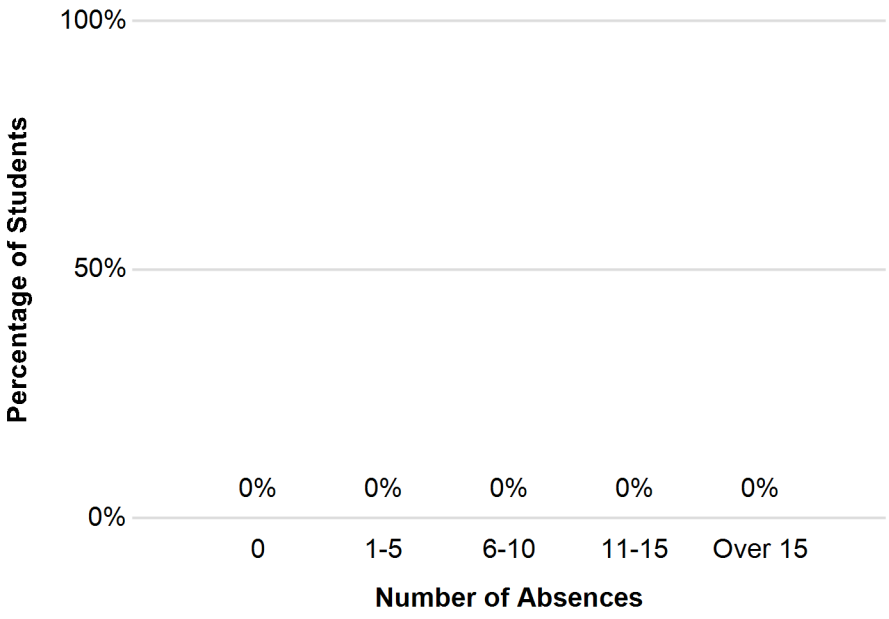
Chronic Absenteeism

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	N	N	0	0
White	N	N	0	0
Hispanic	N	N	0	0
Black or African American	N	N	0	0
Asian, Native Hawaiian, or Pacific Islander	N	N	0	0
American Indian or Alaska Native	N	N	0	0
Two or More Races	N	N	0	0
Economically Disadvantaged Students	N	N	0	0
Students with Disabilities	N	N	0	0
English Learners	N	N	0	0

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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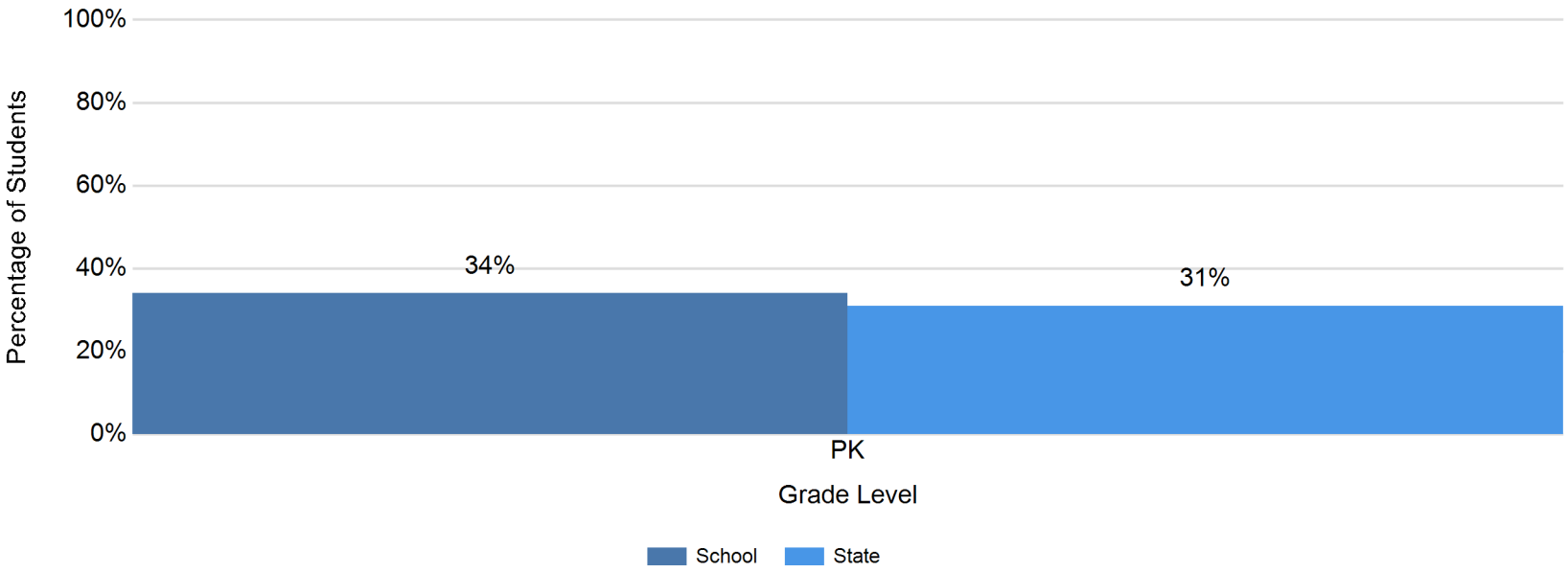
Chronic Absenteeism by Grade

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

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	0
Weapons	0
Vandalism	0
Substances	0
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	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	0		0

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	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0

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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	9:30 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs 15 Mins
Shared Time - Instructional Time	N

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	N

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)	$828	$15,026	$15,854

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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	41	117,464
Average years experience in public schools	11.6	12.0
Average years experience in district	11.6	10.7
Teachers in district for 4 or more years	95.1%	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	45	9,374
Average years experience in public schools	16.6	16.0
Average years experience in district	16.6	12.0
Administrators in district for 4 or more years	95.6%	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	8:1	14:1
Students to Administrators	105:1	234:1
Teachers to Administrators	14:1	17:1
Students to Librarians/Media Specialists		1053:1
Students to Nurses		620:1
Students to Counselors		340:1
Students to Child Study Team		245:1

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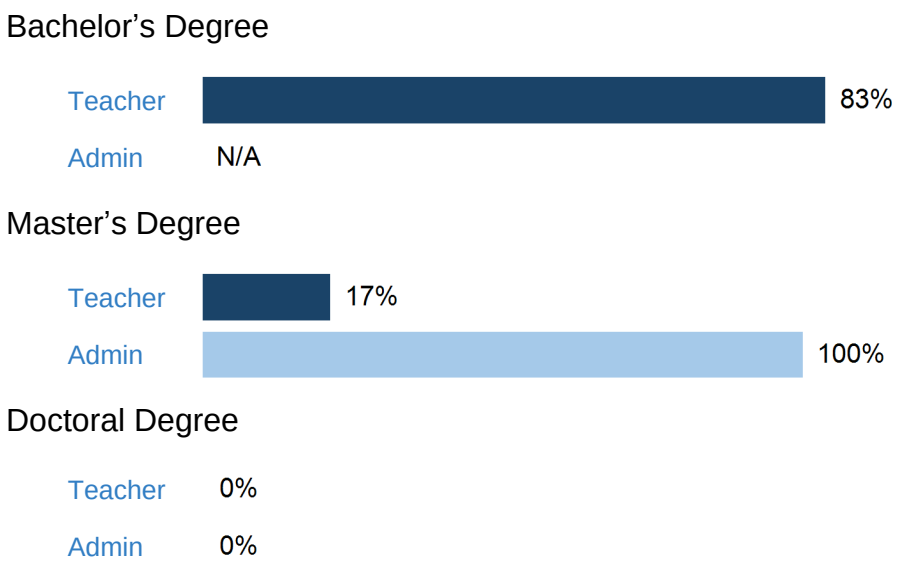
Teachers and Administrators - Level of Education

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.



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	94.6%	90.2%
2016-17 Administrators: Same district 2017-18	95.7%	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	85.3%

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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	100.0%	100.0%
Male	0.0%	0.0%
White	92.7%	100.0%
Hispanic	4.9%	0.0%
Black or African American	2.4%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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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.

Highlights:	• Preschool through 3rd grade transition activities include horizontal and vertical articulation, integrated preschool curriculum committees, aligned activities with kindergarten and preschool. • All classes in the Vineland Preschool Program are full Inclusion settings supported by The Watson Institute and NJDOE. • 99% of students that attend our preschool are "Kindergarten Ready" meeting or exceeding expectations. 25% are second language learners.
Mission, Vision, Theme:	The mission of the Vineland Public Preschool Program is to create early childhood learning experiences that prepare children for future success in school and help build a solid foundation that creates lifelong learners. We strive for excellence, maintaining the highest standards for the education and social emotional development of the young students in our care. We commit to fostering supportive relationships with our school families and within our community. We recognize the strength of diversity and celebrate a society of different individuals, cultures and perspectives whose knowledge, skills and talents enrich our program. We treat everyone with respect, expecting the best from our students and giving the same of ourselves each day. We pledge our support to our students as we help them grow into educated, thoughtful citizens of the world.
Awards, Recognition, Accomplishments:	Recipient of The Watson Institute and RP2 Grants. Our students continue to show academic growth in Child Observation Records in all eight content areas and 34 items. Dallago also was awarded the Fresh Fruit and Vegetable Grant through the NJ Department of Agriculture.

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Courses, Curriculum, Instruction:	High Scope Curriculum Framework is implemented to fidelity in all classrooms. Differentiated instruction occurs through the day for all students (Inclusion, PIRT, DLL, mixed ages). Action Plans based on ECER 3 and TPOT results strengthen and support best practices.

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Before and After School Programs:	Parents in need of a before and after school program are serviced at our site by INSPIRA.
Staff and Professional Learning:	The Vineland Public School preschool program uses the ECERS-3, PQA, CLASS and SELA as part of our structured classroom observation instruments. In addition to the ECERS-3, PQA, CLASS, and SELA data, we use disaggregated data from: portfolio reviews with comparison of P3 and P4 goals; writing samples; staff surveys; P4 performance analysis; SGO scores; recommendations by master teachers, consultants and the Early Childhood Supervisor; and any DOE reports to help us determine our focus for professional development. The Watson Institute and the NJDOE RP2 initiative assists us in providing on-going professional development opportunities for our staff focused on inclusion best practices. PLC's, targeted In-Service days, embedded coaching, modeling, and reflective cycles conducted with our teachers by Master Teachers are an integral part of our professional development. Administration continues to use the Danielson Observation tool for all classroom teachers.

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Student Supports and Services:	Supports and services for students at Dallago who are experiencing academic, behavioral or social challenges are provided by the school social worker, the on-site Child Study Team, members of the Preschool Intervention and Referral Team as well as the Preschool Master Teachers.
Student Health and Wellness:	Dallago students and families are supported by a full time registered nurse throughout the day. Additional services are provided by the Vineland City Nurses and Cumberland County Health Department to address immunization requirements and screenings. We partner with the Mobile Dentist through Complete Care. Dallago also partners with Sedexo and the Department of Agriculture with Healthy Eating events and education for families and students.
Parent and Community Involvement:	It is our goal to continually try to meet the needs of our diverse and multilingual population. We offer a variety of parent meetings, family nights and workshops as determined by family interest inventories. The early childhood administration,bilingual specialists, world language supervisor, Community Parent Involvement Specialist, and staff continue to collaborate to find ways to meet the needs of our families. The CPIS and district social worker serves as liaisons between families and assist them with services they may need.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers All stakeholders (Administration, Teachers, Support Staff and Parents) are given surveys to be completed anonymously periodically through the year. Survey results are reviewed by Administration, ScIP and Summer Curriculum Teams. These survey results are used to guide school wide decision making and shared with all stakeholders.
Facilities:	Dallago Early Childhood Center and Sabater Elementary make up the Vineland Community Center. Dallago has 20 full Inclusion Classrooms and 3 Self Contained classrooms which are fully enrolled with 323 students ages three and four. Our facilities has a full gym, two courtyard playgrounds, a nurses suite and offices to accommodate the CST, Master Teachers and PIRT members.
School Safety:	Our school has 2 full time security guards at each entrance. The Vineland Police Officers daily walk through the school to maintain a safe environment and create a positive bond with our preschool students and their families. Emergency Drills and Fire Drills are conducted each month through the year.Every classroom, nurse, administrator, security guard and secretary have walkie talkies to assist in communication at all times through the day.

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Technology and STEM:	Every classroom has Chrome books for the students' use as part of our P-3 transition initiative. All teachers have lap tops and ipads to support their teaching and assist in communication with our DLL population. Smart Boards and an interactive televisions are in all classrooms to compliment the teaching and learning environment, used as appropriate at the preschool level adhering to all Early Childhood requirements for limiting screen time.