

School Accountability Report Card Reported for School Year 2003-2004

Published During 2004-2005

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

School Information		District Information	
School Name	Palermo Union Community Day K-6	District Name	Palermo Union Elementary
Principal	Kathleen Coleman	Superintendent	Sam Chimento
Street	2275 Yard St.	Street	7390 Bulldog Way
City, State, Zip	Oroville, CA 95965-	City, State, Zip	Palermo, CA 95968-
Phone Number	530-533-4708	Phone Number	530-533-4842
FAX Number	530-532-7801	FAX Number	530-532-1047
Web Site	www.palermoschools.org	Web Site	www.palermoschools.org
E-mail Address	kcoleman@palermoschools.org	E-mail Address	schiment@palermoschools.org
CDS Code	04-61523-6115034	SARC Contact	jdolar@palermoschools.org

School Description and Mission Statement

The Palermo Union School District is comprised of five schools: Helen Wilcox (K-4), Honcut (K-4), Palermo (5-8), and two Community Day schools; K-6 and 6-8. The district encompasses a 75 square mile area located in Butte County in the northern Sacramento Valley. The Palermo Union Community Day K-6 has one classroom with library, computer, and music resources located on the Eastside School campus in the Oroville City Elementary School District. Palermo has an ongoing Memorandum of Understanding with Oroville for the placement of up to 12 Oroville "at risk" students in Community Day K-6 or 6-8 in exchange for classroom facilities at Eastside.. The school is funded through the Necessary Small School Funding program for "at risk" students. Each student has an Individualized Rehabilitation Plan with a required weekly counseling and community service component. Typically students are enrolled for one or two trimesters and are able to apply for re-admittance back into the traditional school setting.

Opportunities for Parental Involvement

Contact Person Name: Kathleen Coleman	Contact Person Phone Number: 530-533-4708
Parents and guardians are given the opportunity to work in a mutually supportive and respectful partnership with the school to help their child succeed. Parents are welcome to volunteer in the classroom and for fundraising and community events. Parents and guardians may support their child's learning environment by monitoring school attendance and homework completion.	

I. Demographic Information

Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Kindergarten	0
Grade 1	0
Grade 2	1
Grade 3	0
Grade 4	1
Grade 5	1
Grade 6	2
Total Enrollment	5

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	1	20.0	Hispanic or Latino	0	0.0
American Indian or Alaska Native	3	60.0	Pacific Islander	0	0.0
Asian	0	0.0	White (Not Hispanic)	1	20.0
Filipino	0	0.0	Multiple or No Response	0	0.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	Date Last Discussed with Staff
The Palermo Community Day School K-6 follows the Eastside School Safety Plan., which includes: a plan of action for a coordinated school wide response to emergencies, discipline rules, Board Policies, legislative requirements, and emergency phones/contacts.	

School Programs and Practices that Promote a Positive Learning Environment

Teachers are responsible for supervision of students before and after school and during lunch. Visitors to the campus are required to sign in and display a visitor's badge at all times. Students are encouraged to treat other students, staff, and school property with respect. The school adheres to basic school rules outlined in the Student Handbook.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2002	2003	2004	2002	2003	2004
Number of Suspensions	2	13	46	292	369	493
Rate of Suspensions	40	325	920	49.4	28.3	36.6
Number of Expulsions	0	0	0	20	17	18
Rate of Expulsions	0	0	0	3.3	1.3	1.3

School Facilities

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair. Description of the condition and cleanliness of the school grounds, buildings, and restrooms.

The Palermo Community Day School 6-8 facility is included in the Oroville City Elementary School District schedule of maintenance for Eastside School.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts		20	8	23	24	24	32	35	36
Mathematics		7	8	30	36	32	31	35	34
Science					0	20	30	27	25
History-Social Science					11	15	28	28	29

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts							
Mathematics							
Science							
History-Social Science							

CST - Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts	9			8			9	
Mathematics	9			8			9	
Science								
History-Social Science								

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	---	27	8	---	40	38	---	43	43
Mathematics	---	43	17	---	49	50	---	50	51

NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading							
Mathematics							

NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	9			8			9	
Mathematics	18			17			18	

Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Grade	Reading	Writing	Mathematics

