

School Accountability Report Card Reported for School Year 2005-06

Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Palermo	District Name	Palermo Union Elementary
Street	7350 Bulldog Way	Street	7390 Bulldog Way
City, State, Zip	Palermo, CA 95968-9700	City, State, Zip	Palermo, CA 95968-9700
Phone Number	(530) 533-4708	Phone Number	(530) 533-4842
Web Site	www.palermoschools.org	Web Site	www.palermoschools.org
Principal	Kathleen Coleman	Superintendent	Sam Chimento
E-mail Address	kcoleman@palermoschools.org	E-mail Address	schiment@palermoschools.org
CDS Code	04-61523-6003297	SARC contact	jdolar@palermoschools.org

School Description and Mission Statement

This section provides information about the school's goals and programs.

The Palermo Union School District is located approximately six miles south of Oroville, the county seat of Butte County. The Palermo community is a lower socioeconomic agricultural community encompassing an area of 75 square miles. The District consists of five schools: Helen Wilcox (K-4) Honcut (K-4), Palermo (5-8), and two Community Day Schools, K-6 and 6-8. Palermo School is located in the center of the Palermo community and has an enrollment of approximately 600 students. The total district enrollment is approximately 1,347 students.

Palermo School provides a Title I school-wide program (SWP) in addition to Title VII Indian Education, English Learner, Reading Intervention, Special Education, GATE, and Music. Students have access to a computer lab and library. A bilingual aide works district-wide with English Learner students. Each school has Title I, and/or EIA instructional aides for additional support. After school tutoring is offered with teacher tutors.

Palermo is implementing a Professional Learning Community model. The teaching staff have developed several learning strategies including Read 180 and Response to Intervention (RTI).

School Goals

All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics by 2013-2014. Progress Indicators: STAR, AYP and API are monitored annually. Local assessments, both formative and summative are monitored weekly, each trimester, and at the end of the school year.

Mission Statement

The Mission of Palermo School and the Palermo Union School District is to provide a variety of educational programs, in a safe and mutually respectful environment, that: are effective, accessible and equitable; prepare students for leadership, employment and citizenship; and promote students' intellectual, ethical, cultural, emotional, moral, social and physical growth.

Palermo School and the Palermo Union School District, together with students, families, and community in a cooperative effort, will provide an excellent educational program to ensure that all students are successful life-long learners, in a safe, caring, moral, drug-free, and supportive environment, with the ultimate goal that they will become successful, productive and responsible citizens.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

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 and guardians can support their child's learning environment by: monitoring school attendance and homework completion, participating in extracurricular activities, monitoring and regulating television viewing, volunteering at school, planning and participating in activities at home that are supportive of classroom activities, and participating in decision-making processes at the school such as School Site Council and the English Learner Advisory Committee (ELAC).

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 5	148
Grade 6	165
Grade 7	135
Grade 8	156
Total Enrollment	604

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	1.8	White (not Hispanic)	52.3
American Indian or Alaska Native	14.4	Multiple or No Response	0.0
Asian	8.1	Socioeconomically Disadvantaged	70.1
Filipino	0.2	English Learners	18.0
Hispanic or Latino	22.8	Students with Disabilities	14.0
Pacific Islander	0.3	---	---

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2003-04			2004-05			2005-06					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
5	32.0		4		25.8	1	5		28.2		5	
6	29.0		4		31.5		4		30.8		5	
5-8	25.0		1									

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2003-04			2004-05			2005-06					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	25.2	9	9	6	22.8	14	9	1	24.4	10	11	1
Mathematics	26.9	2	7	1	25.8	2	8		21.6	8	5	
Science	32.9		3	5	28.7		9	1	29.7	1	7	1
Social Science	33.5		3	5	27.4	2	6	2	27.0	2	6	2

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

In compliance with Ed Code 35329.6, the District Comprehensive Safety Plan is reviewed and updated and approved by the Governing Board annually, by March 1. Each school maintains a copy of the Safety Plan on site and a copy of the site Emergency Conditions portion of the plan in each classroom. Key elements of the District Comprehensive Safety Plan include: a plan of action for a coordinated district wide response to emergencies (i.e. natural disasters, evacuation from sites, etc.), emergency phones/contacts, and school discipline rules.

Key elements of the site Emergency Conditions include: a plan of action for a coordinated school wide response to emergencies (i.e. intruder on campus, fire, emergency lockdown, evacuation, etc). Safety drills are held on a regular basis. Fire drills are held monthly. Earthquake/disaster and intruder drills are held twice a year. Visitors to the campus are required to sign in at the school office and wear a visitor's pass at all times.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

The Palermo School administration and faculty diligently work to provide a safe learning environment for all students. Students at Palermo are encouraged to treat other students, staff, and school property with respect. The school adheres to basic school rules outlined in the Student Discipline Matrix. In addition, a Zero Tolerance Policy is enforced in regards to drugs/alcohol, weapons, and acts of violence. The school staff also encourages positive behavior through the use of rewards and incentives.

Counseling is provided by the school's Psychologist, contracted services, or grant funded services. School-home communication is provided in English/Spanish throughout the year via flyers, notes, and school newsletter. Tutoring is available before and after school. Extra curricular activities and Butte County Office of Education (BCOE) after school program are offered after school throughout the year.

