

# School Accountability Report Card

## 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, data for these sections of the report were collected in 2002-03.

School Information		District Information	
School Name	Helen M. Wilcox Elementary	District Name	Palermo Union Elementary
Principal	Sharon Stennett	Superintendent	Sam Chimento
Street	5737 Autrey Lane	Street	7390 Bulldog Way
City, State, Zip	Oroville CA,95966-7278	City, State, Zip	Palermo CA,95968-
Phone Number	(530)533-7626	Phone Number	530-533-4842
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### School Description

The Palermo Union School District is comprised of five schools; Palermo School, Helen M. Wilcox Elementary School, Honcut Elementary School, and two Palermo Union Community Day Schools that service kindergarten through eighth grade students. The district is located in Butte County, in the northern part of California's Sacramento Valley, and includes parts of both the Lassen and Plumas National Forests. Butte County was named for the Sutter Buttes, the very prominent small range of hills on the valley floor, west of Gridley, and is one of the original 27 California counties.

Palermo Union School District is a "School of Choice District," which means that it has an open enrollment policy within the district boundaries. The purpose of the policy is to offer options to meet the diverse needs, potential, and interest of district students. Students in grades kindergarten through eight who reside within district boundaries may apply for enrollment in any school.

Located just four miles south of Oroville, Helen M. Wilcox Elementary School was built in 1959 and is named after its first principal. The elementary school serves students from kindergarten through fourth grade. Discipline & Climate for Learning Students at Helen M. Wilcox Elementary School are encouraged to treat students, staff, school property, and themselves with respect. The school adheres to basic student rules, which are outlined in the Student Handbook.

### Mission

Helen Wilcox School is dedicated to preparing our students for the 21st century by providing each student with a quality education which includes the knowledge, confidence, and self-esteem to participate in a culturally diverse democracy as an effective and informed citizen.

We are committed to personalizing each student's program and instruction, regardless of complexity, to the best of their ability. Emotional health, self-understanding, self-esteem and dignity are prime values in the education of the human being. Once these values are cultivated, the student begins to achieve and succeed in academic and social skills. Every opportunity is provided for each student to achieve his/her education. The process by which an individual develops mentally, physically, socially, culturally, and emotionally in his/her environment is a definition of education practiced by the total staff. Working together, we will be up to the challenge.

## Opportunities for Parental Involvement

<b>Contact Person Name</b>	Sharon Stennett, Principal	<b>Contact Person Phone Number</b>	530-533-7626
Helen Wilcox School benefits from an active Parent Teacher Group (PTG) shared with Honcut School. The PTG works with the community on various fundraisers, organizes the spring carnival and potluck, and runs the Accelerated Reader Store. Parents are welcome to be involved in the School Site Council. Parents and guardians can support their child's learning environment by: monitoring school attendance and homework completion, participating in extracurricular activities, volunteering at school, attending SSC meetings, and/or planning and participating in activities at home that are supportive of classroom activities.			

## 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	127
Grade 1	152
Grade 2	139
Grade 3	150
Grade 4	165
<b>Total Enrollment</b>	<b>733</b>

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	18	2.5%	Hispanic or Latino	190	25.9%
Amer. Indian or Alaska Native	101	13.8%	Pacific Islander	1	0.1%
Asian-American	44	6%	White (Not Hispanic)	379	51.7%
Filipino-American	0	0%	Multiple or No Response	0	0%

## II. School Safety and Climate for Learning

### School Safety Plan

<b>Date of Last Review/Update</b>	4/7/2005	<b>Date Last Discussed with Staff</b>	4/1/2005
In compliance with Ed Code 35329.6, the District Comprehensive Safety Plan is reviewed and updated and approved by the Governing Board annually. 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, terrorism, etc.). District wide discipline rules, Board Policies, legislative requirements, and emergency phones/contacts. 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 drills are held twice a year.			

### School Programs and Practices that Promote a Positive Learning Environment

Before and after school supervision is provided by instructional aide before school and at lunch. Teachers are responsible for walking all students to the designated pick up area after school. Visitors to the campus are required to sign in and display a visitor's badge at all times. Students at Helen Wilcox 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
Suspensions (number)	89	51	170	292	369	493
Suspensions (rate)	7.6	7.4	24.6	49.4	28.3	36.6
Expulsions (number)	1	2	4	20	17	18
Expulsions (rate)	0.1	.3	.05	3.3	1.3	1.3

### School Facilities

Condition of school facilities meets Education Code Sections: 17014 Necessary repairs, renewals and replacements; enforcement; plan preparation certification; 17032.5 Portable classrooms; leases, conditions; 17010.75(a) Maintenance of facilities; and 17089(b) Lease of portable classrooms; amount; maintenance; repairs; costs. Facilities are maintained in a manner to ensure that it is clean and safe and functional.

**Teaching and learning space:** Wilcox has 25 classrooms located in the main building built in 1960. The campus has 10 portable classrooms ranging in age from 6 to 14 years. A teacher workroom is located in the same building as the staff lunch room. Student and staff rest rooms are adequately located throughout the campus and are kept clean and in good working order.

Wilcox playground area is approximately ½ acre with ample shade. Play structures are adequately maintained and safe.

**Maintenance and repair:** District maintenance staffs ensure that any necessary repairs are completed in a timely manner. A work order process is used to provide efficient service and ensure that emergency repairs are given the highest priority. Emergency facilities needs specified in Education Code Section 17592.72(c)(1): (1) gas leaks; (2) nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; (3) electrical power failure; (4) major sewer line stoppage; (5) major pest or vermin infestation; (6) broken windows or exterior doors or gates that will not lock and that pose a security risk; (7) abatement of hazardous materials previously undiscovered that pose an immediate threat to pupil or staff; and (8) structural damage creating a hazardous or uninhabitable condition existed at the school site are monitored on an ongoing basis. Broken windows were replaced at Wilcox this year

**Cleaning process:** The district governing board has adopted cleaning and safety standards for all schools in the district. A summary of these standards is available at the school office or the district office. The Maintenance & Operations Supervisor works with custodial staff to develop cleaning schedules to ensure a clean and safe school. A Safety & Cleaning checklist is used during school breaks (summer, Christmas, Easter).

**Deferred maintenance:** The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components (i.e., roofing, plumbing, heat and air, electrical system, interior/exterior painting, and floor systems). For the 2004-05 school year, deferred maintenance projects for Wilcox resulted in upgrading the fire alarm system.

### 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) in English-language arts and mathematics in grades 2-11, science and history/social science in grades 9-11, and a norm-referenced test, which 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. Detailed information regarding 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 standard) and percent not tested.

Performance Level	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
<b>English Language Arts</b>									
Proficient or Advanced	23	25	24	23	24	24	32	35	36
<b>Mathematics</b>									
Proficient or Advanced	38	46	40	30	36	32	31	35	34
<b>Science</b>									
Proficient or Advanced	-	-	-	-	0	20	30	27	25
<b>History/Social Science</b>									
Proficient or Advanced	-	-	-	-	11	15	28	28	29

