

# Banning Unified School District

## 2008-2009 District Accountability Report Card



161 West Williams St.  
Banning, CA 92220  
(951) 922-0201

### Board of Education

Amy Herr  
Larry Silverman  
Alice Silverman  
Pelton Teague  
Deborah Dukus

### District Mission Statement

The mission of the Banning Unified School District, as an educational community, is to improve academic achievement, provide a safe school environment, and maintain a positive school climate to produce life-long learners and cultivate productive citizens.

This report provides district and state level reporting of student proficiency and progress towards meeting established proficiency standards as required by the Federal No Child Left Behind Act. Detailed information about our schools is included in individual Annual School Report Cards prepared for each school. You may obtain an Annual School Report Card from the district or school offices or by visiting our web site at [www.banning.k12.ca.us/](http://www.banning.k12.ca.us/). This report, combined with any of the individual school report cards, fulfills Title I annual reporting requirements and California's Proposition 98 annual reporting mandates.

### District Profile

Banning Unified School District, one of the oldest districts in Riverside County, has a past as colorful as the 300 square mile area it services. In the 2008-09 school year, the district educated 4,832 students enrolled in kindergarten through twelfth grade in four elementary schools, one intermediate school, one middle school, one comprehensive high school, and one continuation high school.

### Title I Funding and School Status

Title I funding plays a critical role in the landmark education act popularly known as No Child Left Behind (NCLB). Title I resources are used to support additional teaching staff and programs to meet the needs of low-income, low-achieving students and other designated students with special needs. Information regarding a school's Title I designation assists parents and the school community in understanding the impact NCLB will have on their child's school. Any school receiving Title I funding is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. There are two types of Title I status: School wide and Targeted Assistance. School wide Title I schools use federal funds for school-wide improvement of student achievement; Targeted Assistance schools use federal funds to help only those students meeting program criteria. Banning Unified School District has seven schools that receive Title I funding. NCLB requires an annual evaluation of student performance both school-wide and by specific subgroups within the student population. A profile of the district's enrollment, as defined by these subgroups, is provided to create an appropriate context for evaluating the overall success of the school's educational program. Enrollment information by school site can be found in each school's Annual School Report Card.

### Teacher Assignment

Banning Unified School District recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, the district had 248 fully credentialed teachers.

Teacher Credential Status	
	BUSD
	08-09
Fully Credentialed	248
Without Full Credentials	4
Working Outside Subject	2

### Highly Qualified Teachers

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements by the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree; possession of an appropriate California teaching credential; and demonstrated competence in core academic subjects.

At the start of the 2008-09 school year, 99 percent of core academic classes in Banning Unified School District were taught by NCLB-compliant teachers.

Under the recently adopted Federal No Child Left Behind Act, parents have the right to know the professional qualifications of their child's classroom teacher which include:

- Whether the State of California has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether the teacher is teaching under an emergency permit or other provisional status by which state licensing criteria have been waived.
- The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any instructional assistants provide services to the student and, if they do, their qualifications. Parents who wish to receive this information may contact the district's Human Resources Office at (951) 922-0203.

## Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2008-09 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "\*\*\*" means that the student group is not numerically significant.

Completion of High School Graduation Requirements		
	BUSD	California
All Students	78.0%	Data not provided by the California Department of Education.
African American	69.0%	
Asian	21.0%	
Hispanic	80.0%	
Caucasian	86.0%	
English Learners	96.3%	
Socioeconomically Disadvantaged	90.7%	
Students with Disabilities	25.0%	

## Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/ Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including providing additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)		
	BUSD	
Made AYP Overall	No	
Met AYP Criteria	English - Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	No	No
API School Results	Yes	
Graduation Rate	Yes	

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/ Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs	
	BUSD
Program Improvement (PI) Status	In PI
First Year in PI	2004-2005
Year in PI (2009-10)	Year 3
# of Schools Currently in PI	4
% of Schools Identified for PI	44.4%

<b>Elementary Schools</b> Cabazon Elementary Central Elementary Hemmerling Elementary Hoffer Elementary	<b>Intermediate School</b> Susan B. Coombs Intermediate  <b>Middle School</b> Nicolet Middle	<b>High Schools</b> Banning High School New Horizons High School  <b>Alt. Education</b> Banning Independent Study
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## California Standards Test

The California Standards Test (CST) is required of all students from grades two through eleven. Administered each spring, the CST is used to measure individual student progress against the California State Content Standards. Student scores are reported as Advanced (exceeding state standards), Proficient (meeting state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at Advanced or Proficient levels meet state standards in the tested content area. The chart below illustrates student performance in Language Arts, Math, Science, and Social Science for grades two through eleven at Banning Unified School District.

California Standards Test (CST)						
Subject	District			State		
	2007	2008	2009	2007	2008	2009
English/Language Arts	28	30	37	43	46	50
Mathematics	27	30	36	40	43	46
Science	20	28	33	38	46	50
History/Social Science	11	16	19	33	36	41

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

API School Results	
School	2009 API Growth Score
Cabazon Elementary	751
Central Elementary	847
Hemmerling Elementary	754
Hoffer Elementary	741
Susan B. Coombs Intermediate	722
Nicolet Middle	688
Banning High	645

