

# Banning Unified School District

## 2009-2010 District Accountability Report Card



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### Board of Education

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### 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 2009-10 school year, the district had 235 fully credentialed teachers.

Teacher Credential Status	
	BUSD
	09-10
Fully Credentialed	235
Without Full Credentials	2
Working Outside Subject	0

### 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 2009-10 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 2009-10 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.

## 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.

## 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.

## Completion of High School Graduation Requirements

	District	State
All Students	95.87%	Data not provided by the California Department of Education.
Socioeconomically Disadvantaged	99.96%	
African American	93.67%	
American Indian	75.00%	
Asian	99.93%	
Hispanic or Latino	99.88%	
Caucasian	99.95%	
English Learners	99.87%	
Students with Disabilities	99.95%	

## 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	No	

## Federal Intervention Programs

BUSD	
Program Improvement (PI) Status	In PI
First Year in PI	2004-2005
Year in PI (2010-11)	Year 3
# of Schools Currently in PI	4
% of Schools Identified for PI	33.33%

### Elementary Schools

Cabazon Elementary  
Central Elementary  
Hemmerling Elementary  
Hoffer Elementary

### Intermediate School

Susan B. Coombs Intermediate

### Middle School

Nicolet Middle

### High Schools

Banning High School  
New Horizons High School

### Alt. Education

Banning Independent Study

## 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		
	2008	2009	2010	2008	2009	2010
English/Language Arts	30	37	38	46	50	52
Mathematics	30	36	37	43	46	48
Science	28	33	33	46	50	54
History/Social Science	16	19	23	36	41	44

## 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	2010 API Growth Score
Cabazon Elementary	689
Central Elementary	856
Hemmerling Elementary	779
Hoffer Elementary	734
Susan B. Coombs Intermediate	755
Nicolet Middle	678
Banning High	633

