

Banning Unified School District

2011-2012 District Accountability Report Card



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

Acting Superintendent
Bryan Astrachan

Board of Education
Ray Curtis
Alex Cassadas
Larry Ellis
Veronica Histed
Calvin Louie

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/. 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.

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.

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 2011-12 school year, the district educated 4,503 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.

Teacher Assignment

Banning Unified School District recruits and employs the most qualified credentialed teachers. For the 2011-12 school year, the district had 199 fully credentialed teachers.

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.

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

At the start of the 2011-12 school year, 97.8 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.

Teacher Credential Status	
	District
	11-12
Fully Credentialed	199
Without Full Credentials	2
Working Outside Subject	2

Completion of High School Graduation Requirements - Class of 2012

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 2011-12 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		
	District	State
All Students	84.4%	Data not provided by the California Department of Education at the time of publication.
Socioeconomically Disadvantaged	71.2%	
African American/Black	90.6%	
American Indian	77.8%	
Asian	92.3%	
Filipino	100.0%	
Hispanic or Latino	80.4%	
Pacific Islander	100.0%	
White	86.9%	
English Learners	18.6%	
Students with Disabilities	7.5%	

Adequate Yearly Progress (School Year 2011-12)

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 district performance are displayed in the chart.

Adequate Yearly Progress (AYP)		
	District	
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 Program (School Year 2012-13)

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. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs	
	District
Program Improvement (PI) Status	In PI
First Year in PI	2004-2005
Year in PI (2012-13)	Year 3
# of Schools Currently in PI	5
% of Schools Identified for PI	55.56%

Data Sources

Data within the SARC was provided by Banning Unified School District, retrieved from the 2011-12 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California’s public kindergarten through grade twelve school districts and schools.



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 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		
	2009	2010	2011	2009	2010	2011
English/Language Arts	37	38	42	49	52	54
Mathematics	36	37	42	46	48	50
Science	33	33	38	50	54	57
History/Social Science	19	23	30	41	44	48

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

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	2012 API Growth Score
Cabazon Elementary	788
Central Elementary	881
Hemmerling Elementary	814
Hoffer Elementary	825
Susan B. Coombs Intermediate	775
Nicolet Middle	758
Banning High	645



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