

Hart-Ransom Elementary School

2012-13 School Accountability Report Card — Published During the 2013-14 School Year

Principal's Message

Hart-Ransom Elementary School is proud of our academic strength and our long-standing community history. The K-8 campus is located in a rural setting on the west side of Modesto. The school is rich in family history; many of our students are third and fourth generation Hart-Ransom students. Hart-Ransom is also rich in diversity and all students and their families become part of the Hart-Ransom family.

Hart-Ransom Elementary School boasts a strong instructional program based on the California Content Standards. The learning philosophy is grounded in the belief that all students can and will learn. Our highly qualified, dedicated staff works effectively with students, facilitating high achievement for all. Many extra-curricular academic activities enrich the learning of students. Participation in the Spelling Bee, Science Olympiad, FutureCities competition, and other county events combine learning and teamwork for both students and staff. As we embark on the 2013-14 school year, the Common Core State Standards are being implemented in all classrooms to help students be college and career ready, and have 21st century skills that will provide them with opportunities to be successful in their academic career and beyond.

Positive personal growth is a priority and students are encouraged and recognized for their positive contributions to the school. We encourage students to become contributing citizens of the school through programs such as Choose Civility, Soaring Eagles, Hart-Ransom Heroes and special campus events, such as Ag. Day, International Day, and food collection at the holidays. The Schoolwide Positive Behavior plan incorporating SOARS goals for each child has been put in place to create a more cooperative and peaceful campus.

Hart-Ransom Elementary School is truly a good place for children and adults to learn and grow, and together we continue to "Soar into Tomorrow."

District Mission Statement

The Hart-Ransom Union School District, recognizing the uniqueness and worth of each child and committing to the individual success of its community's youth, will ensure a quality education that fosters the development of skills and attitudes necessary for lifelong learning through a positive and safe learning environment in partnership with home and community.

School Mission Statement

The mission of Hart-Ransom Elementary School is that all students will master grade-level skills based on California State Standards and will accomplish proficient achievement as measured by classroom, district, state, and national assessments.

We will:

- Support students who do not achieve proficient levels through identification, intervention, and remediation to bring them to proficiency
- Motivate and engage students through meaningful, active, research-based strategies using State-adopted curriculum which inspires students and staff to continue learning
- Teach civic rights and responsibilities to enable students to be contributing, good citizens both today and in their future
- Promote strengths of students and staff through a safe and secure community environment that encourages positive, interpersonal relationships

Commitment to students and their learning is the heart of Hart-Ransom. Hart-Ransom School is truly a good place for children and adults to learn and grow, and together we continue to "Soar into Tomorrow."

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

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In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores, and achievements.

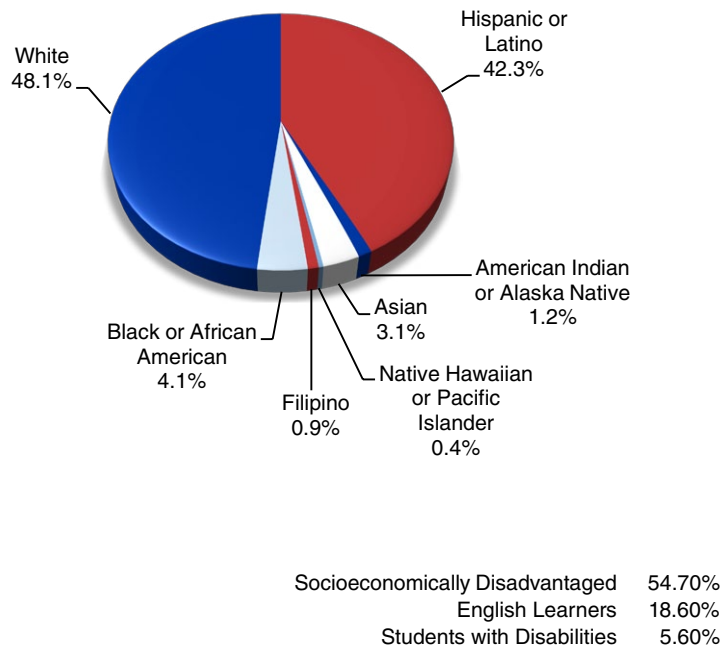
"Soar Into Tomorrow"

Enrollment by Student Group

The total enrollment at the school was 780 students for the 2012-13 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2012-13 School Year



California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

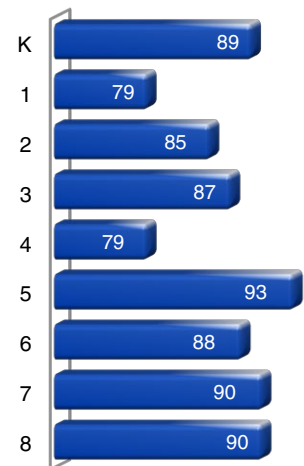
Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test			2012-13 School Year
Percentage of Students Meeting Fitness Standards	Hart-Ransom ES		
	Grade 5	Grade 7	
Four of Six Standards	20.70%	23.90%	
Five of Six Standards	27.60%	18.50%	
Six of Six Standards	27.60%	9.80%	

Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2012-13 school year.

2012-13 Enrollment by Grade



Suspensions and Expulsions

This table shows the school and district suspension and expulsion rates for the most recent three-year period. Please note, a new method for calculating suspension and expulsion rates was implemented starting in the 2011-12 school year – the rates in 2011-12 and beyond cannot be truly compared to previous rates since they are calculated differently.

Suspension and Expulsion Rates

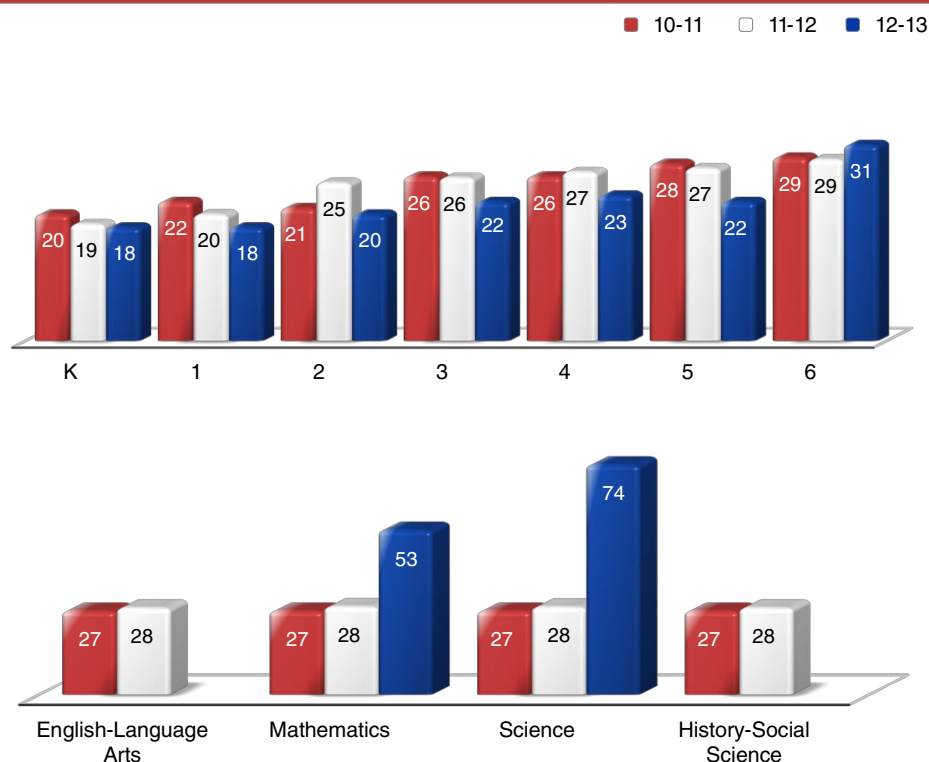
Hart-Ransom ES			
	10-11	11-12	12-13
Suspension Rates	10.90%	9.52%	5.51%
Expulsion Rates	0.00%	0.25%	0.00%
Hart-Ransom Union SD			
	10-11	11-12	12-13
Suspension Rates	0.00%	7.28%	4.13%
Expulsion Rates	0.00%	0.19%	0.00%

Class Size Distribution

The bar graphs display the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.

Average Class Size

Three-Year Data Comparison



Parental Involvement

Parents and the community are an important factor in the success of Hart-Ransom School. Parents provide a positive role in school life. Students recognize that school is important because their parents take time to be a part of the school life. Parents are encouraged to participate in various ways on our campus as classroom helpers, at school activities, on the playground, and as mentors, coaches and tutors. School business partners are a vital part of school life and we have contracted with Stanislaus Partners in Education to continue to establish relationships and work with our community.

The Parent-Teacher Club sponsors many community and family activities that promote a positive environment both in school and in the community. PTC sponsors fundraisers such as the annual cookie dough sales, and Tri-tip dinner. The proceeds from the fundraisers go directly to support the school and students. In the 2012-13 school year, the PTC provided funded field trips, the sports program, sixth grade Outdoor Education, and provided the school with a marquee for the front of the school.

All parents are encouraged to become involved in school life either through volunteering or becoming an active member of the Parent-Teacher Club. The Parent School Partnership is a vital part of Hart-Ransom School.

For more information on how to become involved please contact Parent-Teacher Club President Johnny Garcia at (209) 312-4970.



Number of Classrooms by Size

Three-Year Data Comparison

Grade	10-11			11-12			12-13		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	4			4			2	3	
1	3			4			5		
2	4				4		2	3	
3		3			4			5	
4		3			15		1	3	
5		3			15		2	3	
6		3		2	6	4	2		5
Subject	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts		6							
Mathematics		6		1	6			1	3
Science		6		1	4	1			2
History-Social Science		6							

STAR Results for All Students

The Standardized Testing and Reporting Program (STAR) results are evaluated and compared to state content standards using the following five performance levels: Advanced (*exceeds state standards*), Proficient (*meets state standards*), Basic, Below Basic, and Far Below Basic. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students who scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Students Scoring at Proficient or Advanced Levels				Three-Year Data Comparison					
	Hart-Ransom ES			Hart-Ransom Union SD			California		
Subject	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	60%	64%	60%	60%	63%	61%	54%	56%	55%
Mathematics	52%	54%	54%	50%	51%	51%	49%	50%	50%
Science	72%	72%	68%	69%	68%	68%	57%	60%	59%
History-Social Science	71%	77%	54%	63%	72%	52%	48%	49%	49%

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Students Scoring at Proficient or Advanced Levels			Spring 2013 Results	
Group	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	61%	51%	68%	52%
All Students at the School	60%	54%	68%	54%
Male	59%	54%	69%	64%
Female	61%	54%	68%	43%
Black or African American	43%	48%	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	75%	69%	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	50%	47%	62%	57%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	69%	59%	76%	53%
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	54%	48%	66%	57%
English Learners	30%	42%	36%	❖
Students with Disabilities	36%	27%	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Standardized Testing and Reporting Program

The Standardized Testing and Reporting Program (STAR) aims to identify strengths and weaknesses to improve student learning. The STAR consists of several key tests that are designed for the student's age and individual needs. These tests include the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan. It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR including tests, participation, groups, and scores by grade level, please visit star.cde.ca.gov.



API Ranks

Schools are ranked in 10 categories of equal size, called deciles, from one (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools' API rank.

API Ranks			
Three-Year Data Comparison			
	2010	2011	2012
Statewide API Rank	6	6	6
Similar Schools API Rank	6	4	5

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district, or a student group's performance level based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base API (not published in this SARC) and Growth API. The Base API begins the reporting cycle and the results are released approximately a year after testing occurs (e.g. The 2012 Base API is calculated from results of statewide testing in spring 2012, but the results are not released until May 2013). Growth API calculates test results in the same fashion and with the same indicators as the Base API but from test results from the following year (e.g. The 2013 Growth API is calculated from results of statewide testing in spring 2013 and released in September 2013). To represent how much a school's API changed from 2012-13, the 2012 Base API is subtracted from the 2013 Growth API. The Base API Report includes the Base API, targets, and ranks. The Growth API Report includes Growth API, growth achieved, and whether or not targets were met.

To learn more about API, visit www.cde.ca.gov/ta/ac/ap/ for the API information guide and the API overview guide.

API Growth by Student Group

Assessment data is reported only for *numerically significant* groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR scores who make up at least 15 percent of the total valid STAR scores, or (2) at least 100 students with valid STAR scores. This table displays, by student group, first, the 2013 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years at the school.

API Growth by Student Group				2013 Growth API and Three-Year Data Comparison					
Group	2013 Growth API						Hart-Ransom ES – Actual API Change		
	Hart-Ransom ES		Hart-Ransom Union SD		California				
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API	10-11	11-12	12-13
All Students	584	822	774	815	4,655,989	790	-3	14	-13
Black or African American	23	758	25	768	296,463	708	■	■	■
American Indian or Alaska Native	6	❖	15	682	30,394	743	■	■	■
Asian	19	886	22	889	406,527	906	■	■	■
Filipino	7	❖	12	872	121,054	867	■	■	■
Hispanic or Latino	243	789	281	784	2,438,951	744	-9	18	-8
Native Hawaiian or Pacific Islander	1	❖	4	❖	25,351	774	■	■	■
White	283	854	411	843	1,200,127	853	5	22	-19
Two or More Races	2	❖	4	❖	125,025	824	■	■	■
Socioeconomically Disadvantaged	318	796	433	793	2,774,640	743	-3	12	-6
English Learners	107	762	109	763	1,482,316	721	-13	17	-13
Students with Disabilities	45	636	57	636	527,476	615	■	■	■

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2012-13. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria		2012-13 School Year
	Hart-Ransom ES	Hart-Ransom Union SD
Met Overall AYP	No	No
Met Participation Rate		
English-Language Arts	Yes	Yes
Mathematics	Yes	Yes
Met Percent Proficient		
English-Language Arts	No	No
Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	✖	✖

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. This table displays the 2013-14 Program Improvement status for the school and district. For detailed information about PI Identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2013-14 School Year	
	Hart-Ransom ES	Hart-Ransom Union SD	
Program Improvement Status	In PI	In PI	
First Year of Program Improvement	2011-2012	2011-2012	
Year in Program Improvement	Year 3	Year 3	
Number of Schools Identified for Program Improvement		1	
Percent of Schools Identified for Program Improvement		100.00%	

× Not applicable. The graduation rate for AYP criteria applies to high schools.

Professional Development

The Professional Development days from 2011-13 were focused on training and implementation of Common Core State Standards. Additionally, eight minimum days were dedicated to grade-level collaborative meetings, focusing on student achievement and Common Core instructional practices. These meetings gave teachers opportunities to analyze student work and assessment data, and then work on curriculum design to better provide skills needed for College and Career to all students.

The principal supports teachers through formal and informal observations; conversations help support teachers in their growth as practitioners.

The Beginning Teacher Support and Assessment (BTSA) program pairs veteran teachers with beginning teachers who work together to improve their skills and address the California standards for the teaching profession. In addition, a Peer Assistance and Review (PAR) program provides veteran teachers with personal support, guidance, and mentoring.

For the previous three school years, we had four days each year dedicated to staff and professional development.

Types of Services Funded

These programs and Supplemental Educational Services (SES) are provided at the school either through categorical funds or other sources that support and assist students:

- Federal: ECIA/Elementary and Secondary Education Act of 1965 (ESEA)/Improving America's Schools Act of 1994 (IASA)
- Drug/Alcohol/Tobacco Education Funds
- Student Improvement Program (SIP)
- Peer Assistance and Review (PAR)
- Instructional materials
- Federal, Special Education, Entitlement per UDC
- Home-to-school transportation
- Economic Impact Aid (EIA)
- Tobacco Use Prevention Education (TUPE)
- Class Size Reduction (K-3)

"Commitment to students and their learning is the heart of Hart-Ransom."

Textbooks and Instructional Materials

The Hart-Ransom Union School District held a public hearing October 10, 2013, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams v. the State of California. All students, including English Learners, are given their own individual Standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education. Textbooks are all from the most current State curriculum cycle and are adopted with each new textbook adoption cycle.

The library is staffed by a part-time library-media clerk, and has eleven computer workstations for student use. Students visit the library and the computer lab on a regular basis – both are open during lunch and recesses for students to utilize for research, homework, and reading.

The Hart-Ransom Union School District implemented the Technology Use Plan to bring students, teachers, and the school up to date with modern technology.

Integrating technology enables students to develop the critical thinking and problem solving skills that result in independent and discriminate thinking and learning.

The computer lab is staffed by a full-time computer teacher and has 33 networked computers. Each classroom at Hart-Ransom Elementary School has a minimum of two computers with Internet access. There are two carts of 30 laptops that are accessible for all teachers to use in the classroom. A class set of tablets are available to Kindergarten students. Students in grades five and six visit the computer lab one to two times a week. Students in seventh and eighth grades attend a computer class an average of three times per week.

Textbooks and Instructional Materials List		2013-14 School Year
Subject	Textbook	Adopted
English-Language Arts	Houghton-Mifflin Medallions(K-5)	2009
English-Language Arts	Holt Literature (6-8)	2009
Mathematics	Macmillan/McGraw-Hill (K-5)	2008
Mathematics	Holt (6-8)	2008
Science	Macmillan/McGraw-Hill (K-5)	2007
Science	Prentice Hall (6-8)	2007
History-Social Science	Houghton-Mifflin (K-5)	2006
History-Social Science	Glencoe (6-8)	2006

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks		2013-14 School Year
Criteria		Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board-approved list?		Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?		Yes
Do all students, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?		Yes

✧ Not applicable.



Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2013-14 School Year	
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	✧
Foreign Language	✧
Health	0%



Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbook	
2013-14 School Year	
Data Collection Date	10/2013

School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2013-14 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Exemplary
Date of the Most Recent School Site Inspection			06/11/2013
Date of the Most Recent Completion of the Inspection Form			06/11/2013

School Facilities

Hart-Ransom Elementary School provides a safe and secure campus for students, staff, and volunteers. The school opened in 1952 and currently includes 19 permanent classrooms, 21 portable classrooms, a library, a state-of-the-art computer lab, and multipurpose building which includes a gym, cafeteria, kitchen, and band room. We also have a small multipurpose room and three playgrounds.

Modernization took place in 2006 and 2007, bringing the buildings up to code and focusing on a more secure campus.

In July 2011, the new multipurpose building, new classrooms and fields were dedicated for use after a year of construction. This was funded through state funding and a community bond. We are thrilled to be using the new facility, which allows for an expanded sport program, more classroom space, and a great eating environment for our students.

During the school day and after school, certificated and/or trained NCLB-qualified employees supervise students. These staff members have been provided training in student relations, school rules, and CPR training as well as opportunities for first aid training. The school perimeter has safety fences installed and only the front gate is open during the day while students are present. Visitors check in and out of the school office to ensure our students' safety. In 2013, the Safety Committee put more measures in place to maintain the safety of our students. Fire drills, earthquake drills and lockdown drills are held regularly. Bus safety instruction is held for all students and staff yearly.

Cleaning Process: The District governing board has adopted cleaning standards for all schools in the Hart-Ransom Union Elementary School District. A summary of these standards is available at the school office and District office. The superintendent works with the custodial staff to develop cleaning schedules to keep a clean and safe school. There are both daytime and evening custodians to maintain the campus.

Continued on sidebar

School Facilities

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Maintenance and Repair: District maintenance staff members ascertain that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Because of the wonderful facilities and the great care it is given, Hart-Ransom is really a great place to learn and grow.



School Safety

A comprehensive School Site Safety Plan, which is reviewed annually by the Hart-Ransom Union Elementary School District, is in place to ensure a secure, peaceful, and clean environment for the school community. The School Site Safety Plan was last reviewed, updated, and discussed with school faculty August 2013.

The school's disaster preparedness plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted regularly, fire drills are held monthly, and earthquake and campus secure drills are held four times a year. For safety precautions, the school's perimeter is securely fenced on all sides. Adult supervision is provided when students are on school grounds. All visitors must sign-in at the office and receive proper authorization to be on campus. Visitors are asked by the staff to display their pass at all times.



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov/.

Teacher Credential Information		Three-Year Data Comparison		
	Hart-Ransom Union SD	Hart-Ransom ES		
Teachers	12-13	10-11	11-12	12-13
With Full Credential	50	36	36	38
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English Learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data Comparison		
		Hart-Ransom ES		
Teachers		11-12	12-13	13-14
Teacher Misassignments of English Learners		0	0	0
Total Teacher Misassignments		0	0	0
Vacant Teacher Positions		0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended ESEA to require that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2012-13 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		2012-13 School Year	
	Percent of Classes in Core Academic Subjects		
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers	
Hart-Ransom ES	100%	0%	
All Schools in District	100%	0%	
High-Poverty Schools in District	100%	0%	
Low-Poverty Schools in District	◇	◇	

◇ Not applicable.



"Our highly qualified, dedicated staff works effectively with students, facilitating high achievement for all."

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2012-13 School Year	
Academic Counselors	
FTE of Academic Counselors	0.66
Ratio of Students Per Academic Counselor	1182:1
Support Staff	FTE
Social/Behavioral or Career Development Counselors	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.20
Social Worker	0.00
Nurse	0.25
Speech/Language/Hearing Specialist	0.66
Resource Specialist (non-teaching)	0.00

Financial Data

The financial data displayed in this SARC is from the 2011-12 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		2011-12 Fiscal Year
	Hart-Ransom Union SD	Similar Sized District
Beginning Teacher Salary	\$41,168	\$38,719
Mid-Range Teacher Salary	\$57,037	\$55,636
Highest Teacher Salary	\$82,703	\$70,796
Average Elementary School Principal Salary	\$53,074	\$90,283
Average Middle School Principal Salary	\$66,279	\$94,674
Average High School Principal Salary	◆	\$85,183
Superintendent Salary	\$128,666	\$104,271
Teacher Salaries — Percent of Budget	43.68%	35.47%
Administrative Salaries — Percent of Budget	5.30%	6.54%

Financial Data Comparison

This table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2011-12 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Hart-Ransom ES	\$6,044	\$73,571
Hart-Ransom Union SD	\$6,486	\$64,103
California	\$5,537	\$57,720
School and District — Percent Difference	-6.8%	+14.8%
School and California — Percent Difference	+9.2%	+27.5%

◆ Information not available.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2011-12 Fiscal Year	
Total Expenditures Per Pupil	\$7,515
Expenditures Per Pupil From Restricted Sources	\$1,471
Expenditures Per Pupil From Unrestricted Sources	\$6,044
Annual Average Teacher Salary	\$73,571



Expenditures Per Pupil

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education (CDE), school, and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page at www.cde.ca.gov/ta/ac/ap. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2013.

School Accountability Report Card

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