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Grades Kindergarten
through Eight

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Hart-Ransom Union School District

Hart-Ransom Elementary School



2002-2003 School Accountability Report Card

Principal's Message

Hart-Ransom Elementary School is located in rural Modesto, California and serves students in grades kindergarten through eight. In 1995, Hart-Ransom School was recognized by the State of California as a Distinguished School, and our mission continues to be that we, as a school community, help to encourage all students to reach their potential.

The statistics that are given in this School Accountability Report Card speak for themselves. Hart-Ransom Elementary School has a strong Academic Performance Index (API). However, the staff is dedicated to continue to seek ways that will ensure that all students access the curriculum and master the Standards adopted by the State of California.

The fields and almond orchards surrounding the school grounds symbolize the agrarian climate of the school community. Many Hart-Ransom Elementary School students are grandchildren of Hart-Ransom Elementary School graduates. The community is proud of the school's longtime legacy of strong academic achievements, high standards for excellence and on-going commitment to the success of all its youth.

District Mission Statement

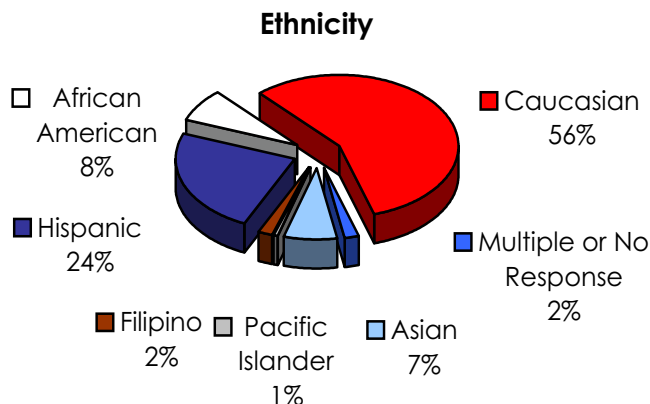
The Hart-Ransom Union School District, recognizing the uniqueness and worth of each child and committed to the individual success of its community's youth, will ensure a quality education that fosters the development of skills and attitudes necessary for life-long learning through a positive and safe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

Community & School Profile

Hart-Ransom Elementary School is located on the beautiful west side of Modesto, California surrounded by ranches and almond orchards. The school has strong roots in the community, many students come from families that have been affiliated with the Hart-Ransom Union School District for many years. Hart-Ransom Elementary School is proud of its academic achievements, high standards for excellence and an on-going commitment to technology.

The district consists of one traditional kindergarten through eighth grade campus and one Charter School that serves the needs of the local home-schooling community.

During the 2002-2003 school year, 689 students were enrolled in grades kindergarten through eight at Hart-Ransom Elementary School.



Discipline & Climate for Learning

Students at Hart-Ransom Elementary School are guided by specific rules and expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school.

Hart-Ransom Elementary School has expelled two students over the past three years; expulsions occur only when required by law or when all other alternatives are exhausted. Since the Hart-Ransom Charter School has not suspended or expelled any students since its opening, the following table reflects both the Hart-Ransom Elementary School and district totals for the past three years.

Suspensions and Expulsions			
Hart-Ransom Union School District			
	01	02	03
Suspensions (#)	68	80	72
Suspensions (%)	7.5%	7.2%	7.4%
Expulsions (#)	1	0	1
Expulsions (%)	0.1%	0%	0.1%

The district annually provides a Student Conduct Code for students, which outlines behavioral standards that have been developed by Hart-Ransom Elementary School. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual student handbooks.

In addition, Hart-Ransom Elementary School distributes a weekly newsletter to inform students and parents of school policy and current events. All students in grades five through eight participated in the Conflict Management Program, which assists students in working out problems using a peer-to-peer resolution system. In addition, the principal makes regular classroom visits to encourage students to follow school rules and policies.

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities. Considered an integral part of the educational program, these schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavior problems. Extracurricular activities, clubs, and programs include:

- Volleyball
- Basketball
- Football
- Yearbook
- Pancake Breakfast
- Spelling Bee
- Speech Contests
- Peers as Leaders (PALs)
- Barbecues
- Band
- Dances
- Math Superbowl
- Science Olympiad
- Outdoor Education
- Student Council
- Music Festivals

All students at Hart-Ransom Elementary School also participate in various enrichment activities including music, computers and Spanish. Students participate in the Drug Awareness and Resistance Education (DARE) program, which provides education and prevents drug use. The school works with a DARE Officer to promote school attendance as a deterrent for drug use.

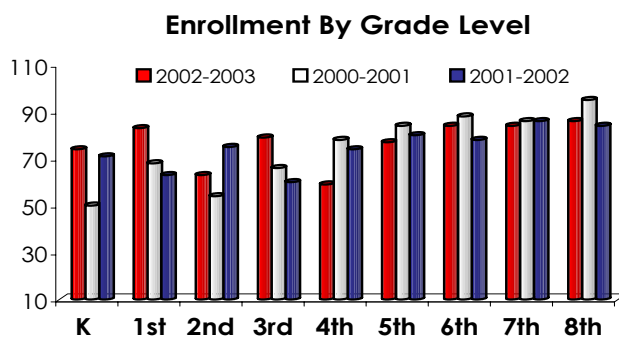
Student Recognition

Hart-Ransom Elementary School adopted the Character First education program, which recognizes students in grades kindergarten through five, who demonstrate specific character traits such as cooperation, responsibility, perseverance, caring, and motivation. Students in grades four through eight with a 3.0 GPA or better are recognized for academic achievement at the end of each trimester, and placed on the Honor Roll.

Students in grades six through eight may participate in the Renaissance Program, which rewards students who have achieved academic success. Students are also awarded for perfect attendance, and a letter of recognition is sent home to inform parents. In addition, students are given a certificate and pen, and their names are displayed in the weekly newsletter.

School Enrollment & Attendance

School districts receive financial support from the state based on how many students attend each day. Attendance is critical to academic achievement, and regular daily attendance is a priority at Hart-Ransom Elementary School. The actual attendance rate for the Hart-Ransom Union School District for the 2002-2003 school year was 95%.



Attendance, tardy, and truancy policies are clearly stated and consistently enforced. Parents are advised of their responsibility to notify the school when and why their children are absent. The school monitors student attendance closely and reports excess unexcused absences to designated authorities. Hart-Ransom Elementary School works hard to reduce absences through the following measures:

- Written notification to parents after three absences/unexcused tardies
- Written notification of parent conference with principal/ designee after seven absences/unexcused tardies
- Referral to the Student Attendance Review Board (SARB) after ten absences/unexcused tardies

In the event of habitual truancy, students may be referred to the county's School Attendance Review Board (SARB). The SARB is utilized if students have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

Class Size

Hart-Ransom Elementary School maintained a schoolwide average class size of 25 students and a pupil-to-teacher ratio of 21:1 for the 2002-2003 school year.

Class Size Distribution

Number of Classrooms by Size

	Average Class Size			1-20 Students			21-23 Students		
	01	02	03	01	02	03	01	02	03
K	17	19	18	3	3	*			*
1st	17	19	21	4	3	*			*
2nd	18	19	21	4	4	*			*
3rd	20	20	20	3	4	*			*
4th	29	32	29			*	2	2	*
5th	28	30	30			*	3	2	*
6th	29	26	34			*	3	3	*
3rd-4th	28	31	n/a			*	1	1	*
4th-8th	n/a	18	16	1		*			*

* Data is unavailable at time of publication.

In 1996, the state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to maintain appropriate class size. In the 2002-2003 school year all K-3 classrooms at Hart-Ransom Elementary School participated in this program.

Textbooks & Instructional Materials

Hart-Ransom Elementary School sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program as well as provide students with their own textbooks. All textbooks and instructional materials offered within the school are aligned with the California State Content Standards and Frameworks.

Hart-Ransom School follows the State Instructional Materials Adoption Cycle which reviews instructional materials in each curricular area on a seven-year cycle.

Curriculum decisions are made by the School Leadership Team, which establishes selection criteria based on test results, state standards, state adopted lists and piloting of certain curriculum. This committee makes recommendations to the Board of Trustees for final adoption. During the 2002-2003 school year, the Accelerated Reader Program was expanded to include grades 4-6, which provides a variety of reference books, assessment materials and reading tools for student and teacher use.

Current Textbooks

Subject	Publisher	Grade	Year Adopted
Reading/ Language	Houghton-Mifflin	K-5	2002
	Prentice Hall	6-8	2002
Math	Houghton Mifflin	K-2	2001
	Harcourt	3-5	2001
	McDougal Little	6-8	2001
Science	Harcourt	K-5	2000
	Prentice Hall	6-8	2000
Social Studies	Houghton-Mifflin	4-8	Pre-standard

Hart-Ransom Elementary School's library is stocked with a variety of books, and a large collection of video and audiotapes that are directly related to curricular areas of study. The library is staffed by a full-time library-media clerk, and has ten computer work stations for student use. Students visit the library and the computer lab on a regular basis; both are open during lunch and before school.

The Hart-Ransom Union School District has implemented the Use of Technology Plan to bring students, teachers and the school up-to-date with modern technology. It is important that students become life-long learners in an increasingly complex and information-driven world. The Hart-Ransom Union School District is committed to providing its students with these necessary skills. The school recognizes that technology must be integrated across the curriculum. Integrating technology enables students to develop the critical thinking and problem solving skills that result in independent and discriminate thinkers and learners.

The computer lab is staffed by a full-time computer teacher and has 32 networked computers. Every classroom at Hart-Ransom Elementary School has a minimum of two to three computers with Internet access. Students in grades four through six visit the computer lab twice a week. Students in seventh and eighth grades attend a daily computer class. Students in kindergarten through third grades visit the computer lab on an as-needed basis.

Computer Resources

	2001	2002	2003
Computers	90	113	138
Students per computer	7.4	5.9	5.0
Classrooms connected to Internet	27	32	33

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Hart-Ransom Elementary School. These measure students' actual progress as well as a measurement of the effectiveness of the instructional program.

Standardized State Testing

Hart-Ransom Union Elementary School participates in California's mandatory Standardized Testing and Reporting Program (STAR). Currently the STAR Program includes the Norm Reference Test, and the California Standards Test. The NRT measures achievement based on student comparison; the California Standards Test aids in determining the level of individual student comprehension and knowledge of skills required by the California Content Standards for each grade or course.

Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA). The API measures school performance, sets academic growth targets, and monitors growth over time based on NRT results. If a school meets its growth targets, including subgroup targets, it may be eligible to receive monetary and non-monetary awards.

Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement.

Norm Reference Test (NRT)

% At or Above 50th Percentile

Grade	2			3			4			5			6			7			8		
	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03
Reading																					
Hart-Ransom	57	49	38	38	48	34	58	44	43	57	58	44	56	65	58	71	55	52	73	70	50
HRUSD	55	49	49	47	54	43	60	50	44	60	59	49	59	67	62	67	60	60	73	70	56
California	51	53	46	46	47	34	47	49	35	45	46	41	47	48	45	48	48	45	50	49	41
Math																					
Hart-Ransom	54	68	56	46	64	52	68	56	45	61	75	38	66	75	57	71	59	51	74	73	59
HRUSD	55	56	58	48	63	50	66	60	48	63	72	43	67	73	58	68	61	59	72	71	56
California	58	62	41	59	62	42	54	58	43	54	57	44	57	60	40	50	52	41	49	50	43

NRT Subgroup Results

% At or Above 50th Percentile

	2			3			4			5			6			7			8			
	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	
Reading																						
Gender																						
Male	49	50	19	27	50	31	59	39	45	49	52	37	54	57	58	68	54	45	72	67	57	
Female	68	48	51	48	46	38	57	50	41	64	64	52	59	71	59	74	57	59	74	73	44	
Ethnicity																						
Caucasian		*	59	44	*	58	43	*	49	53	*	59	51	*	72	68	*	57	57	*	79	48
Hispanic		*	32	28	*	38	14	*	33	36	*	54	32	*	53	40	*	57	29	*	55	36
Socioeconomic Status																						
Socioeconomically Disadvantaged (SED)																						
Disadvantaged (SED)	42	33	20	20	37	19	46	43	35	45	45	43	38	65	42	57	44	33	67	47	39	
Non SED	67	57	55	47	54	42	64	44	47	61	65	44	61	65	66	77	59	59	75	77	53	
Math																						
Gender																						
Male	60	74	50	41	66	62	65	47	42	64	70	34	68	74	53	70	62	50	74	74	69	
Female	46	60	59	52	63	43	70	66	48	59	72	41	65	76	61	72	57	52	75	73	51	
Ethnicity																						
Caucasian		*	67	61	*	74	57	*	57	47	*	77	40	*	79	64	*	66	57	*	80	61
Hispanic		*	65	44	*	65	41	*	58	50	*	62	37	*	65	45	*	36	50	*	70	43
Socioeconomic Status																						
Socioeconomically Disadvantaged (SED)																						
Disadvantaged (SED)	42	64	43	38	65	44	70	43	50	50	85	13	47	76	50	57	44	38	63	53	56	
Non SED	62	70	67	50	64	56	66	59	42	66	73	44	71	75	60	77	64	56	79	80	60	

* Ethnicity scores for 2001 are unavailable.

API School Results

	Base			Growth		
	2000	2001	2002	00-01	01-02	02-03
Percent Tested	100	99	n/a	99	99	*
API Score	743	739	741	742	740	*
Growth Target	3	3	3	-1	1	*
Statewide Rank	7	7	7	No	No	No
Similar Schools Rank	5	4	4	No	No	No
Subgroups						
Hispanic or Latino						
Base API Score	635	663	696	658	688	*
Growth Target	2	2	2	23	25	*
Caucasian						
Base API Score	780	769	762	773	763	*
Growth Target	2	2	2	-7	-6	*
Socioeconomically Disadvantaged						
Base API Score	639	662	681	659	680	*
Growth Target	2	2	2	20	18	*

* Data is unavailable at time of publication.

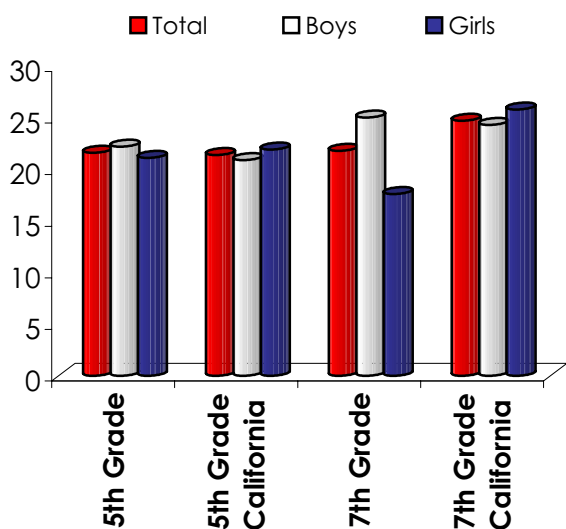
The II/USP and the Governor's Performance Award Program are the two remaining components of the PSAA Act. Hart-Ransom Elementary School did not qualify to participate in either program during the 2002-2003 school year.

Physical Fitness

In the spring of each year, Hart-Ransom Elementary School is required by the state to administer a physical fitness test to all students in fifth and seventh grades. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives.

The physical fitness test measures each student's ability to perform fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'Healthy Fitness Zone' (HFZ). Fitness scores shown are for the 2001-02 school year, which is the most current data available at time of publication.

Students in Healthy Fitness Zone



California Standards Test (CST)																					
% of Students Scoring at Advanced & Proficient Levels																					
English Language Arts																					
	2			3			4			5			6			7			8		
	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03
All Students																					
Hart-Ransom	27	31	35	23	39	36	40	27	52	39	35	36	35	35	48	51	46	52	47	53	43
HRUESD	30	30	36	30	41	36	38	35	52	42	36	42	37	42	50	45	47	56	46	52	44
California	32	32	36	30	34	33	33	36	39	28	31	36	31	30	36	32	33	36	32	32	31
Male																					
Hart-Ransom	18	35	23	10	39	44	32	13	52	38	26	24	34	22	44	47	43	44	41	51	51
HRUESD	19	35	30	21	39	43	35	25	51	44	29	31	36	26	48	41	44	47	41	49	51
California	29	29	33	28	31	30	30	33	35	26	28	31	28	28	33	28	30	32	29	28	27
Female																					
Hart-Ransom	40	26	43	35	41	30	47	43	52	39	43	50	36	46	51	52	48	59	53	53	36
HRUESD	44	25	43	41	45	30	41	45	55	41	42	52	39	55	54	50	49	64	52	56	40
California	34	35	40	43	36	37	35	40	43	31	33	39	33	32	38	35	37	40	36	37	35
Socioeconomically Disadvantaged (SED)																					
Hart-Ransom	17	23	20	6	35	26	29	18	45	18	20	20	19	26	31	35	38	33	36	26	11
HRUESD	17	23	19	6	35	26	29	18	43	18	20	20	19	26	31	35	38	34	36	26	11
California	17	18	23	14	18	20	16	19	24	13	14	20	14	14	19	14	16	19	14	14	15
Non SED																					
Hart-Ransom	35	34	48	31	42	42	45	29	55	46	41	40	39	38	55	57	50	58	50	61	52
HRUESD	36	32	45	36	43	40	41	37	56	48	41	46	41	45	57	49	50	62	49	59	52
California	51	51	55	50	54	42	53	56	59	46	49	54	48	47	54	45	48	54	45	46	43
Caucasian																					
Hart-Ransom	*	37	42	*	45	43	*	30	53	*	37	44	*	35	60	*	50	59	*	63	45
HRUESD	*	37	45	*	45	40	*	36	53	*	36	47	*	46	62	*	51	64	*	61	49
California	*	50	54	*	53	52	*	56	59	*	49	54	*	48	56	*	51	54	*	50	47
Hispanic																					
Hart-Ransom	*	21	17	*	45	27	*	30	57	*	37	26	*	35	20	*	50	43	*	63	36
HRUESD	*	20	18	*	37	28	*	26	53	*	23	31	*	26	20	*	27	40	*	35	36
California	*	17	23	*	18	19	*	19	24	*	15	20	*	14	19	*	17	20	*	15	15

* Data unavailable.

California Standards Test (CST)														
% of Students Scoring at Advanced & Proficient Levels														
Mathematics														
	2		3		4		5		6		7		8	
	02	03	02	03	02	03	02	03	02	03	02	03	02	03
All Students														
Hart-Ransom	47	51	39	47	32	60	25	26	52	36	39	40	*	*
HRUESD	41	49	34	37	35	49	24	28	53	39	37	47	*	*
California	43	53	38	46	37	45	29	35	32	34	30	30	*	*
Male														
Hart-Ransom	52	50	45	56	21	58	20	18	52	35	46	45	*	*
HRUESD	46	48	40	48	31	51	21	27	52	40	43	50	*	*
California	45	54	39	47	38	46	30	35	33	35	29	29	*	*
Female														
Hart-Ransom	41	51	30	38	45	63	31	35	53	37	32	36	*	*
HRUESD	36	51	27	37	40	48	26	29	53	37	32	43	*	*
California	41	51	36	43	37	46	28	35	32	34	29	30	*	*
Socioeconomically Disadvantaged (SED)														
Hart-Ransom	48	30	24	41	24	60	15	7	42	27	19	29	*	*
HRUESD	48	29	24	41	24	57	15	7	42	27	19	29	*	*
California	30	41	25	34	24	33	16	22	19	19	16	16	*	*
Non SED														
Hart-Ransom	47	70	47	50	34	61	30	32	55	40	44	44	*	*
HRUESD	40	60	38	42	37	48	26	31	54	42	40	50	*	*
California	61	69	55	62	54	62	45	50	48	50	41	43	*	*
Caucasian														
Hart-Ransom	46	61	52	55	37	59	28	33	60	45	47	45	*	*
HRUESD	41	59	39	47	38	47	26	31	59	47	43	52	*	*
California	61	71	55	61	53	61	44	49	48	52	43	44	*	*
Hispanic														
Hart-Ransom	45	28	28	27	14	64	23	11	33	20	7	29	*	*
HRUESD	37	23	30	24	16	60	23	13	32	20	7	27	*	*
California	30	40	25	33	24	33	16	22	18	19	15	16	*	*

* Data unavailable.

No Child Left Behind

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 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. AYP mandates that certain requirements are met each year including:

- Each school and subgroup must perform to a proficiency level at the elementary and middle school level; 13.6 % of students must be proficient in English, and 16% must be proficient in math.
- At least 11.2% of high school students must be proficient in English and 9.6% must be proficient in math.
- At least 95% of students must take state standards tests.
- Schools must show improvement in the Academic Performance Index (API).
- School must show a growth in high school graduation rates.

Annual Yearly Progress

The NCLB Act of 2001 requires all districts and schools to demonstrate Adequate Yearly Progress (AYP), with an eventual goal that 100 percent of all students are proficient or above in reading/language arts and mathematics by 2013-2014.

Adequate Yearly Progress (AYP)

California Standards Test (CST)

	English/	Mathematics
	Met Target (Y/N)	Met Target (Y/N)
	Proficient & Advanced	Proficient & Advanced
All Students	Yes	Yes
Subgroups		
Hispanic	Yes	Yes
Caucasian	Yes	Yes
Socioeconomically Disadvantaged (SED)	Yes	Yes

Under AYP criteria adopted by the State Board of Education, California districts, schools, and numerically significant student subgroups within districts and schools must:

- Meet Annual Measurable Objectives in English language arts and mathematics
- Demonstrate a 95% participation rate on assessments in English language arts and mathematics
- Demonstrate progress on the Academic Performance Index (API), which is an additional academic indicator for AYP
- Demonstrate progress on the graduation rate of its students (high school only)

Curriculum Improvement

All training and curriculum development at Hart-Ransom Elementary School revolves around the California State Content Standards and Frameworks.

Teachers align curriculum to ensure that all students are striving to meet or exceed state proficiency levels. Teachers also utilize test scores and individual student needs to assess the current curriculum.

The district provides time and resources for collaboration, planning, and professional development for all staff. A Beginning Teacher Support and Assessment (BTSA) facilitator works with beginning and veteran teachers on improving their skills and addressing the California Standards for the Teaching Profession. In addition, a Peer Assistance and Review (PAR) program provides new teachers and effected veteran teachers with personal support, guidance, and mentoring.

Counseling & Other Support Services

It is the goal of Hart-Ransom Elementary School to assist students in their social and personal development as well as academics. The counseling staff provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Counselor	1	0.6
Psychologist	1	0.3
Nurse	1	0.4
Library-Media Clerk	1	1.0
Technology Coordinator	1	1.0
Speech/Language Specialist	1	0.6
Resource Specialist	1	1.0
Instructional Aides	4	3.0
English Language Development (ELD) Teacher	1	1.0
Miller-Unruh Teacher	1	1.0

Hart-Ransom Elementary School has the services of an English Language Development (ELD) Teacher, who works with English Language Learners (ELL) students on a pull-out basis. ELL students receive additional instruction at the appropriate level. A Speech and Language Specialist and Resource Specialist also provide pull-out instruction for students who need additional assistance.

A self-contained Deaf and Hearing Impaired Class is provided by the County Office of Education for students in grades 4-8. The program is administered by two credentialed teachers. Hart-Ransom Elementary School participates in the Special Education Local Plan Area (SELPA), which provides quality leadership and support to school districts, parents, and students by promoting and insuring delivery of services to maximize educational opportunities for children with special needs.

Hart-Ransom Elementary School offers multiple programs for students who need additional tutorial assistance. For students in grades 1-3, the school has organized an after-school parent-volunteer program which provides instruction in reading and math. The school's Buddy Program provides tutoring in which intermediate students work with younger students to provide additional tutoring.

School Facilities & Safety

Hart-Ransom Elementary School provides a safe, clean environment for students, staff, and volunteers. The school has a team of four custodians who ensure classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by Hart-Ransom Union School District to ensure that all facilities are well maintained. The Hart-Ransom Union School District site is currently in the process of expanding. The school district has recently purchased the surrounding land in order to make additions to the facilities in multiple stages. The district plans to begin the expansion in the 2003-2004 school year.

A comprehensive School Site Safety Plan, which is reviewed annually by the School Safety Committee, is in place to ensure a secure, peaceful and clean environment for the school community. 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 twice a year.

To ensure the safety of each student, adult supervision is provided when students are on school grounds and during attendance hours. Supervision is provided by teachers, yard supervisors and site administrators. All visitors must sign in at the office and receive proper authorization to be on campus. Visitors are required to display their pass at all times.

Teacher Assignment

Hart-Ransom Union School District recruits and employs the most qualified credentialed teachers. For the 2002-2003 school year, Hart-Ransom Elementary School had 34 fully credentialed teachers who met all credential requirements in accordance with state guidelines.

Teacher Credential Status			
	01	02	03
Fully Credentialed	35	32	34
Emergency Credentials	2	2	0
Interns	0	1	1
Waivers	1	1	1
Total Teachers	38	36	36
Average Years Teaching	11.8	12.5	13.8
Average Years in District	9.0	9.9	10.8

Hart-Ransom Elementary School supports efforts made by teachers to attain additional education and training for their personal growth as well as for the benefit of the school. During the 2002-2003 school year, certificated staff consisted of 36 employees (including administrators); 83% held 30+ additional units beyond their Bachelor's degree, and 8% held advanced graduate degrees such as a Master's or Doctorate degree.

Substitute Teachers

The Stanislaus County Office of Education provides training for substitute teachers. The school hires trained substitutes through the County Office of Education.

Minimum Days & Instructional Minutes

For the 2002-03 school year, Hart-Ransom Elementary School offered 180 days of instruction, including 11 minimum days. All instructional minutes exceeded State requirements as specified in the California Education Code.

Instructional Minutes by Grade Level		
	Minutes Required	Actual Minutes
K	36,000	39,600
1st-3rd	50,400	55,000
4th-5th	54,000	55,000
6th-8th	54,000	58,400

School Leadership

Leadership at Hart-Ransom Elementary School is a responsibility shared between the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan. These committees ensure instructional programs are consistent with students' needs and comply with district goals. These committees/teams include:

- School Leadership Team
- School Safety Committee
- English Language Advisory Committee (ELAC)
- School Site Council
- Parent-Teacher Club

For the past four years primary leadership duties at Hart-Ransom Elementary School have been assumed by Principal Barbara Dompe. Prior to this position, Ms. Dompe held positions as an assistant principal and classroom teacher. Ms. Dompe has 23 years total experience in education.

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Evaluations are conducted twice a year by Hart-Ransom Elementary School's principal, who has been trained for competency to perform teacher evaluations. Evaluation criteria are: Engaging and Supporting All Students In Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students, and Developing as a Professional Educator.

Hart-Ransom Elementary School offers a number of staff development days for teachers and school staff. Staff members build teaching skills and concepts through participating in collegiality days on a regular basis. During the 2002-2003 school year two staff development days were held; topics included classroom assessments, motivation strategies and integration of technology.

Community Involvement

Parents and the community are very supportive of the education program at Hart-Ransom Elementary School. The school encourages parents to volunteer for classroom and school activities. Parents and community members are invited to help in the classroom, in the library, at school activities, on the playground, and as mentors and tutors. The Rotary Read In is a partnership in which local Rotary members and employees of the Solecon Industrial Contractors provide funding and volunteer their time to read to students.

Parents are encouraged to participate in the Hart-Ransom Parent-Teacher Club, which is an active and integral part of the Hart-Ransom community. The purpose of the Parent-Teacher Club is to act as a fund-raising arm for the school, to create a financial surplus for unforeseen needs, to help build school spirit, and to provide communication between parents, school staff, and the community. The annual membership fee is \$5.00 per family. A membership drive is held at the beginning of each school year.

Contact Information

Parents or community members who wish to participate in Hart-Ransom Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (209) 523-9979. The school district's website (www.stan-co.k12.ca.us/hart-ransom/index.html) also provides a variety of information for students, parents and community members.

Expenditures & Services Funded

Hart-Ransom Union School District spent an average of \$5,743 to educate each student (based on 2001-2002 audited financial statements). The figures shown in the table on the right reflects the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

Current Expense of Education Per Student*

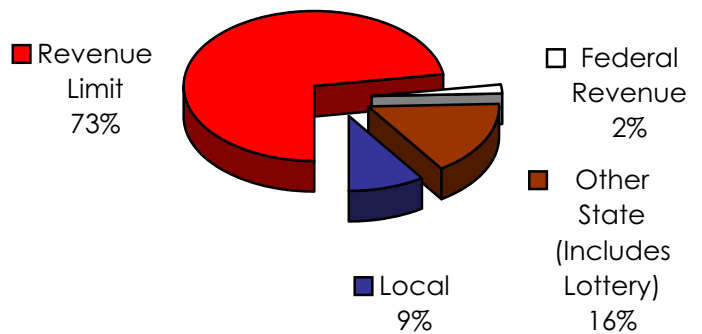
	Statewide Average	
Hart-Ransom Union School District	All Elementary School Districts	All Districts
\$5,743	\$6,444	\$6,719

*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.

In addition to general fund state funding, Hart-Ransom Union School District receives state and federal funding for the following categorical, special education, and support programs:

- Title I - Low Income
- Title II - Eisenhower
- Title VI - Innovative Strategies
- Title VI - Class Size Reduction (CSR)
- Title IV - Safe and Drug Free Schools and Communities
- Student Improvement Program (SIP)
- Economic Impact Aid (EIA)
- Tobacco Use Prevention Education (TUPE)
- Miller-Unruh Reading

District Revenue Sources



District Expenditures

