

# Hart-Ransom Elementary School



## School Accountability Report Card

Data From the 2006-2007 School Year • Published During 2007-2008

Grades K-8  
3930 Shoemake Avenue Modesto, CA 95358  
Phone: (209) 523-9979 Fax: (209) 523-0588  
Website: [www.hartransom.org/Hart\\_Ransom](http://www.hartransom.org/Hart_Ransom)

**Dr. Ream Lochry**  
Superintendent  
**Jerrianna Boer**  
Principal

### 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 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. As reflected in our continuous improvement in State scores, we are committed to each student's academic success.

Positive personal growth is a priority and students are encouraged and recognized for their positive contributions to the school. Through programs such as Caught Doing Good, Renaissance, Accelerated Reading, Character Counts and special campus events, the students learn much more than the three "R's"; they also learn to be valuable citizens of their community.

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."

### Parental Involvement

Parents and the community are an important factor in the success of Hart-Ransom School. Parents are encouraged to participate in various ways on our campus, as classroom helpers, at school activities, on the playground, and as mentors and tutors. A school/business partnership with Solecon Industrial Contractors supports the school through finances and volunteerism.

Parents are encouraged to participate in the Hart-Ransom Parent-Teacher Club, which is an integral part of the Hart-Ransom community. The purpose of the Parent-Teacher Club is to act as a fundraising 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.

For more information on how to become involved, contact Jerrianna Boer, Principal, at (209) 523-9979.

### 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 Safety Plan was last reviewed, updated and discussed with school faculty in April 2007.

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. For safety precautions, the school's perimeter is securely fenced on all sides. Adult supervision is provided when students are on school grounds, and during attendance hours. 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.

### 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 continued to "Soar into Tomorrow."*

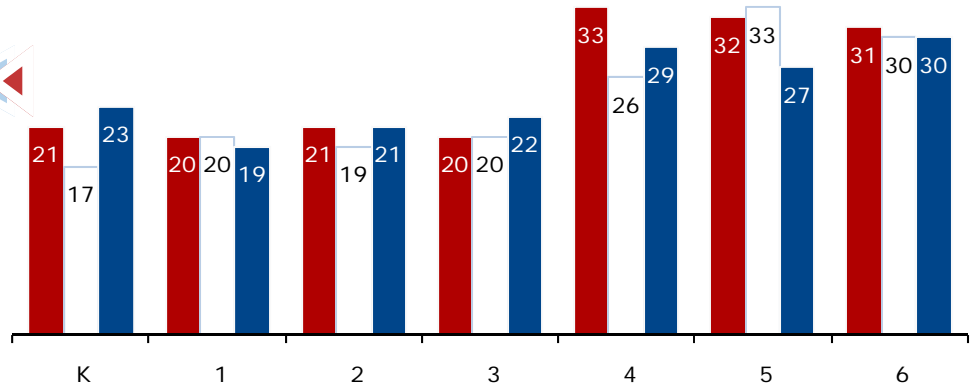




### Class Size

The adjacent chart displays the three-year data for average class size.

■ 04-05 □ 05-06 ■ 06-07



### Board of Trustees

- Robin Hennings, *President*
- Rich Fultz, *Vice President*
- Randy Heinrich, *Clerk*
- Scott Vincent, *Member*
- Greg Austin, *Member*



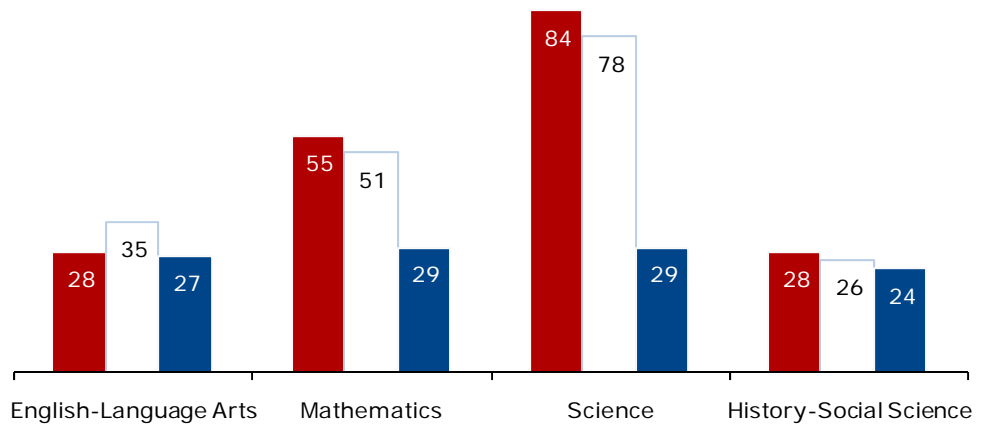
### California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The test measures six key fitness areas:

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

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. For 2006-07, 18.4% of students in the fifth grade and 30.9% of students in the seventh grade scored in the HFZ. For more information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

Class Size Distribution — Number of Classrooms By Size									
Grade	2004-05			2005-06			2006-07		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	3	1		5			3		1
1	3			4	1		5		
2	4	1		3			2	2	
3	5			4	1		1	3	
4		1	1		3			3	
5		2	1			1		1	
6		2			3			2	2



Class Size Distribution — Number of Classrooms By Size									
Subject	2004-05			2005-06			2006-07		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts		6		1	5	1		8	1
Mathematics		1	2	1		2	1	4	1
Science			2			2	1	4	1
History-Social Science		6		1	5			7	



**Textbooks and Instructional Materials**

Hart-Ransom Union School District held a Public Hearing on August 16, 2007, 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 vs. 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 full-time library-media clerk, and has ten computer workstations for student use. Students visit the library and the computer lab on a regular basis; both are open during lunch and before school 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. Students in first through third grades visit the computer lab on an as needed basis. Students in grades four through six visit the computer lab one to two times a week. Students in seventh and eighth grades attend a daily computer class.

Hart-Ransom Elementary School offers the following visual and performing arts classes: band, choir, art, folk art, and videography.

Quality and Availability of Textbooks		
Subject	Textbook	Adopted
English-Language Arts	<i>Houghton-Mifflin</i> , Grades K-5	2002
English-Language Arts	<i>Prentice Hall</i> , Grades 6-8	2002
Mathematics	<i>Houghton-Mifflin</i> , Grades K-5	2001
Mathematics	<i>Harcourt Brace</i> , Grades 3-5	2001
Mathematics	<i>McDougal Little</i> , Grades 6-8	2001
Science	<i>Macmillan/McGraw-Hill</i> , Grades K-5	2007
Science	<i>Prentice Hall</i> , Grades 6-8	2007
History-Social Science	<i>Houghton-Mifflin</i> , Grades K-5	2006
History-Social Science	<i>Glencoe</i> , Grades 6-8	2006
Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials		
Subject	Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials	
English-Language Arts	0%	
Mathematics	0%	
Science	0%	
History-Social Science	0%	
Health	0%	

Note: This data was most recently collected and verified in October, 2007.

**Public Internet Access**

Individuals without home Internet access can use computers with Internet connections at public libraries within the Hart-Ransom School area to download and view the School Accountability Report Cards. See below for library contact information:

**Modesto Library**  
1500 I Street, Modesto  
(209) 558-7800

**Salida Branch**  
4835 Sisk Road, Salida  
(209) 543-7353

**Professional Development**

Hart-Ransom Elementary School offers staff development days annually. Staff members develop their teaching skills and strategies through participating in collegiality days on a regular basis. During the 2006-2007 school year there were three staff development opportunities provided by the district, focusing on teaching strategies for vocabulary, strategies to better serve the needs of second language students, and social studies. Teachers also had the opportunity to have a collegial day with their grade level partners to plan for better instruction. 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 new teachers and effected veteran teachers with personal support, guidance, and mentoring.

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



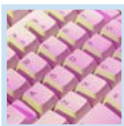
## School Facilities

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**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 principal works daily with the custodial staff of three to develop cleaning schedules to ensure a clean and safe school. There are both daytime and evening custodians to keep the campus clean.

**Maintenance and Repair:** District maintenance staff ensures 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.

**Deferred Maintenance Budget:** The District participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2006-07 school year the district allocated \$28,448 for the deferred maintenance program. This represents 5% of the District's general fund budget.



## School Facility Good Repair Status

Below are the results of the school's most recently completed inspection, using the Facilities Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status.

School Facility Conditions and Improvements				
Item Inspected	Repair Status			
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			
Overall Summary of Facility Condition				
Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Note: The most recent school site inspection and completion date of the inspection form occurred in August, 2007.

## 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 the library, multipurpose room, staff lounge, 19 permanent classrooms, 18 portable classrooms, and three playgrounds.

During 2006, a modernization/remodeling was done to bring the campus up to State and federal safety standards, and in the process the look and functionality of the site was updated. The exterior was painted and during the summer of 2007 a new, more secure perimeter fence was installed in the front of the school.

During the school day and after school, students are supervised by certificated and/or trained, NCLB qualified classified employees. These staff members have been provided 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 November 2007, a school bond was voted in by the Hart-Ransom community to help fund a new multi-purpose building, which will include a full gym, new kitchen and cafeteria area, new classrooms, and new ball fields. This project will begin sometime during the 2008 year.

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## California Standards Tests Results

The multiple-choice California Standards Tests (CST) are part of the Standardized Testing and Reporting (STAR) and are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Hart-Ransom ES			Hart-Ransom UESD			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
English-Language Arts	45%	44%	51%	47%	47%	52%	40%	42%	43%
Mathematics	47%	51%	46%	45%	49%	45%	38%	40%	40%
Science	34%	37%	45%	31%	40%	45%	27%	35%	38%
History-Social Science	42%	49%	45%	41%	51%	47%	32%	33%	33%



## California Standards Tests

For the 2007 STAR exam, students in grades 2-11 took an English-language arts and mathematics test. Students in grades 4 and 7 also participated in an essay writing test. History-social science tests were given to students in grades 8 and 11, and students in grades 5, 8, and 10 took a science test. Students in grades 9-11 who completed a Standards-based science course and/or history-social science course were given additional exams.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are:

- **Advanced** (*exceeds State Standards*)
- **Proficient** (*meets Standards*)
- **Basic**
- **Below basic**
- **Far below basic**

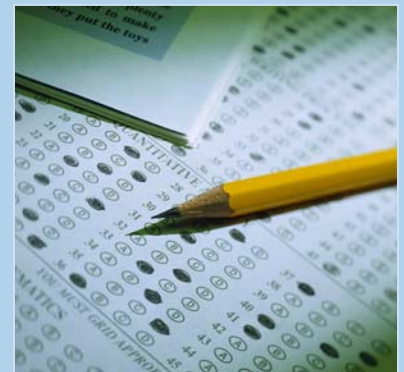
Students scoring at the Proficient or Advanced level meet State Standards in that content area.

The adjacent tables show the percentage of students that scored at proficient or advanced levels in English-language arts, mathematics, science, and history-social science. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

## CST Subgroup Results: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels				
Subgroup	Spring 2007 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	47%	49%	49%	47%
Female	56%	44%	42%	42%
Economically Disadvantaged	36%	39%	36%	26%
English Learners	23%	31%	17%	❖
Students with Disabilities	17%	33%	❖	❖
Migrant Education Services	❖	❖	❖	❖
African American	45%	21%	33%	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	44%	44%	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	39%	39%	38%	29%
Pacific Islander	❖	❖	❖	❖
White	60%	53%	51%	55%

❖ 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.





### Norm Referenced Tests

Norm referenced tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The purpose of these tests is to determine how well California students are achieving academically compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The current NRT adopted by the State Board of Education is the California Achievement Test, Sixth Edition, or CAT/6. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

The adjacent tables show the percentage of students that scored at or above the 50th percentile (national average) in reading and math.

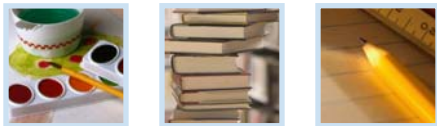
### Norm Referenced Test Results

Percentage of Students Scoring At or Above the 50th Percentile						
	Reading			Mathematics		
	04-05	05-06	06-07	04-05	05-06	06-07
<b>Hart-Ransom ES</b>	47%	48%	56%	57%	55%	60%
<b>Hart-Ransom UESD</b>	55%	50%	60%	60%	54%	62%
<b>California</b>	41%	42%	42%	52%	53%	53%

### NRT Subgroup Results: Reading and Math

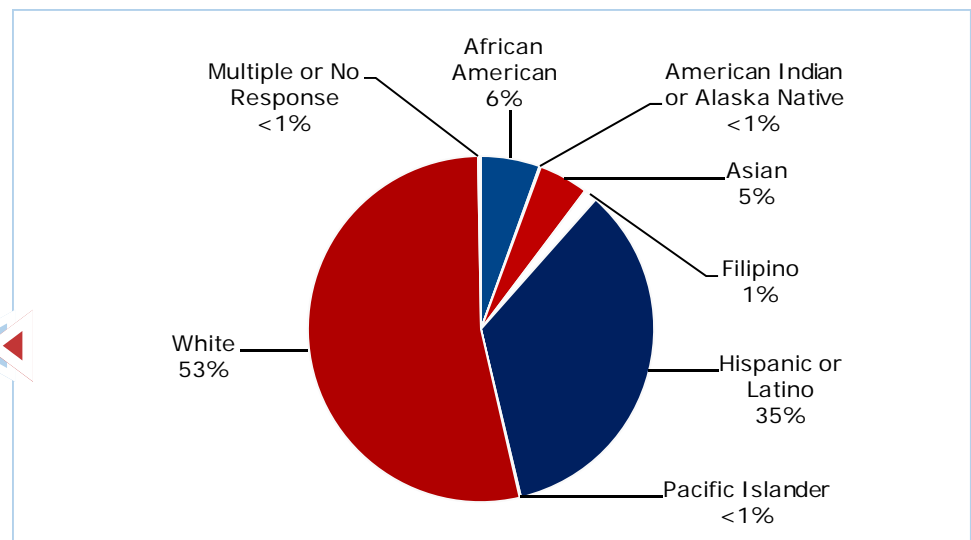
Percentage of Students Scoring At or Above the 50th Percentile		
	Spring 2007 Results	
Subgroup	Reading	Mathematics
<b>Male</b>	62%	71%
<b>Female</b>	49%	48%
<b>Economically Disadvantaged</b>	38%	41%
<b>English Learners</b>	35%	29%
<b>Students with Disabilities</b>	❖	❖
<b>Migrant Education Services</b>	❖	❖
<b>African American</b>	❖	❖
<b>American Indian or Alaska Native</b>	❖	❖
<b>Asian</b>	❖	❖
<b>Filipino</b>	❖	❖
<b>Hispanic or Latino</b>	51%	41%
<b>Pacific Islander</b>	❖	❖
<b>White</b>	61%	71%

❖ 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.



### Enrollment and Demographics

The total enrollment was 711 students for the 2006-07 school year.





## Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Hart-Ransom ES		Hart-Ransom UESD	
Met Overall AYP	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	✦		✦	

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

## Adequate Yearly Progress

NCLB requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

For a detailed report on Adequate Yearly Progress, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

## Academic Performance Index

API Ranks — Three Year Comparison			
	2003-04	2004-05	2005-06
Statewide API Rank	7	6	6
Similar Schools API Rank	3	4	4

API Growth by Student Group — Three Year Comparison				
Group	Actual API Change			2006-07 API Score
	2004-05	2005-06	2006-07	
All Students at the School	-3	8	10	785
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	-14	11	34	741
Pacific Islander	■	■	■	■
White	9	18	-1	815
Socioeconomically Disadvantaged	-3	-17	40	735
English Learners	✦	■	■	■
Students with Disabilities	✦	■	■	■

✦ API scores for English learners and students with disabilities were first reported in the 05-06 API cycle.

■ Data are reported only for numerically significant subgroups.

## Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000, with 800 set as the statewide target. Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." The adjacent tables show the school's three-year data for API rank and API growth. For more detailed information, please visit [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/).

**Testing Note:** Assessment data are reported only for numerically significant subgroups. Data may not appear if ethnic/racial, socio-economically disadvantaged, or other subgroups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.



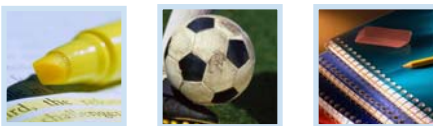
### School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

- Library Media Teacher (Librarian) 0.0
- Library Media Services Staff (paraprofessional) 1.0
- Psychologist 0.0
- Social Worker 0.0
- Nurse 0.0
- Speech/Language/Hearing Specialist 0.8
- Resource Specialist (non-teaching) 0.0
- Other 0.0

### No Child Left Behind Compliant Teachers

No Child Left Behind (NCLB) requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).



### Suspensions and Expulsions

The adjacent table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

### Teacher Qualifications

The table below shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Hart-Ransom UESD	Hart-Ransom ES		
Teachers	2006-07	04-05	05-06	06-07
<b>With Full Credential</b>	46	36	33	32
<b>Without Full Credential</b>	4	0	3	4
<b>Teaching Outside Subject Area of Competence</b>		0	0	0
		05-06	06-07	07-08*
<b>Teacher Misassignments of English Learners—</b> Teachers of English Learners (EL) without EL certification		0	1	0
<b>Total Teacher Misassignments</b>		0	1	0
<b>Vacant Teacher Positions—</b> teacher in a position that was vacant at the beginning of the year for a full year or an entire semester		0	0	0

\* Most current data.

### No Child Left Behind Compliant Teachers

Core Academic Courses Taught by NCLB Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
<b>Hart-Ransom ES</b>	58.8%	41.2%
<b>All Schools in District</b>	68.2%	31.8%
<b>High-Poverty Schools in District</b>	◆	◆
<b>Low-Poverty Schools in District</b>	100%	0.0%

◆ Information not available.

### Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0.6	1,128

### Suspensions and Expulsions

Suspension and Expulsion Rates						
	Hart-Ransom ES			Hart-Ransom UESD		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
<b>Suspension Rate</b>	0.099	0.072	0.150	0.070	0.000	0.110
<b>Expulsion Rate</b>	0.001	0.000	0.001	0.001	0.000	0.001



## Federal Intervention Program

Schools that receive Title I funding can enter Program Improvement (PI) if they don't reach AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year that they don't meet AYP, they advance to the next level of intervention. For more information, please visit [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay).

Federal Intervention Program		
	Hart-Ransom ES	Hart-Ransom UESD
<b>Program Improvement Status</b>	Not In PI	Not In PI
<b>First Year of Program Improvement</b>	✧	✧
<b>Year in Program Improvement</b>	✧	✧
<b>Number of Schools Identified for Program Improvement</b>		0
<b>Percent of Schools Identified for Program Improvement</b>		0.0%

✧ Not applicable.

## Financial Information

The data displayed is from the 2005-06 school year because 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.

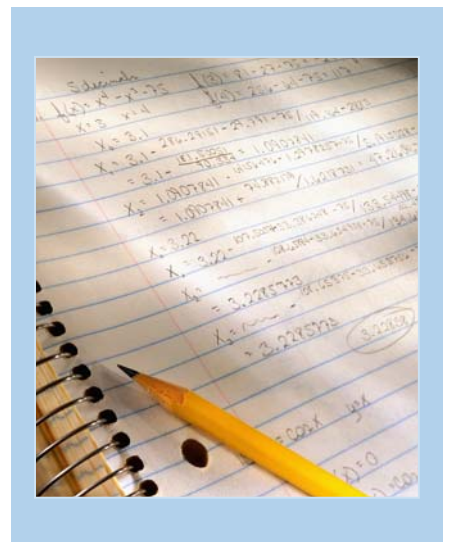
District Salary Information — Does not include benefits		
Range	Hart-Ransom UESD	Similar Sized District
<b>Beginning Teacher Salary</b>	\$39,049	\$36,760
<b>Mid-Range Teacher Salary</b>	\$57,348	\$52,816
<b>Highest Teacher Salary</b>	\$76,093	\$64,666
<b>Average Principal Salary</b>	\$77,818	\$83,075
<b>Superintendent Salary</b>	\$102,119	\$98,053
<b>% of Budget for Teacher Salaries</b>	40.5%	38.5%
<b>% of Budget for Administrative Salaries</b>	5.6%	6.4%

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
<b>Hart-Ransom ES</b>	\$7,957	\$2,186	\$5,771	\$58,658
<b>Hart-Ransom UESD</b>			\$5771	\$58,658
<b>California</b>			\$4,943	\$54,130
<b>% Difference Between School and District</b>			0%	0%
<b>% Difference Between School and California</b>			16.7%	8.3%

## 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
- 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)



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# Hart-Ransom Elementary School

Grades K-8  
3930 Shoemaker Avenue Modesto, CA 95358  
Phone: (209) 523-9979 Fax: (209) 523-0588  
Website: [www.hartransom.org/Hart\\_Ransom](http://www.hartransom.org/Hart_Ransom)



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**SARC**—The information contained herein is provided by the California Department of Education: Enrollment and Demographics, Class Size, Counselors and Support Staff, CST, NRT, API, PI, AYP, California PFT, Teacher Qualifications, and some Financial Information. For additional information on facts about 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.

All other information is provided by the school and the district office.

All data accurate as of March 13, 2008.

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