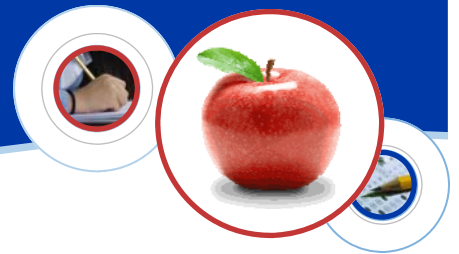


HART-RANSOM ACADEMIC CHARTER SCHOOL



GRADES K-8

3920 Shoemake Avenue Modesto, CA 95358
Phone: (209) 523-0401 Fax: (209) 523-1064
Web site: www.hart-ransomcharter.com

Dr. Ream Lochry
Superintendent

Sherry Smith
Principal

2007-08 School Accountability Report Card

Published During the 2008-09 School Year

Principal's Message

Hart-Ransom Academic Charter School opened in August of 1995, and it has been exciting to experience the tremendous growth and development of our home-based school. The families and staff are committed to excellence, and our advisory teachers, working alongside these dedicated parents, strive to see that each child succeeds. Credentialed teachers assigned to each family provide support and guidance as the parents teach their children.

As a 2004 California Distinguished School, we also offer many exciting classes to enhance the students' education. Among these classes are: algebra, history research writing, art, physical education, band, science, Character First, and many more. Parent workshops are offered during the year in the areas of reading and writing, as well as a variety of others, which better prepares them in working with their students.

Our staff, students, and parents are excited about the unique educational opportunities we offer each individual student, and we continue to look forward to many successful years ahead.



School Mission Statement

To support the Hart-Ransom Union School District Mission Statement, the Charter School will provide unique educational opportunities that enhance family life while addressing the needs and concerns of parents and children.



Parental Involvement

As a home-based program, parents are naturally supportive of the education program of Hart-Ransom Charter School. The school also encourages parents to volunteer in various capacities and to participate in the Parent Connection. Hart-Ransom Academic Charter School also offers parent and student workshops, covering topics such as creative writing, poetry, math manipulatives, and various reading programs.

For more information on how to become involved, contact Sherry Smith, Principal, at (209) 523-0401.

Class Size

No information is available for Hart-Ransom Academic Charter School regarding the three-year data for average class size.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., 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 on a workstation, and the ability to print documents.

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.





Enrollment and Demographics

The total enrollment was 291 students for the 2007-08 school year.



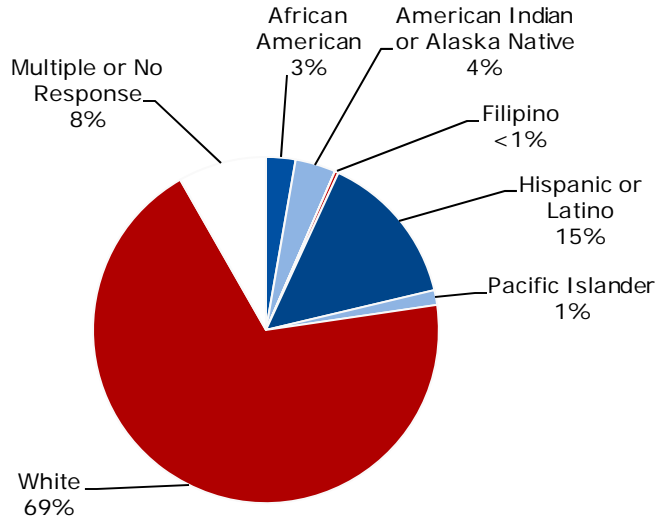
California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The 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 2007-08, 37% of students in the 5th grade and 21.69% of students in the 7th grade scores in the HFZ.

For more information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.



Suspensions and Expulsions

The 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.

Suspension and Expulsion Rates						
	Hart-Ransom Academic CS			Hart-Ransom USD		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspension Rate	0.000	0.000	0.000	0.072	0.150	0.228
Expulsion Rate	0.000	0.000	0.000	0.000	0.001	0.001

Professional Development

For the previous three years, Hart-Ransom Charter School offered three days each year dedicated to staff development days for advisory teachers and staff. Staff members build teaching skills and concepts through participation in occasional conferences and workshops on a monthly basis.

School Safety

A comprehensive School Site Safety Plan, which is reviewed annually by the Hart-Ransom Union School District, 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. The School Safety Plan was last reviewed, updated, and discussed with the school faculty on August 13, 2008.

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.



School Facility Good Repair Status

The table shows the results of the school's most recently completed inspection, using the Facility 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				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Note: The most recent school site inspection occurred on August 7, 2008 and the inspection form was most recently completed on August 7, 2008.

School Facilities

Hart-Ransom Charter School provides a safe and secure campus for students, staff, and volunteers. The school opened in 1995, and currently includes a library, and two portable classrooms. The Hart-Ransom Charter School site is currently in the process of expanding. The District has purchased the surrounding land in order to make additions to the facilities in multiple stages. The Hart-Ransom Union School District began phase I of the expansion project in the 2003-04 school year, which included the addition of a parking lot in the back of the school. Phase II will include the addition of new classrooms, which are still in the planning stages. The modernization plan was completed on the Hart-Ransom Elementary School campus that we sometimes utilize for activities. Our campus has locking gates that require a key entry and system where all visitors coming on campus must check in and out in order to be permitted within the gates.

Cleaning Process: The District governing board has adopted cleaning standards for all schools in the 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.

Continued on sidebar

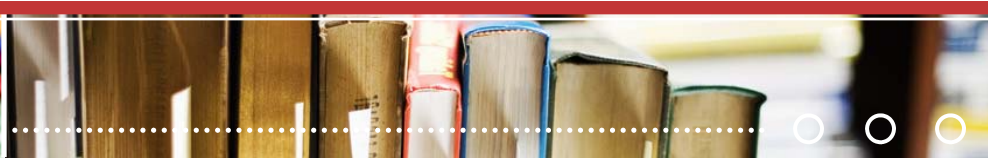
School Facilities

Continued from left

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.

The District participates in the State School Deferred Maintenance Program, which provides State-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, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2007-08 school year, the District budgeted \$71,286 for the Deferred Maintenance Program. This represents 1.32% of the District's general fund budget.





Textbooks and Instructional Materials

Continued from right

An administrator and teachers form the Curriculum Committee, 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.

The school utilizes the online Accelerated Reader Program, which provides a variety of reference books, assessment materials, and reading tools for student and teacher use. Over 10,000 quizzes are available to our students.

Hart-Ransom Charter School has two computers in each classroom, as well as five computers in the Accelerated Reader Lab, all of which have Internet access. Although most families have home computers, the school has 28 computers available for students to check out.

The Education Center is stocked with a collection of instructional materials, including books, videotapes, audiotapes, DVDs, and educational programs on CD-ROM and DVD for student use. Students are also encouraged to use the public library for additional instructional materials.

All students in visual and performing arts classes (which include painting, drawing, dance, band, choir, music exploration, guitar, strings, keyboard, and theater) have access to the appropriate textbooks and instructional materials. Hart-Ransom Charter offers the following visual and performing arts classes: ceramics, painting, drawing, dance, band, choir, music exploration, guitar, strings, keyboard, and theater.

Textbooks and Instructional Materials

Hart-Ransom Academic Charter School Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	Houghton-Mifflin (K-5)	2002
English-Language Arts	Prentice Hall (6-8)	2002
Mathematics	Houghton-Mifflin (K-6)	2001
Mathematics	Saxon (K-6)	2001
Mathematics	McDougal Littell (6-8)	2004
Science	McGraw-Hill (K-5)	2002
Science	Glencoe/ McGraw-Hill (6-8)	2002
History-Social Science	Harcourt Brace (5-6)	2005
History-Social Science	Harcourt Brace (7)	2005
History-Social Science	Holt, Rinehart & Winston (8)	2005
History-Social Science	Macmillan/McGraw-Hill (1-4)	2005

Availability of Textbooks and Instructional Materials

Availability of Textbooks and Instructional Materials	
Subject	Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%

Note: This data was most recently collected and verified in October 2008.

Textbooks and Instructional Materials

Hart-Ransom Union School District held a Public Hearing on September 29, 2008, 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.

Continued on sidebar



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 Academic CS			Hart-Ransom USD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	55%	55%	57%	47%	52%	54%	42%	43%	46%
Mathematics	45%	44%	42%	49%	45%	50%	40%	40%	43%
Science	48%	47%	51%	40%	45%	60%	35%	38%	46%
History-Social Science	56%	54%	38%	51%	47%	47%	33%	33%	36%



California Standards Tests

For the 2008 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 were also able to take end-of-course tests in science and history-social science if they were enrolled in the corresponding courses.

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 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 groups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

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

Percentage of Students Scoring At Proficient or Advanced Levels				
Group	Spring 2008 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	52%	41%	54%	35%
Female	60%	43%	47%	40%
Economically Disadvantaged	❖	❖	❖	❖
English Learners	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖
Migrant Education Services	❖	❖	❖	❖
African American	❖	❖	❖	❖
American Indian or Alaska Native	58%	33%	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	42%	38%	❖	❖
Pacific Islander	❖	❖	❖	❖
White	58%	44%	52%	44%

❖ 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.





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

The table displays whether or not the school made AYP overall and met each of the AYP criteria for 2007-08. For a detailed report on AYP, please visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Hart-Ransom Academic CS		Hart-Ransom USD	
Met Overall AYP	Yes		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	Yes
API	Yes		Yes	
Graduation Rate	✧		✧	

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

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 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/.

Academic Performance Index

API Ranks — Three Year Comparison			
	04-05	05-06	06-07
Statewide API Rank	7	7	6
Similar Schools API Rank	1	1	1

API Growth by Student Group — Three Year Comparison

Group	Actual API Change			2007-08 Growth API Score
	05-06	06-07	07-08	
All Students at the School	9	-14	-14	759
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	■
Pacific Islander	■	■	■	■
White	18	-26	-10	761
Socioeconomically Disadvantaged	■	■	■	■
English Learners	■	■	■	■
Students with Disabilities	■	■	■	■

■ Data are reported only for numerically significant groups.

Testing Note: Assessment data are reported only for numerically significant groups. Data may not appear if ethnic/racial, socio-economically disadvantaged, or other groups (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.



Teacher Qualifications

Teacher Credential Information				
	Hart-Ransom USD	Hart-Ransom Academic CS		
Teachers	07-08	05-06	06-07	07-08
With Full Credential	46	15	14	14
Without Full Credential	2	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Qualifications

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

Teacher Misassignments and Vacant Teacher Positions

The table displays the number of teacher misassignments (teachers assigned without proper legal authorization) 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 misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Hart-Ransom Academic CS		
	06-07	07-08	08-09
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

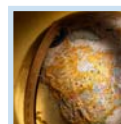
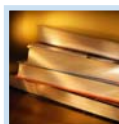
No Child Left Behind (NCLB) requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2007-08 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

Core Academic Courses Taught by NCLB Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
Hart-Ransom Academic CS	100.0%	0.0%
All Schools in District	79.7%	20.3%
High-Poverty Schools in District	◇	◇
Low-Poverty Schools in District	100.0%	0.0%

◇ Information not available.

Academic Counselors

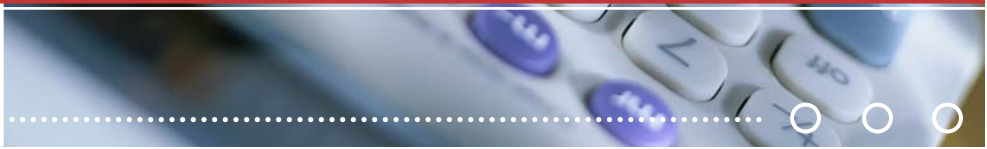
Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0.0	0.0



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) 0.00
- Library Media Services Staff (paraprofessional) 0.50
- Psychologist 0.20
- Social Worker 0.00
- Nurse 0.40
- Speech/Language/Hearing Specialist 0.60
- Resource Specialist (non-teaching) 0.25
- Other 0.00



Types of Services Funded

No information is available for Hart-Ransom Charter school regarding types of services funded.



SARC: Data provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit Data-Quest 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 data accurate as of November 2008.

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. The table displays the 2008-09 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay.

Federal Intervention Program		
	Hart-Ransom Academic CS	Hart-Ransom USD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0%

✧ Not applicable.

Financial Information

The data displayed is from the 2006-07 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 USD	Similar Sized District
Beginning Teacher Salary	\$41,001	\$37,322
Mid-Range Teacher Salary	\$60,215	\$53,824
Highest Teacher Salary	\$79,898	\$67,700
Average Principal Salary	\$85,739	\$85,507
Superintendent Salary	\$107,225	\$104,993
% of Budget for Teacher Salaries	39.4%	37.6%
% of Budget for Administrative Salaries	5.4%	6.4%

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Hart-Ransom Academic CS	\$5,235	\$24	\$5,211	\$61,804
Hart-Ransom USD			\$5,375	\$64,087
California			\$5,300	\$54,322
% Difference Between School and District			-3.1%	-3.7%
% Difference Between School and California			-1.7%	12.1%