

School Accountability Report Card

Reporting for school year 2007-2008 • Published in 2008-2009

Graystone Elementary Grades K-5

SAN JOSÉ UNIFIED SCHOOL DISTRICT

855 Lenzen Avenue
San José, CA 95126
(408) 535-6000

Superintendent
Don Iglesias

Assistant Superintendents
Dr. William J. Erlendson
Chris D. Funk

Board of Education

Pam Foley
Richard Garcia
Jorge González
Veronica Grijalva Lewis
Leslie Reynolds



1999-2000



1991-1992
2000-2001



Principal

Dave Beymer
Dave_Beymer@sjsud.org



Grades K-5

6982 Shearwater Drive ▼ San José, CA 95120
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Trustee Area 5
Leslie B. Reynolds, Board Member



Principal's Comments

MISSION

Graystone is a place that provides:

- a challenging curriculum which accommodates learning styles and needs of all students from accelerated to remedial
- an environment which is safe, comfortable, nurturing and positive
- an appreciation and sharing of cultural awareness and ethnic diversity
- a faculty that is supportive, co-operative and open to new ideas and change
- an opportunity for parents, teachers and community to work together for the well being of all students

VISION

The vision of Graystone coincides with that of the district that states; "All students can learn; all students can succeed."

We at Graystone Elementary School strive to make that a reality.

Other goals include:

- Improve student performance as measured by district assessments.
- Establish an atmosphere that will support and encourage each student's academic, personal, and social growth.

Graystone Elementary School is committed to challenging and expanding the world of students. We were awarded the National Blue Ribbon of Excellence in 1991 and 2001. An Early Literacy Program, hands-on science, an early introduction to computers and Accelerated Reading and Math are used to prepare students to compete in the 21st century.

Our staff development activities have been centered around two areas to "Better Analyze Student Test Data", and "Differentiating the Curriculum", so we are better able to challenge all students.

The Dedication of our staff and our Graystone Community provides an atmosphere that expects excellence and encourages the academic, personal, cultural, and social growth of all students.

Several programs at Graystone promote students life-long learning skills; Roots and Wings (our self-esteem program), Art Vista (art appreciation), Conflict Managers, PeaceBuilders and the Cornerstone Asset Building Program.

Principal's Experience

Dave Beymer has been a school administrator for over 25 years with the last 13 years as an Elementary principal. Mr. Beymer's previous school gained over 200 points in the API. Besides almost a decade of elementary experience, he served 12 years as a High School Assistant Principal after being a Special Education teacher for 5 years.

Major Achievements

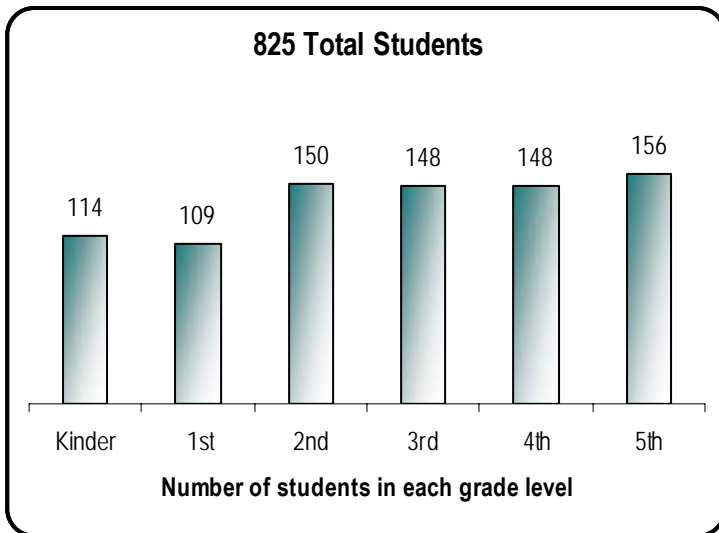
- Graystone made double digit growth on the 2007-08 STAR testing
- Last year in Leadership Training was offered to over forty fourth and fifth graders participated in leadership through the Cornerstone Project. We will again be training more students this year.
- Graystone scored in the top 5% of schools in California on the CST and in the top 10% of schools in California overall
- Graystone's API (Academic Progress Index) of 941, is the highest in the school's history.
- Graystone has been recognized twice as California Distinguished School

Parental Involvement

Our hard working Home and School Club raised over \$65,000 in their membership drive. \$30 per student is given right back to each classroom. Additional funds are used to provide rewards for students, a shade area for students to eat under, money for the library and new technology. Funds are set aside for the SOP (Save Our Program s) project. Funding is provided for science, music, art, computer labs and a library event coordinator. The Home and School Club has a very extensive Gwebpage that includes organizational information and contact email addresses.

Demographics

The chart and table below show the number of students enrolled in each grade level and the percent of students enrolled who are identified as being in a particular group during the 2007-2008 school year.



African American	0.73 %
American Indian or Alaska Native	0.36 %
Asian	41.21 %
Filipino	0.36 %
Hispanic or Latino	8.73 %
Pacific Islander	0.48 %
White (Not Hispanic)	46.91 %
Multiple or No Response	1.21 %
Socioeconomically disadvantaged	3 %
English Learners	6 %
Students with disabilities	8 %



Class Size

Average Class Size and Class Size Distribution

Grade	2005-2006			2006-2007			2007-2008					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	6			18.8	5			19.3	6.0		
1	19.7	6			20.0	7			20.0	4.0		
2	20.0	6			19.9	7			20.0	6.0		
3	29.8		4		29.5		4		29.8		5.0	
4	31.0		4		31.0		4		29.6		5.0	
5	31.0		4		31.0		5		31.0		5.0	
6												
K-3	20.0	1							20.0	1.0		
3-4	30.0		1		30.0		1					
4-8	31.0		1									
Other												

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Climate for Learning

Safety

The school safety plan is updated and reviewed by the staff each fall. The plan has provisions for fire and different disaster scenarios. The school has monthly fire drills and participates in District coordinated drills.

The staff monitors school grounds ten minutes before the start of school and immediately after dismissal. We have a Safety Patrol, made up of fourth and fifth graders, that assist all student and parents cross the streets near our school every morning and afternoon. We also hold monthly fire drills and have an earthquake and disaster drill three times a year.

Homework

The teachers at Graystone follow the District Homework Policy as set out in the District Parent Handbook. Homework is assigned Monday through Friday. Teachers give at least one writing assignment daily and all students are required to read at least 20 minutes a night as part of their homework. Students in kindergarten receive a weekly homework contract, to be turned in on Friday.

Discipline

Graystone updates the school discipline plan yearly. The plan is reviewed with the students and sent home to parents. Playground rules along with before and after school procedures are also reviewed. In addition to clear rules and consequences, Graystone has a number of positive reinforcements which include Blue Slips, Blue Slip drawing, daily good attendance drawing, Lunch with the Principal, Brag time as well as individual classroom incentives. Graystone has an extensive Peace Builders program based on Project Cornerstone philosophy. In addition, the school is an "Anti-Bully" zone school and has a comprehensive student leadership program.

Suspensions and Expulsions—3 year comparison

	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Rate of Suspensions	0.2%	0.1%	0.4%	13.2%	12.6%	13.6%
Rate of Expulsions	0.0%	0.0%	0.0%	0.3%	0.2%	0.2%
This table displays the rate of suspensions and expulsions (total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.						

Facilities

Graystone School works to provide a safe, clean, and positive environment for learning. Students have developed a pride in their school that seems to minimize vandalism. Graystone was renovated during the summer of 2002. At that time a new roof, air conditioner and heater were installed. The complete building was painted inside and out. Due to the size of our school, we use 16 portables to help alleviate over crowding. Cafeteria renovation was completed in the summer of 2007. Student restrooms were renovated during the summer of 2006.

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Date of Inspection—October 8, 2008	Good	Fair	Poor	Repair needed and action taken or planned
Gas leaks	✓			
Mechanical Systems		✓		Vents need cleaning. Work order submitted
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)		✓		Covers missing on some thermostats; light bulbs need to be replaced. Work orders submitted.
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Roofs	✓			
Playground/School Grounds	✓			
Overall cleanliness	✓			

Overall Summary of School Facility Good Repair Status

Facility Condition	Exemplary	Good	Fair	Poor
		✓		

Teacher and Staff Information

Teacher Credentials

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	35	35	33	1496
Without Full Credential	0	0	0	68
Teaching Outside Subject Area of Competence	0	0	0	5

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence.



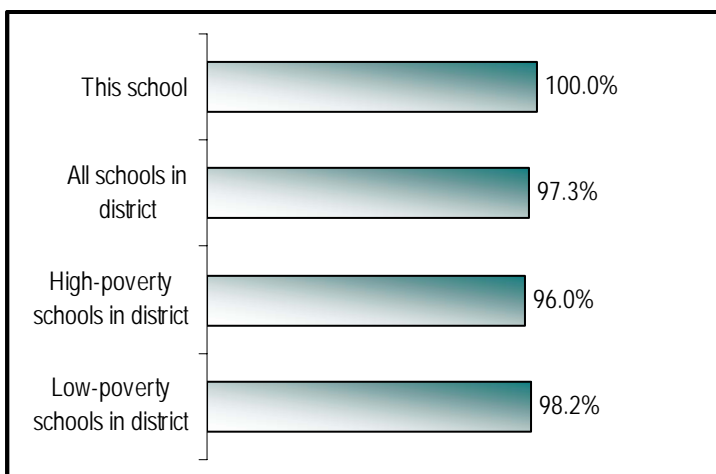
Teacher Misassignments and Vacant Teacher Positions

Indicator	2006-2007	2007-2008	2008-2009
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

- Teacher misassignments (teachers assigned without proper legal authorization)
- Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.**
- 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).

Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Core Academic Classes Taught by NCLB Compliant Teachers



The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified". In general, NCLB requires that each teacher must have:

- A bachelor's degree
- A state credential or an Intern Certificate/Credential for no more than three years
- Demonstrated subject matter competence for each core subject to be taught by the teacher.

This chart displays the percent of classes in core academic subjects taught by NCLB compliant teachers. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Evaluating/Improving Teachers

The teachers at Graystone are all chosen to fit into the community and teacher style of the school. Teachers set group and individual goals for each year. We evaluate temporary teachers every year and permanent teachers every other year. New teachers are given a site mentor to assist them with grade level curriculum, classroom management, and school culture. All teachers are provided with the opportunity to attend conferences and workshops to assist them with new skills.

Professional Development

Teachers and administrators at Graystone participate in three staff development days per year. During these days, our staff might share specific skills, attend conferences, discuss new curriculum or technology, or work on analyzing test data to better assist our students. Graystone has an early out Tuesday schedule allowing for more extensive staff development.

The majority of professional development takes place during staff meetings and other days after school. Teachers who attend workshops share information learned at the workshops with other staff members. Technology training is offered as needed when new procedures/policies are instituted by the district

The Principal meets with grade levels monthly. New teachers also meet with the principal on a regular basis and are supported by BTSA mentors.

Parts of Faculty Meetings are devoted to staff development and sharing of information from our Language Arts, Math, and GATE liaisons. Teachers that attend conferences will report what they learned either in grade level meetings or to the teaching staff as a whole.

Teachers are trained in the use of Edusoft and how to generate practice questions for benchmark tests. Teachers received training in the effective use of Grade Level meeting time. New teachers are coached through the District's BTSA program and with one and one site coaches.

Substitute Teachers

We are fortunate to have a group of parents that have passed the CBEST and qualify to substitute. When we cannot find a substitute for a class the Principal or Assistant Principal steps in to teach or other teachers at that particular grade level split the children and incorporate them into their classrooms.

Curriculum

Reading and Writing

All classrooms use the Houghton Mifflin series for reading and language arts. This program includes real stories by famous children's authors to teach a particular sound, theme or writing concept. The program focuses on spelling rules, comprehension, vocabulary, literary terms, and various types of writing. Primary teachers use leveled readers to be better able to reach all levels of learners. Most of the teachers have been trained in "Step Up to Writing". This has improved the writing skills of students. Even our kindergartners are writing complete sentences by the end of the year.

Math

We use the Harcourt Math series, which teaches the state standards for kindergarten through fifth grade students. Kindergartners using a big book, first and second graders have a workbook and third through fifth have a hard covered book. Lessons use visuals and manipulatives. Each unit ends with a unit review and a unit test that teachers use to make progress.

In addition, Accelerated Math is incorporated into the math program for all students in 2-5. First graders that have mastered the basic facts are also tested and put into the AM program. In 1-5, we use 50/minute to focus students on mastering the basic facts of addition, subtraction, multiplication, and division.

Science

Our school uses hands on experiments as the major method of teaching science concepts. We are fortunate to have parents that enjoy science and are willing to teach the hands on lessons in the science lab for first through fifth graders. Kindergartners have their science lessons in their classroom. Each 3-5 grade classes take part in a dissecting lesson. Our students have dissected owl pellets, cow's eyes, livers, hearts, and lungs.

Social Studies

We use the Harcourt Social Studies series. It is aligned with the state and district standards. Supplementary texts and materials such as periodicals, videos, and speakers are also used in the classroom. Third graders visit the Peralto Museum, fourth graders visit the state capitol, Sutter's mine, and a mission and fifth graders take part in Colonial Days.

Textbooks

Our science books were adopted in 2000/2001 to align with the state education standards. We adopted new social studies books in 2001/2002 and new math books in 2002/2003. We have a new social studies adoption for 2007-08. We have enough books for all students in every area.

The school insures that all students are well supplied with current texts and instructional materials.

Percent of Pupils Who Lack Sufficient Textbooks and Instructional Materials in Core Curriculum Areas				
Reading/Language Arts	0%		Science	0%
Mathematics	0%		History-Social Science	0%
Foreign Language	0%		Health	0%
Visual and Performing Arts			Science Laboratory Equipment (grade 9-12)	0%
A list of textbooks and adoption dates is available at: http://www.sjUSD.org/schools/documentation/downloads/Textbook_listing.pdf				

Specialized Programs

GATE

Graystone follows the State Guidelines for GATE students. The curriculum is within the regular classroom. The teacher provides differentiated lessons to challenge the different levels of ability of students.

Special Ed

Students qualifying for Special Education see either the RSP teacher, SLP teacher or physical therapy teacher per the student's IEP

At-risk students

At-risk students are identified by December 1. Tutoring, Homework Center and a Reading Specialist are available to support the identified student. We have a Student Study Team made up of teachers Resource Specialist, and administration. The team meets with families of children who may need assistance with class work or modifications of assignments. Intervention plans are written to assist classroom teacher and student to succeed.

English language learners

Teachers are trained in SEI, CLAD, SAIDE techniques, and use those specialized techniques in working with the ELD population.

Students with disabilities

RSP students go to the Resource Room to work with the RSP teacher according to the time specified in their IEP. The RSP teacher works closely with the regular classroom. Identified students also receive speech and OT services. When appropriate, students receive a section 504.

After-school programs

The school offers the Homework Center, Language Arts and math tutoring, Mad Scientist, Karate, Girl and Boy Scouts and Kid Club as after school programs.

Tutoring

The school offers help to students thru access to a Reading Specialist, LA, and math tutoring four times a week. Fifth grade and kindergarten classes establish Buddy Systems for cross age tutoring.

School Finances (Fiscal Year 2006-2007)

Expenditures Per Pupil and School Site Teacher Salaries

Level	Total Expenditures per Pupil	Restricted (supplemental) expenditures per pupil	Unrestricted (basic) expenditures per pupil	Average Teacher Salary
School Site	\$7,684	\$2,624	\$5,060	\$66,383
District	\$9,107	\$3,912	\$5,195	\$65,633
Percent Difference - School Site and District	-15.63%	-32.92%	-2.60%	1.14%
State			\$5,300	\$65,008
Percent Different - School Site and State			-4.53%	2.12%
<p>This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at http://www.cde.ca.gov/ds/fd/ec/ and teacher salaries can be found on the Certificated Salaries and Benefits Web Page at http://www.cde.ca.gov/ds/fd/cs/.</p>				

Types of Services Funded

San José Unified School District spent an average of \$8,553 per student in the 2005–2006 school year, compared to \$7,860 per student spent on average by all unified districts in the state. Total operating expenses for the 2005–2006 year were \$255,329,802. Additional details about San Jose Unified's expenditures can be found on the Ed-Data web site (www.ed-data.k12.ca.us).

These expenses are for costs related to educational services to students as well as directly related support costs, such as utilities, custodial and maintenance costs. Included also are central support costs related to such activities as hiring, purchasing and accounting. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA).

Comparison of District and State Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificates Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,584	\$40,721
Mid-Range Teacher Salary	\$70,360	\$65,190
Highest Teacher Salary	\$85,510	\$84,151
Average Principal Salary (Elementary)	\$87,838	\$104,476
Average Principal Salary (Middle)	\$101,285	\$108,527
Average Principal Salary (High)	\$108,876	\$119,210
Superintendent Salary	\$228,660	\$210,769
Percent of Budget for Teacher Salaries	37.7%	39.9%
Percent of Budget for Administrative Salaries	5.1%	5.5%

Student Performance

California Standards Test (CST)

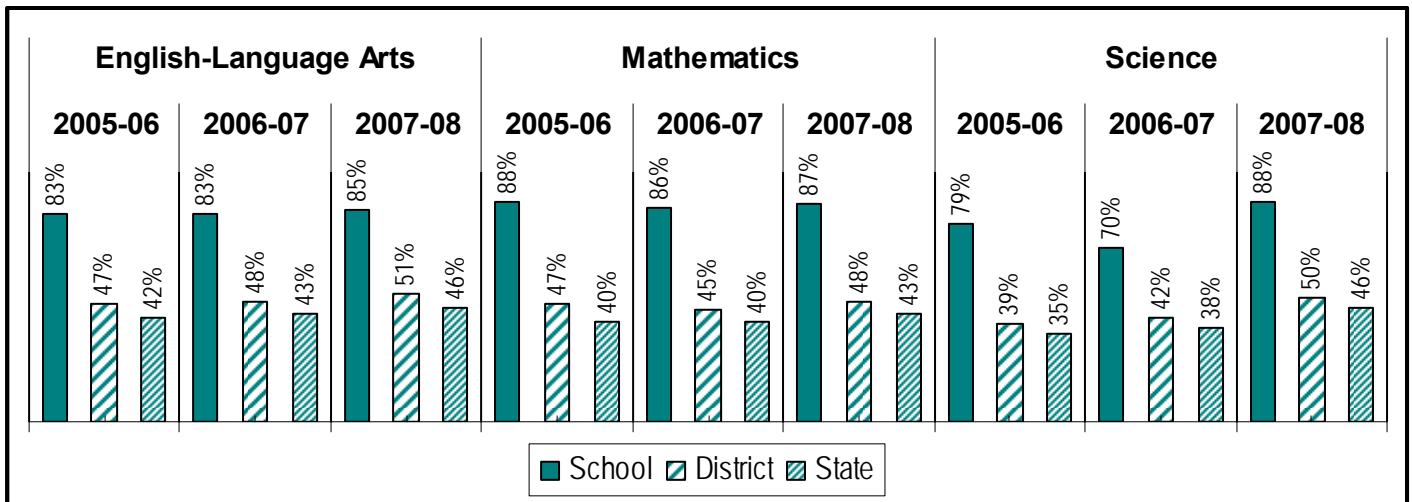
The California Standards Tests (CST) show how well students are doing in relation to the State content standards and are reported as performance levels. Students are tested in the following areas:

- English and Language Arts—Grades 2-11
- Mathematics—Grades 2—11
- Science—Grades 5, 8, 9, 10 and 11
- History and Social Science—Grades 8, 10 and 11

Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliverately or inadvertently make public the score or performance of any individual student.*

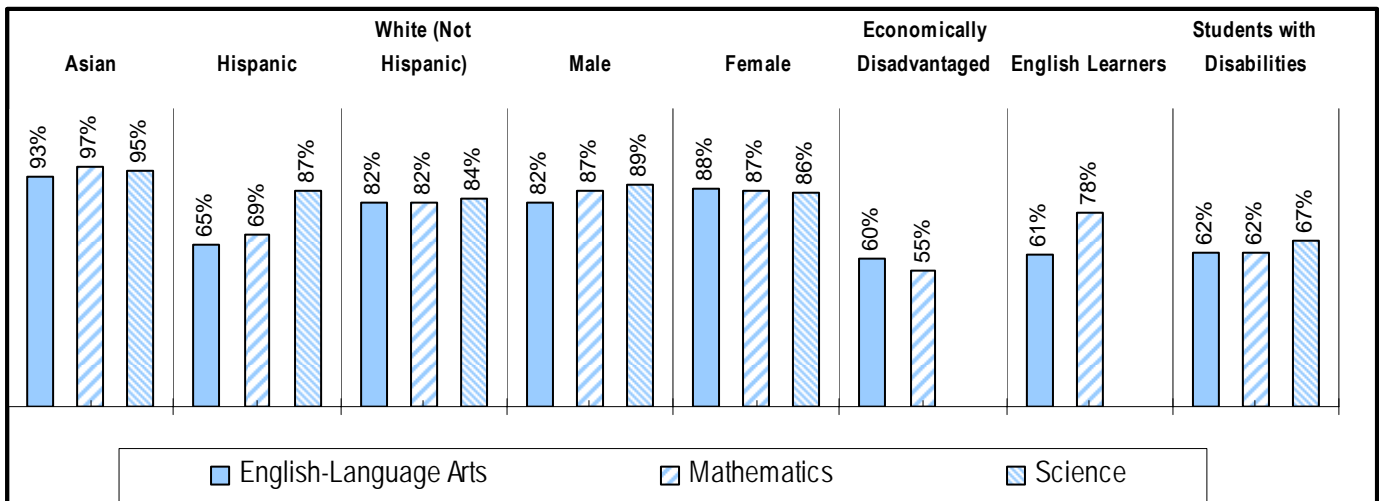
California Standards Test (CST) All Students—Three-Year Comparison

Percent of students achieving at the proficient or advanced level



California Standards Test (CST) by Student Group—Most Recent Year

Percent of students at the proficient or advanced level



Academic Performance Index (API)

The **Academic Performance Index (API)** is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000 with a statewide target of 800. Detailed information about the API can be found at the CDE API Web Page at <http://www.cde.ca.gov/ta/ac/ap/>

API Ranks

This table displays the school's similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10% of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10% of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	10	10	10
Similar Schools	2	4	3

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

	Actual API Change			API Score
	2005-06	2006-07	2007-08	2008
All students at this school	18	-5	11	941
Asian	18	-14	10	985
White (Not Hispanic)	17	2	11	921
Socioeconomically disadvantaged				
English Learners				
Students with Disabilities				

Adequate Yearly Progress (AYP)

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Criteria	School	District
Overall	Not in PI	No
Participation Rate - English-Language Arts		Yes
Participation Rate - Mathematics		Yes
Percent Proficient - English-Language Arts		No
Percent Proficient - Mathematics		No
API		Yes
Graduation Rate		Yes
<p>This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.</p>		

Federal Intervention Program (School Year 2008-09)

Indicator	School	District
Program Improvement Status		Not in Pi
First Year of Program Improvement Implementation		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		11.5%
Detailed information about PI identification can be found at the CDE AYP Web page at http://www.cde.ca.gov/ta/ac/ay/ .		

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

California Physical Fitness Test

Grade Level	Percent of Students Scoring in the Healthy Zone in all 6 fitness standards
5	39.3%

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays the percent of students at this school meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period.

Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tq/pf/>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

San José Unified School District

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

San José Unified's SARCs are prepared by the Office of Public Engagement.

(408) 535-6650 ▼ Fax (408) 535-2302

<http://www.sjUSD.org>

Data and Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.