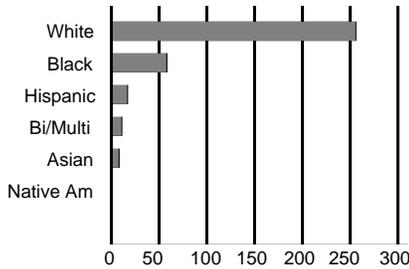




**Department of Defense Education Activity
Stone Street Elementary School (K-5)
1995/96 School Profile
Elizabeth Thomas, Principal**

School Characteristics

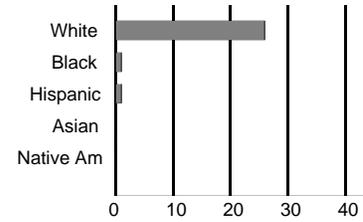
Student Enrollment - 358



Grade	#
K	49
1	73
2	47
3	62
4	71
5	56
Total	358

Sponsor's Affiliation	%
Marine	82%
Army	0%
Navy	18%
Air Force	0%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	48	13%
PK-12	TAG	32	9%
PK-12	ESL	0	0%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	10
7-10	5
> 10	12

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	24
Special Education	3
Other Professionals	1

Teacher Education	
Degree	% Teachers
BA/BS	75%
MA/MS	25%
Doctorate	0%

Mobility Rate
39% Per Year

Principal's Highlights

Stone Street, a National School of Excellence, serves approximately 360 students in grades K-5. As a community school, Stone Street is located between the officers' quarters and an enlisted housing development. Sixty-three percent of the student body have at least one parent who is a college graduate.

There are two successful multi-age programs in K-2 as well as single grade offerings. The Reading/Language Arts Program is designed to fit the child, instead of making the child fit the program. Teachers use a whole language approach to teach reading and writing. Charts, pictures, stories, labels, story maps, webs, and diagrams create a print-rich environment to immerse students in language.

Communications skills instruction is organized through a reading/ writing workshop approach. Students use journals and response logs in a variety of subjects. Activities in the classroom are structured to accommodate differences in ability and learning styles. A hands-on manipulative approach is used to teach math and science and Socratic seminars help develop higher level thinking skills.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.
Computers throughout the school were networked. Two computer labs, a IIGS lab and a Mac lab, were set up for student use. A primary goal was to review and purchase appropriate software. Student logs were developed for use by fourth and fifth grade students. Students created portfolios in which they kept samples of graphs, charts, data bases, and word processing.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.
Strategies in fourth grade math focused on multiplication and geometry. A variety of games and activities were used to teach, practice, and reinforce skills. Mental math problems, end-of unit tests, flexible grouping, and use of resource teachers as tutors were effective in increasing student proficiency in math. All 4th grade students participated in the NAEP science testing.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.
An active staff development committee kept teachers informed of available workshops and conferences by publishing and posting current information. A needs assessment was conducted by surveying teachers to determine staff development needs. Staff attended workshops in and out of the district. Staff members also conducted technology training for others in-house.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.
Parent involvement remains a high priority. A Parent Advisory Group met monthly to work collaboratively with the school in a two-way sharing of ideas and information. Workshops were held for parents and four open forums were held to give parents additional opportunities to gather and share information.

Parent Participation	#
PTA/PTO Membership	149
Parent Volunteers	148

Goal 10: Organizational Development

Benchmark 10.8: Establish Electronic Technology for teachers and admin.....
 All teachers either had a computer in their room or easy access to one. Computers were networked and teachers were on-line with e-mail. Teachers were surveyed to determine their level of competency as well as their training needs. Staff members provided technology staff development in-house using the system-level coordinator as a resource.

Standardized Test Results

		Grade 2					Grade 4				
		Benchmark 3.1			Benchmark 4.3		Benchmark 3.1			Benchmark 4.3	
		Read	Lang	Soc Stdy	Math	Science	Read	Lang	Soc Stdy	Math	Science
1996 Median Percentiles for:	School	*	*	*	*	*	65.7	72.3	72.3	78	69.7
	District	*	*	*	*	*	57.4	67.6	61.5	70	66.4
	DDESS	55	54	53	59	49	56	64	56	65	61
	Nation	50	50	50	50	50	50	50	50	50	50
	# Students	*	*	*	*	*	71	71	68	68	68
	Percent of Students in Each Quarter	NOT APPLICABLE									

		Grade 6					SAT Results																						
		Benchmark 3.1			Benchmark 4.3																								
		Read	Lang	Soc Stdy	Math	Science																							
1996 Median Percentiles for:	School	*	*	*	*	*																							
	District	52.5	62.8	57.5	64.4	50.9																							
	DDESS	51	58	53	56.5	55																							
	Nation	50	50	50	50	50																							
	# Students	*	*	*	*	*																							
	Percent of Students in Each Quarter	NOT APPLICABLE					<table border="1"> <thead> <tr> <th></th> <th>School</th> <th>DDESS</th> <th>Nation</th> </tr> </thead> <tbody> <tr> <td>% Participating</td> <td>1996</td> <td>N/A</td> <td>46%</td> <td>41%</td> </tr> <tr> <td>Math Avg Score</td> <td>1996</td> <td>N/A</td> <td>477</td> <td>508</td> </tr> <tr> <td>Verbal Avg Score</td> <td>1996</td> <td>N/A</td> <td>485</td> <td>505</td> </tr> </tbody> </table>					School	DDESS	Nation	% Participating	1996	N/A	46%	41%	Math Avg Score	1996	N/A	477	508	Verbal Avg Score	1996	N/A	485	505
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		<p align="center">Notes</p> <p>Mobility Rate is defined as the % of Students who enter or withdraw from a school during the year relative to the enrollment.</p> <p>SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board</p> <p>Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.</p>																											

Stone Street Elementary School
 1943 Stone St.
 Camp Lejeune, NC
 28547-2534

 DSN Phone:
 484-2431

 Commercial Phone:
 910-451-2431