Thomas S. Stone Elementary School
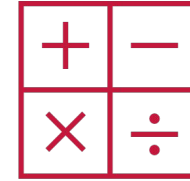

White 3.0%

African Am. 20.7%

17
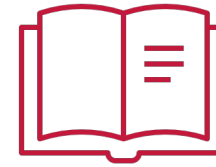
118

435

Hispanic 76.3%

580 Enrollment

92.5% Attendance Rate
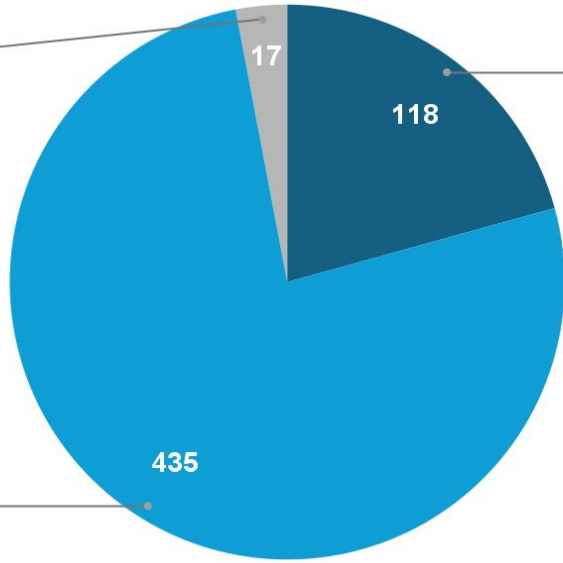
N/A Graduation Rate

52% Math Student Growth

51.5% English Language Arts Student Growth

50.5% English Learners Making Progress Towards Learning English

Students by the Numbers	
4	ADA 504
517	FARMs/Economically Disadvantaged
314	Multilingual Learners
32	Students with Disabilities
18	Talented and Gifted Students

Current partners engaged with the community...

9 Partners and Growing

- City of Mount Rainier
- Town of Brentwood
- SMILES Mobile Dentist
- Prevention of Blindness Society of Metropolitan Washington
- First Baptist of N. Brentwood

Thomas S. Stone Elementary School

71 Students

188 Families

47 Staff

N/A Community Members

What did we learn?

- Students feel a strong sense of schoolwide inclusivity, with a majority of students reporting that they think their school welcomes everyone.

- The majority of students also reported feeling emotionally safe and supported by staff, indicating that they believe they can always be honest with an adult at school.

- Many students are either uncertain or do not feel consistently involved in decision-making or communication processes.

- Staff strongly believe that the school fosters a safe, inclusive, and caring school culture. They view themselves and the school as deeply committed to welcoming all families, fostering strong student relationships, and maintaining open and respectful communication.

- Staff feel very optimistic about the school's efforts in promoting Powerful Student and Family Engagement.

- Staff reported a high need for academic support in both RELA and Math

- Families reported in high numbers that they view the school as welcoming, inclusive and respectful to all with high ratings in communication.

- The majority of families reported visible opportunities for Family Engagement and Student Enrichment Experiences.

- Families reported a high need for academic support in both Math and RELA suggesting families acknowledge certain academic struggles their students face.

Priorities and Opportunities

Rigorous, Community-Connected Classroom Instruction and Expanded, Enriched Learning Opportunities	Stakeholders generally feel positively about enriched learning opportunities, such as field trips and after-school programs. However, a significant number of stakeholders report that students need more help with reading, writing, and math: Support for academic interventions and differentiated approaches in reading and math remains a priority, highlighting a need for continued focus on quality, equity, and access in both instruction and enrichment.
Collaborative Leadership, Shared Power, and Voice	Based on the results of our stakeholders, there is a suggested need for more visible and structured opportunities for student voice and shared leadership
Integrated Systems of Support	Overall, stakeholders hold a positive perspective of available integrated systems of support, which encompass academic, physical, mental, and behavioral supports, However, a priority could be to increase awareness of mental health and awareness of available services. For attendance, Families perceive more support than students do, suggesting a potential disconnect in student awareness of attendance initiatives so there is an opportunity to grow in this area.
Culture of Belonging, Safety, and Care	Stakeholders across the board agree that the school fosters an inclusive culture. Families and staff express the highest confidence in this area. Communication is seen as a strength by families and staff, while students are less aware, indicating a potential gap in how younger stakeholders perceive communication efforts which is an area for growth,
Powerful Student and Family Engagement	The data indicate a strong foundation of trust, inclusion, and communication; however, notable differences exist in awareness and depth of engagement, particularly regarding volunteering and shared leadership opportunities. There are gaps in awareness and depth of involvement, especially among students. To strengthen this area the school can provide more opportunities for shared leadership and student input.