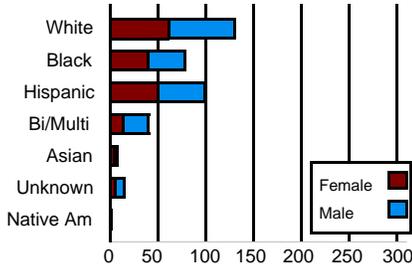




**Department of Defense Education Activity  
Howard Elementary School (K-5)  
1995/96 School Profile  
Roberta Berger, Principal**

**School Characteristics**

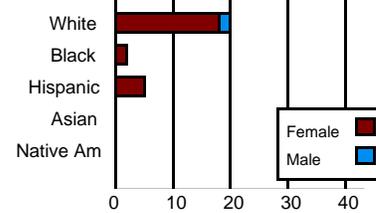
**Student Enrollment - 369**



Grade	#
K	62
1	79
2	48
3	60
4	67
5	53
Total	369

Sponsor's Affiliation	%
Marine	2%
Army	5%
Navy	24%
Air Force	61%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	8%
Non-US Civilians	<.5%

**Professional Staffing**



<b>Special Programs</b>			
Grade Offered	Program	#	%
PK-12	Special Education	25	7%
K-8	TAG	0	0%
K-12	ESL	16	4%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

<b>Teacher Experience</b>	
Years	Teachers
New	1
1-3	2
4-6	3
7-10	8
> 10	12

Mobility Rate  
43% Per Year

<b>School Staff</b>	
Category	FTE
Administrators	1
Classroom Teachers	18
Special Education	1.8
Other Professionals	4.5

<b>Teacher Education</b>	
Degree	% Teachers
BA/BS	55%
MA/MS	41%
Doctorate	5%

**Principal's Highlights**

Howard Elementary School is located on Howard Air Force Base, and is situated in very close proximity to the jungle. The complex is a three story building which houses seventeen regular classrooms of grades Kg through five, along with a computer lab, a TAG room, and separate rooms for comp. ed., resource, ESL, art, music and a large playshelter for P.E.

HES educates a diverse population of students, including learning disabled, English as a second language, compensatory education for students who have demonstrated slight academic weaknesses and all of the general education core areas. Our computer lab provides our students with the latest technology to work with and learn with, and all of our classrooms have computers in them as well, including the kinder rooms, so that every student has the opportunity every day to enhance previously learned skills and to acquire new skills.

The guiding philosophy at HES is that all children can learn, and the staff continuously strives to teach to the whole child in an atmosphere that fosters respect, acceptance, trust and an I KNOW THAT YOU CAN DO THIS, AND I WON'T GIVE UP ON YOU attitude on the part of our teaching staff. Our school is a happy and healthy place for children, and we welcome parental participation in our decision making processes.

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

**Goal 3: Student Achievement And Citizenship**

**Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.....**  
Plans have centered on developing school-wide methods of publishing student writing, and developing rubrics for each genre which are grade-level specific to provide continuity of skills from grade to grade. A test taking booklet was also compiled to help improve performance on tests. A school wide Reading Olympics was conducted which increased time students spent on reading.

**Goal 4: Math And Science Achievement**

**Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....**  
A series of parent workshops and family math sessions were conducted to allow parents hands-on experience in the new math program. Lesson modeling and co-teaching was provided for the teachers throughout the school year. A science fair was held in which parent and community volunteers manned the stations which required student involvement.

**Goal 8: Parental Participation**

**Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....**  
A parent file was organized and provided for the teachers. This consisted of names of parents willing to come into the school to share special skills or willing to provide help for different events. Monthly newsletters were sent home by the principal informing parents of important upcoming events and ways they could become involved in the school.

**Goal 10: Organizational Development**

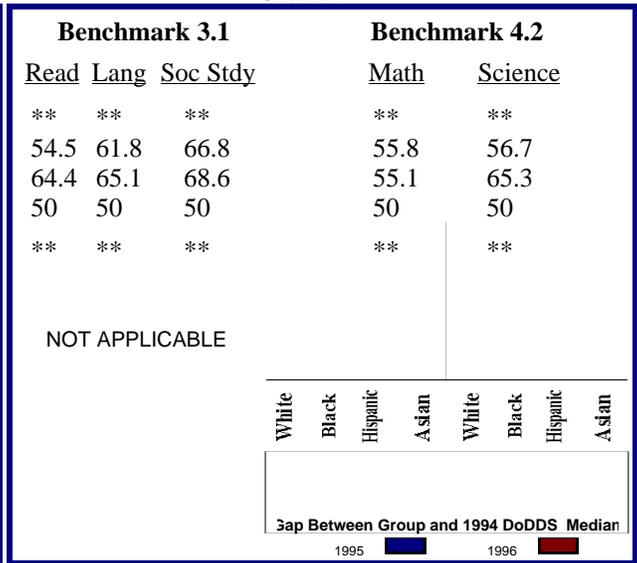
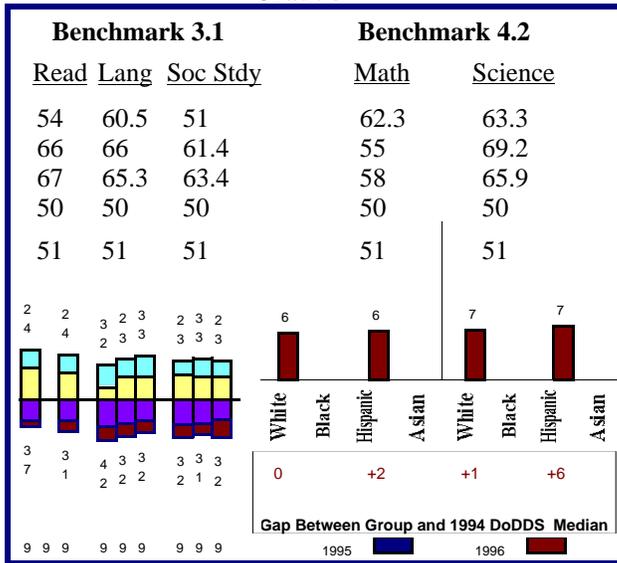
**Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....**  
The school has initiated a series of monthly newsletters to inform parents and the community about important school activities and how they might become involved. Weekly letters from the math coordinator were also sent home to alleviate any concerns parents might have about the program.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	76%	17%	3%
Math	79%	15%	2%
Science	55%	23%	5%
Social Studies	55%	21%	5%
School Communications	69%	20%	9%

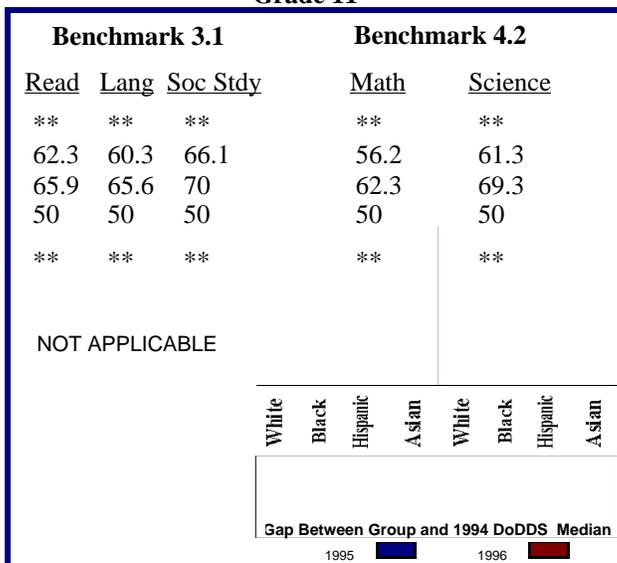
**Benchmark 10.8: Establish Technology for teachers and administrators**  
 Plans have been completed to integrate the appropriate use of technology into the language arts, mathematics, and science curriculum areas. Training was provided for all teachers and staff for the technology integration. Initial training included record keeping, word processing, and math and science instructional software.

### CTBS Test Results

1996  
 Median  
 Percentiles  
 for: **School**  
**District**  
**DoDDS**  
**Nation**  
 # Students  
 Percent of  
 Students  
 in Each  
 Quarter



1996  
 Median  
 Percentiles  
 for: **School**  
**District**  
**DoDDS**  
**Nation**  
 # Students  
 Percent of  
 Students  
 in Each  
 Quarter



SAT Results					
		School	District	DoDDS	Nation
% Participating	1994	N/A		66%	42%
	1995	N/A		64%	41%
Math Avg Score	1994	N/A	452	472	479
	1995	N/A	481	480	482
Verbal Avg Score	1994	N/A	408	430	423
	1995	N/A	427	435	428

**Notes**

**Mobility Rate** is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

**SAT Results:** Because of the way the College Board reports this data, the % Participating is generally overestimated.

**CTBS 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. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

**Howard ES**  
**UNIT 0713**  
**APO AA 34001**

**DSN Phone:**

**Commercial Phone:**  
**284-3919**

DoDEA Writing Assessment								
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
5	9	45	744.7	18%	49%	20%	13	0%
5	9	44	723.1	16%	52%	16%	14	0%
5	9	56	731.6	27%	48%	23%	2%	0%