A black and white photograph of a young boy with short hair, sitting at a desk. He is looking towards the camera with a slight smile. His hands are resting on a stack of papers on the desk. The background is slightly blurred, showing what appears to be a classroom setting with a clock and some posters on the wall.

# A Different Approach Makes All The Difference

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Insights 2012

## About The Howard School



For over 60 years, The Howard School has been on the leading edge of research in educating students with language learning disabilities and learning differences.

In 1950, Marian Howard — a visionary advocate for children with these needs — started The Howard School with three students in her home. Today, The Howard School is one of the oldest in Atlanta to provide an education that custom fits each of our unique learners.

- In 2011–2012, The Howard School served 234 students from age 5 through 12th grade from more than 60 ZIP Codes in metro Atlanta and beyond.
- The Howard School serves students who have been diagnosed with dyslexia, attention deficit hyperactivity disorder, executive function deficits and other learning differences.
- Our student-to-teacher ratio is approximately 6:1 for Lower School and Middle School and 9:1 for High School.
- In 2012, our 18 graduates were accepted into 38 colleges and universities.
- The Howard School is accredited by the Southern Association of Colleges and Schools and the Southern Association of Independent Schools.

Cover and principal photography: Cristin Bowman, [laughingfig.com](http://laughingfig.com) | Writing: Loraine Fick, [lorainefick.com](http://lorainefick.com)  
All other artwork and fine art photography by Howard School students.

# Teaching Deep, Not Just Wide



Marifred Cilella  
Head of School

The end of a school year provides an opportunity to take stock of the experiences of that year, and even look more deeply into the core of the institution. Did the school meet the needs of its students? Is the school remaining true to its mission and accomplishing its goals not just for one year, but beyond?

When examining the strength of The Howard School's academic program, we do so knowing that these days, test scores and grade point averages seem to be the primary way the public measures education success. The topic of the validity of test scores as a measure of student progress has stirred much controversy with the media citing these standardized results as a clear gauge of ability and potential.

Here at The Howard School, we believe that education is more than test scores, and is anything but standardized. We understand that all students are unique learners, and there is always more than one way to access learning materials. We help students find their own best way to connect with information and ideas, so that they can participate fully in all that education offers — exploring ideas, forming opinions and strengthening understanding.

While all students learn differently, a common discipline is at the core of the teaching day. Our teachers integrate Costa and Kallick's 16 Habits of Mind in every classroom throughout every day. When practiced consistently, these habits — such as persisting and striving for accuracy — can make the difference between failing to learn and becoming a successful student.

Let's keep asking the important questions. What do we expect from education? What do we want our students to know and be able to do? At The Howard School, we want them to achieve a depth of understanding, not just repeat facts. Explore new ideas in multifaceted ways. Apply discipline to the process of learning. These things may be hard to quantify in a test score, but they're critical to our students' success now and into the future.

While we are pleased with all that our students accomplished during the 2011–2012 school year, we are, by no means, complacent. The faculty and staff, supported by the Board of Trustees, will continue to work to make our students' learning experience even better. We welcome our new Board Chair, David Thurston, and we know that he will carry on the tradition of Board governance that has guided The Howard School for 62 years.



Gerry G. Hull  
Chair, Board of Trustees  
2011–2012

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Tools for Effective Thinkers:  
Habits of Mind

**Good habits, bad habits — they both develop the same way:** repeat an action again and again until it becomes second nature. Once established, you don't need to think about it anymore. It explains why people can drive a car, carry on a conversation and think about dinner all at the same time. Habits are also notoriously hard to break.

The Howard School harnesses this staying power by integrating Habits of Mind throughout the school day. Developed by longtime educator Arthur L. Costa with Bena Kallick, Habits of Mind are 16 characteristics that intelligent people use to approach challenges they can't immediately solve. They are learned tendencies that when practiced until they become habits can make the difference between struggle and success.

Why habits and not rules? Because rules are external and apply to a narrow range of experience, while the Habits serve as an internal compass to guide decisions while problem solving. To roughly quote Aristotle, we are what we do every day; excellence isn't an act but a habit.

### Where Habits Go Right

Traditional schools measure progress first by the pace and volume of materials covered. In contrast, The Howard School focuses on depth of understanding, and Habits of Mind dovetail with that approach. The habit of gathering data through all senses is particularly valuable for Howard School students. Absorbing information through multiple channels makes the input richer, whether drawing a picture of a definition, recording notes to listen to later or acting out a scientific process. "Habits of Mind engage the full range of a student's capacities and are very useful in compensating for learning difficulties," says Allen Broyles, Middle School principal and assistant head of school.

When they are formed, habits tend to be linked to certain places or times, like having a snack or posting on Facebook after school. At Howard, Habits of Mind are posted in every classroom: The more visible they are, the more students remember to put them into practice throughout the day across all subjects and activities.

Every learner is innately strong at some of the Habits, while others require more practice. At the beginning of the school year, students perform a self-assessment to identify their strengths and challenges, and teachers give detailed feedback to help students play to their strengths, focus on areas for improvement and set mini-goals to achieve them, all in the context of Habits of Mind.

Managing impulsivity — including maintaining focus and attention — is a critically important Habit of Mind. Students who are easily distracted or lack problem-solving strategies may give up when a problem is difficult to solve. "The gateway to learning is paying attention," Broyles notes. "We talk to kids about different aspects of attention, and they come to understand their attention weaknesses. That understanding is part of the power needed to overcome them."



## Getting to the Answers

Practicing Habits of Mind helps students become more effective learners. What they do with the information they've learned is where creative thinking begins, and the Habits come into play there as well. Students learn to apply not just one specific Habit in a situation but clusters of Habits that produce the best results.

*An example: A student has several weeks to complete a big assignment with several components. She follows a successful process she developed on her last project (applying past knowledge to new situations), including developing a schedule to get it done on time (thinking about our thinking). She decides to create a video as the centerpiece (creating, imagining and innovating) even though she's never made one before (taking responsible risks). She completes the assignment ahead of time so she can review it and make sure she has met all the criteria (striving for accuracy and precision).*

## Habits for Life

As a set of strategies and skills for behaving intelligently, the value of the Habits of Mind reaches far beyond the classroom. "Students who have struggled and have used this toolkit to become more effective, creative thinkers take that set of skills with them when they leave The Howard School," Broyles says. "More than academic skills or test scores, the Habits equip them better for life success." ■





## Habits of Mind: A Sampling

### Persisting

- Stick with something even when it gets difficult
- Use different strategies to help with learning
- Never give up!

### Managing Impulsivity

- Stay focused on what you are doing
- When you get distracted, use a strategy to get yourself back on task
- Move from one activity to another independently

### Thinking and Communicating with Clarity and Precision

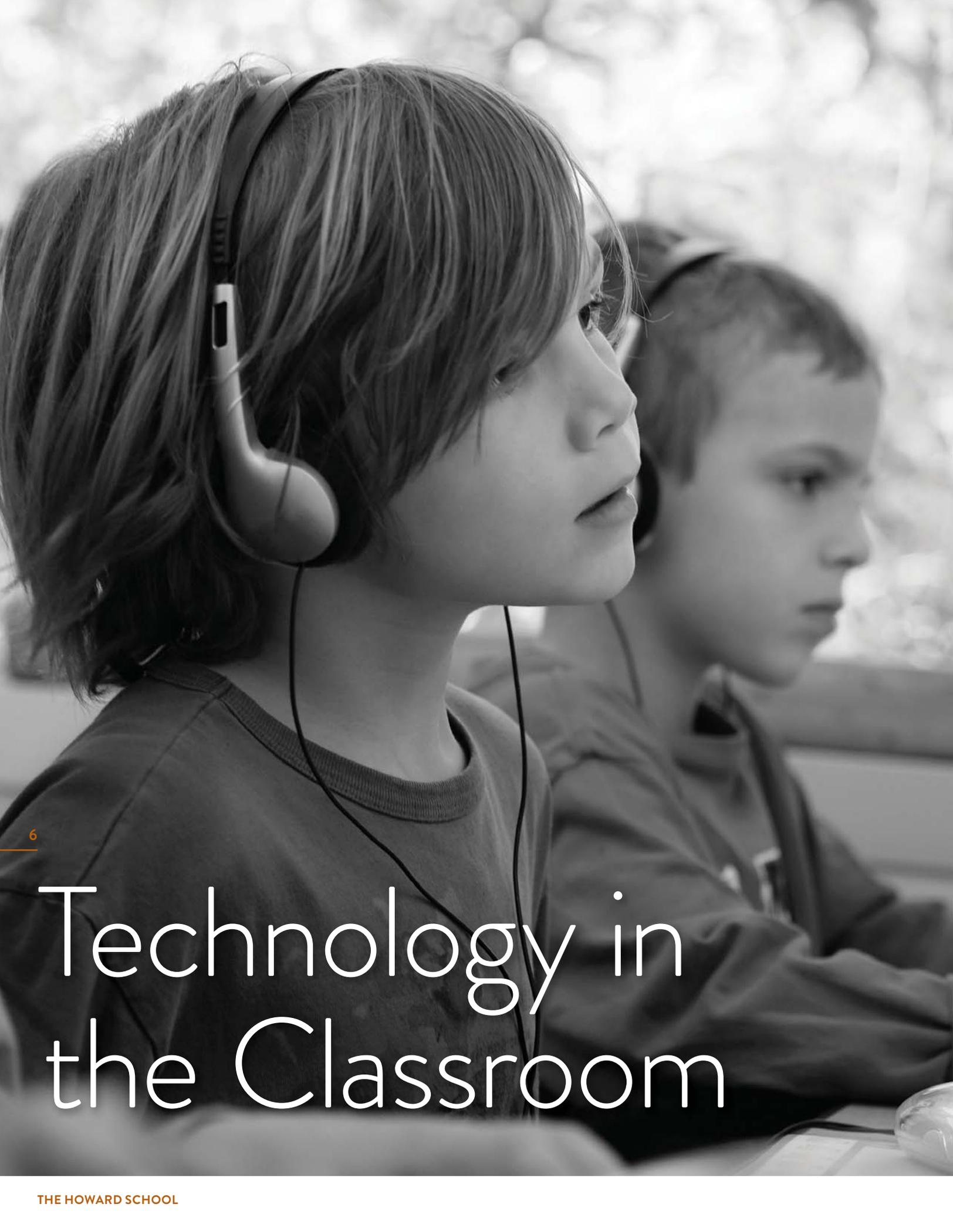
- Speak clearly
- Use complex language when you write
- Support your ideas with good evidence

### Taking Responsible Risks

- Be open to new ideas
- Challenge yourself with your learning

### Learning Continuously

- Ask questions!
- Research things you don't know
- Make yourself even better than you are
- Learn as much as you can about the world around you



# Technology in the Classroom

## YouTube, blogs, Skype, iPads and more. The Howard School is putting the right digital tools in the right hands at the right time to engage students and increase their confidence as learners.

### More Ways to Learn

Technology opens up new channels for learners, who tend to connect more and achieve more when they have multiple ways to access information. Some activities in The Howard School's classrooms are a natural for multimedia, such as creating stop-action animation of a science experiment or making an iMovie for a presentation. Some activities are truly Web 2.0 — multimedia tools that allow users to interact and collaborate — such as students logging in to class blogs for homework assignments, study guides and links to useful resources; Skyping with an author during the Lower School's Reading Month; or launching a YouTube channel for "Hawk Talk," the Middle School's student-run news program.

"In the technology-rich world we live in, one that our students have grown up in, we have to be sure that we are using the correct technology to enhance learning," says Lisa Prodigio-Nimorwicz, instructional technology teacher at The Howard School. As the go-to tech resource for faculty, she helps teachers implement the best digital tools for specific projects and guides students in using them. "It is important to understand the needs of our students and to introduce technology that will enrich learning environments we create at The Howard School," says Prodigio-Nimorwicz.

Equipped with the right tools, technology can help bridge learning difficulties for students. Tech tools and software integrate easily to make learning more accessible at school and at home. For example, using the voice-recognition software, Dragon, helps students bypass a reading or writing difficulty and produce written work that can be evaluated on the merits of creativity and expression. This software also allows students to dictate classwork into a smartphone, email the file and download it for study at home.

### New Ways to Collaborate

Technology also provides platforms to share what students are working on and thinking about. With Google Docs, students save work online for others to access and edit. Class blogs give teachers and students a new way to interact and share knowledge.

And then there are the avatars. Howard School students can go to Voki.com to create a talking character that allows them to express themselves on the web in their own voice. Vokis can be customized to look like a person, an animal, even an anime character, and the voice can be added by microphone, text or phone. Students can then tell stories, share study information or present a project on the class blog using their Vokis. Just about anyone can use them to enhance their work; Lower School students recently created their own animal Vokis as part of a research project, and Howard School teachers use their Vokis to blog about class information and homework assignments.





### Tech with a Purpose

As fun and innovative as technology can be, it's only as valuable as it is useful. Does it add a layer of engagement? Does it facilitate learning goals? Can it enable students to do what they couldn't do otherwise? At The Howard School, answers to all those questions must be yes.

8 Increasingly, students need technology and collaboration skills for success in college and employment, and The Howard School is helping to prepare them. "We're looking toward the goals of tomorrow's workforce," says Allen Broyles, Middle School principal and assistant head of school. "Collaboration and creativity are key, and good tech skills will make it easier to get a job." ■

### Keeping Kids Safe Online

To help ensure that internet safety and appropriateness continue beyond the classroom, Prodigio-Nimorwicz is available to Howard School parents who have questions about technology in their homes, offering guidance on accessing appropriate information and keeping students safe while they communicate with the larger world. Following are a few of her tips for internet safety:

- Spend time online with your kids, such as friending them on Facebook.
- Know their email and social network passwords.
- Teach them how to write email and help them understand *any* email can be forwarded.
- Know who they chat with online.
- Discuss the difference between educational and advertising content, and show them examples of each.
- Make sure they know never to give out personal information.

For advice, information and resources on internet safety and more, visit Prodigio-Nimorwicz's blog, [thisinternetsafety.blogspot.com](http://thisinternetsafety.blogspot.com).

# Community Service, Early and Often

The benefits of giving to others are undeniable: greater empathy, increased self-confidence, a sense of being part of the greater world.

What's really exciting at The Howard School is that service experiences have a way of igniting the imaginations of students, who then invent their own ways to give.

## Pet Club

A few years ago, several students approached Jennifer Betts, Lower School principal and known dog lover, to form an after-school pet club. The club would educate kids about humane treatment of animals and raise money for local shelters.

It was a hit. And as the club grew, so did its scope. Students hosted an annual Rescue Bake Sale offering specialty items just for pets (and people treats too). They organized a silent auction where bidders could win a custom pet portrait by a

local artist, a pet photo session or pet-inspired works of art by Howard School faculty and staff. The Pet Club's pet food and pet supply drive brought in much-needed donations right before the holidays, and a team walked in the Atlanta Humane Society Pet Parade to support homeless pets. In all, club members raised over \$1,500 in donations and in-kind supplies for pet causes in 2011. "The Pet Club is so popular that this year we started a Pet Club Jr. for our youngest students," says Betts.

## Our House

Middle School teacher Anne Whittenbarger took a group of students to Our House, a childcare center for homeless families, during a summer community service camp a few years ago. The experience was so positive she decided to expand it to the regular school year. Now students plan lessons and activities to do with the children during visits to Our House, coordinating topics with those they are working on in their own classes. "Students gain perspective on how real people live and the struggles they face through this experience," Whittenbarger says. "One was so moved that he independently organized a toy drive around the holidays. He made flyers, hung them up around school, collected toys and personally delivered them to Our House."

## UNICEF

Laura Cantu inherited the UNICEF effort at The Howard School from former teacher and passionate supporter Kathy Wagner, and continues to help it flourish. Some High School students have been participating since they were in kindergarten.

Every year, a letter is sent home telling parents that change will be collected when Cantu's kindergarten class trick or treats throughout the school on Halloween. The children



Trick-or-treating for UNICEF

“UNICEF makes sense as a fundraiser for us — our children are helping children who have less.”

– Laura Cantu

dress up in costumes and visit each class, collecting change and explaining why it’s important to pitch in. “UNICEF makes sense as a fundraiser for us — our children are helping children who have less. My class learns about kids’ needs around the world, and that not all needs are being met,” Cantu says.

UNICEF boxes are available to all Howard School students for trick or treating in their neighborhoods. One student explained to a neighbor that \$500 could buy a water pump for a whole village, and received a check for the full amount.

When Cantu’s kindergartners have finished collecting money, it’s time for a Halloween pizza lunch. All of the change is counted, down to the last penny, and students create graphs of the totals. It’s a natural, fun way to incorporate learning into the activity. “We devote a lot of time to it,” Cantu says. “It’s literally a hands-on effort.”

*As students take part in community service efforts like these and many others at The Howard School, they are empowered to discover their own passion for helping others. Through service, they can gain a clearer sense of their strengths and capabilities, that their efforts can make a difference in the world. And this increased self-confidence serves them too, enhancing other facets of school and life.*



Student artwork and photography

# Strengthening our School Community

The Parents Association works to bring us all closer together, to share information and to support learning activities in and out of the classroom. All Howard School parents are automatically members of the association, and we value all the insights, input and hours of help our parents contribute.



Joan Ashley

## Volunteer Spotlight: Joan Ashley

Joan Ashley has served as chair of the Garden Committee of the Parents Association at The Howard School for the past five years, and has been a parent and volunteer since 2001. With a passion for outdoor education and expertise in gardening, Ashley had the idea to create an outdoor classroom for Howard School students when the school moved to its new campus in West Midtown in 2007. Along with two other Howard School parents, she formed the Garden Committee and successfully convinced the school and the Parents Association to contribute start-up funds and launch the new endeavor.

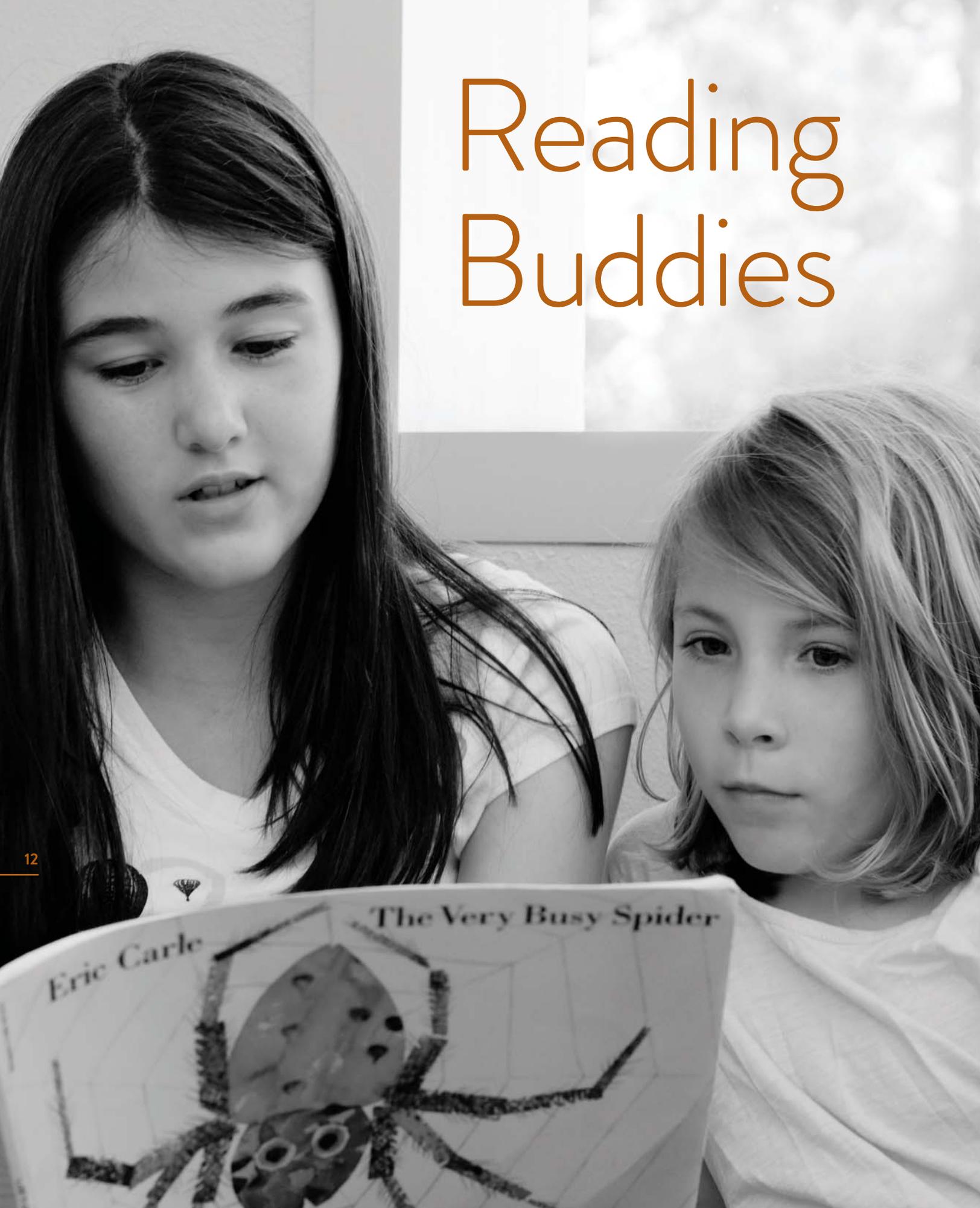
Anyone who has visited the butterfly garden, veggie patch or worm farm has benefited from Ashley's hard work and vision and can see how she has nurtured and expanded the garden ever since inception.

In addition to her incredible green thumb, Joan knows how to turn teachers' ideas into hands-on activities in the garden that all students can enjoy. She also knows how to make the most magic out of limited funds.

"When I think of The Howard School, I think of Joan," says Parents Association president Libby Viergever. "Her natural strength is in being a leader, in getting things done. We've relied on her for years at the school. I know I can call her when I need help, and she's just fun to be around."

Joan's son Alex graduated from The Howard School this year, and Joan too will be moving on from our community. "She is woven into the fabric of this school," says Viergever. "She will be missed every day." ■

# Reading Buddies



“It’s critical that younger kids see models of what they can accomplish so they can visualize their own success and learn persistence.”

– Jennifer Betts

A few years ago, Lower School teachers were looking for new activities to enhance The Howard School’s March Reading Month — a celebration of reading that coincides with National Read Across America Day and Dr. Seuss’s birthday. They decided on Reading Buddies, pairing Middle School students with Lower School students in their own classrooms to read aloud to each other. It wasn’t intended to be extra work, just kids enjoying good books together.

From the beginning, the benefits were clear. Lower School students looked up to the older students, seeing them as proof that reading could be mastered. The older students who struggled with reading got valuable practice in a casual, fun setting with young students who loved spending time with them.

Now every Lower School class participates in Reading Buddy activities, getting together several times a year with their Middle School buddies to read to each other. The groups also take part in several reading-related activities throughout Reading Month, which concludes with the annual Green Eggs and Ham Breakfast and gives reading buddies a chance to share a delicious and fun meal together.

“Shared activities remind us that we’re all in this together,” explains Jennifer Betts, Lower School principal. “It’s critical that younger kids see models of what they can accomplish so they can visualize their own success and learn persistence. The message is pretty powerful — ‘older kids have made it; so can you.’”

The buddy concept is growing as more activities take place across grades. High School students have given mini Spanish lessons to Lower School students. A Lower School class and a Middle School class buddied up to study earth science. A Middle School class decorated a Lower School classroom for Halloween. All students belong to their own schoolwide buddy team, and work together in these teams to compete

on Field Day. High School teacher Jon Fredericks and the senior class performed a Giving Ceremony — a traditional Native American celebration — for a Lower School class. And last year, all students sat together for The Howard School’s annual Thanksgiving feast while High School students helped serve the meal.

Independent schools like The Howard School can make the most of the buddy experience because all ages and grades share the same campus and can get together multiple times in different venues.

“Education isn’t a single moment; it’s a process,” Betts says, “and our students have the unique power through buddy groups to help each other improve and to enjoy the process.” ■



High School Students' Yearlong Study Takes Them to Washington

# Technology's Impact on History



As part of this year's curricular theme, "How Technology Has Impacted History," High School students studied the world AIDS pandemic as a parallel to the Black Plague, examining the role of technology in the education, treatment and spread of these two diseases. This focus revealed that technology has both positive and negative consequences. New treatments for AIDS are being discovered, and education emphasizes regular testing and avoiding exposure. But global travel enabled the AIDS outbreak to become a pandemic — an epidemic of worldwide proportions.

"People are staying healthier longer with this disease," says High School principal Kim Papastavridis. "But it hasn't been cured, as some of our students thought." Instead, they learned that AIDS has mutated and continues to elude researchers' best efforts to eradicate it.

To expand their study experience, High School students visited The NAMES Project Foundation here in Atlanta, home to the 54-ton AIDS Memorial Quilt (the world's largest work of folk art). Students toured the facility, spoke to people currently living with HIV and listened to an expert from the Centers for Disease Control and Prevention. They had the opportunity to view the quilt firsthand — a 30-year chronicle of the AIDS epidemic, with meaning and caring in every quilt block.

Then in March, High School students and teachers traveled to Washington, D.C., to cap the yearlong theme by presenting a 12' x 12' block of the AIDS Memorial Quilt to Julie Rhoad, CEO & president of The NAMES Project Foundation/AIDS Memorial Quilt, on the National Mall. A panel of the quilt block was created in memory of Drew Michael Badanish, a childhood friend of Papastavridis. High School parent Amanda Bearse, a board member of the NAMES Project, arranged for the presentation and accompanied the quilt block to Washington.

“This method of study inspires students to go deeper, which is how we approach learning themes at The Howard School.”

– Kim Papastavridis



Students Caroline Addams, Taryn Bledsoe, Zoë Bearse and Nat Brigham spoke on behalf of the student body with heartfelt insight about the meaning of the AIDS Quilt. “These kids were eloquent,” says Papastavridis. “They said that the quilt had a homey quality; you could wrap someone you love in it. They expressed that true success would be achieved when the quilt stopped growing.”

Students also visited the National Museum of American History, National Holocaust Memorial Museum, National Archives and Records Administration, the U.S. House of Representatives and an array of other memorials and monuments. They actively engaged in “thinking routines” — a learning approach from Harvard University that promotes understanding through stopping and observing; thinking and explaining; and wondering and imagining — and then captured their impressions in daily journal entries.

“This method of study inspires students to go deeper, which is how we approach learning themes at The Howard School,” notes Papastavridis. “In all, the impact of this experience far exceeded our expectations.”

“They said that the quilt had a homey quality; you could wrap someone you love in it. They expressed that true success would be achieved when the quilt stopped growing.”

– Kim Papastavridis

## Helping Seniors Take the Next Step

# On to College and Careers

“We can map out a plan for every student that enables each to use his or her talents and gifts in a positive, productive way.”

– Jennifer Buyens

Jennifer Buyens is The Howard School’s new college counselor, though she isn’t new to counseling or to the school. She helped start a college and career center at Grady High School, and she was a Howard School parent.

Buyens doesn’t think her title is completely accurate. “I help with a lot more than college planning,” she says. “I’m here to help students and parents figure out what comes next after graduation, whether it’s college, technical school, an apprenticeship or even a gap year. We celebrate all outcomes.”

Instead, Buyens refers to herself as the “next step counselor” — a resource for finding and deciding among options for life after high school.

“I talk about ideas that juniors and seniors and their parents may not have thought of, and I help students research the college or career of their dreams. We can map out a plan for every student that enables each to use his or her talents and gifts in a positive, productive way.”

To provide the most helpful and targeted information, Buyens reviews an enormous amount of data and research and then distills it all down into a manageable format. Students and families can review the college bulletin board and the new college and career calendar for guidelines and timelines. Buyens meets with juniors every two weeks to prep for college applications, basics like explaining what recommendation letters are and why they’re important. All High School students attend college recruiting visits. And though juniors and seniors are her primary focus, Buyens also holds informational sessions for sophomores and freshmen — it’s good to get students thinking and talking about it early.

### Taking Ownership

Buyens provides a wealth of resources, but she expects students to own the process of getting to college, a career or a gap-year plan. They fill out their own college applications, hunt down scholarship money, investigate job opportunities and in other ways take an active role in this next phase of their lives. Students at The Howard School have a distinct advantage as they plan to make the transition: they’ve learned the power of persistence in reaching their goals.

“It’s not as much where you get to but what you do when you get there,” she explains. “Life after graduation is a big adjustment for every student. We’re here to help them reach out with confidence to embrace their own next steps.” ■





Photo: Julia Curran Photography

## Trying a Real Job on for Size

All seniors participate in a class called Senior Seminar, where they learn school, job and life skills, such as resume writing, soliciting recommendations, completing job applications and conflict resolution. They also go on several job shadowing experiences throughout the year.

Bob Hesskamp, father of Middle School student and “Hawk Talk” executive producer Joey Hesskamp, opened the doors at CNN to a group of Howard School seniors so they could experience a day on the job. After learning about each department, students shadowed entry-level employees in various divisions, including quality control, where every audio and visual signal is monitored to ensure it meets standards. “TV is the ultimate team sport,” says Hesskamp. “It takes all of us to get the signal on the air.”

By working with employees close to their own age, students could imagine themselves as workers too. They saw which skills are valued, the importance of professionalism and the expectation that they will keep learning on the job.

“We were blown away by these kids’ level of attention,” Hesskamp says. “Many were already exhibiting the traits needed to be successful: eye contact, engagement, professional demeanor. It gave me an extra boost of confidence that The Howard School is doing a great job. We will definitely do this again.”

The Howard School Congratulates

# The Class of 2012



Tyler Allen  
Alex Ashley  
Zoë Bearse  
Parker Bennett

Katherine Boullain  
Nat Brigham  
Melissa Brown  
Rachel Feldman  
Max Galipeau

Patrick Hunt  
Joseph Lawlor  
Michael Morris  
Patrick Nelson  
Natasha Ostrowski

Mitch Phillips  
Ian Sawyer  
Kent Schruers  
Davis Turner

The members of The Howard School's 2012 graduating class have been accepted to the following post-secondary institutions. We congratulate them on this wonderful achievement earned through academic persistence and leadership in our High School organizations such as honor council, associated student body, clubs, and athletics. The asterisk indicates scholarships offered, not including the Georgia HOPE Scholarship.

Agnes Scott College\*  
Anderson University  
Andrew College\*  
Ashville-Buncombe Technical College  
Automotive Apprentice Zone  
Barry University\*  
Bates College\*  
Berry College\*  
Boston College\*  
Colby College\*  
College of Wooster\*  
Curry College  
Emory University\*  
Georgia College and State University

Georgia Perimeter College (2)  
Georgia Southern University  
Guilford College\*  
Gwinnett Technical College  
Hampshire College\*  
Ithaca College\*  
Limestone College (2)\*\*  
Lynn University  
McDaniel College\*  
Memphis College of Art\*  
Middlebury College\*  
Morehouse College\*  
North Georgia College  
and State University

Ole Miss  
Reinhardt University (5)\*\*\*\*  
Saint Leo University\*  
Savannah College of Art and Design\*  
The Evergreen State College\*  
Tufts University\*  
University of Alabama  
University of Arizona  
University of Indianapolis\*  
University of Tampa\*  
University of West Georgia  
Ursinus College\*  
Washington and Lee\*  
Young Harris College (2)\*\*

Photo: Julia Curran Photography

## From Our Alumni

“You don’t drown by falling in the water. You drown by staying there. The Howard School pulled me out of the water.”

– Matt Tout

### Davis Turner, 2012 Alumnus

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Davis Turner is a doer. He completed all the requisites for becoming an Eagle Scout this year, including planning, organizing and leading an extensive service project. He recently traveled to China through the Fulton County Global Youth Ambassador Program. He is an athlete who has been recognized for academic achievement.

But as accomplished as Davis is, it didn’t all come easy at first. “In third grade, I had tutoring every day after school,” he recalls. “But it didn’t make much of a difference.” The next year, Davis enrolled at The Howard School.

“From the first day, it was easy to fit in,” says Davis. “The classes were smaller, and learning was more evenly paced,

more in depth, with less pressure. I remember my teacher would read to us after lunch, Harry Potter and *A Wrinkle in Time*, and ask us questions. I would remember all the details. It instilled good habits in a relaxed environment.”

Davis will attend Washington and Lee University in Lexington, Virginia in the fall. He was awarded a Heinz Scholarship, which is renewable for four years and includes paid internships with the Heinz Corporation, and he will play basketball and compete on the track and field team. “It’s a transition going from a small school to a big one,” he says. “I got involved in community and leadership activities, and that helped me get ready.”

### Lizzie Hogue, 2006 Alumna

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When Lizzie Hogue was in seventh and eighth grade, she wasn’t sure she was going to succeed at school. The students at her school were all expected to learn the same way, and the problem was Lizzie didn’t feel like she was learning at all.

She had heard good things about The Howard School even before she enrolled in ninth grade, and the experience exceeded her expectations. “Teachers work with you, and the class sizes are small — just six or seven kids, which really made a difference. I felt so comfortable, like the school was

on my side. The atmosphere makes a place, like your house or a favorite restaurant,” Lizzie explains.

That sense of belonging helped her gain the confidence to transition to college. “I figured out my own way to learn, what works for me. I wasn’t afraid to ask questions. I was surprised how much college felt like Howard.”

After graduating from Lynn University in Boca Raton, Florida, Lizzie went on to land a position as house manager/personal assistant for a successful lawyer in Bermuda.

### Matt Tout, 1992 Alumnus

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Matt Tout described himself as a “typical jock” when he was in middle school. But while he loved sports and excelled at them, he didn’t achieve as well in class. He turned to humor to cover up his academic trouble, getting attention for all the wrong reasons.

When he came to The Howard School, the smaller setting worked for him right away. He could focus on learning the skills needed to follow through with schoolwork and get it done. The education wasn’t different, but the path was. “By 10th grade, everything began to come together because I was happy with myself. I was getting A’s. I could focus on what I had to offer, not what I couldn’t do.”

Matt didn’t have to give up sports when he came to Howard; he lettered in every one. But he also discovered other strengths; one teacher encouraged him to write. “You don’t drown by falling in the water,” he says. “You drown by staying there. The Howard School pulled me out of the water.”

Matt went on to Reinhardt College after graduation, and then joined the military. He was a firefighter for eight years and is now a canine police officer, and he’s stayed in touch with classmates for two decades. “I still have dinner with other alumni. They’re lifelong friends.”

# Athletics



# 2011–2012 Season Highlights

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The Howard School's varsity and junior varsity sports teams compete in the Atlanta Athletic Conference (AAC), a league consisting of eight schools similar in mission and athletic philosophy. Five of The Howard School's seven varsity teams finished in the top three of the league in 2011–2012.

Middle School teams compete in the Metro Atlanta Athletic Conference (MAAC), which comprises 17 schools in the greater Atlanta area. The Howard School's teams compete in the small school division, and three of our teams (soccer and boys and girls basketball) finished top three in the league.

The Boys Junior Varsity Basketball team completed a successful season in the AAC, finishing third in both the regular season and in the conference tournament.

Six varsity basketball players represented The Howard School in the annual AAC All-Star Game. Davis Turner, Tony Bryant, and Alex Ashley played in the boys game and Nadia Cluster, Jasmine Fluker, and Natasha Ostrowski played in the girls event. Howard School coaches Will Long (boys) and Keith Spillett (girls) were also selected as all-star game coaches.

Middle School Girls Volleyball finished fourth in the MAAC conference and placed second in the season-ending Sophia Academy Tournament.

Middle School Soccer had a very successful fall season, placing third in the MAAC Tournament. Shem Nduwimana led the team in scoring.

The Howard School's first-ever Middle School Golf Team competed in the MAAC Tournament. Jake Klausner was low scorer for the Hawks.

Varsity Golf placed second in the AAC Tournament. Elliot Schnabl finished with the third lowest score of all players competing in the event. Both Elliot and Tony Bryant were named all-conference for their play all season.

Boys basketball fielded five full teams in the winter — two High School teams and three in the Middle School. Eighty-eight students participated in Spring Sports — more than double the previous year.

Eight Howard students were selected to AAC All-Conference teams in recognition of their outstanding performances through the year: Leslie Aton — volleyball; Tony Bryant — golf; Jasmine Fluker — basketball; Sara Kelly — track and field; Natasha Ostrowski — volleyball, basketball; Jack Sanders — basketball; Elliot Schnabl — golf; and Davis Turner — basketball, track and field.

The Howard School fielded its first-ever girls Middle School Soccer team. Liza Marie Alley and Tali Eplan were standout performers for the Hawks.

Middle School Boys Basketball had an outstanding season, finishing with a 12–4 record and third place in the MAAC Conference Tournament. Chris Williams was high scorer for the Hawks.

The Middle School Girls Basketball team made it all the way to their conference championship game, including to the finals. In addition, the “B” Girls team won The Howard School Tournament, beating the Waldorf School in the finals. Crystal Grady and Liza Marie Alley led the team in scoring, rebounding and assists.

The Middle School Boys Red and Black “B” Basketball teams both finished with winning records. The Red Team made it to the finals of The Howard School Tournament.

Girls Varsity Volleyball had an outstanding season, making it all the way to the AAC Championship game. The girls' only losses all season were to Academe of the Oaks.

Middle School Track had its largest team ever, with 24 athletes on the roster. The team competed in 10 meets, including the MAAC Championship meet, where Jacob Dannenfelser (200 meter) and Adam Freeman (discus) both placed top four in their respective events.

The Boys Varsity Track and Field team placed fourth at the AAC Championship. Davis Turner led the way, winning both the high jump and long jump, while Nat Brigham placed first in the triple jump.

The Girls Varsity Track and Field team placed third in the AAC Championship. Kat Boullain, Sara Kelly, and Persephone White all placed top three in multiple events, with Sara earning all-conference for her performance. ■

# 2011–2012 Annual Giving



The Howard School is grateful for the generous support of all donors who made a gift to the 2011–2012 Annual Fund. Since our goal is to always provide our students with the best education possible, we're integrating what's new — including the latest neuroscience research — with what's tried and true, resulting in an education that custom fits each of our unique learners. These cutting-edge programs profoundly help our students, and the Annual Fund at The Howard School supports the educational tools and resources needed to ensure our students' success.

Thank you to our Board of Trustees, parents, former parents, grandparents, alumni, faculty and staff and caring members of the greater Atlanta community and beyond. Your contribution to the education of our students makes all the difference. Listed here are all who made gifts for the fiscal year August 1, 2011 to July 31, 2012.

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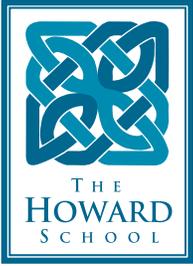
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