

CONCLUSION

At The Harbour School we believe in the law of physics, that nothing stays the same. We either get better or not. We are definitely committed to getting better. The Harbour School has just completed its 35th year as a school. We have achieved a great deal yet there is much left to do.

We continue to be challenged by helping parents and students to understand how very different the post-high school environment will be. We still have not figured out the best way to reach our families so that they will believe how hard it will be. Unfortunately, by the time alumni and their families learn this very tough lesson, entitlement for service is gone. We need to do a better job of helping our alumni and families to understand that the post-high school world is not welcoming to people with disabilities and there will be many challenges. We will continue to try a better plan.

It is clear from this year's responses that we need to do a better job of helping families to understand the importance of good soft work skills and social skills. Too often our families buy into the academic standards approach and neglect what will really impede their children from taking the next step into adulthood until the entitlements run out.

We believe that our fledgling birds will fly farther and faster if they are not only well fed; but also have a clear focus on where they are going.

**We are a fine, fine school with fine, fine students and fine, fine teachers!
It is no wonder we all just love this school!**



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POST-SECONDARY SCHOOLS & INTERESTING JOBS

4 YEAR COLLEGES

American University
Arizona State University
Bowie State
Cabrillo
Culinary Institute of Jerusalem
Delaware State University
Delaware Technical Institute
Elizabeth State University
Frostburg State University
Full Sail University
Leslie College
Lincoln Tech
McDaniel College
North Idaho College
Salisbury State University
St. Mary's College
Towson University
University of Hawaii
University of Maryland-Baltimore County
University of Maryland-College Park
Washington Adventist University
Washington College

2 YEAR COLLEGES

Anne Arundel Community College
Brevard College
Carroll Community College
Chesapeake College
College of Southern Maryland
Community College of Baltimore County
Harrisburg Area Community College
Howard Community College
Jefferson Community College
Montgomery College
Paradise Valley Community College
Patrickerson Community
Prince George's Community College

COOL EMPLOYERS

Apple Call Center
ATK Space Systems
Baltimore City
Darcars
Dept. of Corrections
Dept. of the Interior
Dept. of Health & Human Services
Dept. of Juvenile Services
Dept. of Transportation
Dept. of Veterans Affairs
Federal Aviation Admin.
Howard County Public Schools
Infologics Corp.
Library of Congress
Lifebridge & Courtland Gardens
Maryland Aerospace
Maryland State Dept. of Education
Montgomery County, Maryland
Montgomery County Public Schools
NASA Goddard Space Center
National Institute for Science & Technology
National Institutes of Health
Norris Ford
RGIF
United States Army
Vermont State Park
World Bank

2017 GRADUATE OUTCOME SURVEY



Check out this exciting news...

BY DR. JACOBS

Sometimes smart isn't enough.

Aaron entered life with a big advantage. He is very smart. Unfortunately, that wasn't enough for him to be successful in school. His time in public school was filled with negative experiences. Aaron has a significant anxiety disorder. His teachers did not know how to teach him and they didn't know how to stop the bullies from reaching him. He was home-schooled for a bit just to give him some relief. What he needed was what Harbour has to offer: well-trained special educators and related service providers who understood they needed to reach the child before the child would reach out to them to learn. He started his freshman year in the high school. He was a quiet, somewhat shy student. He was also a young man who had the ability to learn a great deal and who had a kind heart, which made him immediately popular with both students and staff. Aaron said he loved Harbour because the "kids were a lot like me" and it was "ok to be myself". That is something every one of us wants to feel from our environment.

Aaron's academic capabilities were let loose in an environment in which he felt emotionally safe and academically challenged. He became a founding member of the The Harbour School Technology Academy. He used all of these opportunities wisely. In his junior year, Aaron submitted an essay to participate in a contest designed to link exceptional high school students who were interested in science and working with scientists in a variety of fields. Aaron's eloquent essay was on the importance of cancer research. It won him an internship at the National Institute of Health, working in a pediatric cancer research lab. Not only did this experience give Aaron hands-on opportunities to learn about cancer prevention research, Aaron shared his experiences in a blog that was read by many who could not believe that a young man in a special school could do all this.

As a June 2017 graduate of The Harbour School, Aaron won several scholarships. He received a Michael Cardin scholarship from the Maryland Association of Nonpublic schools. He also received a Freda and Bernard White Scholarship from The Harbour School. Most surprisingly to everyone, including Dr. Jacobs, Aaron earned the first ever Dr. Linda J. Jacobs Teaching scholarship presented by Cynthia and Paul Amirault to honor Dr. Jacobs, The Harbour School and, of course, Aaron.

Aaron plans to attend Carroll Community College in fall 2017. He will then transfer to a 4-year, fully articulated program where he will continue his studies in pharmacological research and development. The Harbour School did not make Aaron a star; he was a star when he arrived. What Harbour did was give this star a chance to shine by freeing him from the anxiety that threatened to eclipse that brilliance. We expect great things from Aaron.

HOW MANY GRADS DID WE REACH?

Through June 2017, 481 students have graduated from The Harbour School. Six of our alumni are deceased. Through mail solicitation and follow-up phone calls we were able to reach 356 of our graduates, or 74.9%; slightly fewer than last year. This survey goes all the way back to 1991, our first graduating class.

GRADS LIVING INDEPENDENTLY

The news is good. Overall, 28.2% of grads are living independently which is an increase of about 4% over last year.

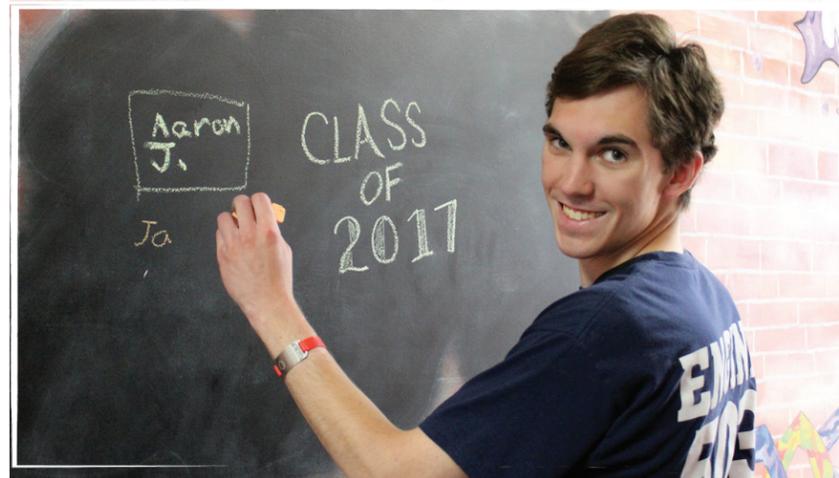
According to a 2013 study by Shaun Heasley, reported in *Disability Scoop*, only 17% of people with autism, ages 21–25, have ever lived independently. The current majority of our students has autism.

WHAT DOES THE LITERATURE TELL US?

The Department of Labor of the U.S. government has surveyed the homes of all people who are employed. In doing the house-to-house survey, the staff asked if anyone in the household was employed during the previous week, work in his/her own business, work for a family business, work 15 hours or more per week in a family business for which he/she was NOT paid, or not working temporarily because of illness, vacation or bad weather. Admittedly this is a very lax standard. There was no standard for long-term employment nor for full-time employment. Based on that standard, 40% of people with disabilities in Maryland are employed. Maryland ranks 16th in the country using this standard. Even with that low threshold, the best state in the Union was Wyoming with a 57.1% employment rate for people with disabilities.

When a more traditional standard of employment was used, the results were much lower. Among the population of people who were not disabled and able to work, 65.3% were employed. However, only 17.9% of people with disabilities were employed in 2017. This number is up from 17.5% in 2015; not a great deal of improvement. Regardless of level of education, people with disabilities are still dramatically underemployed from their counterparts who are not disabled. Approximately 20% of the adult population that is able to work is considered to be disabled. This definition includes sensory loss, physical disability and any emotional or cognitive disability.

This year our independent living rates were up but our overall employment/post-secondary education rate was down. That is a concern. Our ability to reach our graduates was also down. Given the reliance of electronic media of our most recent graduates, next year we are going to move to an online survey as well as the usual paper one with a telephone follow-up. Hopefully, we will reach more alumni.



HOW DO WE COMPARE:

	THS	MANSEF	NTLS2
# of students:	356	210	12,000
Post-secondary	34.1%	57%	31.9%
Employed	89%	53%	48%
Criminal involvement	.2%	13%	Unknown

WHAT DO OUR GRADUATES TELL US?

The Harbour School believes in our students and their families. This is what they have told us:

- I feel like The Harbour School has done enough, although I would have liked to have stayed longer.
- I think you did a fine, fine job.
- Help my family get services coordinated.
- You should have job fairs to help me know what to do in the future.
- Harbour—wonderful job!
- How long it takes to get DORS and DDA services.
- Did a fantastic job with social skills.
- I couldn't have asked for more. I am where I am today because of Harbour.
- Harbour was a great gift.
- Help with housing situations.
- Time management

WHAT ARE OUR DIRECTIONS FROM HERE? HOW DO WE BUILD AN EVEN BETTER SCHOOL?

- There is an alumni link to the school's Facebook page and alumni have their own page.
- The rigor of college preparation courses has been increased. Stricter timeline for assignment completion have been imposed.
- Do a better job of helping students apply and be accepted into post-secondary schools.
- A secondary analysis of the National Longitudinal Transition Study (NLTS-2) showed a positive connection between parent expectations and student outcomes. Our transition program will work with families to support appropriate post-secondary expectations.
- We have added academies to push students further in technology, performing arts, and health careers
- We have added an adult social club for graduates
- We continue to offer an after-school social skills class and social skills for all students during the school day.



**Number of
Harbour School
grads in
post-secondary
education, working,
or a combination:
92%**