



You've Got to
See What's
Inside

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2014 Graduate Outcome Survey



Graduate Outcome Survey

**Details are even better...
Let me tell you a story...**

About 10 years or so ago there was this ten-year old boy. He has autism. Every day his mom would drop him off at school. Every day he cried, curled into a fetal position, and begged his mother not to leave him in the public school classroom. Every day she had the strength to leave her crying boy.

Fast forward, Henry comes to The Harbour School. Henry still has autism. Henry is still very smart. But Henry no longer cries every day; in fact, Henry no longer cries at all. He tells his principal that she is the best principal in the world. When Henry is a high school senior, Henry takes Japanese course at the community college. Henry graduates with nine college credits. But what has happened to Henry now?

Henry has graduated from the community college with a degree in Japanese language and a certificate in Computer Aided Design. He graduated as a member of the Phi Theta Kappa International Honor Society. He is trying to decide to accept the invitation to attend the University of Maryland College Park or to continue in his job designing parts for satellites at Maryland Aerospace. He may decide to combine the two and go to school part-time. During this journey, Henry also made an independent trip to Japan.

Is this a typical story, no. It isn't typical for any child, with or without a disability. BUT it is typical for the kinds of changes our school has made in the lives of children and their families. We know this for a fact because every year we check-in with our grads and ask how they are doing and what is going on in their lives. These are the results of this year's check in.

How many grads did we reach?

Through June 2014, 366 students have graduated from The Harbour School. Six of our alumni are deceased. Through mail solicitation and follow-up calls we were able to reach 304 grads, 83%. This survey goes all the way back to 1991, our first graduating class.

Grads living independently

News is good. Overall, 23.3% of grads are living independently.



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.

Post-secondary schools & interesting jobs

Check out this chart:

4 YEAR COLLEGES

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

2 YEAR COLLEGES

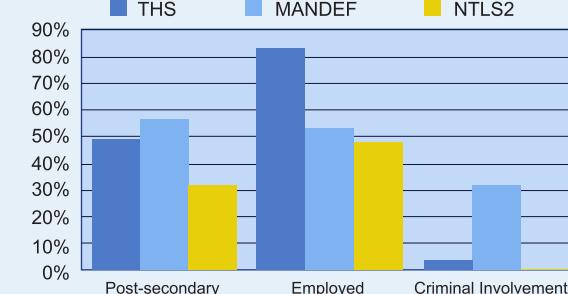
Anne Arundel Community	Community College of Baltimore County
Prince Georges' Community	Carroll Community College
Montgomery College	Jefferson Community College
College of Southern Maryland	Paradise Valley Community College
Howard Community College	St. Mary's College
Brevard College	Harrisburg Area Community College
Harrisburg Area Community College	Chesapeake College

COOL EMPLOYERS

Apple Call Center-tech support	World Bank- Clerk
National Institutes of Health	Norris Ford- Mechanic
Montgomery County	Darcars- mechanic
Dept of Corrections- Parole & Probation Agent	Veterans Administration Legal clerk
Baltimore City police officer	Anne Arundel County P.S.
National Institute for Science & Technology	Howard County P.S.
Vermont State Park Ranger	Montgomery County P.S.
Dept. of Health & Human Services	Set up mobile Classrooms
NASA Goddard Space Center	Infologics Corp- research Assistant
United States Army mechanic-E4	Department of Veterans Affairs- law library clerk
Maryland State Dept. Of Education	ATK Space Systems- Admin Assistant
Federal Aviation	Department of Health & Human Services
Admin.-Air traffic	Admin Assistant
Comptroller	RGIF-Inventory Control Supervisor
Lifebridge & Courtland Gardens (koshe supervisor)	National Guard-Military Police
Department of Transportation Research assistant	Anne Arundel Community College- Teaching Assistant
Library of Congress	CCCBC-Dundalk
Retrieval technician	Goddard Schools
Department of the Interior	Maryland Aerospace
Department of Juvenile Services,	
Case Management Specialist	

How do we compare:

	THS	MANSEF	NTLS2
# of students	366	210	12,000
Post-secondary	48.7%	57%	31.9%
Employed	84.2%	53%	48%
Criminal Involvement	.2%	13%	?



Number of grads post-secondary education or working or a combination 94.7%

What does the literature tell us?

A recent study (2012) by the Hammill Institute on Disabilities found that the top five skills valued by employers for employees with disabilities are: demonstrating personal integrity/honesty in work, ability to follow instructions, ability to show respect for others, ability to be on time, and ability to show high regard for safety procedures. Interestingly, the first four skills were also desired of people without disabilities. Employers valued the ability to read with understanding for the fifth item for employees without disabilities. Another interesting finding of the study is that employers from the service/business areas had a higher expectation for higher order thinking than did employers from science/technology. The dropout rate nationally and in Maryland is significantly higher for students with disabilities than it is for students not diagnosed. Smith, Manuel and Stokes (Learning Disabilities vol18.no2) indicate that on average 14% of students with disabilities drop out of high school. The mdreportcard.org reports that the annual event drop out rate for students with disabilities is 5.4% and 3.0% for nondisabled students. The four-year adjusted cohort graduation rates show 20.3% of students with disabilities not completing their program and 10.2% of plain students not completing the program over 4 years.

Harbour students do NOT drop out. Over the last 23 years only 2 students have not completed the high school program.

What do our graduates tell us?

Not surprisingly the survey revealed a good bit of "too soon old, too late smart". A number of comments concerned the wish that the alum had taken better advantage of opportunities while still in school.

Alumni wanted more structured opportunities to be with each other post-graduation.

Grads wanted more assistance in finding college placement.

Alums wanted more rigorous training for college preparation, such as deadlines, heavier workloads, more experience with doing job interviews.

Many families and graduates expressed appreciation for the program they received. "Really good and brilliant teachers. She's reaching her fullest potential."

Specific comments:

- » It was a class act
- » I will always spell Harbour with a "U"
- » I think they did great, maybe more job training
- » More life skills like managing a budget
- » Better preparation for college bound students
- » At all my son's jobs they have complimented him on his work habits
- » I needed foreign language training (We have added a Spanish course ☺)
- » I loved The Harbour School- they helped me with jobs and appointments. They helped me a lot.

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 organized a reunion.
- » 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 a foreign language to the curriculum.

In 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 32nd year as a school. We have achieved a great deal. And there is much left to do. We believe that our fledgling birds will fly further 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!