January 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for the Harbor High School. The AER addresses the complex reporting information required by federal and state laws. The school’s report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Benjamin Dowker for assistance.

The AER is available for you to review electronically by visiting the following website [http://bit.ly/2tPtDt9](http://bit.ly/2tPtDt9), or you may review a copy in the main office at your child’s school.

For the 2018-19 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as a Comprehensive Support and Improvement School.

As we continue to hold high expectations for student learning and place an emphasis on student progress toward our academic goals, we recognize the challenges that we face as a school community. Harbor High School is the alternative high school within Huron Valley Schools. The Michigan Department of Education requires participation in the SAT, ACT WorkKeys, and MSTEP, three days of combined testing for all juniors as a graduation requirement. Despite many student challenges, our scores overall have continued to rise or remained relatively flat. Our four-year cohort graduation rate for 2017-18 was 60%, a 15% increase over the previous year. In 2018-19 this figure improved again to 63.53%. Harbor High School has adopted a Trauma Informed School model. We developed a variety of interventions, based on school-wide ACE survey data, to address and mitigate the effects of childhood trauma. These interventions in conjunction with a small learning environment, low class sizes, and Social-Emotional Learning (SEL) have made the difference. Harbor High School continues to evaluate the programs offered to all students and work with district and county teams to ensure proper supports are in place.
for struggling students.

State law requires that we also report additional information.

Students are assigned (referred) to Harbor High School through the recommendation of counselors, administration and other staff members from the sending school within the Huron Valley Schools District. Parents may also refer their child or students may self-refer and attend with the permission of a parent.

We submit annual building level school improvement plans, as well as a District improvement plan to the state and to AdvancEd. These documents for each of the past two years are published and posted. Harbor High School has identified specific reading, writing, math, science, and social studies goals that we are working towards every year.

Harbor High School is an alternative high school servicing the Huron Valley Schools and neighboring districts. We provide a traditional selection of state curricular course offerings in a small learning community. The program supports students with credit recovery options, social/emotional support, and individualized learning. We accomplish this with a small dedicated staff and flexible programing including traditional classes, blended learning environments, and online courses.

Our curriculum meets or exceeds the Michigan Department of Education grade level benchmarks and content standards. Huron Valley Schools has implemented the Michigan Academic Standards. The District's curriculum is analyzed by our Teaching, Learning and Technology Department and the Triple A (Academics, Arts and Athletics) School Board Subcommittee to ensure it is aligned with state grade level standards. Curriculum is accessible at your child's school, or by contacting Huron Valley Schools Learning Services Department. The Michigan Department of Education (MDE) also has information about K-8 Grade Level Content Expectations that parents may find helpful. This information is located on the MDE website at [http://www.michigan.gov/mde/0,1607,7-140-28753--,00.html](http://www.michigan.gov/mde/0,1607,7-140-28753--,00.html).

Our test results are as follows:

2017-18 (MSTEP): 75% Combined Proficient and Partially Proficient.
2018-19 (MSTEP): 63.9% Combined Proficient and Partially Proficient.
2017-18 (SAT): 831.2 (mean).

In 2017-18, 70 students or 56% of parents attended conferences.
In 2018-19, 83 students or 60% of parents attended conferences.

The number and percent of postsecondary enrollments are as follows:

(2017-18) 3 students, or 2.4% of the total student population, or 9% of eligible seniors.
(2018-19) 1 student(s), or <1% of the total student population, or 3% of eligible seniors.

Currently, we do not enroll or offer college equivalent courses.

The Harbor High staff is dedicated to the growth of the whole student as a student and as a
young person. Our exceptional staff continues to improve daily practices by participating in a variety of professional development opportunities and pursuing advanced degrees to hone their craft of teaching. We believe that all students can learn and it is our collective responsibility to help them see a future in themselves and a place in that future for their skills and talents.

Sincerely,

[Signature]

Benjamin Dowker, Principal
Harbor High School