



Harbor High School

300 La Fonda Ave. • Santa Cruz, CA 95062-1431 • (831) 429-3810 • Grades 9-12

Richard Davis, Principal

rdavis@sccs.santacruz.k12.ca.us

2014-15 School Accountability Report Card Published During the 2015-16 School Year



Santa Cruz City Schools

405 Old San Jose Road

Soquel, CA 95073

(831) 429-3410

www.sccs.santacruz.k12.ca.us

District Governing Board

Sheila Coonerty

Deedee Perez-Granados

Jeremy Shonick

Alisun Thompson

Patricia Threet

Deborah Tracy-Proulx

Claudia Vestal

District Administration

Kris Munro

Superintendent

Angela Meeker

Assistant Superintendent

Educational Services

Jim Monreal

Assistant Superintendent

Business Services

Molly Parks

Assistant Superintendent

Human Resources

School Description

A Message from the Principal: Harbor High School offers a comprehensive academic program focused on caring relationships, high expectations and opportunities for all students to participate and contribute. Along with our core program, students are able to enroll in a large selection of Regional Occupational Program classes including photography, bicycle repair, graphic arts, computer graphics, video productions, medical occupations, sports medicine and administration of justice. Our activities program is thriving; it includes many athletic teams, our unique Escapades Dance Troupe, Mock Trial team, Junior Statesman of America, Interact, Model UN and an expansive theater program.

Overall, our standardized test scores are improved, but we are working to make them even better. In 2010-11 Harbor High was recognized as a California Distinguished School. This award highlighted our work with the community and our support for language learners. In 2013 Harbor was granted a six year accreditation by our visiting WASC team. The report was very positive about the progress that Harbor is making and highlighted our work in developing meaningful professional development around teacher collaboration. In 2014-15 Harbor was selected as a Gold Ribbon School Award School and a Title 1 Academic Achievement Award School.

We welcome parents to join the School Site Council (SSC), and Parent Booster Club, which do so much for our students.

Major Achievement

Harbor was proud to be named both a Gold Ribbon Award and a Title 1 Academic Achievement Award school last year based on our work increasing student-ness through our Binder System and our AVID program.

Harbor students are involved in many activities, both on and off campus. Over 100 students participate annually in our fall and spring drama productions. An additional 30 or more students dance in our high school dance troupe, Escapades. Each May over 60 art students show their work at the Student Art Show and Sale. Our ROP classes prepare our students with workplace skills, and each year our Media/Digital Arts classes held a week-long exhibition of their work for the public and school. Our Advancement Via Individual Determination (AVID) program has grown to four levels and our numbers are growing. We currently have the largest AVID program in the county with over 130 students.

Approximately 500 students participate on over 40 different athletic teams. In the fall, Harbor sends its very competitive Mock Trial team to the countywide competition. A number of students serve on the Youth Court sponsored by the Santa Cruz Probation Department.

In the 2015–2015 school year, Harbor High School students were awarded over \$180,000 in various scholarships from community and memorial sources.

Focus for Improvement

Harbor continues to focus on performance in math and English language arts for all students. Harbor successfully met 80 percent of our Single Plan goals last year, showing improvement in literacy proficiency, math proficiency, and increasing the number of students from all subgroups taking and passing AP and honors classes. We will continue to push on these areas of growth as work to implement our Single Plan/Action Plan for 2015, building on the good work of staff and students. We are growing our Spanish for Spanish Speakers offerings, our Newcomers and ELD program, our AVID program and our AP offerings as identified in our Site Plan. Currently over 90 percent of our staff is using the new communication system, which allows parents and students to see assignments and grades through the Internet-based system.

Leadership

Mr. Dick Davis is enjoying his seventh year at the helm of the Pirate ship. Shad Coffey is in his second year as Assistant Principal for Student Services and Ms. Tracey Runeare is in her fourth year as Assistant Principal for Counseling.

Teachers and administrators take part in decision making via a number of committees, including the Site Council, PLC Leads, Department Leads and the Santa Cruz Instructional Leaders/Facilitators team, made up of teachers and counselors from core departments. These leadership groups continue to grow in its efficacy and its impact on the direction of the school. Teachers work collaboratively in departments developing common practices and curriculum as well as examining student work during their professional development. The parents on the Site Council and Parent Booster Club play key roles in shaping our students' academic and extracurricular experiences. The administrative team meets regularly to discuss direction and management issues.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (831) 429-3810 or the district office.

2014-15 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	263
Grade 10	241
Grade 11	286
Grade 12	242
Total Enrollment	1,032

2014-15 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.9
Asian	2.8
Filipino	1
Hispanic or Latino	51.6
Native Hawaiian or Pacific Islander	0.7
White	39.1
Two or More Races	2.2
Socioeconomically Disadvantaged	58.7
English Learners	12.5
Students with Disabilities	14.9
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Harbor High School	13-14	14-15	15-16
With Full Credential	55	53	53
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	1	1	1
Santa Cruz City Schools	13-14	14-15	15-16
With Full Credential	♦	♦	53
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Harbor High School	13-14	14-15	15-16
Teachers of English Learners	0	0	
Total Teacher Misassignments	1	1	1
Vacant Teacher Positions	0	0	

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	91.2	8.8
Districtwide		
All Schools	86.2	13.8
High-Poverty Schools	83.4	16.6
Low-Poverty Schools	88.5	11.5

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

Textbooks and Instructional Materials Year and month in which data were collected: November 30, 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Literature & Language Arts - Holt Adopted 2002 Shining Star - Pearson Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Algebra 1 - CPM Adopted 2011 Algebra 2 - CPM Adopted 2009 Geometry - CPM Adopted 2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Biology - Houghton Mifflin Adopted 2007 Chemistry - Pearson Prentice Hall Adopted 2007 Physics (Cutnell & Johnson - 7th Ed.) - Wiley & Sons / People's Publishing Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Magruder's American Government - Pearson Prentice Hall Adopted 2006 Economics: Principles in Action - Pearson Prentice Hall Adopted 2006 The Americans: Reconstruction to the 21st C. - Houghton Mifflin Adopted 2006 World History: The Modern World - Pearson Prentice Hall Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Due to the reduced size of our custodial staff, all areas of the school are cleaned regularly on a rotating basis. Landscaping is now handled through the district office with Harbor having one day a week for upkeep on the grounds. The Multi-Purpose room continues to be a benefit to the school and the community for larger meetings. There are many student gathering areas, including a central quad with a spacious lawn for nice days. Overhangs and the multipurpose room provide shelter in bad weather. Over the last few years two large murals were added to the school; one on the side of the library facing the quad and the other on the side of the Gym facing the lower campus open area. Another mural is being planned to extend the library mural to the MPR. There are plans for additional murals to enhance the space and build the community.

School Facility Good Repair Status (Most Recent Year)					
Year and month in which data were collected: 12/07/15					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				Several cabinets and bookcases are not anchored to walls.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				Many classrooms do not have working telephones. Several light bulbs are burned out and diffusers are missing.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials	X				Fire extinguishers are not being inspected.
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	59	60	44
Math	36	43	33

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	58	60	61	63	62	70	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	13.20	23.80	37.00

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2014-15 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	70
All Student at the School	61
Male	60
Female	60
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	43
Native Hawaiian or Pacific Islander	--
White	81
Two or More Races	--
Socioeconomically Disadvantaged	31
English Learners	19
Students with Disabilities	48
Students Receiving Migrant Education Services	41
Foster Youth	--

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	267	245	91.8	20	20	35	24
Male	11		118	44.2	20	21	37	20
Female	11		127	47.6	19	19	32	28
Black or African American	11		3	1.1	--	--	--	--
American Indian or Alaska Native	11		2	0.7	--	--	--	--
Asian	11		6	2.2	--	--	--	--
Hispanic or Latino	11		131	49.1	29	24	31	13
Native Hawaiian or Pacific Islander	11		2	0.7	--	--	--	--
White	11		98	36.7	6	14	40	40
Two or More Races	11		3	1.1	--	--	--	--
Socioeconomically Disadvantaged	11		137	51.3	29	26	29	14
English Learners	11		31	11.6	61	29	3	0
Students with Disabilities	11		38	14.2	53	34	11	0
Students Receiving Migrant Education Services	11		9	3.4	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	11	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	267	244	91.4	43	20	23	13
Male	11		118	44.2	44	16	23	16
Female	11		126	47.2	42	24	24	10
Black or African American	11		3	1.1	--	--	--	--
American Indian or Alaska Native	11		2	0.7	--	--	--	--
Asian	11		6	2.2	--	--	--	--
Hispanic or Latino	11		130	48.7	53	27	16	4
Native Hawaiian or Pacific Islander	11		2	0.7	--	--	--	--
White	11		98	36.7	29	13	34	23
Two or More Races	11		3	1.1	--	--	--	--
Socioeconomically Disadvantaged	11		137	51.3	55	22	15	7
English Learners	11		30	11.2	87	10	0	3
Students with Disabilities	11		37	13.9	81	16	0	0
Students Receiving Migrant Education Services	11		9	3.4	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Harbor is fortunate to have a very active Parent Booster Club and English Learner Advisory Committee (ELAC), parent groups that support the school and community. Boosters support all extracurricular programs. Parents contribute to our athletic, music, drama, and art programs through their fundraising efforts, which include the annual May Golf Tournament, Awards Night, and eScrip. The Parent Booster Club also supports/sponsors the spring Academic Awards Night, the staff-appreciation luncheon, and the Grad Night party for seniors in June. They also do an annual fundraiser to support school-wide needs--in 2014-15 the money was raised to replace the computer lab in the library. ELAC supports parents of language learners through a series of meetings focused on issues of importance, including college applications, teenage issues, parenting and school connection. This group hosts a Unity and Community Fiesta in the spring each year, featuring food, Folklorico and Jazz dance, Taiko drummers, and Mariachi musicians. In addition, many of our parents participate in the School Site Council, and Parent Scholarship Committee.

To become more involved, please call or visit the school office - (831) 429-3810

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

The School Safety Plan is revised each year. The plan includes all procedures and standards for drills, first aid, and evacuations as well as mental-health guidelines and plans for coordination with the Santa Cruz Police Department. The School Safety Plan is included in the staff handbook and is reviewed each year. In 2014-15, the plan was reviewed in the winter and approved in March. Staff participates in online safety classes, where various modules for personal and site safety are tested. School behavior and dress policies are well publicized and strictly enforced. Two campus security staff and the assistant principals are in charge of monitoring the campus. An SRO is also available by call and is on campus three or four days during the week at lunch. Administration and security staff are on campus at all breaks and lunch as well as before and after school. Visitors must check in at the main office for a parking permit and visitor badge prior to entering the campus. Visiting students from other schools and districts must have school and parent release forms signed prior to visiting Harbor. All teachers must be notified a minimum of three days prior to a student visit.

The school safety plan includes procedures for safety focused drills and for re-location of students in case of emergency. This plan is available online and in the front office.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	3.41	3.91	1.67
Expulsions Rate	0.45	0.19	0.37
District	2012-13	2013-14	2014-15
Suspensions Rate	4.24	2.68	1.26
Expulsions Rate	0.30	0.14	0.10
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2012-2013	
Year in Program Improvement	Year 3	
Number of Schools Currently in Program Improvement	3	
Percent of Schools Currently in Program Improvement	75.0	

Average Class Size and Class Size Distribution (Secondary)

Average Class Size			Number of Classrooms*									
			1-22			23-32			33+			
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	25	24	23	16	20	18	28	32	30	9	4	1
Math	26	24	26	8	12	7	24	25	21	5	3	8
Science	27	24	25	5	11	8	21	21	17	2		3
SS	28	29	28	2	3	5	19	16	12	5	8	10

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.44
Psychologist	.7
Social Worker	.1666
Nurse	.25
Speech/Language/Hearing Specialist	.5
Resource Specialist	3.5
Other	0
Average Number of Students per Staff Member	
Academic Counselor	319

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Professional Development provided for Teachers

Professional Development is provided through the use of Professional Learning Communities (PLCs) that set aside time for teacher collaboration for an hour per week on Mondays. We have monthly staff meetings in which instructional issues and student achievement data are discussed in open forums, often led by the teacher leadership team. Our teacher leadership team develops our annual professional development plan, which continues to focus on driving instruction through peer observations, teacher collaboration and data analysis. Harbor is involved in intensive and ongoing professional development that focuses on teacher collaboration to support student work. There are three key points in our Professional Development Plan. 1) Peer Observation: A protocol for Peer Observations has been developed based on Harbor's Instructional Norms focusing on structured student dialogue, learning purpose and checking for understanding strategies. 2) Collaboration: Course specific, grade level learner subgroups, and/or content/skill area teams work on assessments, curricular development, benchmarks, unit development, etc. in order to identify student needs and further student achievement. PLCs examine student work emanating from the team product, which was created based on student need, assessing student achievement, giving feedback to students and adjusting instruction, curriculum and assessment based on analysis of student work. The four key questions of PLCs will inform the work: What do students need to know? How will we know that they have learned it? What will we do when they don't show understanding to standard? What will we do when they already know it? 3) Student Achievement: Monitoring student growth over time in order to increase overall student achievement as measured by an increase in students fulfilling a-g requirements.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries	%	%
Administrative Salaries	%	%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,960	\$1,841	\$5,119	\$61,440
District	♦	♦	\$5,132	
State	♦	♦	\$5,348	
Percent Difference: School Site/District			-0.3	-10.7
Percent Difference: School Site/ State			-4.3	

* Cells with ♦ do not require data.

Types of Services Funded

Harbor is a Title 1 Targeted Assistance School and as such receives money from the federal government to support students who qualify for Title 1 services. We are funding ten classes, a release period for our ELD teacher to develop curriculum for newcomers, and .2 for a bilingual counselor. LCFF funding has also been available to support our ELD and Newcomers program. In addition, the district's program director, who handles state and federal special-purpose funds, works closely with our school to secure additional funding to give extra help for students. Our After School Learning Center is open from 2:30 until 4:15 P.M. three days a week. This is supervised by a credentialed math or science teacher (depending on the day). Other teachers work with students on a drop-in basis. A grant has allowed us to serve Algebra students with one-to-one tutoring after school four days a week. This tutoring was connected to our Summer Algebra Bridge program. The parent community has donated over \$20,000 over the last two years to help purchase classroom supplies and materials.

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	33	25	42	32	42	25
All Students at the School	42	25	33	39	43	18
Male	47	27	26	39	42	19
Female	35	22	43	39	43	17
Hispanic or Latino	58	28	14	54	39	7
White	25	21	54	23	49	29
Socioeconomically Disadvantaged	52	28	20	50	39	11
English Learners	97	3		93	7	
Students with Disabilities	81	6	13	77	23	
Students Receiving Migrant Education Services				73	27	

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Harbor High School	2012-13	2013-14	2014-15
English-Language Arts	58	62	58
Mathematics	64	62	61
Santa Cruz City Schools	2012-13	2013-14	2014-15
English-Language Arts	64	65	67
Mathematics	65	65	68
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Harbor High School	2011-12	2012-13	2013-14
Dropout Rate	1.30	3.40	5.00
Graduation Rate	96.25	93.16	90.55
Santa Cruz City Schools	2011-12	2012-13	2013-14
Dropout Rate	3.50	4.70	4.20
Graduation Rate	90.53	89.84	91.92
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	334
% of pupils completing a CTE program and earning a high school diploma	76%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	33%

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	88.35	92.01	84.6
Black or African American	50	66.67	76
American Indian or Alaska Native	50	60	78.07
Asian	100	95.45	92.62
Filipino	100	110	96.49
Hispanic or Latino	85.98	83.88	81.28
Native Hawaiian/Pacific Islander	100	100	83.58
White	93.06	97.76	89.93
Two or More Races	85.71	102.7	82.8
Socioeconomically Disadvantaged	65.22	68.82	61.28
English Learners	77.78	65.57	50.76
Students with Disabilities	87.97	85.44	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	96.51
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	44.51

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	4	♦
Fine and Performing Arts		♦
Foreign Language	3	♦
Mathematics	2	♦
Science	3	♦
Social Science	5	♦
All courses	17	.9

* Where there are student course enrollments.

Career Technical Education Programs

Some high schools offer courses intended to help students prepare for the world of work. These career technical education courses (CTE, formerly known as vocational education) are open to all students. Harbor High School has a vibrant CTE program with pathways in both Medicine and Media Arts. Students are able to earn a certificate of completion in both areas, and these courses have been articulated with the local community college. In the medical pathway we offer Medical Technology, Health Careers, Sports Medicine, and BioTechnology. In the media arts pathway we offer graphic arts 1 and 2, Video productions 1 and 2, Digital Photography 1 and 2, and Marketing. We have the largest offerings in CTE in the north county, including Bike Repair, Admin of Justice, both of the pathways, Construction Tech, Green Building.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.