Hyde Park Day School Long-Term Outcomes Study

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Major Outcomes & Recommendations

The research presented in this report provides data from surveys completed by parents of students who attended Hyde Park Day School (HPDS) from 2000 to 2010. Hyde Park Day School provides students of average-to-superior intelligence, who have learning disabilities, an innovative and comprehensive educational experience that prepares them for successful transitions to public or private schools. Included in this report is a substantial amount of very specific information about why students attended HPDS, what they learned that was most beneficial, student academic and non-academic experiences after they transitioned, and the social and emotional impact of their learning disabilities. Following are the major outcomes & recommendations:

- Students came from 58 schools from across the entire Chicago metropolitan area and Indiana. We were not surprised inasmuch as HPDS is the only school of its kind in Chicago and clearly fills an important need for the entire community.

- Approximately 70% of the students were enrolled for two or three years, and the three most common grades in which students transitioned were sixth, eighth, and seventh (in that order).

- Parents reported that 30% of the students had other disabilities, and of those that were reported, 89% had either Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder.

- While parents expressed their dissatisfaction with the schools their children were attending due to the lack of support services and individualized or specialized services, the main reason reported for choosing HPDS was to teach their students to learn to read.

- When parents were asked what they believed their children learned or gained from attending HPDS, learning to read was the most frequent response. The next two most frequent outcomes that parents cited were their children's increased self-confidence and self-advocacy skills. For many of our students, gaining these skills is an academic turning point. Based upon the comments, it appears that developing self-confidence and self-advocacy skills, along with gaining critical reading skills, may be the primary long-term benefits of having attended HPDS.

- Parents of students who attended public schools after HPDS reported more gains from attending HPDS on average relative to parents of students who attended private schools after HPDS. Regardless of the type of school their child attended, parents of students who have received academic honors tended to report more gains from HPDS than parents whose children have not received academic honors. There was no difference in the number of gains reported for boys and girls.

- Approximately 90% of the parents reported that their children continued to receive educational and clinical assistance inside and/or outside of their schools. From the number of students who had IEPs and the number and variety of services provided, it

appears that parents and their children were aware of their specific needs and legal rights, including support from learning disabilities specialists, and appropriate curricular modifications and accommodations that were important for future academic success. Hyde Park Day School's focus on educating both students and parents as to their rights and the importance of self-advocacy, as well as thoughtful selection of the schools attended after HPDS, may have contributed to this outcome.

- Approximately 50% of the students received curricular modifications. The most common curricular modification was a modified program of study, such as having a course waived. The number of students receiving accommodations was significantly higher (94.5%) than those who obtained curricular modifications. While students received a variety of accommodations, the major one was extra time, typically 1.5 or 50% more time. Students who attended public school after HPDS had more curricular modifications than students who attended private schools. Also, girls had significantly fewer curriculum modifications than did boys. Additionally, students whose parents listed more gains from HPDS tended to have a greater number of accommodations throughout their schooling.

- Students who attended public schools after HPDS had more in-school assistance (of any type) in middle/junior high and high school than students who attended private schools. Additionally, girls had more out-of-school assistance (of any type) in high school than boys.

- Our results indicated that the majority of the students are successfully completing a foreign language requirement in high school. The HPDS Orton-Gillingham approach to teaching reading with its emphasis on understanding phonics, as well as gaining phonemic awareness, may have contributed to our students meeting this requirement. On average, girls took one more year of foreign language than boys.

- The most common number of hours students spent on homework was two, followed by three hours, and then one hour. Only twelve students out of 79 studied four or five hours a night. The most common type of homework assistance was help with organization and providing structure. A significant finding, although not surprising, was that parents were providing as much assistance as tutors. This raises the issues of helping students become more independent of their parents and the importance of attending schools with strong support services, particularly since the vast majority of our HPDS students are going to colleges and universities outside of Chicago.

- Parents reported that written language, reading, and math were the academic areas that were most impacted by technology.

- Over 50% of the 89 parents who responded described their children as "Good Students" (mostly As & Bs) and over 40% described them as "Satisfactory Students" (As, Bs, & Cs). Almost 80% of the 27 who reported their children's final high school GPAs reported that they were 3.0 or above. Girls tended to have higher grades than boys, with 61% of girls described as "Good Students" relative to 47% of boys. Over 50% of the

students received academic honors, including being on high school honor rolls, receiving specific subject awards, and being inducted into the National Honor Society. A very positive outcome was that over 75% of parents indicated that their children's grades improved over time. In addition to doing well academically, former HPDS students were active in sports and athletics, service and leadership, the fine arts, and performing arts.

- Parents were asked their children's academic plans after they graduated high school, and the vast majority (84.5%) were either attending or planning to attend a four-year college or university.

- The "Success Attributes" curriculum appears to have a positive impact on the outcomes of HPDS students as they learn to use these skills, although we cannot rule out the possibility that students had these skills before entering HPDS. If nothing else, these results reinforce the HPDS position that understanding and utilizing the skills outlined in the "Success Attributes" can contribute to better outcomes for students with learning disabilities.

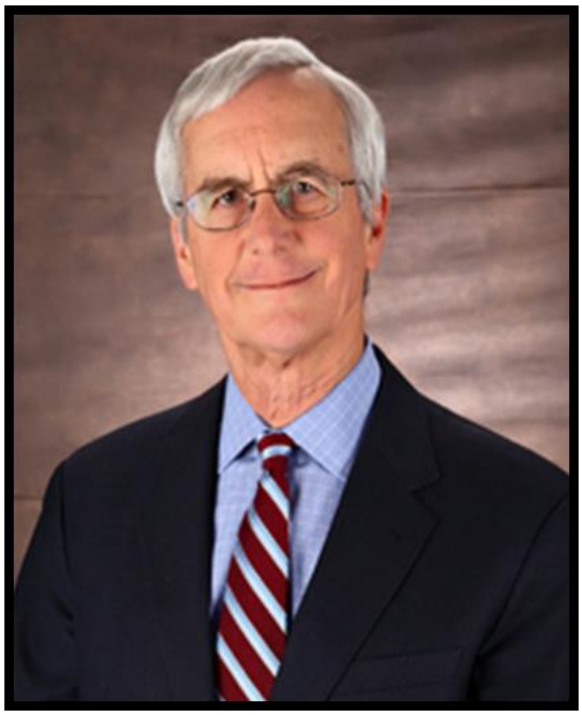
- Despite this academic success, many parents reported that their children's learning disabilities negatively affected them both socially and emotionally. Our findings point to the importance of providing counseling, psychological support, and/or psychotherapy intermittently throughout the lives of individuals with learning disabilities. However, for several students, parents said that the learning disabilities had a positive social and emotional impact or none at all. This suggests that we need to have a better understanding of factors that led to these outcomes. Finally, we need to find ways to better coordinate academic support with support for social and emotional issues, particularly during stressful periods, such as standardized testing, final exams, major social events (e.g., sports events, proms), and transitions.

- There were 79 parent suggestions, with the most frequent being the need for up-to-date information. This includes case studies of successful children, technology, research updates, and information on how to search for colleges.

- At the end of the survey, parents were asked to offer any other information that they would like to add. All 57 of the comments provided insight into the HPDS program. The most frequent comment was to thank HPDS, while the second most frequent was the positive effect of the campus climate, which was underscored with specific references to caring people. The third captures the child's growth and development as a result of attending HPDS. While parents were very positive about their children's experiences, their comments also provide valuable information about needed improvements in the curriculum and how services are provided.

Dedication
Brooke Whitted
1946-2014

We are honored to dedicate the Hyde Park Day School (HPDS) Long-Term Outcomes Study to the memory of Brooke Whitted. Brooke was the Chairman of the Leslie Shankman School Corporation, which operates Hyde Park Day School and The Sonya Shankman Orthogenic School, for over twenty years. As a lawyer with specialties in education, mental health, and child welfare, he knew that there was a strong need for a school in the Chicago metropolitan area that would serve bright children with moderate-to-severe learning disabilities, and he led the Board of Directors in starting Hyde Park Day School. Without his incredible support and deep caring, HPDS would never have attained its present success. Brooke was passionate about helping children with learning disabilities and other disorders. As an advocate for children with special needs, he changed the lives of countless families throughout the country. His death is a great loss to the community, and we all miss him very much.



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I. Introduction

The mission of Hyde Park Day School (HPDS) is to provide students of average-to-superior intelligence, who have learning disabilities, an innovative and comprehensive educational model that will help prepare them for successful transitions to public or private schools in their home communities. Due to their learning disabilities, many students struggle so much in school that they often develop serious emotional and behavioral problems, drop out of school, or pursue careers that fail to utilize even a portion of their potential. Hyde Park Day School is committed to serving students who have the potential to succeed academically and to help them acquire the necessary skills, strategies, and understanding of their learning disabilities to deal with their specific challenges.

In order to address the lack of educational options for these children with complex learning disabilities who live in the Chicago metropolitan area, The Leslie Shankman School Corporation (LSSC) established the Hyde Park Day School in January, 2000 and opened with five students. As word of this exceptional educational resource spread, demand for its services increased, and in 2004 a second campus was opened in Northfield, IL. In April, 2014, the Chicago campus moved into a new LEED Gold certified campus in the south side community of Woodlawn. This new facility allows the Chicago campus, along with the Northfield campus, to serve up to 60 students. Presently, the two campuses are serving a total of 118 students. To date, we have transitioned 286 students back to schools throughout the entire Chicago metropolitan area. A list of these schools can be found in Appendices D, E, and F.

A. Commitment to Research at Hyde Park Day School

Significant to the success of Hyde Park Day School (HPDS) has been feedback from our parents and students about the organization. To that end, for the last ten years we have commissioned Research Pros, Inc., Chicago, IL, an independent research business, to conduct follow-up research with families one year after their children transition from HPDS. This follow-up research has contributed to important changes in the curriculum and student transition.

Other research studies have been conducted by faculty at HPDS, some of whom were completing their doctorates, as well as doctoral students at Northwestern University. For example, a recent study conducted by a Northwestern doctoral student found that assistive listening devices can improve the neural representation of speech and impact reading-related skills (Hornickel, Zecker, Bradlow, & Kraus, 2012). HPDS faculty is also collaborating with researchers at the Frostig Center (Pasadena, CA) on the effectiveness of our "Success Attributes" curriculum.

B. Hyde Park Day School Long-Term Outcomes Study

The research presented in this report provides data on the outcomes of students who attended Hyde Park Day School from 2000 to 2010. This information is intended to impact our curriculum and administrative policies. It also provides a substantial amount of very specific information about student academic and non-academic experiences, assistance they received, transitions to high school and college, and the social and emotional impact of their learning disabilities. At the beginning of each major section, there is a discussion of the primary

findings. Following each discussion are the specific results, most of which are presented in tables and include very insightful quotes from parents (all identifying information is deleted).

We hope that this report will be a helpful resource for parents and students as they plan for and make important educational decisions, and that it will assist HPDS and non-HPDS professionals in their work with children with learning disabilities.

II. Methods

Parents were contacted through email and asked to participate in the Hyde Park Day School Long-term Outcomes Study by completing an online survey hosted by Survey Gizmo, a professional online survey software and form builder. The survey was designed to gather data on our alumni that will help us improve the Hyde Park Day School's curriculum and services, as well as provide information that can be helpful to our former, present, and future families. Former students eighteen years and older were required to give consent for their parents to complete the survey. We requested that parents email the consent form to their children. The consent form was hosted by RightSignature and students' electronic signatures were automatically returned.

The electronic version of the survey was created for this research according to the paper version of the survey and closely matched the paper survey logically. The main departure was that questions that logically depended on other questions in the survey were conditionally shown to make the survey more concise. The survey assessed the following information:

- Demographic information
- Reasons for attending HPDS
- Parents' opinions of what their children learned/gained
- Assistance received after attending HPDS
- Impact of technology
- Academic and non-academic experiences post-HPDS
- Transitions to high school and college
- The social and emotional impact of learning disabilities
- Additional parent suggestions and comments

III. Data Analysis

The results of the survey were accessible in two formats. There were graphical reports that displayed the aggregate results for each question, which included the total number of answers for the question and each option for the question. Percent was used to quantify the frequencies of responses for a given item. This raw data was used for correlation analyses and group comparisons discussed within each section. See Appendix A for additional information for the quantitative analyses.

For open-ended questions and comments, each answer was listed individually. The qualitative analysis of open-ended questions and comments was completed by an independent researcher,

who is an expert in this form of analysis and who never had contact with Hyde Park Day School parents or their children. The comments were rich in their detail and provided multiple insights into the parents' perceptions of their children's experiences and interactions with HPDS. In order to examine and understand the parents' comments, a general inductive approach was used to analyze the comments, which allows for development of a summary format from raw text (Thomas, 2006). This approach also served as the lens to investigate how parents of a child with a learning disability made meaning out of their life experiences, worldviews, or constructed realities from attendance at HPDS (Creswell, 2012). Two software programs were used for data management. First, Microsoft Word was used to capture respondents' comments. The comments were then imported into and managed with NVivo 10 software. See Appendix B for additional information about the qualitative analysis.

IV. Results

The quantitative data reported frequencies and percents and were typically presented in tables. The qualitative analysis of 45 questions with qualitative responses resulted in the development of 572 nodes containing 2,936 coded comments. Because this is a descriptive analysis, percents are used to quantify the frequency counts. Student names used in quotes were removed and replaced with pronouns and not necessarily the correct gender to further protect the parents' and students' identities. HPDS employee names were removed and are listed as faculty or administration. Means and standard deviations or ranges were also reported for group comparisons.

The number of coded comments and the percent of those comments that relate to the overall number of useable comments are shown in parentheses; for example (19/21.1%) indicates that 19 comments were coded and that number represents 21.1% of the comments made at that node. Results of objective data were reported the same way, typically in parentheses with the frequencies listed first followed by the percent (21/10%).

V. Participants

Participants included parents of students who attended Hyde Park Day School from January, 2000 through July 2010. Of a total sample of 163 former students, 91 surveys were completed, representing a return of 56%. Another eight parents intended to participate but their children who were eighteen or over did not complete the consent form. Even without those eight surveys, we received a good response and exceeded another longitudinal study (42% response from parents) that looked at outcomes of individuals with learning disabilities who had also attended a special school (Raskind, Goldberg, Higgins, & Herman, 1999).

The school from which the highest percentage of HPDS students came was the University of Chicago Laboratory Schools. Yet, it only accounted for 13.2% of the students, and a total of 57 other schools were reported from across the Chicago metropolitan area. Fifty-three percent of the schools attended were located in Chicago, 31% were in the northern suburbs and 11% were in the western suburbs. This finding did not surprise us inasmuch as HPDS is the only school of its kind in Chicago and clearly fills an important need for the entire community.

The most frequent grade when first enrolled was fourth, followed by third, and then second. Sixty-seven percent of the students entered in first through fourth grade, and we believe that the opportunity for early intervention contributed to the positive outcomes of many of these students. Approximately 70% of the students were enrolled for two or three years, and the three most common grades in which students transitioned were sixth, eighth, and seventh. At the time that the surveys were completed, 2 students were in junior high school, 56 were attending high school, and 28 were in college. Five students were not in school, including one who was in the Marines. Four of these students graduated from high school and one received a GED.

Parents reported that approximately 30% of the students had other disabilities, and of those that were reported, 89% had either Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD). This finding is similar to the number published by the National Center for Learning Disabilities (2014), which reports that approximately one-third of individuals with learning disabilities have ADHD. Eleven parents reported that their children had anxiety, and of those, eight mentioned anxiety along with either ADD or ADHD. The majority of the coded comments indicated the child's medication changed over time as either a decrease, increase, or medication change. As mentioned above, approximately one-third of individuals with LD are diagnosed with ADHD. Within the population of students with LD, HPDS serves those with moderate-to-severe learning disabilities, so we expected that there would have been more students with other diagnosed disabilities.

Pages 11-14 contain more specific information about the participants in this study.

Table 1. *Frequency of Student Ages*

The students ranged in age from 12 to 23. The top three ages reported were 17 (19/21.1%), 16 (18/20.0%), and 19 (10/11.1%).

Age	Frequency	Percent
17	19	21.1
16	18	20.0
19	10	11.1
21	9	10.0
18	9	10.0
20	7	7.8
15	7	7.8
14	7	7.8
23	2	2.2
13	1	1.1
12	1	1.1
Total	90	100.0

Table 2. *Frequency of Grade When Enrolled at HPDS*

The most frequent grade when enrolled was fourth (19/21.3%) followed by third (17/19.1%) and second (14/15.7%).

Grade	Frequency	Percent
4	19	21.3
3	17	19.1
2	14	15.7
5	12	13.5
6	12	13.5
1	11	12.4
7	4	4.5
Total	89	100.0

Table 3. *School Attended Prior to HPDS*

Students attended 58 different schools prior to entering HPDS. The top three schools were: University of Chicago Laboratory Schools (13/13.2%); Bernard Zell Anshe Emet Day School (8/8.8%); and Francis W. Parker School (4/4.4%). Forty-six different schools were mentioned once.

School	Frequency	Percent
University of Chicago Laboratory Schools, Chicago, IL	12	13.2
Bernard Zell Anshe Emet Day School, Chicago, IL	8	8.8
Francis W. Parker School, Chicago, IL	4	4.4
Cove School, Northbrook, IL	3	3.3
St. Clement School, Chicago, IL	3	3.3
Baker Demonstration School, Evanston, IL	3	3.3
Catherine Cook School, Chicago, IL	2	2.2
Frances Xavier Warde School, Chicago, IL	2	2.2
Central School, Glencoe, IL	2	2.2
Hawthorne Scholastic Academy, Chicago, IL	2	2.2
John Middleton Elementary School, Skokie, IL	2	2.2
Oak Elementary School, Hinsdale, IL	2	2.2
Other (schools mentioned once)	46	50.5
Total	91	100.0

Table 4. *Number of Years Enrolled*

The most frequent number of years enrolled was two years (41/45.1%) followed by three years (22/24.2%); four and five years were third (8/8.8%).

Years	Frequency	Percent
2	41	45.1
3	22	24.2
4	8	8.8
5	8	8.8
1	7	7.7
7	3	3.3
6	1	1.1
8	1	1.1
Total	91	100.1*

* Percent does not equal 100 due to rounding.

Table 5. *Grade When Students Transitioned*

The top three grades when students transitioned were sixth (21/23.9%), eighth (19/21.6%), and seventh (17/19.3%). Students who transitioned in eighth grade graduated from Hyde Park Day School.

Grade	Frequency	Percent
6	21	23.9
8	19	21.6
7	17	19.3
5	12	13.6
4	9	10.2
9	7	8.0
3	3	3.4
Total	88	100.0

Campus Attended

While 53% attended the Chicago campus, 47% attended the Northfield campus.

Table 6. *Other Disabilities*

Of 91 responses, 27 (30%) of the parents reported that their students were diagnosed with disabilities other than learning disabilities.

Disability	Frequency	Percent
Attention Deficit Disorder	10	37.0
Attention Deficit Hyperactivity Disorder & Anxiety	6	22.2
Attention Deficit Hyperactivity Disorder	5	18.5
Attention Deficit Disorder & Anxiety	2	7.4
Anxiety	2	7.4
Attention Deficit Hyperactivity Disorder & Asperger	1	3.7
Anxiety & Obsessive Compulsive Disorder	1	3.7
Total	27	99.9*

* Percent does not equal 100 due to rounding.

Medication Changes over Time

The majority (20/83.3%) of the coded comments indicated the child's medication changed over time as either a decrease (8/40%) or increase (4/20%). The medication (prescription) changed (8/40%) or decreased/stopped either temporarily (1/12.55%), or permanently (5/62.5%).

VI. Attending Hyde Park Day School

Parents were asked why they sent their children to Hyde Park Day School. While parents expressed their dissatisfaction with the schools their children were attending due to the lack of support services and individualized or specialized services, the main reason reported for choosing HPDS was to teach their students to learn to read. This finding was consistent with the results of the annual follow-up research conducted by Research Pros where parents also have indicated that learning to read was the primary reason they sent their children to HPDS. When parents were asked what they believed their children learned or gained from attending HPDS, learning to read was the most frequent response. There are a number of reasons that may contribute to our students' reading success, such as teaching skills of our learning disabilities specialists; the 5:1 student/teacher ratio which allows greater opportunities for individualizing instruction; and the Orton/Gillingham approach. Also, in our model, rather than separate reading teachers working with the students, HPDS LD specialists are responsible for all subjects, so that reading principles and strategies are reinforced throughout the day.

The next two most frequent outcomes that parents cited were their children's increased self-confidence and self-advocacy skills. In addition to the parents' responses to this specific question, the qualitative analysis identified trends from comments made throughout the report. One trend was student development of self-advocacy skills similar to "*assistance dropped off as he got older and was able to advocate for himself*."

When students enrolled in HPDS, most were struggling in school, and some totally "shut down" and even refused to attend school. All were underachieving. These top three responses from parents are undoubtedly very important to academic success and may have had a "snowball" effect. Success in learning to read builds self-confidence that can help students develop self-advocacy skills. For so many of our students, gaining these skills was an academic turning point. Based upon the comments, it appears that developing self-confidence and self-advocacy skills, along with gaining critical reading skills, may be the primary long-term benefits of having attended HPDS.

The number of gains from HPDS reported by parents differed for certain groups of students. Parents of students who attended public school after HPDS (40 students) reported more gains on average (6.6 gains, range 2-10) relative to parents of students who attended private school after HPDS (47 students, average 5.6 gains, range 1-10). This difference approached statistical significance (typically accepted as $p < 0.05$; $t_{85} = 1.78$, $p = 0.079$). Regardless of whether their child attended public or private schools, parents of students who have received academic honors (46 students) tended to report more gains from HPDS (average 6.70, range 2-10) than parents

who did not report any academic honors won by their child (40 students, average 5.73, range 1-10; $t_{84} = -1.808$, $p = 0.074$). There was no difference in the number of gains reported for boys (55 students, average 6.45) and girls (36 students, average 5.67).

Pages 15-17 contain more specific information on parents' reasons for sending their children to HPDS and their opinions of what their students learned that was most beneficial.

A. Reasons for Attending Hyde Park Day School

Parent comments:

The school district refused to provide needed services. They took his books away because he couldn't read. He was suffering emotionally.

There was no sense of urgency in having her learn to read/write. The school had no clue on effective teaching methods for children like her.

Very low self-esteem. Was having a difficult time with peers at her local school.

He had given up on school. We home-schooled with tutors.

Although her school provided services, they were not moving her forward fast enough and it seemed that she was just getting more and more behind her peers.

He could not read or write by the end of third grade. He was struggling in math and other subjects.

Table 7. *Reasons for Attending HPDS*

Parents gave multiple reasons (495 responses) for sending their children to Hyde Park Day School. The most common were difficulty learning to read (73/14.7%), struggling in school (67/13.5%), need for more support services (67/13.5%), and need for individualized attention (63/12.7%). Reasons listed under "Other, please specify" included HPDS's reputation for success, student's attention, school avoidance, basic math skills, and self-belief that he was "stupid."

Reasons for Attending	Frequency	Percent
Difficulty with learning to read	73	14.7
Struggling in school	67	13.5
Needed more support services	67	13.5
Needed individualized attention	63	12.7
Difficulty with learning written language	61	12.3
Required special instruction	57	11.5
Learning disability wasn't being addressed	52	10.5

Table 7. *Reasons for Attending HPDS (continued)*

Reasons for Attending	Frequency	Percent
Difficulty with learning math	50	10.1
Other, please specify	5	1.0
Total	495	99.8*

* Percent does not equal 100 due to rounding.

B. Parents' Opinions of What their Students Learned/Gained that was Most Helpful

Parent Comments:

The small class size, individual attention, reading and writing programs were very helpful.

I am not sure her reading improved as much as her learning how to advocate for herself.

I think one of the biggest things he learned at the HPDS was that he wasn't alone. He learned that there were others with the same problems.

The most important thing my child learned was that there were teachers who knew what they were doing, who could actually help her and who really wanted to do so. That gave her hope as well as practical skills and knowledge for going forward.

Table 8. *What the Student Learned/Gained from Attending HPDS*

Parents reported multiple outcomes (562) as a result of attending Hyde Park Day School. The most frequent included reading skills (79/14.1%), increased self-confidence (70/12.5%) and self-advocacy skills (68/12.1%). Reasons listed under "Other, please specify" included faith in herself, how to memorize basic arithmetic, and use of technology.

Learned/Gained	Frequency	Percent
Reading Skills	79	14.1
Increased self-confidence	70	12.5
Self-advocacy skills	68	12.1
Executive Functioning/Organization	66	11.7
Increased self-esteem	63	11.2
Written language skills	58	10.3
Math skills	49	8.7
Success Attributes**	46	8.1
Integrated Services***	34	6.0
Social skills	26	4.6
Other, please specify	3	0.1
Total	562	99.4*

* Percent does not equal 100 due to rounding.

** "Success Attributes" is a program that teaches self-awareness, goal setting, proactivity, using one's resources, perseverance, and emotional coping skills.
*** "Integrated Services" include services provided by our speech/language pathologists, occupational therapists and social workers.

VII. Assistance Received Post-Hyde Park Day School

After leaving HPDS, parents reported that approximately 90% of the students continued to receive educational and clinical assistance inside and/or outside of their schools. Responses indicated that students averaged more than an hour of assistance each week. Over 70% of the students had Individual Education Plans (IEPs), and the number of students having these plans increased from elementary to middle/junior high school and then slightly decreased in high school.

Based on the number of students who had IEPs and the number and variety of services provided, it appears that parents and their children were aware of their specific needs and legal rights, including support from learning disabilities specialists, and appropriate curricular modifications and accommodations, that were important for future academic success.

Students received the most help in school from learning disabilities specialists and/or in the school resource rooms that are often staffed with LD specialists. Out of school, they also received the most assistance from LD specialists. Social work and counseling increased in middle/junior high and high school. Forty students who attended public school after HPDS had more in-school assistance (of any type) in middle/junior high and high school than 47 students who attended private schools. Additionally, girls (36 students) had more out-of-school assistance (of any type) in high school than boys (55 students).

Approximately 50% of the students received curricular modifications, e.g., course and assignment modifications. Curricular modifications increased through the students' schooling with 52.5% receiving modifications in elementary school, 69.5% in middle/junior high school, and 71.2% in high school. The most common modification was a modified program of study, such as having a course waived. The second most common curricular modification was note-taking assistance, followed by modified assignments. Similar to in-school assistance, 40 students who attended public school after HPDS had more curricular modifications than 47 students who attended private schools. Also, girls (36 students) had significantly fewer curriculum modifications than did boys (55 students).

The number of students receiving accommodation was significantly higher (94.5%) than those who obtained curricular modifications. The major accommodation was extra time, typically 1.5 or 50% more time. Taking tests in private rooms and preferential seating tied as the second most common accommodations. Altogether, 86 parents generated 383 responses to a list of accommodations, where they were asked to check all that apply. Their responses indicated both the number and frequency of accommodations that students received. We were pleased to learn the extent to which former HPDS students took advantage of services to which they were entitled. Hyde Park Day School's focus on educating both students and parents as to their rights and the importance of self-advocacy, particularly in the transition process, as well as thoughtful

selection of the schools attended after HPDS, may have contributed to this finding. Additionally, students whose parents listed more gains from HPDS tended to have a greater number of accommodations throughout their schooling ($\rho = 0.258$, $p = 0.014$).

Parents were asked if assistance changed over time, and responses were mixed. For example, parents reported that curricular modifications increased from elementary school to middle/junior high school to high school. Yet, parents' comments indicated that, over time, curricular modifications decreased, including five parents who said that the modifications were no longer needed. With respect to accommodations, 39.7% of the comments reported that there were no changes, while 38.2% said there was a decrease. Many factors may explain these mixed results, including the specific needs of the student, the demands of the subjects, and also the use and effectiveness of technology.

Pages 18-25 contain additional information about assistance students received after leaving HPDS, including specific curricular modifications and accommodations.

A. Assistance Received In and Out-of-School

Parent comments:

She required less individualized help, and became more independent with the help of assistive technology.

She has received fewer social work and learning specialist hours of service over the years but still uses her accommodations.

In the early years the assistance was more remedial help. [A]s time went on the assistance moved to homework help and getting his assignments done so he would not get behind. This was a necessary strategy but there were holes in his education that did not allow him to grasp some of the concepts.

The assistance has been slowly fading. Now he doesn't see anyone regularly. He uses the resource center when needed.

He lost his IEP when he entered high school. He was assisted by his dad in high school, and in college, by his girlfriend, who proofreads all his papers, mostly for proper use of words, i.e., their, there, too, to.

Less specific to speech/language and more attention on organization and executive functioning.

[C]ontinues to need tutor to clarify the class work and assist with homework, papers and exam prep. Due to the auditory processing/speech language challenge.

Assistance dropped off as he got older. [W]as able to advocate for himself.

Parents were presented with lists of the types of assistance received after attending HPDS and asked to check all that apply. Following is information on the types of assistance students received in and out of school when in elementary school, middle/junior high school, high school, and post-secondary schools:

Elementary School

Table 9. *Elementary: In-School Assistance*

Type of Assistance	Frequency	Percent
Learning Specialist/Resource	43	61.0
Speech/Language Pathologist	11	15.5
Social Worker/Counseling	11	15.5
Occupational Therapist	4	5.6
Shadow	1	1.4
Private Tutoring	1	1.4
Total Responses	71	100.4*

* Percent does not equal 100 due to rounding.

Table 10. *Elementary: Out-of-School Assistance*

Type of Assistance	Frequency	Percent
Learning Specialist	26	44.0
Speech/Language Pathologist	11	18.6
Social Worker/Counseling	9	15.3
Private Tutoring	7	11.9
Occupational Therapist	6	10.2
Total Responses	59	100.0

Middle/Junior High School

Table 11. *Middle School/Junior High: In-School Assistance*

Type of Assistance	Frequency	Percent
Learning Specialist	65	57.0
Speech/Language Pathologist	21	18.4
Social Worker/Counseling	21	18.4
Occupational Therapist	6	5.3
Audiologist	1	0.9
Total Responses	114	100.0

Table 12. *Middle School/Junior High: Out-of-School Assistance*

Type of Assistance	Frequency	Percent
Learning Specialist	32	53.3
Social Worker/Counseling	18	30.0
Private Tutoring	5	8.3
Speech/Language Pathologist	4	6.7
Occupational Therapist	1	1.7
Total Responses	60	100.0

High School

Table 13. *High School: In-School Assistance*

Type of Assistance	Frequency	Percent
Learning Specialist	67	71.3
Social Worker/Counseling	13	13.8
Speech/Language Pathologist	11	11.7
Extra Help from Teachers	1	1.1
Occupational Therapist	1	1.1
Audiologist	1	1.1
Total Responses	94	100.1*

* Percent does not equal 100 due to rounding.

Table 14. *High School: Out-of School-Assistance*

Type of Assistance	Frequency	Percent
Learning Specialist	31	51.0
Social Worker/Counseling	21	34.4
Private Tutoring	5	8.2
Speech/Language Pathologist	4	6.6
Total Responses	61	100.2*

* Percent does not equal 100 due to rounding.

Post-secondary

Table 15. *Post-secondary: In-School Assistance*

Type of Assistance	Frequency	Percent
Learning Specialist	16	84.2
Social Worker/Counseling	2	10.5
Private Tutoring	1	5.3
Total Responses	19	100.0

Table 16. *Post-secondary: Out-of-School Assistance*

Type of Assistance	Frequency	Percent
Social Worker/Counseling	3	60.0
Learning Specialist	2	40.0
Total Responses	5	100.0

Assistance Changes over Time

The majority of the coded comments (18/75%) showed a change in assistance with most changes decreasing (16/88.9%) and indicating less assistance. The parents also referenced specific types of assistance (11 comments) including: tutoring; assistive technology; and instances of counseling. Six parents noted that their children made increases in independence.

Table 17. *Amount of Assistance Received After Leaving HPDS*

Parents were asked the total amount of weekly assistance their children received throughout their education after leaving Hyde Park Day School. The 90 parents who responded indicated that most students received more than an hour weekly of assistance both in and out-of-school.

Amount of Assistance	Less than an Hour Weekly Frequency/ Percent	An Hour Weekly Frequency/ Percent	More than an Hour Weekly Frequency/ Percent	Total Responses Frequency/ Percent
In-Elementary School	5/6%	22/26.8%	55/67.1%	82/99.9%*
Out-of- Elementary School	1/1.3%	38/51.3%	35/47.3%	74/99.9%*
In-Middle/Junior High School	19/16.1%	25/21.2%	74/62.7%	118/100.0%
Out-of- Middle/Junior High School	5/6.8%	34/46%	35/47.3%	74/100.1%*
In-High School	19/19%	12/12%	69/69%	100/100.0%
Out-of-High School	8/10%	35/43.8%	37/46.3%	80/100.1%*
In-Post-Secondary Education	6/26.1%	5/21.7%	12/52.2%	23/100%
Out-of-Post-Secondary Education	1/14.3%	3/42.9%	3/42.9%	7/100.1%*
Total Frequency/ Percent	64/11.5%	174/31.2%	320/57.3%	558/100.0%

* Percent does not equal 100 due to rounding.

Table 18. *Frequency of Individual Education Plans*

Eighty-six of the parents generated 206 total responses and reported that 62(30.1%) of the students had Individual Education Plans (IEPs) in elementary school, 73(35.4%) in middle /junior high school, and 69 (33.5%) in high school.

School	Frequency	Percent
Elementary	62	30.1
Middle School/Junior High School	73	35.4
High School	69	33.5
None	2	1.0
Total Responses	206	100.0

Significantly fewer students had Section 504 plans, with parents reporting that six (9.8%) had the plan in elementary school, nine (14.8%) in middle/junior high school, and eight (13.1%) in high school. Of the 61 responses to this question, the majority (38/62.3%) indicated their child had no Section 504 Plan.

B. Curricular Modifications

Table 19. *Curricular Modifications Received after HPDS Enrollment*

Of the 88 parents who responded to the question asking whether their child received curricular modifications after enrollment in HPDS, 44 (50%) responded yes. Curricular modifications increased through the students' schooling with 31 (52.5%) receiving modification in elementary school, 41 (69.5%) in middle/junior high school, and 42 (71.2%) in high school.

Nine curricular modifications were listed for parents to indicate those which their children had received. Comments from the open-text breakdown for this question were combined with the curricular modifications listed and explain why accommodations, such as math accommodations and extended time are included in Table 19. The top curricular modification coded was a modified program of study, such as having a course waived (24/16.2%). Twenty-three of the 24 responses indicated that foreign language was waived. The second curricular modification was note-taking assistance (22/14.9%), followed by modified assignments (21/14.2%).

Curricular Modification	Frequency	Percent
Modified program of study	24	16.2
Note-taking assistance	22	14.9
Modified assignments	21	14.2
Text-to-speech technology	19	12.8
Modified grading method	16	10.8
Math accommodations	15	10.1
Extended test time	9	6.1
Reduced work load	8	5.4
Took fewer classes	8	5.4
Test administration modifications	5	3.4
Learning resource program	1	0.7
Total	148	100.0

Table 20. *Relationship between Public vs. Private Transition Schools, Gender, and In/Out of School Specialists and Curriculum Modifications*

Students who attended public school after HPDS worked with more in-school specialists in middle/junior high and high school and had more curricular modifications than students who attended private schools after HPDS. No differences were seen for elementary school in-school specialists. Although they didn't differ on number of in-school specialists, girls worked with more out-of-school specialists in high school than boys. The groups did not differ in elementary school or middle/junior high. Additionally, girls had fewer curricular modifications than boys. Data included for each group are the average number of specialists or curricular modifications, with the standard deviation in parentheses. Differences between the groups that are statistically significant are bolded ($p < 0.05$) and those that are approaching significance are italicized ($p < 0.1$).

	Public School (40 students)	Private School (47 Students)	t-test	significance
In-School Specialists in Elementary	0.98 (1.07)	0.64 (0.92)	1.57	0.119
In-School Specialists in Middle/Junior High	*1.53 (1.176)*	*1.06 (1.05)*	*1.93*	*0.057*
In-School Specialists in High School	**1.33 (0.80)**	**0.87 (0.80)**	**2.64**	**0.010**
Curricular Modifications	**2.17 (2.22)**	**1.15 (1.91)**	**2.32**	**0.023**

	Boys (55 students)	Girls (36 Students)	t-test	significance
Out-of-School Specialists in Elementary	0.71 (0.90)	0.56 (0.88)	0.81	0.422
Out-of-School Specialists in Middle/Junior High	0.56 (0.74)	0.83 (0.81)	-1.64	0.105
Out-of-School Specialists in High School	**0.53 (0.66)**	**0.92 (0.87)**	**-2.41**	**0.018**
Curricular Modifications	**1.89 (2.27)**	**1.06 (1.66)**	**2.03**	**0.046**

Table 21. *Number of Years Curriculum Modifications were Provided*

Fifty-nine parents responded to the question asking what years their children received curricular modifications, and they generated 114 responses. The least amount of modifications was in elementary school (31/27.2%); modifications increased in middle/junior high school (41/36%) and then slightly in high school (42/36.8%).

Years of Schooling	Frequency	Percent
High School	42	36.8
Middle School/Junior High School	41	36.0
Elementary	31	27.2
Total	114	100.0

Table 22. *Curricular Modification Changes*

Most of the coded comments revealed a decrease in curricular modifications (22/47.8%) or the modifications stayed the same (12/26.0%). Others included descriptions of modifications (e.g., assistive technology, tutors, class substitution, modified grading scale, wireless environment).

Changes	Frequency	Percent
Decreased: No longer needed (5)	22	47.8
Stayed the same	12	26.0
Other	11	23.9
Increased	1	2.2
Total	46	99.9*

* Percent does not equal 100 due to rounding.

C. Accommodations

Parent comments:

The testing accommodations have been consistent over time, and are revisited each year in the IEP meetings. Having co-teachers and time after school with the special ed teachers have been particularly important.

High school was more difficult because of social/peer images. He just didn't take advantage of what the school allowed.

As she got older, she was able to communicate with her teachers on what she needed to be successful. What she needed depended on the course or her teacher. She mainly used extended time on finals.

Table 23. *Amount of Extra Time to Take Tests*

Parents were given a list of thirteen accommodations and were asked to check all that applied. Eighty-six parents generated 383 responses. The most common accommodation made after students were enrolled in Hyde Park Day School was extra time to take tests (83/21.7%). The most frequently cited extra time for tests was 1.5 times the scheduled time (50/60%), followed by "as much time as needed" (12/14.5%) and twice the scheduled time (10/12%).

Time	Frequency	Percent
1.5 times scheduled time	50	60.0
As much time as needed	12	14.5
2.0 times scheduled time	10	12.0
Varies	4	4.8
3.0 times scheduled time	2	2.4
+ 30 minutes	2	2.4
+ 60 minutes	1	1.2

Table 23. *Amount of Extra Time to Take Tests (continued)*

Time	Frequency	Percent
Split over 2 days (long tests)	1	1.2
Offered, not used	1	1.2
Total	83	99.7*

* Percent does not equal 100 due to rounding.

Table 24. *Accommodations*

The top two accommodations after receiving extra time were taking tests in a separate room (62 responses/16.2%) and assigned preferential seating in the classroom (42 responses/11%).

Accommodations	Frequency	Percent
Allow extra time to take tests	83	21.7
Take tests in a separate room	62	16.2
Assign preferential seating in front of the class	42	11.0
Allow students to use laptops	39	10.2
Tests are read orally	31	8.1
Provide an extra set of books	27	7.0
Break down written assignments	25	6.5
Terminate use of scantron tests	23	6.0
No points deducted for spelling errors	19	5.0
Allow students to complete tests orally	11	2.9
Only short answer questions are given	5	1.3
No essay questions	1	.3
Other, please specify	15	3.9
Total responses	383	100.1

* Percent does not equal 100 due to rounding.

In the open-text responses for "Other, Please Specify," there were several accommodations listed, including opportunities for extra credit, clear guidelines, study guides, note-taking assistance (2), co-teachers, extra day to study for difficult subjects, audio books (2), calculators (3), scribes, help with writing down assignments, and varied teaching and assessment strategies. Eighty-six parents replied to the question asking which years their children received accommodations. They reported that in elementary school 53 (25.4%) of the students received accommodations, 76 (36.5%) in middle school/junior high school, and 79 (38%) in high school.

<u>Accommodation Changes over Time</u>

Parents then were asked if the accommodations received changed over time. The majority of the coded comments (27/39.7%) were general comments that accommodations have not changed. The second category of coded comments (26/38.2%) indicated that accommodations decreased and included four examples of testing time decrease, removal of study guides to make grades official, or fewer accommodations were needed. There were 10 (14.7%) coded comments about changes based on subject matter or as needed with no mention of time of change. For example, one parent noted: "*as needed, on her request, up and down*."

VIII. Impact of Technology

Parents reported that 98.9% of the students used personal computers at home and 74.7% used them at school. The most common technology used included word processing, spelling and digital books. Parents were asked on which academic areas technology had the greatest impact, and they responded written language, reading, and math. Two parents indicated both science and social studies as academic areas in which technology had the greatest impact. Some parents' comments attributed their children's success in school and decreased dependence on assistance (e.g., tutors, accommodations) to technology. Others noted their children's reluctance to use technology, particularly in school, because they didn't want to be different from their peers. Problems with technology were also noted, such as accessing books on tape or digital books.

Pages 26-27 contain more specific information about technology.

Parent comments:

Typing his work versus hand written papers allowed him to focus on content. Typing helps him organize his work better too.

Schools are reluctant to provide books on tape or other information. You have to locate it yourself. If there is a real issue we have to read assignments out loud to her.

He has access to all technology but uses little. He feels it is a form of cheating. I keep telling him no, but I think he needs to come to his own conclusion and need!!

Table 25. *Technology/Software*

Parents were given a list of technology/software and asked to check all that were used by their children. Seventy-five parents generated 206 responses. The most frequently used software were word processing software (55/26.7%), spelling software (41/19.9%), and digital books (39/18.9%). Under "Other, please specify," one parent said a Smart Pen, and three responses reported digital "*books."*

Technology/Software	Frequency	Percent
Word Processing Software	55	26.7
Spelling Software	41	19.9
Digital Books	39	18.9
Text to Speech Software (Text read aloud)	25	12.1
Speech to Text Software (Dictating Text)	11	5.3
Visual Planning Software	8	3.9
Note-taking Software	8	3.9
Organization Software	7	3.4
Brainstorming Software	4	1.9
Time Management Software	3	1.5

Table 25. *Technology/Software (continued)*

Technology/Software	Frequency	Percent
Auditory Processing/Attention(e.g., FM Systems)	1	0.5
Other, please specify	4	1.9
Total Responses	206	99.9*

* Percent does not equal 100 due to rounding.

Table 26. *Technology Uses*

Parents' open-text comments (56) indicated the following technology use: audio books and recording programs (22/39.3%); speech to text (13/23.2%); and word processing (13/23.2%).

Software	Frequency	Percent
Audio books & recording programs	22	39.3
Speech to Text	13	23.2
Word processing	13	23.2
Note taking	3	5.4
Other: keyboard, chat online, enlarged print	3	5.4
Math program	2	3.6
Total	56	100.1*

* Percent does not equal 100 due to rounding.

IX. Academic &Non-Academic Experiences Post-Hyde Park Day School

We were interested in finding out students' strongest and most challenging subjects post-Hyde Park Day School. Parents reported that the strongest subjects were social studies, math and the arts, which they attributed to their children's innate abilities and interest. As mentioned earlier, the HPDS social work curriculum focuses on "Success Attributes." Primary among the attributes is gaining self-awareness of one's learning strengths and challenges, which may have helped students identify their academic strengths and major areas of interest.

By far, English was the most challenging subject, which is understandable since most of our students have language-based learning disabilities. The second most challenging subject was math, which also was not surprising since many of our students had math disabilities. Parents attributed difficulties in these subjects to specific learning disabilities and problems with memorization and processing information.

Foreign language was the third most challenging subject. Students with language-based learning disabilities have significant difficulties with learning their native language, so it is understandable that they would find learning a second language very challenging. The most frequent curricular modifications received were a foreign language waiver, course substitutions, and a study hall and/or additional academic support instead of taking a foreign language. While 50% of the curricular modifications for foreign language were received in middle/junior high school, the number significantly dropped to approximately 23% in high school. The most frequent foreign languages studied were Spanish, followed by Latin and French. In view of the

challenges of learning a foreign language, we were surprised to find that 50% of the students took three years or more of a foreign language. Our results indicated that the majority of the students are successfully completing a language requirement in high school. On average, girls took one more year of foreign language (average 2.63 years, range 0-8) than boys (average 1.53 years, range 0-12; $t_{88} = -2.228$, $p = 0.028$).

Parents were asked if taking a foreign language had an impact on college admissions. Of 37 responses, only 2 (5.4%) responded yes. This may be due in part to the success of our students in completing a foreign language requirement and also to applying to schools that do not require it for admissions.

We were interested in finding out the amount of homework former HPDS students typically had each night, as well as the type of assistance they received with regard to homework. The most common number of hours was two, followed by three hours, and one hour. Only twelve students studied four or five hours a night. The most common type of homework assistance was help with organization and providing structure. A significant finding, although not surprising, was that parents were providing as much assistance as tutors. This raises the issues of helping students become more independent of their parents and of the importance of attending schools with strong support services, particularly since the vast majority of our HPDS students are going to colleges and universities outside of Chicago.

We wanted to know how our students were doing academically and to learn about their involvement in extracurricular activities. Over 50% of the 89 parents who responded described their children as "Good Students" (mostly As & Bs) and over 40% described them as "Satisfactory Students" (As, Bs, & Cs). Girls tended to have higher grades than boys, with 61% of girls described as "Good Students" relative to 47% of boys. Almost 80% of the 27 who reported their children's final high school GPAs commented that they were 3.0 or above. Over 50% of the students received academic honors, including being on high school honor roll, receiving specific subject awards, and being inducted into the National Honor Society. A very positive outcome was that over 75% of parents indicated that their children's grades improved over time.

In addition to doing well academically, former HPDS students were active in sports and athletics, service and leadership, and the fine and performing arts. Also reported was child participation in multiple activities. They earned awards ranging from captain of the team to a juried art show winner to helping faculty during an event.

Pages 28-40 contain more specific information about course work, the foreign language requirement, homework, grades, academic honors, and extracurricular activities.

A. Strong Subject Areas

Parent comments:

He turned out to be extraordinarily good at History. Reads something once and retains it.

Parent comments continued:

Math always came easy but he had problems reading the questions then answering. Social studies he finds fascinating because of how he was taught at HPDS and Science. [He] loves learning about things, art was just fun for him. HPDS had ways to make everything fun.

Having great teachers makes a huge difference. He fell in love with Chemistry this year, which none of us expected --- the teacher made all the difference.

Table 27. *Strong Subject Areas*

Parents were given a list of seven subject areas and asked which subjects typically were their children's strongest. Eighty-nine parents generated 231 responses. While parents reported that social studies (45/19.5%) was the strongest subject, for most students, there wasn't a big difference between the other academic areas, with the exception of foreign language. Only 10 (4.3%) responses indicated that foreign language was the strongest subject.

Subject area	Frequency	Percent
Social Studies	45	19.5
Math	36	15.6
Arts (Music, Visual Arts, Theater)	36	15.6
Physical Education	34	14.7
Science	31	13.4
English (Reading, Written Language)	30	13.0
Foreign Language	10	4.3
Other, please specify	9	3.9
Total Responses	231	100.0

For "Other, please specify" and the open-text comments, parents provided 18 comments that indicated the following were the strongest subjects: art, business, engineering, entrepreneurial class, English (2), foreign language, history (3), math, religion, science, social studies (2), technology (2), and writing poetry. One parent noted, "*Anything with the use of his hands*." Other comments included: "*None were and now ALL ARE*, and *she has been on Honor Roll almost every semester."*

Attributes to Success

Parent comments:

He likes discussion. It's how he learns and creates relationships.

Perseverance and good teaching/guidance.

He is a very good strategist, can easily think outside the box, retains a lot of complex information, has the ability to make connections.

Parent comments continued:

Learning to learn at HPDS. The remediation work and self-advocacy have been very important.

He is very intelligent and had a tutor who helped him organize himself and breakdown assignments into a timeline.

Table 28. *Attributes to Success*

Parents were asked to what they attribute their children's success in these subjects. Coded comments about the children's success included the students' innate abilities and skills (49/35.0%), the students' interest (43/30.7%), and teachers (15/10.7%). Single other comments were made about assistive technology, note-taking, less structured writing, less abstract thinking, and greater comprehension of the material. Two other coded comments were about family support.

Attributes	Frequency	Percent
Innate abilities and skills	49	35.0
Interest	43	30.7
Teachers	15	10.7
Other	10	7.1
Remediation or laid foundation	10	7.1
Hard work and perseverance	8	5.7
Confidence	5	3.6
Total	140	99.9*

* Percent does not equal 100 due to rounding.

B. Challenging Subject Areas

Parent comments:

Her expressive language still lags, both in written form and in speech. Her processing speed means she reads slowly, which makes novels and large reading assignments arduous. She does well with grammar and vocabulary in her English classes, where she can rely on memory, but work that involves analytical thinking or the organization and expression of her ideas challenges her in particular.

Writing will always be challenging for her but she has learned a very structured approach which her [high school] applies across all subjects.

He still reads slowly and has always had trouble with foreign language. He is currently taking Latin, however, and the fact that spelling and pronunciation are regular makes this a good choice for him.

Table 29. *Challenging Subject Areas*

Parents were given a list of seven subject areas and asked which subjects typically were their children's most challenging. Ninety parents generated 247 responses. English (reading and written language) (115/46.6%) and math (47/19%) were reported as the most challenging subjects.

Subject area	Frequency	Percent
English (Reading, Written Language)	115	46.6
Math	47	19.0
Foreign Language	31	12.6
Science	29	11.7
Social Science	19	7.7
Physical Education	5	2.0
Arts (Music, Visual Arts, Theater)	1	0.4
Total responses	247	100.0

Reasons Why Subjects were Challenging

Parent comments:

She has a math disability.[S]he can find it challenging to recall the formulas and her visual processing disorder is challenged with graphs-grids.

Decoding is so difficult, she has had little attention left over for the mechanics of writing….

Fine motor issues related to writing….

It is difficult for her to remember the steps required for math. It is difficult for her to process the language used in social studies.

Table 30. *Reasons Why Subjects were Challenging*

In the descriptions of reasons for challenging subjects, the parents reported difficulties in an almost even split between math, writing, and reading. Next, the coded comments contained a description of the symptoms that contribute to the difficulty with the subject matter. The top three symptoms included processing, memorization, and lack of interest. Comments about the areas of impairment were coded concurrently with symptoms. Additional information was identification of eight specific diagnoses, including dyslexia (5), attention deficit, central auditory processing disorder, and dyscalculia. Nine different compensatory skills were identified in parents' comments, including using memory, using structured approach to learning (2), choosing subjects to match strengths (2), requesting waiver, taking time to edit, taking good notes, and spending extra time.

Difficulty	Frequency	Percent
Impairment areas Math (16/36.4%) Writing (15/34.0%) Reading (13/29.5%)	44	38.3
Symptoms Processing (20/31.3%) Memorization (19/29.7%) Lack of interest (7/10.9%) Coding-decoding (6/9.4%) Attention (5/7.8%) Organization (5/7.8%) Other (2/3.1%)	64	55.7
Other reasons (gives up, overweight, reads below grade level, perseverance, verbal person, chooses not to work hard, hard to learn foreign language)	7	6.1
Total	115	100.1*

* Percent does not equal 100 due to rounding.

C. Homework

Parent comments:

In elementary school we were working so hard on learning to read rather than reading to learn.

She avoids doing homework and needs the structure and support of a tutor.

He did homework during the day in high school more often which helped.

Sometimes the teachers don't coordinate well and she can have 5 hours of homework due the next day….

During high school she would spend five hours a night on homework --- from the time she got home after practice until she went to bed.

Last week, she told me that she is thus far finding college studies easier than high school, partly because she can plan ahead and apparently is doing so.

Table 31. *Nightly Hours of Homework*

The number of homework hours ranged from 0-5 with the following frequencies: 2 (31/39.2%); 3 (21/26.6%); and 1 (13/16.5%). Additionally, 19 (38.0%) coded comments were similar to "*No homework because it is all completed throughout the day*." There were 11 other comments

including amount of time spent on homework (6), issues with efficiency (2), responsibilities outside the classroom that interfere with homework, excessive lab homework, and a comment about homework at a specific school.

Hours	Frequency	Percent
2	31	39.2
3	21	26.6
1	13	16.5
4	9	11.4
5	3	3.8
0	2	2.5
Total	79	100.0

Table 32. *Homework Comments*

Home Work	Frequency	Percent
Does homework at school Specifically resource period (6)	19	38.0
Other Specific time reference (6)	11	22.0
Varies by term, class, project	9	18.0
Homework increased Due to LD or other traits (4) Middle school to high school (3) High school to college (1)	8	16.0
Homework decreased High school to college (2) Middle school to high school (1)	3	6.0
Total	50	100.0

Table 33. *How Students Received Assistance*

Parents were asked how their students received homework assistance throughout their education. The most common support was from parents (192 responses) and tutors (182 responses). Eighty-eight responses reported special study halls provided support, and 32 responses said that students received early morning assistance. In high school, students attended the most special study halls (48 responses). Assistance increased from elementary school to middle/junior high school to high school.

Type of Assistance	Elementary School Frequency/ Percent	Middle School/ Junior High Frequency/ Percent	High School Frequency/ Percent	Post-Secondary Frequency/ Percent	Total Responses Frequency/ Percent
Parent Support	57/29.7	61/31.8	61/31.8	13/6.8	192/100.1*
Tutors	52/28.6	59/32.4	59/32.4	12/6.6	182/100.0
Special Study Halls	10/11.4	25/28.4	48/54.5	5/5.7	88/100.0
Early Morning Assistance	7/21.9	9/28.1	15/46.9	1/3.1	32/100.0
Total Responses	126/25.5	154/31.2	183/37.0	31/6.3	494/100.0

* Percent does not equal 100 due to rounding.

Table 34. *Homework Assistance*

The reasons for homework help were varied, and the most often one listed was help with organization and structure (22/26.5%). The use of a tutor for subject matter support and to help with study skills (20/24.1%) were mentioned next. Clarification of instructions or the assignment (10/12.0%) was the third most type of assistance reported. "Other, please specify" included six general statements, including needing help (2), stress/anxiety, reduced course load, and no support needed, or no support available.

Type of Help	Frequency	Percent
Organization & structure	22	26.5
Tutor	20	24.1
Clarification of assignment or instructions	10	12.0
Editing & proofreading	8	9.6
Time management	7	8.4
Focusing	5	6.0
Gives up	3	3.6
Forgets	2	2.4
Other, please specify	6	7.2
Total	83	99.8*

* Percent does not equal 100 due to rounding.

D. Foreign Language

Parent comments:

> *She is in her first year of Latin. She is doing the best she can. Having other students in the class helps her.*

Parent comments continued:

When she starts high school, she will have the option of breaking Spanish 1 into two years and taking Spanish 2 her junior year. Her 8th grade Spanish teacher will make that recommendation.

She was part of a pilot program at [her high school] that taught Spanish with two instructors --- one traditional and one special [education] and focused not on traditional grammar but on visual and speaking skills. The program was successful in helping the kids learn the language but since most placement tests are geared to grammar rules, she did not test well in college language placement tests.

It probably impacted his admissions at some high level colleges he applied to, but having 2 years in high school was sufficient to be admitted at many fine universities.

Table 35. *Foreign Language Studied*

Sixty-five percent of the parents reported that their students' high schools required a foreign language. The most frequently reported language was Spanish (28/45.1%) followed by Latin (11/17.7%), and French (8/12.9%).

Language	Frequency	Percent
Spanish	28	45.1
Latin	11	17.7
French	8	12.9
German	4	6.5
Chinese	3	4.8
Hebrew	3	4.8
American Sign Language	2	3.2
Italian	1	1.6
Japanese	1	1.6
Zulu	1	1.6
Total	62	99.8*

* Percent does not equal 100 due to rounding.

Table 36**.** *Number of Years Foreign Language Studied*

Years	Frequency	Percent
2	22	35.4
3	14	22.6
4	10	16.1
1	8	12.9
>4	7	11.3
0	1	1.6
Total	62	99.9*

* Percent does not equal 100 due to rounding.

Table 37. *Foreign Language Curricular Modifications*

Parents were given a list of five curricular modifications and asked to check all that applied throughout their children's education. The most frequently reported modification was foreign language waiver (38/43.2%), and the greatest number of foreign language curricular modifications was received in middle/junior high school (44/50%).

Curricular Modification	Elementary School	Middle/Junior High School	High School	College	Total Responses	Percent
Foreign Language Waiver	10	20	6	2	38	43.2
Study Hall instead of Foreign Language	6	14	2	0	22	25.0
Additional Academic Support instead of a Foreign Language	3	6	3	0	12	13.6
Specific LD Assistance with a Foreign Language	1	2	4	0	7	7.9
Course Substitution	0	2	3	1	6	6.8
Other, please specify	1	0	2	0	3	3.4
Total	21	44	20	3	88	99.9*
Percent	23.9	50	22.7	3.4	100.0	

* Percent does not equal 100 due to rounding.

Comments about Foreign Language Requirements

Coded comments were about curricular modifications (6/31.6%) and the child's successes and struggles (6/31.6%). Other coded comments (4/21.1%) mentioned immersion, not having a foreign language requirement waived, having a major that did not require a foreign language, and taking foreign language to be with one's peers.

Foreign Language Impact on College Admissions

Parents were asked whether taking or not taking a foreign language had an impact on college admissions. Fifteen coded comments (40.5%) indicated that it had no impact. Eight parents (21.6%) stated the question did not apply, as their student had not yet applied for college. Seven parents (18.9%) did not know whether or not taking a foreign language had an impact on their child's college admissions, and two parents (5.4%) answered yes.

E. Letter Grades

Parent Comments:

He is doing better grade wise, time management wise, and study wise in college. He is taking personal responsibility for his success. He now advocates for himself by approaching his teachers on a regular basis for their assistance.

They [grades] have drifted slightly downward as she has had worse teachers and a much heavier college-level workload in high school.

Her grades have improved in college.

She would start the year with lower grades and then they would improve --- transitions are hard.

It didn't change too much over time. [Grades] did go down slightly with some AP classwork.

Table 38. *Student Described in Terms of Grades*

Student Described in Terms of Grades	Frequency	Percent
Good (Mostly As and Bs)	47	52.8
Satisfactory (Mixture of As, Bs, Cs)	37	41.6
Poor (Mostly Cs and Ds)	5	5.6
Total	89	100.0

Table 39. *Grade Change over Time*

Grade Change	Frequency	Percent
Yes Improved (25/75.8) Deteriorated (8/24.2)	33	97.0
No	1	3.0
Total	34	100.0

Table 40. *Final High School GPA*

GPA	Frequency	Percent
≥4.0	2	7.4
3.5-3.99	13	48.1
3.0-3.50	6	22.2
2.5-2.99	4	14.8
2.0-2.49	2	7.4
Total	27	99.9*

* Percent does not equal 100 due to rounding.

F. Academic Honors

Parent comments:

> *In 8th grade, she graduated just one grade short of straight As, advanced to the State competition with a history fair project and won a ribbon of distinction, advanced to city competition for a reading project she did with a partner, etc.*
>
> *Summa Cum Laude Graduate – High School; [High School] Scholar (4 years); National Honor Society*
>
> *She got class honors for most of her classes in high school. Received an academic scholarship from a [university] for next year should she decide to attend.*
>
> *He received the Outstanding Art Award his sophomore year and each year in high school has made the honor roll.*

Table 41. *College, High School & Middle/Junior High School Awards*

Eighty-six parents responded that 46 (53.5%) of the students received academic honors. The most comments (36/57.1%) were about the high school recipients who were on the honor roll and who received specific subject awards (e.g., reading (2), algebra, art, English (2), biology, history, drama, geometry, engineering). Next were students who were inducted into National Honor Society (6). Specific high school honors/awards mentioned included the Illinois State Scholar (2), specific high school honors (2), the freshman high honors society and the HOBY Award for leadership. Middle school awards included specific school and class awards. College honors/awards included 3 specific college honors, 4 academic, and 1 athletic college-level scholarship.

School	Number of Students	Percent
High School Honor Roll (14/38.9%) Subject specific (14/38.9%) National Honor Society (6/16.7%) Summa Cum Laude (1/2.8%) Leadership (1/2.8%)	36	57.1
Middle School Honors & awards (9/81.8%) Subject specific (2/18.2%)	11	17.5
College Honors & awards (3/37.5%) Scholarships (5/62.5%)	8	12.7
None	5	7.9
Unspecified year	3	4.8
Total	63	100.0

G. Extracurricular Activities

Parent Comments:

> *He was the #1 player on [his high school's] tennis team all 4 years and plays club tennis at college. He also ran on the track team and played soccer in elementary and middle school. He is a very gifted athlete. He picks up sports very fast (not sports with complicated directions like baseball). Sports like downhill skiing, cross country skiing, golf, sailing, water skiing, boxing, boarding, etc.*
>
> *She is very concerned about extracurricular activities interfering with her school work. She does do school clubs though and school requires service hours. She babysits and tutors other kids and is a great help at home.*
>
> *He is one of the top bowlers in the state of Illinois.*

Table 42. *Extracurricular Activities*

The parents reported many different types of activities, with sports and athletics (28/30.4%) as the top activity. Team sports (e.g., football, soccer, cheerleading) and individual activities (e.g., swimming, bowling, figure skating) were almost equally divided in this category (46.4% and 43% respectively). Service and leadership (e.g., Boy Scouts, Leaders/Mentors Program, volunteer at animal adoption shelter) were the second most popular activities 21 (22.8%). A third category was fine and performing arts (e.g., drums, photography, stage crew, dance) with 19 (20.7%) coded comments. Also reported was participation in multiple activities (24/26.1%).

Extracurricular Activities	Frequency	Percent
Sports & athletics Team sports (13/46.4%) Individual activities (12/43%) Could not determine (3/11%)	28	30.4
Service & leadership	21	22.8
Fine & performing arts	19	20.7
Multiple Activities	24	26.1
Total	92	100.0

Table 43. *Categories of Award Recognition*

These diverse students earned many different awards. Sports & athletics (e.g., coach's award, sportsmanship award, MVP on girls' tennis), service & leadership (volunteer award for caring for dogs, Eagle Scout, Kiwanis Citizenship Award), and unspecified awards (4th in state, team placed 3rd in state, multiple awards) were the categories of award recognition reported most frequently.

Award	Frequency	Percent
Sports & athletics	13	38.2
Service & leadership	12	35.3
Unspecified	6	17.6
Fine & performing arts	3	8.8
Total	34	99.9*

* Percent does not equal 100 due to rounding.

Table 44. *Types of Awards Received*

Awards are almost evenly divided between competitive (30/50.0%) and non-competitive (29/48.3%). The former includes group awards (e.g., captain, college varsity wrestling team, varsity lacrosse) and individual awards (e.g., poetry, juried art show winner, fencing). Non-competitive awards include honors and recognition (e.g., helped faculty & staff during an event, academic honor, for all his accomplishments at school) and two parents mentioned awards earned in the Boy Scouts. There was one unspecified comment: "*winner*."

Award Type	Frequency	Percent
Competitive Group (18/60%) Individual (12/40%)	30	50.0
Non-competitive Honors & recognition (27/93.1%) Earned (2/6.7%)	29	48.3
Unspecified	1	1.7
Total	60	100.0

X. Success Attributes

An integral component of the social work curriculum at HPDS has been the "Success Attributes." Raskind, Goldberg, and colleagues identified the six "Success Attributes" as common to individuals with learning impairments who went on to lead successful adult lives relative to those who did not (Raskind, Goldberg, Higgins, & Herman, 1999). The six attributes are:

- Self-awareness—the awareness of one's strengths and weaknesses and understanding one's learning disability is only part of one's whole self
- Proactivity—being proactive in decision making and feeling as though one has control over decisions that affect one's life
- Goal Setting—being able to set appropriate, attainable goals and identifying the steps needed to reach those goals
- Perseverance—not giving up easily, but also understanding when to quit
- Emotional Coping Skills—identifying triggers for stress and using appropriate coping strategies

- Using Support Systems—knowledge and use of support systems available, but also growing towards independence

Social workers at HPDS lead weekly class sections on the "Success Attributes," integrated with other curricula on issues like bullying and friendship skills.

To assess "Self-Awareness" skills, parents were asked whether or not their child exhibited "Self-Awareness" (yes or no). For the other "Success Attributes," parents were asked to rate their children on how often they exhibit features of each "Attribute" on a scale of "Never-Sometimes-Always."

Eighty parents (92%) reported that their child exhibited "Self-Awareness." Overall, parents felt that their students exhibited the "Success Attributes" quite well, with many parents reporting their child "Always" demonstrated each feature of an "Attribute." Twenty-one parents (24%) reported their child always exhibited good "Proactivity," 25 (29%) reported their child always used good "Goal Setting" strategies, 54 (61%) reported their child always had good "Perseverance," 34 (41%) reported their child always had good "Emotional Coping Skills," and 36 (41%) reported their child always exhibited good "Use of Support Systems."

In order to describe how well students exhibited the "Success Attributes" overall, the ratings for the features of each "Success Attribute" were averaged. Students with stronger "Use of Support Systems" had more in-school assistance in elementary, middle/junior high, and high school, more accommodations post-HPDS overall and more accommodations on the ACT exam for students of college age (55 students). Students who were described as "Good students" (mostly As/Bs, 46 students) were rated as having better "Perseverance" skills by their parents than students who were "Satisfactory" students (As/Bs/Cs, 37 students, $t_{57} = -2.627$, $p = 0.015$). Although only 5 students were classified as "Poor" students (mostly Cs/Ds), they differed from the "Satisfactory" students on parent ratings of "Proactivity" ($U = 41$, $p = 0.058$), "Goal Setting" ($U = 20$, $p = 0.003$), and "Use of Support Systems" ($U = 40$, $p = 0.041$). Additionally, students who received academic honors (46 students) had higher ratings of "Goal Setting" (average 2.50, standard deviation 0.49) and "Perseverance" (average 2.79, standard deviation 0.37) than those who did not (39 students; "Goal Setting" average 2.29, standard deviation 0.55, $t_{83} = -1.811$, $p = 0.074$; "Perseverance" average 2.51, standard deviation 0.58, $t_{63} = -2.602$, $p = 0.012$). These results suggest the "Success Attributes" curriculum has a positive impact on the outcomes of HPDS students as they learn to use these skills, although we cannot rule out the possibility that students had these skills before entering HPDS. If nothing else, these results reinforce the theory, and utilizing the skills outlined in the "Success Attributes" can contribute to better outcomes for students with learning disabilities.

Pages 41-44 contain more specific information about the Success Attributes.

Table 45. *Percent of Ratings for each Feature of the Success Attributes*

Self-Awareness	My child has a realistic understanding of his/her individual strengths as well as challenges.	Yes (percent)	No (percent)
		92	8

Table 45. *Percent of Ratings for each Feature of the Success Attributes (continued)*

My child can adequately:		Never (percent)	Sometimes (percent)	Always (percent)
Proactivity	Participate in classroom & social activities	-	28.4	71.6
	Make decisions and act upon those decisions	-	24.7	75.3
	Understand the advantages/disadvantages of making certain decisions	1.1	33.7	65.2
	Recognize when a decision needs to be made	2.2	31.5	66.3
	Evaluate decisions	3.4	44.9	51.7
	Take responsibility for his/her actions	2.3	36.4	61.4
	Feel he/she has control over his/her world	4.5	49.4	46.1
	Is assertive and stands up for him/herself	1.1	37.1	61.8
	Identical responses across all features * 72.4% of parents had mixed responses	-	3.4	24.1
Goal Setting	Can set realistic goals for him/herself	3.4	40.9	55.7
	Can break a goal into steps	5.7	55.7	38.6
	Can monitor his/her progress toward goal achievement and adapt his/her goal if necessary	9.2	42.5	48.3
	Identical responses across all features * 44.9% of parents had mixed responses	3.4	23.0	28.7
Perseverance	Is able to keep trying despite difficulties	2.3	20.5	77.3
	Know how to deal with obstacles/setbacks	4.5	31.8	63.6
	Identical responses across all features * 20.4% of parents had mixed responses	2.3	15.9	61.4
Emotional Coping Skills	Understand how his/her emotional reactions affect his/her behavior	1.1	36.8	62.1
	Identify situations that cause him/her stress or frustration	-	31.4	68.6
	Has strategies to reduce his/her stress and effectively uses them	2.3	53.5	44.2
	Identical responses across all features * 35.7% of parents had mixed responses	-	23.8	40.5

Table 45. *Percent of Ratings for each Feature of the Success Attributes (continued)*

My child can adequately:		Never (percent)	Sometimes (percent)	Always (percent)
Effective Use of Support Systems	Understand the benefits of using support systems	-	35.2	64.8
	Able to access, utilize, and maintain appropriate support systems	1.1	40.4	58.4
	Recognize "triggers" indicating that help is needed	4.5	50.0	45.5
	Identical responses across all features * 31% of parents had mixed responses	-	27.6	41.4

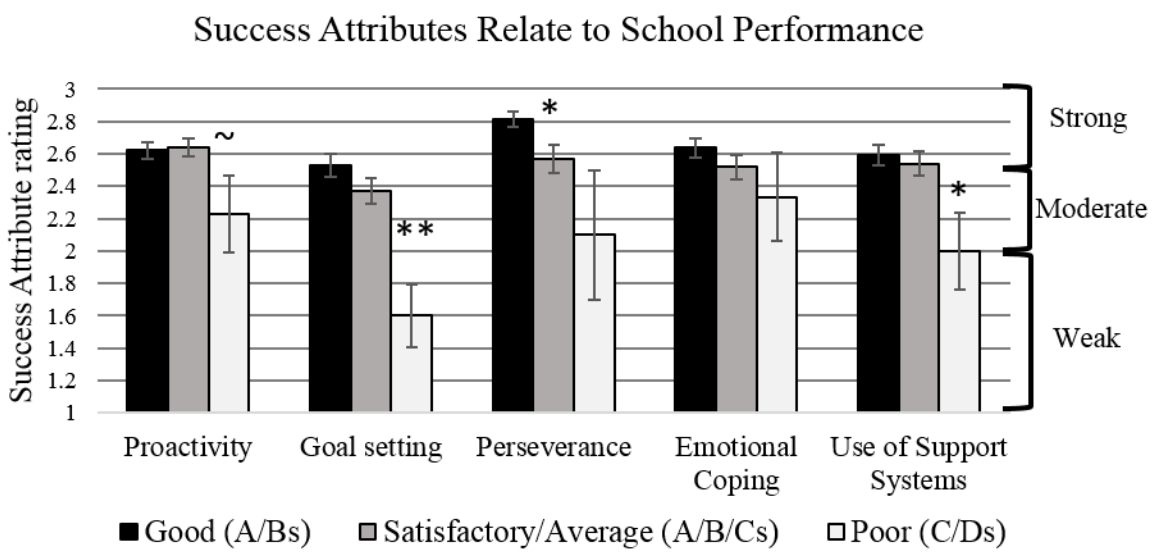
Table 46. *Correlations between the Effective Use of Support Systems and In-School Specialists and Accommodations.*

A positive correlation coefficient indicates students who exhibited more "Effective Use of Support System" skills had more in-school specialists or accommodations. Significant correlations are bolded ($p < 0.05$) and those approaching significance are italicized ($p < 0.1$).

	Correlation Coefficient	p value	Number of Students in Correlation
In-School Specialists in Elementary	**0.352**	**0.001**	87
In-School Specialists in Middle/Junior High	**0.222**	**0.039**	87
In-School Specialists in High School	*0.191*	*0.077*	87
Total Number of School Accommodations	*0.192*	*0.076*	87
Number of High School Entrance Exam Accommodations	0.201	0.157	51
Number of ACT Test Accommodations	**0.281**	**0.038**	55
Number of College Entrance Exam Accommodations	-0.234	0.146	40

Figure 1. *Success Attributes Relate to School Performance*

Students who earn higher grades in school differ on their strengths on the "Success Attributes." The Y-axis represents the average of the parent ratings for each feature of the "Success Attributes." "Average" ratings between 1 and 2 represent "Weak" skills (at least one "Never" rating), average ratings between 2 and 2.5 represent "Moderate" skills (the majority of ratings are "Sometimes"), and average ratings between 2.5 and 3 represent "Strong" skills (the majority of ratings are "Always"). Error bars are one standard error of the mean and differences that are significant or approaching significance are marked (~ $p < 0.1$, * $p < 0.05$, ** $p < 0.01$).



XI. Transitions

We were very interested in the transition process for students from elementary to high school and from high school to post-secondary schools. Of 86 respondents, 52 (60.5%) parents reported that their children were either attending high school or in the process of applying for high school. There were 49 responses to the question asking whether their children self-disclosed their learning disabilities in the high school application process, and 45 (91.8%) said yes. Of course, self-disclosure was necessary to receive services, and this high rate of disclosure may help explain the extensive amount and variety of assistance (discussed earlier) that students received in high school.

In the high school application process, for those schools that required entrance exams, approximately 32% received help preparing for these exams from their middle/junior high schools. Of those parents who responded that their children received help outside of school, most were receiving tutoring. The two most common accommodations when taking the tests were extra time and testing in a private room. Interestingly, the most common amount of extended time was 1.5 the scheduled time, which was also the most frequent amount of extra time received for classroom and standardized testing. Parents were asked if their high school selection was based on specific services offered to students with learning disabilities, and of 49 responses, 28 (57.1%) said yes. It is important to note that students who attended their home district's high schools did not need to go through a formal application process.

Twenty-four parents reported their children's ACT and SAT scores. Approximately 92% took the ACT and received scores ranging from 14 to 32. Of 61 responses, 42 (68.9%) of the parents said that their children, who were of the age to take the ACT or SAT, received help preparing for the tests in high school. For those students who received help outside of school, most were tutored. The most common accommodations when taking the test were extended time, testing over several sessions, and testing in a private room. Again, the most common amount of additional time was 1.5 the scheduled time.

Parents were asked their children's academic plans after they graduated from high school, and the vast majority (84.5%) were either attending or planning to attend a four-year college or university.

Forty-seven students have applied to post-secondary institutions, and parents reported that 35 (74.5%) self-disclosed their learning disability. Only 12 parents responded to the question asking what accommodations were provided on entrance exams; they reported extra time on the tests (1.5 of the schedule time) and testing in a private room. Parents were also asked whether the post-secondary selections were based on specific services offered to students with learning disabilities, and of 44 responses, 25 (56.8%) said yes.

Appendices D, E, F, and G list high schools and colleges and universities that former HPDS students are presently or have attended. While some former HPDS students have graduated from college and are on these lists, at the time of the survey, none of the students of parents who participated in this study had been at a post-secondary institution long enough to complete a degree or certificate.

Pages 45-50 contain more specific information about transition to high school and college, including the application processes and the SATs and ACTs.

A. High School Application Process

Parent Comment:

> *If the school he wanted to go to did not seem able and willing to comply with [the] IEP accommodations, we would not have gone there.*

Table 47. *Accommodations in the High School Application Process*

Parents were presented with a list of five accommodations that may have been available for their children in the application process and were asked to check all that applied. Thirty–two parents responded and generated 56 responses. The most frequent accommodations were extra time on entrance exams (29/51.8%) and testing in a private room (17/30.4%).

Accommodation	Frequency	Percent
Extra time on entrance exams	29	51.8
Testing in a private room	17	30.4
Oral Tests	4	7.1
Computerized tests	1	1.8
Waived entrance exams	1	1.8
Other, please specify	4	7.1
Total Responses	56	100.0

While four parents checked "Other, please specify," they did not indicate the specific accommodations.

Extra Time for High School Entrance Exams

Parents were also asked the amount of extra time their children received, and the majority of the parents (16/80%) indicated their child received one 1.5 the allotted time for the entrance exam. Two (10%) additional parents reported an additional 60 minutes and another two (10%) parents said as much time as needed was allowed.

Parents were asked if the high school selection was based on specific services offered to students with learning disabilities, and of 49 responses, 28 (57.1%) said yes.

We were interested in whether students received help preparing for high school entrance tests at the students' elementary or middle/junior high schools. Of the 44 responses, 14 (31.8%) said yes and 30 (68.2%) said no. Parents were then given a list of three types of testing help offered outside of school. Of the 24 responses, 14/58.3% said private tutoring, 6/25% reported that the students used workbooks, 1/4.2% indicated that classes were taken.

B. SAT and ACT Testing

While 88.9% of the students took the ACT, only 11.1% took the SAT. ACT scores ranged from 14 to 32, with an average of 24.

The SAT scores were converted using the SAT and ACT Test Conversion Chart (Free Test Prep.com, 2014) to allow for comparison.

Score Comparisons are based on college admission policy from ACT (2014):

- **Highly selective** (majority of accepted freshmen in top 10% of high school graduating class)
- **Selective** (majority of accepted freshmen in top 25% of high school graduating class)
- **Traditional** (majority of accepted freshmen in top 50% of high school graduating class)
- **Liberal** (some freshmen from lower half of high school graduating class)
- **Open** (all high school graduates accepted, to limit of capacity)

Table 48. *SAT/ACT Score Comparisons*

Student ACT scores were in the "Highly Selective" and "Selective" categories (6/27.3% each) and one score in the former was a 32. Next were 5 (22.7%) scores in the open range and 4 (18.1%) that are below generally acceptable policy level. There were 6 (ACT) and 2 (SAT) unknown or not taken responses that were not included in the analysis.

	ACT Range	Student ACT Score/Percent	SAT Range	Student SAT Score/Percent
Highly selective	27-31	6/27.3	1820-2000	0
Selective	22-27	6/27.3	1710-2000	0
Traditional	20-23	0	1530-1650	1/50.0
Liberal	18-21	1/4.5	1290-1470	1/50.0
Open	17-20	5/22.7	1230-1410	0
	≤16	4/18.1	≤ 1229	0
Total		22/99.9*		2/100

* Percent does not equal 100 due to rounding.

SAT/ACT Test Preparation

Forty-two (68.9%) of the parents reported that their children, who were of the age to take the ACT or SAT, received help preparing for the tests in high school. Parents were presented with a list of SAT/ACT support services outside of high school The most common type of help was private tutoring (42/57.5%) followed by using workbooks (20/27.4%), and taking classes (11/15.1%).

Table 49. *SAT/ACT Accommodations*

Parents were also given a list of testing accommodation and asked to check all that apply. Fifty–five parents generated 133 responses. The most common accommodations were extended time (52/39%), followed by tested over several session (22/16.5%) and testing in a private room (22/16.5%).

SAT/ACT Accommodations	Frequency	Percent
Extended Time	52	39.0
Tested over several sessions	22	16.5
Tested in a private room	22	16.5
No scantron	16	12.0
Reader	11	8.3
Use of a computer	6	4.5
Other, please specify	4	3.0
Total responses	133	99.8*

* Percent does not equal 100 due to rounding.

For "Other, please specify," parents reported the following four accommodations: calculator; no writing required; enlarged and disposable booklet; and testing in a small group.

Table 50. *SAT/ACT Extended Time Accommodation*

The parents also made 37 comments about SAT/ACT time accommodations with the following top three: 1.5 times (26/70.3%), 3 times (4/10.8%) and as much time as needed (2/5.4%). Other

comments about SAT/ACT accommodations included used a calculator, used an enlarged booklet, no writing required, tested in a small group, and requested a reader.

Time	Frequency	Percent
1.5 times scheduled time	26	70.3
3.0 times scheduled time	4	10.8
As much time as needed	2	5.4
2.0 scheduled time	2	5.4
1.25 scheduled time	1	2.7
+ 30 minutes	1	2.7
+ 60 minutes	1	2.7
Total	37	100.0

C. Post-secondary Plans & Application Process

Table 51. *Post-secondary Plans*

Parents were given six options for plans after high school. Of the 84 responses, 71(84.5%) indicated that their students would attend a four-year college or university and another 5 (6%) would go to a two-year college. One parent reported that his child would attend a fifth year of high school and another said his child would enroll in a trade school.

Post-secondary Plans	Frequency	Percent
Attend a four-year college/university	71	84.5
Attend a two-year community college	5	6.0
Continue into a post-secondary year (5^{th} year of high school)	1	1.2
Attend a trade school	1	1.2
Enter the work force full time	0	0
Take a year off from schooling (gap year)	0	0
Other, please specify	6	7.1
Total	84	100.0

<u>Application Process</u>

Parent Comment:

> *She didn't disclose the learning disability except to [one university], but told admissions counselors verbally that she has a learning disorder.*

Of the 47 students who have applied to a post-secondary institution, 35 (74.5%) self-disclosed their learning disability. Parents were asked if accommodations were made in the application process. Twelve parents generated 19 responses. The most common accommodations were extra time on tests (9/47.4%) and testing in a private room (6/31.6%). For two (10.5%) students, the entrance exam was waived. One student was given a computerized test and one did not specify the accommodation.

Selection Process

Parent Comments:

Yes we are doing that now. We are finding a horrible disconnect between Admissions Offices and LD Services offered at various colleges. For instance, when I asked about services offered at [one university] the representative told me they don't do that, they see themselves on par with Ivy League schools. When my husband asked it of [the university's] COE…, they said, oh yes we have a computer in a closet they use. We also are told to see where the LD services are offered. Are they in the middle of campus and accessible or very far away and will discourage students from engaging in them…. The disabilities office is out by the football field and they seemed more interested in physical disabilities….

At every college we were serious about, we met with someone who worked in the disabilities services office. We were very pleased with the welcoming attitude and approach we saw at [*the university*]*. And, we still are.*

The school did offer a summer program for incoming freshmen which helped and they had an office for LD services which facilitates the accommodations.

We visited the learning center at [the university] to make sure they had the necessary accommodations before accepting.

Selection of Post-secondary Program

Parents were asked whether post-secondary selections were based on specific services offered for students with learning disabilities, and 25 (56.8%) of the 44 parents who responded said yes.

Of the 33 coded comments, 28 (84.8%) indicated the importance of services for LD in the selection of a post-secondary program and the campus climate. Three (9.1%) of the parents did not include services in the decision-making process. The first two parent quotes above indicate the importance of not only services but also the campus climate.

To date, none of the students of parents who participated in the surveys have been at a post-secondary institution long enough to complete a degree or certificate.

D. Employment

Parent Comment:

She worked and went to school until 2 weeks ago in her Jr. Year of College.

Ten parents indicated their children were working, with clarification that three were in college and one in high school. The answers about employment included teaching/tutoring (2), marketing (1), administrative (1), public speaking (1), food service (2), tourism (1), grocery store (1), and the comment: "*One was working."*

Of 10 responses, only 2 (20%) parents said their children self-disclosed their learning disabilities in applying for the job.

XII. Social and Emotional Impact of a Learning Disability[1]

Parents generated a total of 99 comments in response to the question asking whether they thought their children's learning disabilities impacted them socially. Sixty-one parents (61.6%) said "yes," 34 (34.3%) said "no or minimal impact," and 4 (4%) reported that their children used humor as a coping skill. Approximately two-thirds of the parents who answered "yes" commented that the impact negatively affected social connections and interactions, self-esteem, and made their children feel that they had a stigma. For some students, their language processing issues and difficulty reading social cues affected communication with peers. The other third of parents who answered "yes" commented that the learning disability had a positive impact on social connections and interactions.

There were slightly more comments coded (107) about the emotional impact than social, including 99 (92.5%) coded comments that the learning disability had an impact. Of this group, 29 (29.3%) were related to self-esteem. Most of the coded comments were about the limiting impact of learning disabilities or how it makes them feel different. Other parents viewed the learning disability as an experience that helped students build self-esteem and became stronger as a result. Some comments related to problems caused by the learning disability, such as lacking academic self-confidence, low self-esteem, and frustration. There were positive comments (18/18.2%) that the children understood that they were smart and were just alternative learners, or that the children were more compassionate as a result of having a learning disability.
In addition to specific answers to the questions asking about the impact of learning disabilities socially and emotionally, our qualitative analysis identified trends in these areas as a result of additional comments throughout the report. For example, issues of self-esteem (51 coded comments) were identified with the majority related to low or poorly developed self-esteem (42/82.4%). The 9 (17.6%) positive comments made reference to the struggles related to developing positive self-esteem, such as: "*At first she was very ashamed. Now, she feels more comfortable."* There were 14 comments about the stress caused by LD similar to one parent's concerns: "*An 8 year old should not be so stressed out! Constant stomach aches, weight gain and enormous amount of anxiety*." An additional area was about self-disclosure, with 7 coded comments about hiding or being ashamed of having LD, and one positive statement:

> *"It was hard on him growing up because he didn't fit in our neighborhood. He was always different because he went to school in Chicago. Now, none of that matters. He is very open about his disability and his peers accept him unconditionally. It's wonder to see."*

[1] Parent responses crossed over both social and emotional questions. Consequently, these questions were cross-coded and reported together.

Despite the academic success which resulted in almost 85% of our students either attending or planning to attend four-year colleges and universities, many parents reported that their children's learning disabilities negatively affected them both socially and emotionally. Many of these students have also had counseling and other interventions to help them understand their LDs. Yet, the learning disabilities, which we know are not "cured," continue to impact them into adulthood. For example, Adelman & Vogel (2003) conducted a longitudinal study on adults with learning disabilities, and they found that non-learning disabled participants attended support groups about normal developmental issues, while the participants with learning disabilities attended support groups related to their disabilities.

Our findings point to the importance of providing counseling, psychological support, and/or psychotherapy intermittently throughout the lives of individuals with learning disabilities. We found support for this in our results when parents reported that social work assistance increased in middle/junior high school and high school. However, for several students, parents said that the learning disabilities had a positive impact or none at all socially and emotionally, and we need to have a better understanding of factors that led to these outcomes. Finally, we need to find ways to better coordinate academic support with support for social and emotional issues, particularly during stressful periods, i.e., standardized testing, final exams, major social events (e.g., sports events, proms), and transitions.

Pages 51-54 contain for more specific information on the social and emotional impact of a learning disability.

A. Social Impact of a Learning Disability

Parent comments:

If anything it (*LD*) *has empowered him to make sure others with learning difference know it's ok to have learning disabilities. He even jokes about it. While driving, "take a left no I mean a dyslexic left."*

The diagnosis isn't the problem. It's living with it day to day that's the struggle.

He has learned to communicate his strengths and weaknesses with others using candor and humor. People seem to appreciate his positive outlook and confidence.

[S]ocially he is successful, but I do feel he carries a level of shame from having a learning disability and has never told anyone….

She is still challenged reading social cues. Her auditory processing makes it difficult to understand especially in a group setting.

Early on, he was treated as if he were stupid, and because of his ADD, he was not great at team sports. This caused issues with peers and his self-esteem suffered. As he matured, he was better able to understand his issues and self-advocate.

Parent comments continued:

> *She is so "over it." As she said, "LDs are so yesterday!"*
>
> *Significant impact. Difficult to track conversation, changing topics. Responses are delayed and sound random. Teens do not have the time and patience.*

Of a total of 99 comments, there were 61(61.6%) comments that the learning disability impacted the child socially. Of this group, most of the coded comments (25/41.0%) related to either negative (15/60%) or positive (10/40%) impact on social connections. Regarding the former, comments included: *"He just tries to fit in…and not acknowledge* [*his LD*]*. [It]* [*LD*] *stunts her ability to engage in relationships*." Regarding the latter, comments were similar to: "*He has managed to find some good friends in college that make the difference"* and "*He is more self-aware of his issues and knows that he does not always understand social cues."* Additional comments (13/21.3%) were about how the student's social group impacted self-esteem. One comment indicated that LD contributed to building self-esteem and 12 comments were on limitations like: "*She says that kids do not think she is smart"* and "*Socially, he was devastated even as early as kindergarten. He knew he wasn't able to do what others were doing and it upset him*." Ten comments (16.4%) indicated an overall positive impact. There were eight coded comments (13.1%) about stigma like: "*She worries too that people might not understand her disability and jump to conclusions about her."* There were 34 comments (34.3%) indicating that LD had no or little impact, and there were four comments about the use of humor as a coping mechanism.

Table 52. *Social Impact of Learning Disability*

Social Impact	Frequency	Percent
Yes	61	61.6
Social connections & interactions (25/41%) Negative (15/60%) Positive (10/40%) Social influence on self-esteem (13/21.3%) Limits development (12/92.3%) Builds self-esteem (1/7.7%) Overall positive impact (10/16.4%) Stigma (8/13.1%) Other (5/8.2%)		
No or minimal impact	34	34.3
Humor (coping skill)	4	4.0
Total	99	99.9*

* Percent does not equal 100 due to rounding.

B. Emotional Impact of Learning Disability

Parent comments:

> *I think it [LD] impacts her self-confidence and self-esteem. As she has become more aware of her differences as she gets older, she has sometimes expressed a sense of loss or sadness about herself, and continues to work with a therapist for support.*
>
> *It was very difficult for her at first. She believes it has made her stronger and she has a good idea of who she is.*
>
> *She has felt less than, had her feeling[s]hurt, not sure of herself. Not sure where she fits on the LD continuum. In other ways we laugh and have fun with it….*
>
> *I believe the biggest impact on her has been the emotional one. Before HPDS, she just felt that she was stupid. HPDS helped her realize that was not the case, but I also believe that by the time she reached HPDS, she had experienced a lot of failure and didn't like the way it felt….*
>
> *I think it has made her more resilient.*
>
> *She feels inadequate when she compares herself to her peers.*
>
> *Sensitive to needs of others and importance of self-advocacy….*

A few more comments (107) were coded about the emotional impact than social. Of the 107 comments, there were 99 (92.5%) coded comments that LD had an impact. Of this group, 29 (29.3%) were related to self-esteem. Most of the coded comments were about the limiting impact that LD had, as exemplified by the first comment above. Other parents viewed LD as an experience that helps build self-esteem as shown in the second quote above. Additional comments related to problems caused by LD such as: "*Lack some general academic confidence but primarily in math"* or "*Very low self-esteem*." Comments also coded on frustration brought on by LD, such as: "*He can be very frustrated and angry at times. I'm certain that this is a result of his feeling not on top of things*." There were comments about the positive impact like: "*Lets him know he is smart, just an alternative learner"* or "*In other ways he has benefited from having a disability as he is very compassionate when helping other students/people because he has an understanding of their struggles*." Personal coping strategies included working harder, using humor, seeing a counselor, and relying on other traits such as, "*his good looks carry him through*." Eight comments (7.5%) were coded that LD had little or no impact.

Table 53. *Emotional Impact of Learning Disability*

Emotional Impact	Frequency	Percent
Yes	99	92.5
Self-esteem (29/29.3%) Limiting (17/58.6%) Building experience (10/34.5 %) Positive impact (1/3.4%) Other (1/3.4%) Problematic (22/22.2%) Frustration (19/19.2%) Positive (18/18.2%) Coping Strategies (8/8.0%) Other (3/3.0%)		
No or little impact	8	7.5
Total	107	100

XIII. Additional Parent Suggestions and Comments about Hyde Park Day School

Parents were asked how Hyde Park Day School could best help their children after they transitioned. There were 79 suggestions, with the most frequent (19/24.1%) suggesting the need for up-to-date information. This includes case studies of successful children, technology and research updates, how to search for colleges, and one parent suggested a post-graduation resource center. Help with transition and follow-up support were mentioned. Transition included elementary, junior and high school, college, and other schools. All of these are excellent suggestions to be considered as Hyde Park Day School expands its outreach to alumni.

At the end of the survey, parents were asked to offer any other information that they would like to add. All 57 of the comments provided insight in the HPDS programs. The most frequent comment (12/21.1%) was to thank HPDS, while the second most frequent was the positive effect of the campus climate (12/21.1%), which was underscored with specific references to caring people. The third captures the child's growth and development as a result of attending HPDS (11/19.3%). While parents were very positive about their children's experiences, their comments also provide valuable information about needed improvements in the curriculum and how services are provided.

Pages 55-56 contain for more specific information on parents' suggestions and comments.

A. Suggestions for Help Post-Hyde Park Day School

Parent comments:

> *Keeping us informed as to how children have succeeded into jr. high, high school, college, and know what colleges other children had had success in and what careers they've gone on to do.*
>
> *How about a newsletter with new programs/technology that is available and/or that you recommend.*
>
> *Have organized sessions for post-HPDS kids where they can discuss issues with staff. Online support site. Students could access info. Students could access other students. Current events in the field shared.*

Table 54. *Suggestions for Helping Former HPDS Students and Parents*

We wanted to know how Hyde Park Day School can be helpful to our former students and their parents. The top three suggestions included requesting information (19/24.1%), transition help (17/21.5%), and follow-up and support (14/17.7%). Other suggestions (7/8.9%) included stay at HPDS longer (2 comments), a better structure for homework, reduce dependencies on tutors, host social class reunions, teach use of assistive technology better, and have better diagnostics (child's writing disability went undiagnosed).

Suggestions	Frequency	Percent
Information Other types (13/68.4%) Database (4/21.1%) Newsletter (2/10.5%)	19	24.1
Transition Help	17	21.5
Follow-up & support	14	17.7
Nothing	9	11.4
Availability	7	8.9
Other suggestions	7	8.9
Wider search of schools for referral post-HPDS	6	7.6
Total	79	100.1*

* Percent does not equal 100 due to rounding.

B. Additional Comments from Parents about Hyde Park Day School

HPDS contributed significantly to the past and continued success of our child. The various skills, learning and study techniques, knowledge, self-advocacy and self-confidence acquired have been instrumental to his ongoing progress academically and personally. Also, the genuine support and kindness of the faculty, teachers and student-community was outstanding, and will always be greatly appreciated.

[A]s I said earlier, my biggest regret is that I didn't find you sooner. I think HPDS answers a very real and often overlooked need in the educational community. I think the biggest problem is that the pool of kids needing assistance is large. One of the values of HPDS for her was learning that she was not alone. One of the biggest difficulties, however, is placing kids with too diverse LD issues in a class together….

He continues to think the world of Hyde Park Day School. That is where he learned that he is normal and just learns in a different way. That is where he got his self-esteem. That is where he never felt like he was being judged or looked down upon. That is where he felt smart.

HPDS was a tremendous help to her both academically and socially. She was a totally different kid after attending and was so much more confident. But I do feel that certain areas, such as math and grammar, could have been more comprehensive to better prepare her for a transition into middle school. The material was so much more advanced and it was a big leap for her to go from basic math skills to pre-algebra.

Emotionally he was crushed. He wanted to do well in school and be proud of himself and he was so unhappy. He eventually gave up trying to stay in a public school. Emotionally he did much better after Hyde Park. He changed how he felt about himself and I think he believed he could succeed.

Table 55. *Additional Comments from Parents about HPDS*

Comments	Frequency	Percent
Thanks	12	21.1
Campus climate Other climate comments (9/75%) Caring people (3/25%)	12	21.1
Personal growth	11	19.3
Contribute to child's success	8	14.0
Life changing	6	10.5
Other comments	5	8.8
Saved life and education	3	5.3
Total	57	100.1*

* Percent does not equal 100 due to rounding.

XIV. Conclusion

We believe this study demonstrates that, for some students with moderate-to-severe learning disabilities, there is a need for highly intensive, individualized programming that cannot be provided in mainstream classrooms. For students attending Hyde Park Day School, the typical enrollment was two-to-three years. During that time, they had the opportunity to gain critical skills, such as learning to read, learning strategies that help them compensate for their learning disabilities, and learning to understand curricular modifications and accommodations that will contribute to their academic success. A comprehensive Transition Program helped students find the most appropriate mainstream schools to transition to after attending HPDS, as well as helping them access the needed services in their new schools. While our results also suggest that the "Success Attributes" curriculum had a positive impact on the outcomes of HPDS students, the ongoing negative impact of having a learning disability both socially and emotionally indicates the need for greater support in these areas --- both when students are enrolled in Hyde Park Day School and after they transition.

This is the first Hyde Park Day School longitudinal study. Our hope is to continue studies similar to this one. We believe that studying our former students' academic and career outcomes can not only benefit Hyde Park Day School's educational programs but all students with learning disabilities. Finally, we are hopeful that these studies can also contribute to the field of learning disabilities.

XV. Acknowledgements

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Appendix A
Quantitative Analyses

The raw survey data were used to conduct quantitative analyses searching for relationships between HPDS factors and student outcomes. Enrollment grade, transition grade, years enrolled, total gains from HPDS (sum of 11 possible options to check), and average "Success Attributes" ratings (averaged parent ratings over all features for each "Success Attribute") were used to represent a student's experience at HPDS. Correlation analyses (Spearman's rho) were conducted between HPDS experience factors and the following outcome measures:

- Number of in-school and out-of-school specialists in elementary, middle/junior high, and high school (collapsed across 10 types of specialists)
- Number of accommodations (sum of 13 possible accommodations)
- Number of curricular modifications (sum of 10 possible curricular modifications)
- Number of technologies (sum of 12 possible technologies)
- Number of extra-curricular activities (sum of 6 possible extra-curricular activities)
- Number of high school exam accommodations (sum of 6 possible accommodations)
- Years of foreign language study (summed across all languages studied)
- Number of foreign language modifications (sum of 6 possible curricular modifications)
- ACT score
- Number of ACT accommodations (sum of 7 possible accommodations)
- Number of college entrance exam accommodations (sum of 6 possible accommodations)

Group comparisons (independent t-tests, Mann-Whitney U tests) were used to compare HPDS experience factors for student groups based on grades ("Good"-As/Bs, "Satisfactory"-As/Bs/Cs, "Poor"-Cs/Ds), whether a student received academic honors (yes, no), the type of school to which the student transitioned (Public, Private), and student gender (Male, Female).

Non-parametric correlations were conducted because of the restricted range and non-normal distributions of the outcome measures and "Success Attributes" ratings. Additionally, Mann-Whitney U tests were used to compare the "Satisfactory" and "Poor" student groups due to the large difference in sample size. All analyses were conducted in SPSS. Only significant results are presented in each section.

Appendix B
Qualitative Analysis

Two software programs were used for data management. First, Microsoft Word was used to capture respondent comments. The comments were then imported into and managed with NVivo 10 software (QSR International, Doncaster, Victoria, Australia, www.qsrinternational.com/). Management was accomplished using NVivo's two primary features as a system to store and organize documents and as a means to index and categorize data and ideas. Used as a document system, NVivo stored one research document that contained all of the parent's comments, and one memo containing the researchers' journal. Used as an indexing system, NVivo served two primary functions. First was the management of the textual structure. This management was done with the code and retrieve function that allowed any portion of the stored text to be coded and stored in a database and then retrieved under the assigned code. The second function was to index the comments through development of themes. The development of themes or categories was based on an application of the concept of nodes. Nodes are repositories that house the collection of material one place to allow the discovery of emerging patterns and concepts (QSR International, n.d.). The following types of nodes were used in this study: First were free nodes to develop categories that were created from the item response comments. Next was the development of hierarchical categories, tree nodes with supporting subcategories of children.

As the comments were reviewed, each one was either open coded with constant comparison to enable axial coding or selectively coded using categories from a specific question (e.g., Why did you send your child to HPDS?). Coding was accomplished through an analysis of the parents' comments. Each comment was analyzed and either used in its entirety or deconstructed into more discrete units of text. To illustrate two comments from question *42:" Please list graduation honors and note if they were for Middle School, High School, or College"* are examined. One parent commented, "*Not yet graduated"* and another parent wrote "*B honor roll in 6th grade*." The first comment is coded once in the node "None" and the second is coded twice in the nodes "high school" and "honor roll." This analysis yields three coded comments. In order to insure trustworthiness of the analysis, a journal was kept to serve as a log of coding and analysis activities and as a way to bracket or set aside researcher bias (Creswell, 2012).

Appendix C
Tables & Figures

Appendix C (continued)

Appendix D
Transition to Elementary School, Middle School, and Junior High Schools, 2000-2014

If more than one student has transitioned to this school, the number of students is noted next to the name of the school.

Public

Chicago
Alcott School
Audobon School
Blaine School
Edgebrook
Lincoln School
McPherson School (2)
Nettlehorst School (2)
Newberry Academy
Ogden School
Pritzker School
Ray School (3)

Suburbs
Carol Stream
Monroe
Deerfield
Caruso Junior High School (4)
Kipling School
Elmhurst
Hawthorne (2)
Evanston
Nichols Middle School
Haven Middle School (4)
Bessie Rhodes Magnet School (2)
Flossmoor
Western Elementary
Parker Junior High (2)
Glenview
Attea Middle School (3)
Springman Middle School (2)

Private

Chicago
Ancona (9)
Catherine Cook Day School
Chicago City Day School
Chicago Waldorf School
Francis W. Parker (5)
Morgan Park Academy
Near North Montessori (2)
The Latin School
U of C Laboratory Schools (15)

Suburbs
Evanston
Roycemore (13)
Berwyn
The Children's School of Berwyn

Parochial

Chicago
BZ Anshe Emet Day School (6)
Francis Xavier Ward
Immaculate Conception
Mount Carmel Academy (9)
Pilgrim Lutheran
Sacred Heart/Hardy Prep (6)
St. Alphonsus Academy (2)
St. Benedict Preparatory (2)
St. Clement (3)
St. Mary of the Woods

Suburbs
Evanston
St. Athanasius
Elmhurst
Timothy Christian
Flossmoor
Infant Jesus of Prague
Homewood
St. Joseph
Iverness
Holy Family Catholic Academy
Northbrook
St. Norbert
Park Ridge
Mary, Seat of Wisdom
Western Springs
St. John of the Cross
Wilmette
St. Francis Xavier (2)
Winnetka
Faith, Hope and Charity
Sacred Heart (4)

Appendix D (continued)

Public

Suburbs
Glen Ellyn
Hadley Middle School
Glenview #37
Avoca West
Glencoe
Central School (2)
Highland Park
Edgewood (2)
Wayne Thomas
Kenilworth
Sears School
La Grange
Cossitt Elementary
Lake Bluff
Lake Bluff Middle School
Lake Bluff Elementary School
Northbrook
Greenbriar
Wood Oaks Junior High
Field Middle School
Northfield
Sunset Ridge School
Oak Brook
Monroe School
Oak Lawn
Sward School
Park Ridge
Emerson (2)
Lincoln Middle School (2)
Palos Heights
Palos East Elementary School
Plainfield
Richard Ira Jones Middle School
Pleasantdale
Pleasantdale Middle School

Parochial

Suburbs
Woodstock
St. Mary's

Appendix D (continued)

Public

Suburbs
River Forest
Willard Elementary School
Roosevelt Middle School
Skokie
McCracken Middle School
Middleton Elementary School
Western Springs
Highland Middle School
Winnetka
Skokie School (4)
Washburne Middle School (6)
Wilmette
Marie Murphy (3)
Central School
Wilmette Junior High School (5)

Appendix E

Graduates 2000-2014
Enrollment in High School

Chicago Public High Schools
Chicago High School for the Arts
Jones College Prep High School (2)
Lane Technical College Prep High School (2)
Ralph Ellison Charter High School
Whitney Young High School.
Urban Prep

Chicago Private High School
Chicago Academy for the Arts
Global Citizenship Experience
Wolcott High School (3)

Chicago Parochial High Schools
De La Salle-Lourdes Hall Campus
Maria High School
Marist High School
Mt. Carmel High School (9)
St. Gregory High School (4)
St. Patrick High School
St. Scholastica Academy (2)
Mother McAuley High School

Suburban Public High Schools

Deerfield High School (4)	Deerfield, IL
York High School	Elmhurst, IL
Evanston Township High School (7)	Evanston, IL
Glenbrook South High School	Glenview, IL
Highland Park High School (2)	Highland Park, IL
Lyons Township High School	La Grange, IL
Stevenson High School (3)	Lincolnshire, IL
Niles West High School	Skokie, IL
Prospect High School	Mount Prospect, IL
New Trier High School (8)	Winnetka, IL

Suburban Private High Schools

Beacon Academy	Evanston, IL
Roycemore High School (3)	Evanston, IL
Seal	Lombard, IL
Cove High School (4)	Northbrook, IL

Appendix E (continued)

Suburban Parochial High Schools	
Montini High School	Lombard, IL
Notre Dame High School (10)	Niles, IL
Loyola Academy	Wilmette, IL
Boarding Schools	
The Foreman School	Litchfield, CT
The Gow School	South Wales, NY
LaLumiere School	LaPorte, IN
Purnell School	Pottersville, NJ
High Schools Outside of Illinois	
Summit High School	Colorado
St. Theresa	New York

Appendix F
HPDS Alumni 2000-2014
Enrollment in High School after Transition

Chicago Public High Schools
Curie High School
Jones College Prep High School (4)
Lane Technical College Prep High School (2)
Lincoln Park High School
Northside College Prep High School
Westinghouse College Prep High School
Walter Payton College Prep High School (3)
Whitney Young High School

Chicago Private High School
Chicago Academy for the Arts (3)
Chicago Waldorf High School (2)
Global Citizenship Experience
Francis Parker School (4)
Morgan Park Academy
University of Chicago Laboratory Schools (4)
Wolcott High School (2)

Chicago Parochial High Schools
De La Salle-Lourdes Hall Campus
St. Benedict Preparatory High School (3)
Mt. Carmel High School (3)
St. Ignatius High School (4)
St. Patrick High School

Suburban Public High Schools

Deerfield High School (4)	Deerfield, IL
Evanston Township High School (4)	Evanston, IL
Glenbrook North High School	Northbrook, IL
Glenbrook South High School (3)	Glenview, IL
Highland Park High School (2)	Highland Park, IL
Hinsdale Central High School	Hinsdale, IL
Homewood-Flossmoor High School (3)	Flossmoor, IL
Lake Forest High School	Lake Forest, IL
Lyon Township High School (3)	La Grange, IL
Maine South High School (3)	Park Ridge, IL
New Trier High School (16)	Winnetka, IL
Oak Lawn High School	Oak Lawn, IL
Oak Park-River Forest High School (2)	Oak Park, IL
Plainfield North High School	Plainfield, IL
Adlai E. Stevenson High School (2)	Lincolnshire, IL

Appendix F (continued)

Suburban Public High Schools	
Vernon Hills High School	Vernon Hills, IL
Suburban Private High Schools	
Acacia	LaGrange, IL
Roycemore High School (9)	Evanston, IL
Suburban Parochial High Schools	
Chicagoland Jewish High School	Deerfield, IL
Fenwick High School	Oak Park, IL
Loyola Academy (6)	Wilmette, IL
Notre Dame High School (2)	Niles, IL
Woodlands Academy	Lake Forest, IL
Boarding Schools	
Brewster Academy	Wolfeboro, NH
Eagle Hill School	Hardwick, MA
The Foreman School (3)	Litchfield, CT
The Gow School (8)	South Wales, NY
Holderness School	Plymouth, NH
Landmark High School	Prides Crossing, MA
Leelanau School (3)	Glen Arbor, MI
Outside of Illinois	
Lab High School	Washington, D.C.
Orange Lutheran High School	Orange, CA
Scottsdale Christian Academy	Scottsdale, AZ
Home School (3)	

Appendix G
HPDS Enrollment in and Graduation from Colleges & Universities, 2000-2014

Two-Year Colleges

College of DuPage	Glen Ellyn, IL
College of Lake County	Grayslake, IL
ITT Technical Institute	Oak Brook, IL
IVY Technical Community College	Bloomington, IN
McHenry County College	Crystal, Lake, IL
Moraine Valley Community College (2)	Palos Hills, IL
Morton College	Cicero, IL
Oakton Community College (4)	Des Plaines, IL
South Suburban College	Holland, IL
Tribecca Flashpoint Media Arts Academy	Chicago, IL
Truman College	Chicago, IL
West Valley College	San Jose, CA
Wyoming Technical	Laramie, WY

Four-Year Colleges

Beacon College	Leesburg, FL
Beloit College	St. Beloit, WI
California College of the Arts	Oakland, CA
Calulmet College of St. Joseph	Whiting, IN
Coe College	Cedar Rapids, IA
Cornell College	Mt. Vernon, IA
College of Mount St. Joseph	Cincinnati, OH
Columbia College (2)	Chicago, IL
Cornish College of the Arts	Seattle, WA
Dickinson College	Carlisle, PA
Eckerd College	St. Petersburg, FL
Elmhurst College (2)	Elmhurst, IL
Johnson State College	Johnson, VT
Kansas City Art Institute	Kansas City, MO
Lake Forest College	Lake Forest, IL
Lyndon State College	Lyndonville, VT
Manhattanville College	Purchase, NY
Mercy College	Dobbs Ferry, NY
North Central College	Naperville, IL
The Rhode Island School of Design	Providence, RI
Scripps College	Claremont, CA
St. Ambrose	Davenport, IA
St. Olaf College	Northfield, MN
West Virginia Wesleyan College	Buckhannon, WV

Appendix G (continued)

Universities

American University	Washington DC
Bradley University	Peoria, IL
Colorado State	Fort Collins, CO
DePaul University	Chicago, IL
DePauw University	Greencastle, IN
Dominican University	River Forest, IL
Embry Riddle Aeronautical University	Daytona Beach, FL
Emory University	Atlanta, GA
George Washington University	Washington D.C.
Indiana University	Bloomington, IN
Lindenwood University	St. Charles, MO
Lynn University (2)	Boca Raton, FL
Marquette University	Milwaukee, WI
Miami University	Oxford, OH
Mercyhurst University	Erie, PA
Michigan State University	East Lansing, MI
Purdue University (2)	West Lafayette, IN
Rensselaer Polytechnic Institute	Albany, NY
Southern University	Carbondale, IL
St. Lawrence University	Canton, NY
Syracuse University	Syracuse, NY
University of Arizona	Tucson, AZ
University of Chicago	Chicago, IL
University of Dayton	Dayton, OH
University of Denver (5)	Denver, CO
University of Dubuque	Dubuque, IA
University of Findlay	Findlay, OH
University of Illinois	Urbana-Champaign, Illinois
University of Iowa (2)	Iowa City, IA
University of Kansas (2)	Lawrence, KA
University of Michigan	Ann Arbor, MI
University of Minnesota	Minneapolis, MN
University of Missouri	Columbia, MO
University of Missouri	St. Louis, MO
University of Notre Dame (2)	Notre Dame, IN
University of Pennsylvania	Philadelphia, PA
University of Wisconsin	La Crosse, WI
Western Illinois University	Macomb, IL
Xavier University	Cincinnati, OH

Appendix G (continued)

Armed Services
Marines

Transition Programs

Orchard Academy	Skokie, IL

Gap Year
Travel in Europe

Graduates

Bowling Green State University	Bowling Green, OH
Columbia College	Chicago, IL
Elmhurst College	Elmhurst, IL
Moraine Valley Community College	Palos Hills, IL
Mount Holyoke	South Hadley, MA
University of Findlay	Findlay, OH
Vincennes University	Vincennes, IN