



**Hyde Park Day School Long-Term Outcomes Study**  
**2019-2020**

**Casey Crnich, Ed.D.**

**Executive Director**

**Katherine Baldwin**

**Director of Research**

# I. Major Outcomes & Recommendations

The research presented in this report provides data from surveys completed by students who attended Hyde Park Day School (HPDS) from 2000 to 2017 and their parents. 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 at least 56 different schools, mostly in the Chicago area. This seems a natural consequence of the fact that HPDS is one of the only schools of its kind in Chicago and fulfills an important need for the entire community.
- Approximately 59% of responses indicated that students were enrolled for two or three years, and the three most common grades in which students transitioned out of HPDS were eighth, fifth, and sixth respectively.
- Approximately 34% of parents and students reported that students had other non-learning-disability diagnoses, and 72% of respondents indicated that students had either Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD).
- Parents and students expressed dissatisfaction with the schools they attended prior to HPDS. This was primarily due to a lack of sufficient help, especially in helping students learn to read.
- When parents and students were asked what they believed was learned or gained from the students' attending HPDS, improved reading skills was the most frequent response. The next two most frequent outcomes were improved executive functioning skills and learnings from the HPDS success attribute program.
- We did not find significant differences between the gains students received in public or private schools, nor were their significant differences between genders.
- Approximately 95% of the respondents indicated specific ways that students continued to receive educational or clinical assistance after leaving HPDS.
- Approximately 78% of respondents reported students received specific curricular modifications. The most common accommodation or curricular modification was extra time to take tests, which was selected by 89.6% of those who indicated accommodations or modifications. This was followed by permission to take tests in a separate room from the rest of the class (selected by 71.4%).
- 67.7% of respondents indicated students taking one or more foreign languages in high school.
- The most common number of hours students spent on homework in high school, was 1.5 to 2 hours, and the second most common was one hour or less. Only seven respondents out of the 37 indicated study of more than two hours per night.
- The most common type of homework assistance was help with writing, and the most common source of assistance was tutors.

- Parents and students reported that writing and reading were the academic areas most impacted by technology.
- Almost 69% of the 83 respondents who indicated the grades their children received in high school received mostly As & Bs, while 13% indicated that they received a mixture of As, Bs, & Cs. No respondents indicated their children received mostly Cs and Ds.
- Sixty percent of respondents indicated students received academic honors in high school, including being on high school honor rolls, receiving specific subject awards, and being inducted into the National Honor Society.
- Twenty-five of the 89 respondents who answered the question indicated that student's grades had 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 art.
- Students and their parents reported many attributes with which the Success Attributes curriculum in the Social Work class helped them, from gaining self-awareness to identifying available support systems to gaining perseverance, and more.
- Parents and students reported mixed emotional impact of the learning disabilities on the students; however, students viewed the emotional impact of the disability more positively than did their parents.
- At the end of the survey, survey participants were asked if there was anything else they would like to share about their experiences with Hyde Park Day School. All 59 of the comments provided insight into the HPDS program. The most frequent comment was simply to thank HPDS for helping change students' lives. Four respondents provided additional suggestions, and only one respondent had a negative comment, although a caveat was added that it had nothing to do with teachers or students. 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.

## II. Table of Contents

<b>I. Major Outcomes &amp; Recommendations</b>	<b>2</b>
<b>II. Table of Contents</b>	<b>4</b>
<b>III. Introduction</b>	<b>10</b>
<b>A. Commitment to Research at Hyde Park Day School</b>	<b>10</b>
B. Hyde Park Day School Long-Term Outcomes Study	10
<b>IV. Methods</b>	<b>11</b>
<b>V. Data Analysis</b>	<b>11</b>
<b>VI. Results</b>	<b>12</b>
<b>VII. Participants</b>	<b>13</b>
Table 1. Student or Parent Respondent	13
Table 2. Frequency of Current Student Ages	14
Table 3. Frequency of Grade When First Enrolled at HPDS	14
Figure 1: Grade during Which a Student Enrolled in HPDS	15
Table 4. School Attended Prior to HPDS	16
Table 5. Number of Years Enrolled at HPDS	18
Table 6. Grade When Student Transitioned Out of HPDS	18
Figure 2. Grade Student Transitioned out of HPDS	19
Table 7. Year Student Transitioned out of HPDS	19
Table 8. Student Currently in School?	20
Table 9. Student's Current School Type	20
Table 10. Student's Current Grade	21
Figure 3. Current Grade of Students Included in this Survey	22
Table 11. Current School Name	22
Table 12. Current School Type	24
Table 13. HPDS Campus Attended	25
Table 14. Non-Learning Disability (Non-LD) Diagnosis	25
Table 15. Nature of Non-LD Diagnosis	26
<b>VIII. Attending Hyde Park Day School</b>	<b>26</b>
A. Reasons for Attending Hyde Park Day School	27
Table 16. Decision to Move From Original School	27
Table 17. Why Choose HPDS	28

<b>B. Opinions of What Students Learned/Gained that was Most Helpful</b>	<b>29</b>
Table 18. What the Student Learned/Gained from Attending HPDS that Was Most Helpful	29
Table 19: Most Helpful Types of Integrated Services at HPDS	30
<b>IX. Assistance Received Post-Hyde Park Day School</b>	<b>30</b>
Table 20. Assistance Received after Leaving HPDS	31
Table 21. Changes in Assistance over Time	32
Examples of further comments from parents:	33
Examples of further comments from students:	34
Table 22. Frequency of Individual Education Plans (IEPs)	34
Figure 4: IEP Percentages by Grade	35
Table 23. Frequency of 504 Plans	36
<b>Figure 5: Section 504 Percents by Grade</b>	<b>37</b>
Table 24. Accommodations and Modifications in Current School	37
<b>XI. Impact of Technology</b>	<b>39</b>
Table 25. Assistive Technology, Learning Programs, Electronic Devices Used in the Past Year	39
Table 26. Greatest Impact of Technology	41
Table 27. Most Important Device, Tool, or Program	42
<b>XII. Academic &amp; Non-Academic Experiences Post-Hyde Park Day School</b>	<b>43</b>
A. Strong Subject Areas	44
Table 28. Strongest Subject Areas	44
Table 29. Strongest Arts	45
Table 30. Reason for Child's Success in Strongest Subjects	45
Examples of comments from parents:	46
Examples of comments from students:	47
B. Most Challenging Subject Areas	47
Table 31. Most Challenging Subject Areas	47
Table 32. Most Challenging Arts Subjects	48
Table 33. Reason for Child's Difficulties in Most Challenging Subjects	48
Examples of comments from parents:	49
Examples of comments from students:	49
C. Homework	49
Table 34. Current High School Homework Amount	50
Table 35. How the Amount of Homework Assigned Changed over Time	50
Examples of comments from parents:	51
<b>Examples of comments from students:</b>	<b>52</b>

Table 36. How the Amount of Homework Assigned Changed over Time Before College	52
Table 37. What Type of Homework Assistance Needed and Why	53
Examples of comments from parents:	55
D. Foreign Language	56
Table 38. High School Foreign Language Requirement	56
Table 39. Amount of Foreign-Language Study Required at High School	57
Table 40. Student Taking a Foreign Language	57
Table 41. Foreign Languages Taken in High School	58
Table 42. Impact of Foreign Language Study on College Applications	59
Examples of comments from parents:	59
Examples of comments from students:	60
E. Letter Grades	60
Table 43. Reported Letter Grade Categories	61
Table 44. How Grades Changed Over Time	61
Examples of comments from parents:	62
Examples of comments from students:	62
F. Academic Honors	62
Table 45. Students Receiving Academic Honors in High School	62
Table 46. Type of Honors Received by Student	63
Examples of comments from parents:	64
Examples of comments from students:	64
G. Extracurricular Activities	64
Table 47. Extracurricular Activities in Current School	65
Table 48. Specific Extracurricular Sports	65
Table 49. Specific Extracurricular Performance Arts	66
Table 50. Awards Received in Extracurricular Activities	67
Examples of comments from parents and students:	67
<b>XIII. Success Attributes</b>	<b>68</b>
Table 51. Success Attribute Summary, Means	70
Figure 6. Parents: Degree to which Students Possesses Success Attribute, Means	71
Figure 7. Attributes Found Helpful, Means	71
A. Self-Awareness	72
Table 52. Parents: Student's Self-Awareness	72
Table 53. Students: Self-Awareness	73
Table 54. Students: Self-Awareness Affects School and/or Work	73
B. Proactivity	74
Table 55. Parents: Student's Proactivity Skills	74
Table 56. Students: Proactivity	74

Table 57. Students: Proactivity Affects School and/or Work	75
C. Goal Setting	76
Table 58. Parents: Student's Goal Setting Skills	76
Table 59. Students: Goal Setting	76
Table 60. Students: Goal Setting Affects School and/or Work	77
D. Perseverance	77
Table 61. Parents: Student's Perseverance Skills	77
Table 62. Students: Perseverance	78
Table 63. Students: Examples of Persevering After HPDS	78
E. Emotional Coping Skills	81
Table 64. Parents: Student's Emotional Coping Skills	81
Table 65. Students: Emotional Coping Skills	81
Table 66. Students: Identifying Triggers of Stress	82
Table 67. Students: Finding Ways to Reduce Stress	82
F. Identifying Support Systems	82
Table 68. Parents: Students Identify Support Systems	82
Table 69. Students: Identifying Support Systems	83
G. Secondary Success Attribute Results	83
Table 70. Most Helpful Success Attributes (Secondary Question)	83
Table 71. Rankings Across Success Attributes Questions	84
<b>XIV. Transitions</b>	<b>85</b>
A. High School Application Process	86
Table 72. High Schools Attended after HPDS	86
Table 73. Type of High School after HPDS	88
Table 74. High School Choice and Services for LD	88
Table 75. Disclosure of Learning Disability in High School Application	89
Table 76. Accommodations for High School Application Process	90
Table 77. Entrance Exams for High School	91
Table 78. Help Preparing for Entrance Exams	91
Table 79. Accommodations During Entrance Exams	92
Table 80. Extra Time Given on Entrance Exam	93
B. SAT and ACT Testing	93
Table 81. Standardized College Entrance Tests	93
Table 82. Help with Preparation for SAT and ACT Exams	94
Table 83. Accommodations during College Entrance Exams	94
C. Post-secondary Plans & Application Process	95
Table 84. LD Services & College or Post-Secondary Education Selection	95
Table 85. Post-High School Plans	95

D. Employment	96
1. Employment Reported from Parents of Current Students	96
Table 86. Employment While in School	96
Table 87. Parent-Reported Type of Work of Current Students	96
Table 88. Parent-Reported Hours of Work While in School	97
2. Employment Reported by All Former HPDS Students Whether or Not in School	98
Table 89. All Former HPDS Student Respondents: Current Employment	98
Table 90. All Former HPDS Students Not Currently Employed	98
Table 91. All Former HPDS Students: Job Titles	98
Table 92. Student-Reported Employer	100
Table 93. Student-Reported Hours of Work	101
Table 94. Reason for Taking Job	102
Table 95. Job Related to School Work	102
Table 96. Disclose Learning Disability in Job Application	103
Table 97. Why Disclose Learning Disability in Job Applications	103
Table 98. Disclosing on Current Job Applications while Looking for Work	104
Table 99. Disclose Learning Disability While on the Job	104
Table 100. Current Occupation (Neither Working nor In School)	105
<b>XV. Social and Emotional Impact of a Learning Disability</b>	<b>105</b>
A. Social Impact of a Learning Disability	106
Table 101. Effect of the Learning Disability on Social Relationships	106
Examples of positive impact from parents:	107
Examples of positive impact from students:	108
Examples of other comments from parents:	108
Examples of other comments from students:	108
B. Emotional Impact of a Learning Disability	109
Table 102. The Effect of the Learning Disability Emotionally	109
Examples of other comments from parents:	110
Examples of other comments from students:	111
C. Social Experience at Current School	111
Table 103. Social Reception at Current School	111
Examples of comments from parents:	112
Examples of comments from students:	113
Table 104. Ability to Make Friends at Current School	113
<b>XVI. Additional Parent Suggestions and Comments about Hyde Park Day School</b>	<b>114</b>
A. Analysis of Final Question	114
Table 105: Additional Comments Types	114
Table 106: Final Question Concept Analysis: Positive or Negative	115



Table 107: Final Question Concept Analysis: Individual Concepts	116
B. Additional Comments about Experience at Hyde Park Day School	116
All final comments from parents not already cited	117
All final comments from students not already cited.	119
<b>XVII. Conclusion</b>	<b>120</b>
<b>XVIII. Acknowledgments</b>	<b>121</b>
<b>XIX. References</b>	<b>121</b>
<b>Appendix A: Quantitative Analyses</b>	<b>121</b>
<b>Appendix B: Qualitative Analysis</b>	<b>122</b>
A. Qualitative Analysis Discussion	122
<b>B. List of Concept Classification used in Analysis of Final Question</b>	<b>123</b>

### III. 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 to serve up to 60 students. In August 2018, a third campus was established in Lemont. Presently, the three campuses are serving a total of 128 students. To date, we have transitioned 427 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 19 years we have commissioned an independent research company 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.

#### 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 2017. The survey was designed and programmed by HPDS staff. HPDS was then responsible for administering the survey. The finished survey data were provided to an independent research firm for processing and analysis. This year, HPDS hired Justkul Inc., a firm founded by researchers who have been involved in our studies for many years, to complete this research.

The information in this report 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 personally identifying information has been 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.

## IV. Methods

Parents and students were contacted through email and asked to participate in this 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.

## V. Data Analysis

The results of the survey were accessible in two formats. There are graphical reports that display the aggregate results for each question, which includes the total number of answers for the question and each option for the question. The report before you takes a different approach and attempts to provide student and parent frequencies and percentages for many questions. In an effort to track the differences between student responses and parent responses, these initial frequencies are often divided into student, parent and overall frequencies. This contrast often illustrates important differences between parent and student responses. Percentages are often provided to enable readers to compare frequencies of parent, student and overall responses to a given question. Although frequencies are easily calculated, it has often not been a trivial task to determine the appropriate denominator to use in the calculation of a percent due to the complex skip patterns of the survey, the number of respondents who chose not to answer specific questions, and the subset of respondents from which relevant conclusions could have been drawn. 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.

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 did not have contact with Hyde Park Day School while undertaking this part of this survey to ensure independence. 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). Several software programs were used for data management, including Microsoft Word and Excel, the Pandas, Numpy and NLTK modules used with Python Jupyter notebooks and Stata. See Appendix B for additional information about the qualitative analysis.

Because both students and multiple parents were invited to participate in this survey, it is possible that more than one respondent reported results about the same student. In fact, there were two cases in which two parents and their child each completed a survey and four cases in which one parent and the parent's child completed the survey. In these cases an inclusive approach was adopted and all responses were retained. This was also deemed prudent because nine respondents chose to remain anonymous and not disclose their identities, so it cannot be determined whether or not they have a relationship with another parent or student who completed the survey.

## VI. Results

The data of the survey was vast, forming a matrix of over 73,386 cells across 568 columns. The quantitative data reported frequencies and percentages came from 453 columns of data. The other 115 columns consisted of essay and write-in responses. This latter group yielded 2,177 coded answers, many of which yielded up to 10 distinct codes. Because this is a descriptive analysis, percentages 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. Other metrics used in the course of this analysis are means, chi-square tests, and logit regressions.

Note that, throughout this report, the word "student(s)" will sometimes indicate who was completing the survey, such as when a former HPDS student is taking the survey, and at other times will indicate the individual student the survey is concerned with. The distinction should be clear from context, but we will provide additional language to clarify this distinction when necessary. In general, the terms, "Student Frequency," "Parent Frequency," "Student Percent," and "Parent Percent" at the top of tables and table descriptions will indicate who is completing the survey rather than who the survey is about.

## VII. Participants

Participants included students and parents of students who attended Hyde Park Day School from 2000 through 2017. Of a total population of 436 former students and their parents, we received a total of 162 responses. Of these, 61 responses had no data or had answered an insufficient number of questions to warrant consideration. Two responses were duplicates from the same respondents who likely took the survey through two different recruiting channels and only one was retained. Given that parents and students could take the survey independently and that some respondents chose to remain anonymous, it is impossible to determine the precise number of unique students included in the survey, but it is likely that between 77 and 83 unique students are covered by the survey, for a completion rate of 17.7% to 19.0% of the population.

The top school from which HPDS students came, as reported by the highest percentage of respondents, was Bernard Zell Anshe Emet. Yet this accounted for only 9.1% of respondents, and a total of 55 other schools were reported.

The most frequent grade a student made the transition to HPDS was third grade (24.2%), followed by fourth (19.2%) and then fifth (16.2%).

Approximately 59% of the students were enrolled for two or three years, and the three most common grades in which students transitioned out of HPDS were eighth (33.3%), fifth (20.2%), and sixth (19.2%). Students who transitioned in eighth grade graduated from Hyde Park Day School. At the time that the surveys were completed, 75 respondents indicated that students were currently in school, and the following current grades were indicated: one reported a student in elementary school, four in junior high school, 33 in high school, 29 in college, and seven in graduate school or a post-college program. One additional student indicated that s/he was in veterinary tech school.

Approximately 34.3% of the responses indicated that students had other (non-LD) disabilities, and of the 36 respondents who reported specific non-LD disabilities, 72.2% mentioned Attention Deficit Disorder (ADD) and/or Attention Deficit Hyperactivity Disorder (ADHD). (Note that these respondents may also have indicated other non-LD disabilities.)

Table 1. *Student or Parent Respondent*

The majority of the respondents were parents of former students (60, 60.6%). Former students or students with parent's permission made up approximately 40% of the sample (39, 39.4%).

Type of Respondent	Frequency	Percent
Parent of a former student	60	60.6%
Former student	39	39.4%
Total	99	100.0%

Table 2. *Frequency of Current Student Ages*

The current ages of HPDS students included in the survey ranged from 11 to 30 years old. The most common age reported for a former student was 22 (13, 13.1%), followed by 16 and 23 (9 or 9.1% for each). Nine respondents (9.1%) chose to be anonymous, and consequently, their ages could not be determined from the available data. These are indicated by “N.A.”

Age	Frequency	Percent
22	13	13.1%
16	9	9.1%
23	9	9.1%
17	8	8.1%
18	8	8.1%
19	8	8.1%
20	8	8.1%
21	6	6.1%
27	6	6.1%
15	4	4.0%
24	4	4.0%
25	2	2.0%
14	1	1.0%
26	1	1.0%
28	1	1.0%
30	1	1.0%
11	1	1.0%
N.A.	9	9.1%
Total	99	100.0%

Table 3. *Frequency of Grade When First Enrolled at HPDS*

The grade when students enrolled at HPDS ranged from first grade through eighth grade. The most frequent grade when a student enrolled was third (24, 24.2% of all responses) followed by fourth (19, 19.2%) and fifth (16, 16.2%). Nine respondents (9.1%) chose to be anonymous, and consequently, their ages could not be determined from the available data. These are indicated by “N.A.”

Grade Enrolled	Frequency	Percent
3rd	24	24.2%
4th	19	19.2%
5th	16	16.2%
6th	10	10.1%
2nd	9	9.1%
7th	7	7.1%
1st	4	4.0%
8th	1	1.0%
N.A.	9	9.1%
Total	99	100.0%

**Figure 1: Grade during Which a Student Enrolled in HPDS**

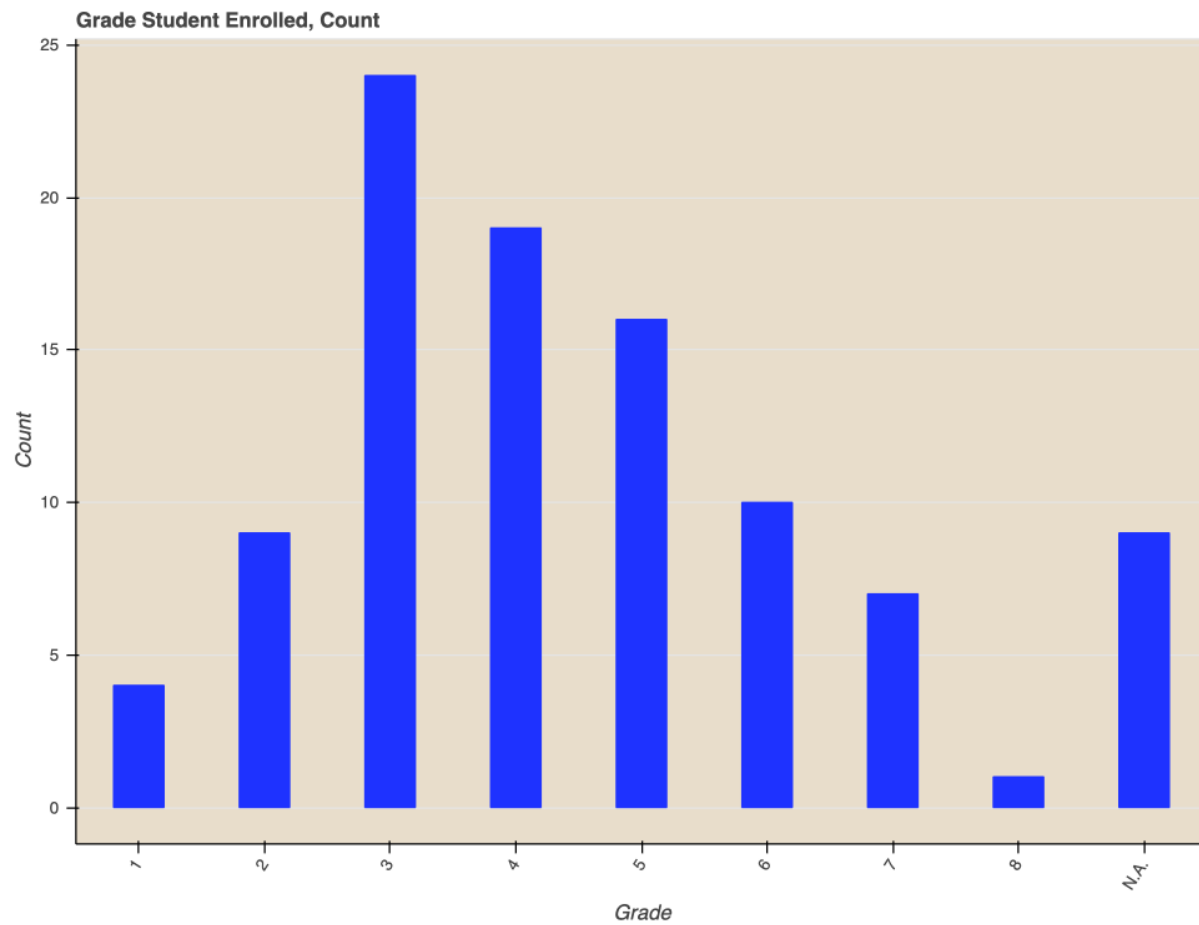


Table 4. *School Attended Prior to HPDS*

Students attended 55 different schools prior to entering HPDS; the top two schools were Bernard Zell Anshe Emet (9), and University of Chicago Lab School (6). Forty-two different schools were mentioned only once.

Because seven survey participants were anonymous, and nine respondents did not provide enough information to determine what school they attended, there are 16 N.A. responses to this question.

<b>School Attending</b>	<b>Frequency</b>
<b>Bernard Zell Anshe Emet</b>	9
<b>University of Chicago Lab School</b>	6
<b>LaSalle Language Academy</b>	3
<b>St. Athanasius</b>	3
<b>Westbrook Elementary</b>	3
<b>Greely</b>	3
<b>Audubon</b>	2
<b>Washington Elementary</b>	2
<b>South Park Elementary</b>	2
<b>Hubbard Woods</b>	2
<b>Chicago Jewish Day School</b>	2
<b>Baker Demonstration School</b>	2
<b>Nettelhorst Elementary</b>	2
<b>Sacred Heart School</b>	1
<b>Alexander Graham Bell Elementary</b>	1
<b>St. Francis Wilmette</b>	1
<b>Kingsley Elementary</b>	1
<b>Hillel Torah</b>	1
<b>St. Joseph</b>	1
<b>Catherine Cook School</b>	1
<b>St. Mary of the Woods</b>	1
<b>Pleviak Elementary</b>	1
<b>Francis Xavier Warde</b>	1
<b>Acacia Academy</b>	1
<b>Edgebrook</b>	1



<b>Central Elementary</b>	1
<b>Chicago Waldorf School</b>	1
<b>Blaine Elementary</b>	1
<b>Countryside Montessori</b>	1
<b>Franklin Elementary</b>	1
<b>Pritchett Elementary</b>	1
<b>Cambridge School</b>	1
<b>Central School Wilmette</b>	1
<b>St. Joan of Arc</b>	1
<b>Ray Elementary</b>	1
<b>Chicago City Day</b>	1
<b>Haven Middle School</b>	1
<b>Walkers Grove</b>	1
<b>Urban Prairie Waldorf</b>	1
<b>Glencoe Public Schools</b>	1
<b>Faith Hope Charity School</b>	1
<b>Riverwoods Montessori</b>	1
<b>Morgan Park Academy</b>	1
<b>Dewey Elementary</b>	1
<b>Highcrest Middle School</b>	1
<b>Parkview Elementary</b>	1
<b>Queen of All Saints</b>	1
<b>St. Norbert</b>	1
<b>Roosevelt</b>	1
<b>Lincoln Elementary</b>	1
<b>Caruso Middle School</b>	1
<b>Chiravalle School</b>	1
<b>Francis Parker School</b>	1
<b>Cove School</b>	1
<b>Field Elementary</b>	1
<b>N.A.</b>	16
<b>Total</b>	99

Table 5. *Number of Years Enrolled at HPDS*

The most frequent number of years enrolled was three years (33, 33.3%), followed by two years (25, 25.3%) and four years (13, 13.1%). Nine respondents (9.1%) chose to be anonymous, and consequently, their ages could not be determined from the available data. These are indicated by “N.A.”

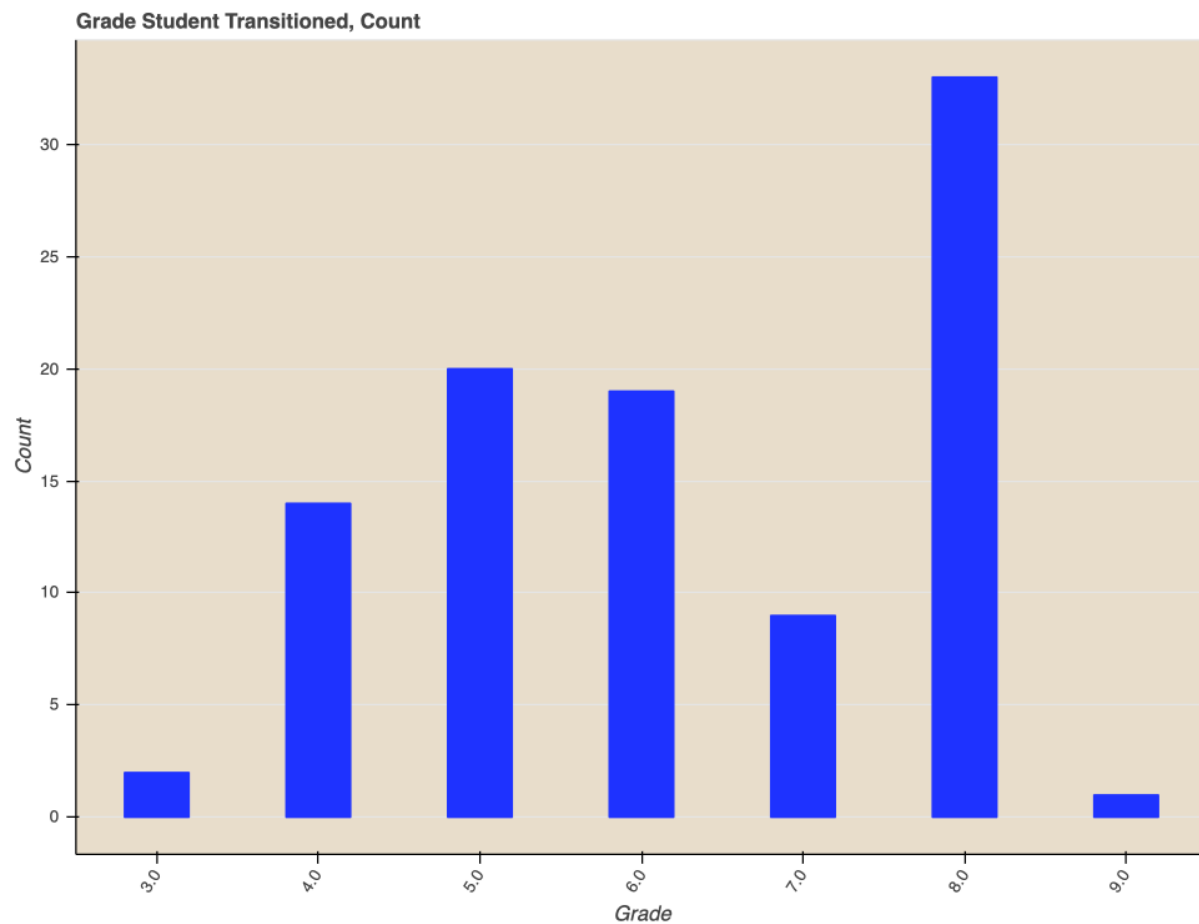
<b>Years Enrolled</b>	<b>Frequency</b>	<b>Percent</b>
<b>3</b>	33	33.3%
<b>2</b>	25	25.3%
<b>4</b>	13	13.1%
<b>5</b>	11	11.1%
<b>6</b>	4	4.0%
<b>1</b>	4	4.0%
<b>N.A.</b>	9	9.1%
<b>Total</b>	99	100.0%

Table 6. *Grade When Student Transitioned Out of HPDS*

The top three grades students were attending when they transitioned out of HPDS were eighth grade (33, 33.3%), fifth grade (20, 20.2%), and sixth grade (19, 19.2%).

<b>Grade Transitioned</b>	<b>Frequency</b>	<b>Percent</b>
<b>8</b>	33	33.3%
<b>5</b>	20	20.2%
<b>6</b>	19	19.2%
<b>4</b>	14	14.1%
<b>7</b>	9	9.1%
<b>3</b>	2	2.0%
<b>N.A.</b>	1	1.0%
<b>Total</b>	99	100.0%

**Figure 2. Grade Student Transitioned out of HPDS**



**Table 7. Year Student Transitioned out of HPDS**

The top three years in which the students left HPDS were 2010 (13, 13.1%), 2009 (12, 12.1%), and 2012 (12, 12.1%).

Year Transitioned	Frequency	Percent
2010	13	13.1%
2009	12	12.1%
2012	12	12.1%
2014	9	9.1%
2016	8	8.1%
2008	7	7.1%
2013	6	6.1%

<b>2007</b>	5	5.1%
<b>2011</b>	5	5.1%
<b>2015</b>	5	5.1%
<b>2006</b>	4	4.0%
<b>2017</b>	4	4.0%
<b>2003</b>	3	3.0%
<b>2004</b>	3	3.0%
<b>2005</b>	1	1.0%
<b>2018</b>	1	1.0%
<b>N.A.</b>	1	1.0%
<b>Total</b>	99	100.0%

Table 8. *Student Currently in School?*

Of the 99 responses from parents and students, 75 (75.8%) of the responses indicated that the student was currently in school, either full-time (71, 71.7%) or part-time (4, 4.0%). Twenty-four (24.2%) of the responses indicated that the student was not currently in school.

<b>Current School Status</b>	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	75	75.8%
<i>Yes, full-time</i>	71	71.7%
<i>Yes, part-time</i>	4	4.0%
<b>No, not in school</b>	24	24.2%
<b>Total</b>	99	100.0%

Table 9. *Student's Current School Type*

The 75 respondents who reported that the student is currently in school were asked the current grade of the student; the largest percentage of respondents indicated that the student was in high school (33, 44.0% of the 75), followed by college (referred to as “post-secondary” in the second table below; 29, 38.7%). High school is herein defined as 9th through 12th grades; Junior high school as 7th and 8th grades, and Elementary school as kindergarten through 6th grade.

<b>Current School Type</b>	<b>Frequency</b>	<b>Percent</b>
<b>High School</b>	33	44.0%
<b>College</b>	29	38.7%
<b>Graduate school or any post-college program</b>	7	9.3%
<b>Junior High School</b>	4	5.3%
<b>Elementary School</b>	1	1.3%
<b>Other</b>	1	1.3%
<b>Total in School</b>	75	100.0%

*Percent indicates proportion of total in school.*

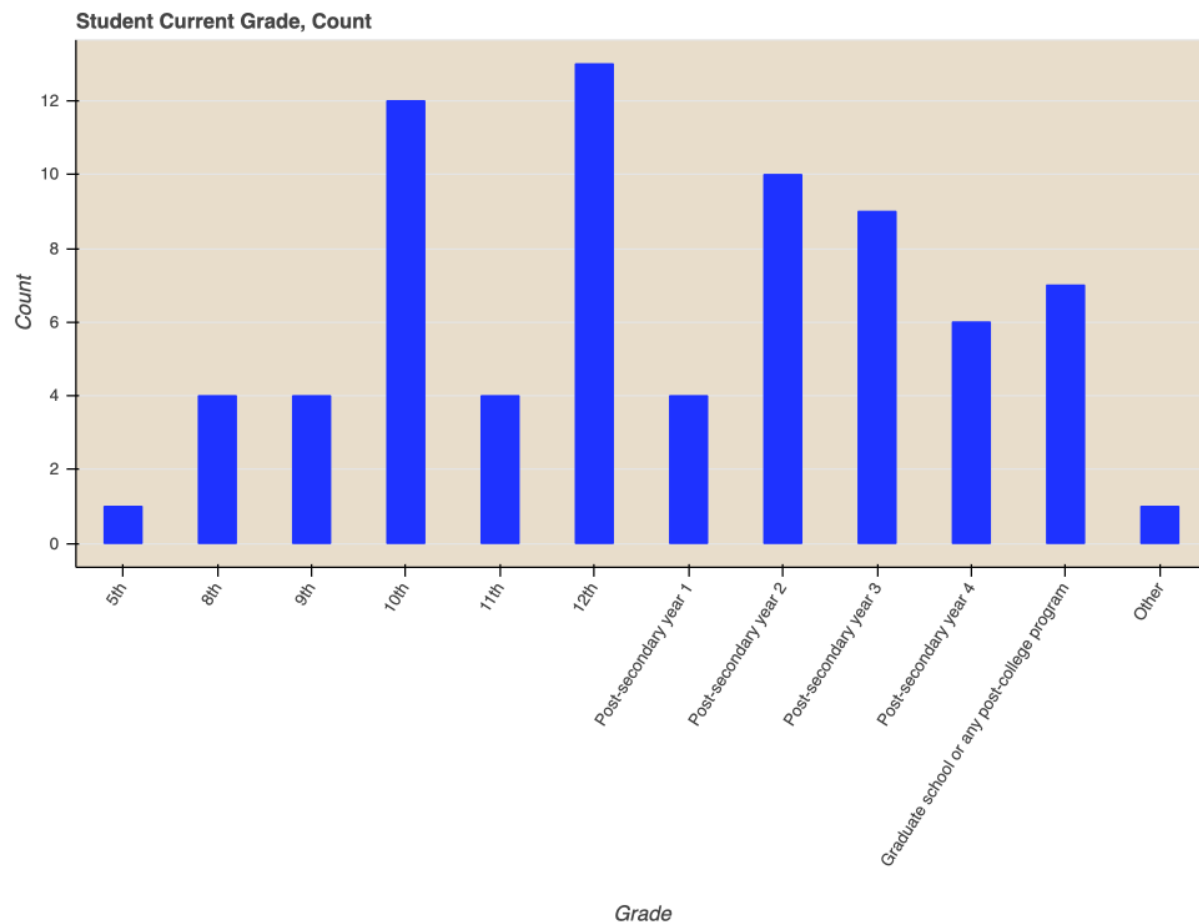
Table 10. *Student's Current Grade*

The top three specific grades reported were Twelfth (13, 17.3%), Tenth (12, 16.0%), and Post-secondary year 2 (10, 13.3%). The one response listed as Other is to indicate a student who is in a veterinary tech school and did not indicate grade.

<b>Current Grade</b>	<b>Frequency</b>	<b>Percent</b>
<b>12th grade</b>	13	17.3%
<b>10th grade</b>	12	16.0%
<b>Post-secondary year 2</b>	10	13.3%
<b>Post-secondary year 3</b>	9	12.0%
<b>Graduate school or any post-college program</b>	7	9.3%
<b>Post-secondary year 4</b>	6	8.0%
<b>11th grade</b>	4	5.3%
<b>8th grade</b>	4	5.3%
<b>9th grade</b>	4	5.3%
<b>Post-secondary year 1</b>	4	5.3%
<b>5th grade</b>	1	1.3%
<b>Other</b>	1	1.3%
<b>Total in School</b>	75	100.0%

*Percent indicates proportion of total in school.*

**Figure 3. *Current Grade of Students Included in this Survey***



**Table 11. *Current School Name***

Of the 75 responses about current school name, the top three reported were Evanston Township High School (4, 5.3%), University of Denver (4, 5.3%), and Wolcott School (4, 5.3%). It should be noted that because parents and students could both take the survey some students are likely counted more than once.

School Name	Overall Frequency
Evanston Township High School	4
University of Denver	4
Wolcott School	4
Glenbrook South	3
DePaul University	2
Madison College	2

<b>New Trier</b>	2
<b>North Shore Country Day</b>	2
<b>The University of Michigan</b>	2
<b>University of Dayton</b>	2
<b>Academy at Sisters</b>	1
<b>Arizona State University</b>	1
<b>Austin Community College</b>	1
<b>Barnard College</b>	1
<b>Beacon Academy</b>	1
<b>Black Mountain Academy</b>	1
<b>Bradley University</b>	1
<b>Central Middle School</b>	1
<b>Chicago</b>	1
<b>Chicago Jewish Day School</b>	1
<b>College of Lake County</b>	1
<b>Columbia College Chicago</b>	1
<b>Concordia University</b>	1
<b>Connecticut College</b>	1
<b>Deerfield HS</b>	1
<b>DePaul (Note: unspecified whether College Prep or University)</b>	1
<b>DePaul College Prep</b>	1
<b>Francis W. Parker</b>	1
<b>George Washington University</b>	1
<b>Glenbard West</b>	1
<b>Glenbrook North</b>	1
<b>Hammond Academy for the Performing Arts/Morton High School</b>	1
<b>Harold Washington</b>	1
<b>Harper</b>	1
<b>Hubbard High School</b>	1
<b>Iowa State</b>	1
<b>Jones College Prep</b>	1
<b>Kenwood HS</b>	1
<b>Kirkwood Community College</b>	1

North Shore Academy	1
Northern Arizona University	1
Notre Dame College Prep	1
Regina Dominican	1
Riverside Brookfield High School	1
Robert Morris	1
Southern Illinois University	1
The Academy at Sisters	1
Therapeutic Day School	1
Tulane University	1
University Of British Columbia	1
University of Iowa	1
University of Miami-Miami Fl	1
University of Michigan	1
Washington University in St. Louis	1
Wilbur Wright Community College	1
Wilmette Junior High School	1
Winston Preparatory School	1
WIU - Western Illinois University	1
Ziegler School of Rabbinic Studies	1
<b>Total</b>	<b>75</b>

Table 12. *Current School Type*

Out of 74 responses that indicated current school type, 37 (50.0%) indicated public school and 35 (47.3%) indicated private school (25 are non-religious and 10 are religious). The two schools included under “therapeutic” were a therapeutic day school and a therapeutic residential high school.

Limiting the sample to students who are attending high school: 18 (54.5%) chose a public High School; 9 (27.3%) chose a private non-religious school, and 3 (9.1%) chose a private religious school.

Type of School	Unspecified	Therapeutic	Private Non-Religious	Private Religious	Public	Totals
Elementary School					1 (100%)	1 (100%)



<b>Junior High</b>			2 (50%)	1 (25%)	1 (25%)	4 (100%)
<b>High School</b>	1 (3.0%)	2 (6.1%)	9 (27.3%)	3 (9.1%)	18 (54.5%)	33 (100%)
<b>College</b>			11 (36.7%)	3 (10%)	16 (53.3%)	30 (100%)
<b>Graduate School</b>			3 (42.9%)	3 (42.9%)	1 (14.3%)	7 (100%)
<b>Not in School</b>	24 (100.0%)					24 (100%)
<b>Totals</b>	25 (25.3%)	2 (2.0%)	25 (25.3%)	10 (10.1%)	37 (37.4%)	99 (100%)

Table 13. *HPDS Campus Attended*

39 (39.4%) respondents indicated attending the HPDS Chicago campus, and 51 (51.5%) indicated attending the Northfield campus. Nine respondents (9.1%) chose to be anonymous, and consequently, their campus could not be determined from the available data. These are indicated by “N.A.”

<b>HPDS Campus</b>	<b>Count</b>	<b>Percent</b>
<b>North</b>	51	51.5%
<b>South</b>	39	39.4%
<b>N.A.</b>	9	9.1%
<b>Total</b>	99	100.0%

Table 14. *Non-Learning Disability (Non-LD) Diagnosis*

Of the 99 parent and student respondents, 34 (34.3%) reported that the students were diagnosed with disabilities or disorders other than learning disabilities.

<b>Non-LD Disability Diagnosis</b>	<b>Frequency</b>	<b>Percent</b>
<b>No</b>	65	65.7%
<b>Yes</b>	34	34.3%
<b>Total</b>	99	100.0%

*Three respondents indicated they had a diagnosis “other than a learning disability,” but only specified dyslexia or dysgraphia, and are consequently reclassified as “No.”*

Table 15. *Nature of Non-LD Diagnosis*

In this study 34.3% (34) of respondents indicated they were diagnosed with a disability or disorder other than a learning disorder, and 76.5% of these 34 responses indicated either Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD). The three most frequently cited conditions were ADHD (17, 47.2% of non-LD diagnoses mentioned), anxiety (14, 38.9% of non-LD diagnoses mentioned), and ADD (9, 25.0% of non-LD diagnoses mentioned).

The 11 responses indicating another type of diagnosis included diagnoses of neurofibromatosis (NF1), bipolar disorders, executive function disorder, celiac disease, attachment disorder, generalized processing disorder, hypersomnia, and a brain tumor.

Non-LD Disability Diagnosis	Parent Frequency	Student Frequency	Overall Frequency	Parent Percent	Student Percent	Overall Percent
<b>ADHD</b>	8	9	17	38.1%	60.0%	47.2%
<b>Anxiety</b>	8	6	14	38.1%	40.0%	38.9%
<b>ADD</b>	7	2	9	33.3%	13.3%	25.0%
<b>Depression</b>	4	1	5	19.0%	6.7%	13.9%
<b>OCD</b>	1	2	3	4.8%	13.3%	8.3%
<b>Autism</b>	2	1	3	9.5%	6.7%	8.3%
<b>Other</b>	7	4	11	33.3%	26.7%	30.6%
<b>Total with non-LD / Medical Condition</b>	21	15	36	100.0%	100.0%	100.0%

*Percent = frequency / total with non-LD medical conditions. Because multiple responses were allowed, individual columns will not sum to 100%. Three respondents indicated they had a diagnosis "other than a learning disability," but only indicated dyslexia or dysgraphia, and are consequently not included in these totals.*

## VIII. Attending Hyde Park Day School

Parents and students were asked why students left their original school for Hyde Park Day School, and they were allowed multiple responses. The top reason indicated was that the previous school did not offer sufficient help (selected by 79.8% of respondents). Other top reasons selected include an inability to improve reading abilities (70.7%), the fact the student was not making sufficient academic progress (67.7%), and that the student was experiencing frustration, anxiety, or low self-esteem in their prior school (66.7%). When parents and students were asked why they chose HPDS over another school or program, the top three responses selected were HPDS specializes in learning disabilities (96.9%), HPDS addresses the child as an individual learner (83.3%), and HPDS provided intensive instruction in reading & writing (75.0%).

When respondents were asked what they believed were the most helpful things that students learned or gained from attending HPDS, learning to read was the most frequent response (85.9%). 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 cited were impaired executive functioning skills (69.7%) and success attributes (69.7%). In addition to the responses to this specific question, the qualitative analysis identified trends from comments made throughout the report. One trend was hope, with language such as providing "the want to live and be able to survive in society." Another was increased knowledge, such as knowledge of what accommodations were available to students with learning disabilities and knowledge about the disability itself.

When students enrolled in HPDS, most were struggling in school, and at least one student was threatening suicide. 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.

"Integrated Services" include services provided by our speech/language pathologists, occupational therapists, and social workers. When respondents were asked to select the integrated service that was most helpful, the service most selected was occupational therapy, followed by speech language therapy and social work services.

## A. Reasons for Attending Hyde Park Day School

### Table 16. *Decision to Move From Original School*

Students and parents were asked to select among five different reasons for why the student left the previous school, and respondents were asked to select all that apply. The top three reasons selected were School did not offer sufficient help (79, selected by 85.0% of respondents), the student could not read well (70, 70.7%), and the student was not making sufficient academic progress (67, 67.7%).

Ten write-in reasons were provided by respondents. Three of these responses have been incorporated into the other categories in the table below. Other additional reasons cited include health issues due to stress (1), frustration of teachers (1), difficulty with math (1), auditory processing issues becoming apparent (1), a move to the Chicago area (1), better help and support at HPDS (1), anticipated challenges with curriculum (1), or "school refusal" (1).

It is worth noting that two respondents, one who indicated issues with anxiety and self-esteem and another who indicated potential challenges with the curriculum, indicated that the student was not experiencing these issues at the time, but the parents were anticipating such challenges in the future.

One notable difference between parent and student responses is that, while 80.3% of parents selected frustration, anxiety, or low self-esteem as a reason for attending HPDS, only 48.7% of students made a similar selection.

Reason Cited for Attending	Parent Frequency	Student Frequency	Overall Frequency	Parent Percent	Student Percent	Overall Percent
<b>Prior School Offered Insufficient Help and Support</b>	51	28	79	85.0%	71.8%	79.8%
<b>Could Not Read at an Acceptable Level</b>	44	26	70	73.3%	66.7%	70.7%
<b>Not Making Sufficient Academic Progress</b>	42	25	67	70.0%	64.1%	67.7%
<b>Frustration, Anxiety, or Low Self-Esteem</b>	48	19	67	80.3%	48.7%	66.7%
<b>School Not Accommodating</b>	22	11	33	36.7%	28.2%	33.3%
<b>Other</b>	5	2	7	8.3%	5.1%	7.1%
<b>Total Number of Respondents</b>	60	39	99	100.0%	100.0%	100.0%

*Percent = frequency / total respondents to this question. Because multiple responses were allowed, individual columns will not sum to 100%.*

**Table 17. Why Choose HPDS**

Students and parents were asked to select among six different reasons for why they chose Hyde Park Day School over another school or program. The three most commonly accepted reasons were that HPDS specialized in learning disabilities (93, 96.9%), HPDS's individual learning approach (80, 83.3%), and HPDS's intensive reading and writing instruction (72, 75.0%).

Nine write-in reasons were provided by respondents. Two of these responses have been incorporated into the other categories in the table below. The additional reasons cited included recommendations from friends and other parents (3), small class size (2), proximity to home (1), the fact that LD remediation was "baked into every class and aspect of HPDS" (1), and simply that HPDS was their "last hope" (1). One final response reiterated that the student's prior school district was "clueless" (1).

The largest differences between students and parents responses to this question were individual learning (selected by 78.3% of parents but 91.7% of students) and that HPDS provides integrated services (selected by 60.0% of parents but 38.9% of students).

Reason for Selecting HPDS	Parent Frequency	Student Frequency	Overall Frequency	Parent Percent	Student Percent	Overall Percent
<b>Specializes in Learning Disabilities</b>	59	34	93	98.3%	94.4%	96.9%
<b>Individual Learning</b>	47	33	80	78.3%	91.7%	83.3%
<b>Intensive Reading / Writing Instruction</b>	46	26	72	76.7%	72.2%	75.0%
<b>Specialist Recommendation</b>	33	19	52	55.0%	52.8%	54.2%
<b>Provides Integrated Services</b>	36	14	50	60.0%	38.9%	52.1%
<b>HPDS Summer School Experience</b>	11	9	20	18.3%	25.0%	20.8%
<b>Other</b>	8	1	9	13.3%	2.8%	9.4%
<b>Total Number of Respondents</b>	60	36	96	100.0%	100.0%	100.0%

Table excludes 3 student responses who did not remember specifics of what they gained at HPDS. Because multiple responses were allowed, columns will not sum to 100%.

## B. Opinions of What Students Learned/Gained that was Most Helpful

Table 18. *What the Student Learned/Gained from Attending HPDS that Was Most Helpful*

Students and parents were asked to select among eight different reasons for what a student learned or gained from HPDS. The most commonly cited outcomes were improved reading skills (85, 85.9%), improved executive functioning skills (69, 69.7%) and learnings from the HPDS success attribute program, which include self-awareness, goal-setting, proactivity, using one's resources, perseverance, and emotional coping skills (69, 69.7%). Success attributes are discussed in greater detail in section XIII below.

Nine write-in reasons were provided by respondents. Two of these responses have been incorporated into the other categories in the table below. Additional gains cited included increased happiness (1), optimism (1), the usefulness of a safe space (1), knowledge about assistive technology (1), the will to live and be able to survive in society (1), diagnosis of sensory issues (1), and that HPDS, "helped me accept people [who] are different" (1).

There were a few notable differences between the responses of parents and students. Whereas 35% of parents selected Social Skills, only 10.3% of students did; similarly, 73.3% of parents selected Self-Confidence, whereas only 53.8% of students did. Alternatively, a higher percentage of students (74.4%) than of parents (61.7%) selected writing skills.

Learn or Gain Category	Parent Frequency	Student Frequency	Overall Frequency	Parent Percent	Student Percent	Overall Percent
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<b>Reading Skills</b>	50	35	85	83.3%	89.7%	85.9%
<b>Executive Functioning Skills</b>	45	24	69	75.0%	61.5%	69.7%
<b>Success Attributes</b>	45	24	69	75.0%	61.5%	69.7%
<b>Writing Skills</b>	37	29	66	61.7%	74.4%	66.7%
<b>Self-Confidence</b>	44	21	65	73.3%	53.8%	65.7%
<b>Math Skills</b>	31	19	50	51.7%	48.7%	50.5%
<b>Skills from Therapy</b>	18	10	28	30.0%	25.6%	28.3%
<b>Social Skills</b>	21	4	25	35.0%	10.3%	25.3%
<b>Other</b>	5	1	6	8.3%	2.6%	6.1%
<b>Total Number of Respondents</b>	60	39	99	100.0%	100.0%	100.0%

*Because multiple responses were allowed, columns will not sum to 100%.*

Table 19: *Most Helpful Types of Integrated Services at HPDS*

Twenty-eight respondents (28.2%) indicated that they found skills gained in therapy helpful. These respondents then were asked to choose which of three types of therapy they found most helpful. Exactly 15 respondents (53.6% of 28 respondents) found each of the three types of therapy helpful, speech therapy, occupational therapy and social therapy.

<b>Most Helpful Types of Therapy</b>	<b>Parent Frequency</b>	<b>Student Frequency</b>	<b>Overall Frequency</b>	<b>Parent Percent</b>	<b>Student Percent</b>	<b>Overall Percent</b>
<b>Speech/Language Therapy</b>	9	6	15	50.0%	60.0%	53.6%
<b>Occupational Therapy</b>	9	6	15	50.0%	60.0%	53.6%
<b>Social Work Services</b>	9	6	15	50.0%	60.0%	53.6%
<b>Total Number of Respondents</b>	18	10	28	100.0%	100.0%	100.0%

*Percent = frequency / total respondents to this question. Because multiple responses were allowed, columns will not sum to 100%.*

## IX. Assistance Received Post-Hyde Park Day School

After leaving HPDS, approximately 86.7% of parents and students reported that students continued to receive educational and clinical assistance inside and/or outside of their schools. 67.4% of respondents indicated that students received tutoring assistance after leaving HPDS, while almost 62.2% received counseling assistance, and 16.3% received speech therapy assistance. Over 81.8% of the students had Individual Education Plans (IEPs), and the average number of students having these plans increased

markedly between elementary to middle/junior high school (41.6% to 75.85%) and then the average increased slightly between middle/junior high and high school (75.7% to 78.7%).

Based on the number of students who had IEPs (up to 80.9% of high school juniors) and the number and variety of services provided (79.3% of respondents answering question indicated some type of accommodation), 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 from tutors (66, 67.4%) or counselors (61, 62.2%). Parents were asked if assistance changed over time, and 82 respondents provided answers. 40 respondents (48.8% overall) indicated an overall decrease or that assistance had stopped altogether. This was followed by 18 (25.0%) who indicated that assistance had stayed the same. Only nine respondents indicated that assistance increased, with the largest share of these attributing the increase to more demanding courses (e.g. college or a more competitive high school). Seven respondents indicated time varied, sometimes by what courses the student was taking.

Turning to general accommodations and modifications, 35 private school students received slightly more accommodations than the 37 public school students (5.37 mean vs. 4.92 mean, 4.83 overall mean). 41 female students received slightly more accommodations than the 39 respondents identified as male (4.66 mean vs. 4.44 mean, 4.83 mean overall). However, neither of these appeared to be statistically significant. The major accommodation was extra time (58, 72.5% of respondents), typically 1.5 or 50% more time. Taking tests in private rooms was second (46, 57.5% of respondents), followed by the use of calculators on tests (32, 40.0%). 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.

### Table 20. *Assistance Received after Leaving HPDS*

Parents and students were asked to select the type of assistance students received after leaving HPDS and asked to check all that apply. 85 respondents, or 86.7% of respondents indicated some type of assistance. The primary type of assistance respondents received after HPDS was tutoring (66, 66.7%), followed by counseling (61, 62.2%), and speech therapy (16, 16.3%).

<b>Assistance After HPDS</b>	<b>Parent Frequency</b>	<b>Student Frequency</b>	<b>Overall Frequency</b>	<b>Parent Percent</b>	<b>Student Percent</b>	<b>Overall Percent</b>
<b>Tutoring</b>	36	30	66	60.0%	79.0%	67.4%
<b>Counseling</b>	42	19	61	70.0%	50.0%	62.2%
<b>Speech Therapy</b>	13	3	16	21.7%	7.9%	16.3%
<b>Total Qualified to Answer Question</b>	60	38	98	100.00%	100.0%	100.0%

*Because multiple responses were allowed, columns will not sum to 100%. This question was apparently revised while the survey is in the field and only includes the three options that were available to all respondents. One student did not answer this question due to a survey skip pattern error.*

Table 21. *Changes in Assistance over Time*

Parents and students were asked how the kind or amount of assistance received in school changed over time, and the 82 essay responses were coded.

The majority of the coded comments (62, 75.6% of respondents to this question) indicated a change in the amount of assistance received in school, with more indicating a decreasing number of hours of assistance (39, 47.5%) than an increasing number of hours (9, 10.9%). Of those who reported an increase, four attributed the change to increased workload, mostly (3) because of the transition to college. One attributed it to the stress of a new school.

Eighteen (22.0%) respondents indicated that assistance did not change. Seven (8.5%) respondents indicated that assistance varied or went up and down over time, generally by removing some type of assistance and adding others.

A few parents and students also referenced specific types of assistance. With respect to decreasing assistance, the top three specific types of assistance indicated were decreased time with a tutor (5), decreased time with a counselor (4), and decreased time in speech therapy (3).

The “other” responses did not indicate a change in time, but commented on qualities or experiences:

*“For my first 2 years of school I hated using my accommodations because other students would ask about it and I hated standing out and being different over something I had no control over.”*

*“Helped a lot with emotional issues “*



*“The amount of accommodations I had switched when I went from an IEP to a 504.”*

*“I went to . . . a learning difference boarding school, so they taught me to learn catering to my strengths and working on my weaknesses but not letting them get in the way of my strengths.”*

*“If you couldn't tell them exactly what you needed or you came up with the plan they couldn't really help you.”*

*“Her time with both [two individuals with the same name] was absolutely life changing. She continues to benefit from their conversations. Her view of herself changed dramatically while at HPDS. She loved herself again and that's carried her through so many challenges and she's shared what she's learned through many positive relationships.”*

Quality	Parent Frequency	Student Frequency	Overall Frequency	Parent Percent	Student Percent	Overall Percent
Decrease	23	17	40	47.9%	50.0%	48.8%
Increase	6	3	9	12.5%	8.8%	11.0%
Same	12	6	18	25.0%	17.7%	22.0%
Varying Time	5	2	7	10.4%	5.9%	8.5%
Other	1	5	6	2.1%	14.7%	7.3%
Unknown	1	1	3	2.1%	2.9%	3.7%
Total	48	34	82	100.0%	100.00%	100.00%

*Percent = frequency / total respondents to this question.*

#### **Examples of further comments from parents:**

*“It changed as she met her requirements. By her Senior Year in High School she had met most requirements and was taking a lot of art classes. Less assistance was needed during her senior Year. Now in college she needs a lot of assistance again.”*

*“Tutoring has stayed consistent and the counseling was just for a few months as he adjusted to high school.”*

*“She is receiving more than ever. She was so overwhelmed by [other school] that she is now essentially receiving one-on-one or very small group instruction and daily therapy.”*

*“He always had the [learning strategy] tutor. His speech therapy and counseling decreased each year and I don't think he had it at all by senior year.”*

*“In middle school she benefited from counseling through the school. Now, in high school, she does not receive any services other than a 504 plan.”*

*“He is needing less assistance as he gets more proficient on his own,”*

#### **Examples of further comments from students:**

*“During high school, I worked with a tutor every night and almost exclusively worked on language-based homework assignments with the tutor. When I started college, I worked with a writing tutor once a week but began reducing my dependence on tutoring over the course of my freshman year. After the first semester of my sophomore year in college, I stopped working with a tutor.”*

*“I always received assistance after Hyde Park and tutoring for various subjects in high school and in college.”*

*“I had a great resource teacher who worked with me everyday to ensure everything was turned in, and by senior year, I needed almost no help getting things done. I only needed extra time on tests and a resource period to organize myself.”*

*“It decreased once I was a junior in high school”*

*“It drastically changed over my academic career. I believe I had an IEP until 10th grade, and after that, I didn't have one through college.”*

*“Tutoring changed based on what subject I struggled with while counseling has led to less negativity on my end.”*

**Table 22. Frequency of Individual Education Plans (IEPs)**

Respondents were asked to select all grades in which the student had an IEP, regardless as to whether they went to a public or private school.

Percentages for a given grade only include those students who at least had begun the indicated grade. The top grades reported were eleventh (80.9% of students who had begun that grade), followed by twelfth (79.7%) and ninth (78.8%).

<b>IEP Frequency</b>	<b>Parent Frequency</b>	<b>Student Frequency</b>	<b>Overall Frequency</b>	<b>Parent Percent</b>	<b>Student Percent</b>	<b>Overall Percent</b>
<b>First</b>	13	9	22	21.7%	30.0%	24.4%
<b>Second</b>	20	14	34	33.3%	46.7%	37.8%
<b>Third</b>	27	19	46	45.0%	63.3%	51.1%

<b>Fourth</b>	26	19	45	43.3%	63.3%	50.0%
<b>Fifth</b>	30	18	48	50.0%	60.0%	53.3%
<b>Sixth</b>	40	18	58	67.8%	60.0%	65.2%
<b>Seventh</b>	47	21	68	79.7%	70.0%	76.4%
<b>Eighth</b>	44	23	67	74.6%	76.7%	75.3%
<b>Ninth</b>	42	25	67	76.4%	83.3%	78.8%
<b>Tenth</b>	38	23	61	73.1%	79.3%	75.3%
<b>Eleventh</b>	33	22	55	78.6%	81.5%	80.9%
<b>Twelfth</b>	29	22	51	74.4%	84.6%	79.7%

*Percentages are calculated by dividing by the total number of students who started each grade, and excluding nine students who did not know if they had an IEP in any grade. It is assumed that students completed all grades lower than their current grade level.*

**Figure 4: IEP Percentages by Grade**

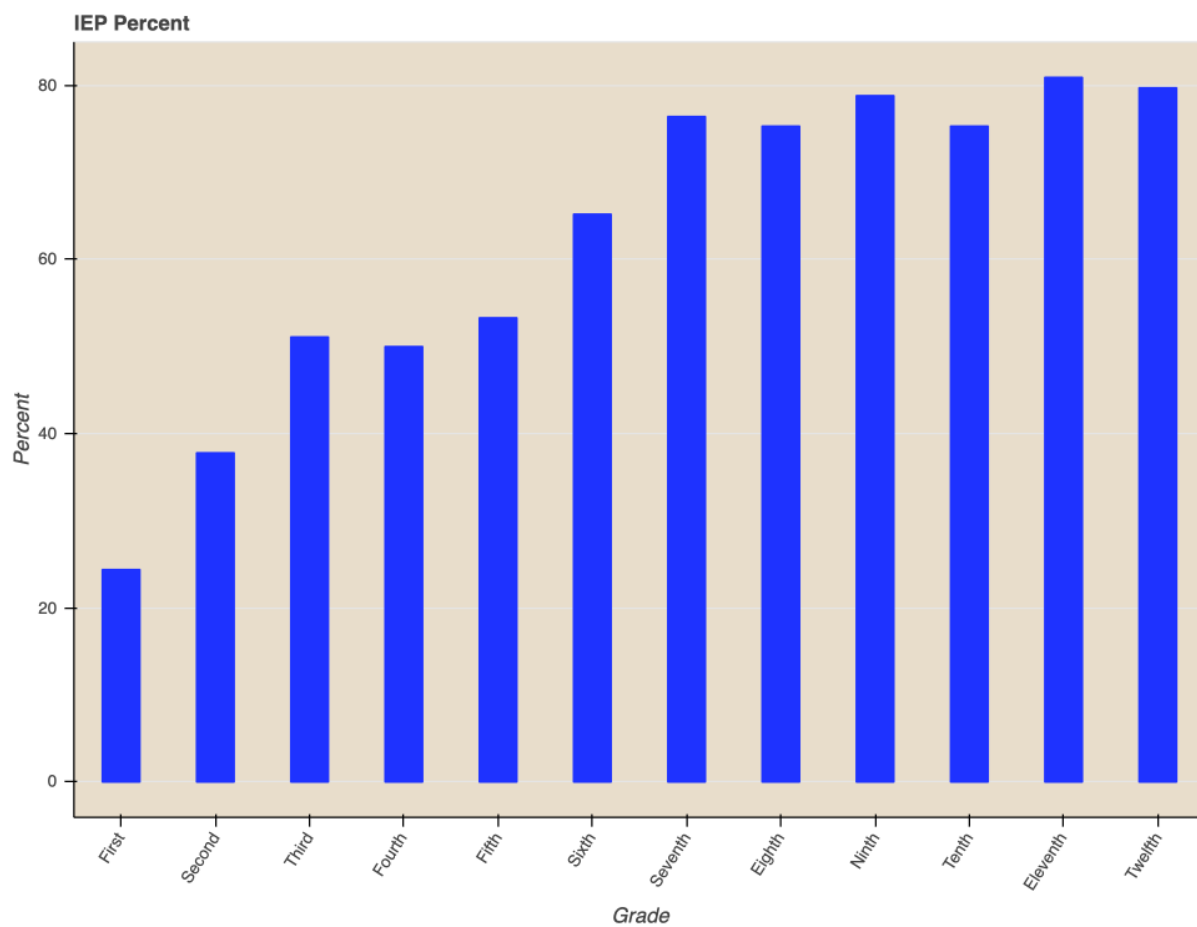


Table 23. *Frequency of 504 Plans*

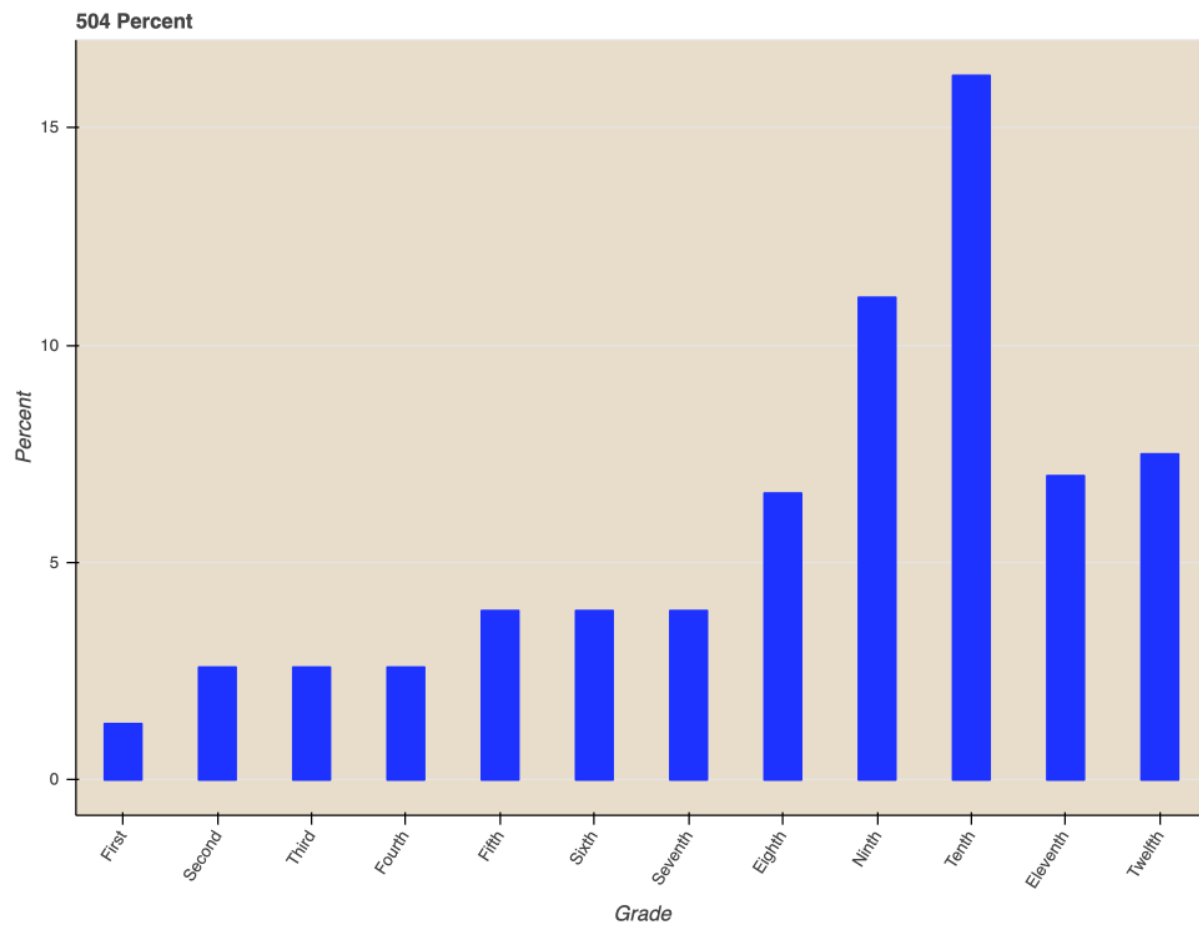
Respondents were asked to select all grades in which the student had a 504 plan.

Percentages for a given grade only include those students who at least had begun the indicated grade. The top grades reported for 504 plans were tenth (16.2% of respondents, for students who had begun that grade) and ninth (11.1%). 22.2% indicated they did not know whether they had a 504 plan, and have been excluded from the following table.

<b>504 Frequency</b>	<b>Parent Frequency</b>	<b>Student Frequency</b>	<b>Overall Frequency</b>	<b>Parent Percent</b>	<b>Student Percent</b>	<b>Overall Percent</b>
<b>First</b>	1	0	1	1.9%	0.0%	1.3%
<b>Second</b>	2	0	2	3.7%	0.0%	2.6%
<b>Third</b>	2	0	2	3.7%	0.0%	2.6%
<b>Fourth</b>	2	0	2	3.7%	0.0%	2.6%
<b>Fifth</b>	3	0	3	5.6%	0.0%	3.9%
<b>Sixth</b>	3	0	3	5.7%	0.0%	3.9%
<b>Seventh</b>	3	0	3	5.7%	0.0%	3.9%
<b>Eighth</b>	5	0	5	9.4%	0.0%	6.6%
<b>Ninth</b>	7	1	8	14.3%	4.3%	11.1%
<b>Tenth</b>	9	2	11	19.6%	9.1%	16.2%
<b>Eleventh</b>	4	0	4	10.8%	0.0%	7.0%
<b>Twelfth</b>	4	0	4	11.8%	0.0%	7.5%

*Percentages are calculated by dividing by the total number of students who started each grade, and excludes responses from 6 parents and from 16 students who did not know if they had a 504 plan in any grade. It is assumed that students completed all grades lower than their current grade level.*

**Figure 5: Section 504 Percents by Grade**



**Table 24. Accommodations and Modifications in Current School**

Parents and students were asked whether or not their schools made any changes to the curriculum or to the way the student was taught or tested for the purposes of accommodating the student's learning

disability, and were presented with 21 types of accommodations or modifications. Due to the skip pattern, 48 parents and 39 students were asked this question. 39 of these parents (81.2%) and 38 students (97.4%) indicated some type of modification, resulting in 77 out of 87 respondents (88.5%) indicating some type of accommodation or modification. The considerable difference between the percent of parents and the percent of students indicating a modification (16.2%), suggests students may be more aware of the specific accommodations or modification they received than their parents.

The top accommodation was to allow extra time to take tests (69 responses, or 79.3% of respondents to this question), followed by taking tests in another room separate from the rest of the class (55, 63.2%) and allowing a student to use a laptop in class (47, 54.0%).

<b>Accommodations and Modifications Received</b>	<b>Parent Frequency</b>	<b>Student Frequency</b>	<b>Overall Frequency</b>	<b>Parent Percent</b>	<b>Student Percent</b>	<b>Overall Percent</b>
Allow extra time to take tests	36	33	69	75.0%	84.6%	79.3%
Take tests in another room separate from the rest of the class	25	30	55	52.1%	76.9%	63.2%
Allow student to use a laptop in class	23	24	47	47.9%	61.5%	54.0%
Allow use of a calculator on tests	20	16	36	41.7%	41.0%	41.4%
Allow use of text-to-speech technology, audiobooks, or recorded materials	19	11	30	39.6%	28.2%	34.5%
Provide note-taking assistance	16	13	29	33.3%	33.3%	33.3%
Assign preferential seating in front of a classroom	15	13	28	31.3%	33.3%	32.2%
Allow student to use a laptop on tests	9	14	23	18.8%	35.9%	26.4%
Eliminate the use of scantron tests	9	13	22	18.8%	33.3%	25.3%
No points deducted for spelling errors on assignments or tests	10	11	21	20.8%	28.2%	24.1%
Allow student to receive or complete tests orally	10	10	20	20.8%	25.6%	23.0%
Foreign language requirement waived	10	9	19	20.8%	23.1%	21.8%
Break down written assignments into smaller parts	11	6	17	22.9%	15.4%	19.5%
Permit use of graph paper in math	10	7	17	20.8%	17.9%	19.5%
No points deducted for spelling errors on tests	6	10	16	12.5%	25.6%	18.4%
Shorten or modify homework assignments	8	3	11	16.7%	7.7%	12.6%
Provide an extra set of books for home	5	4	9	10.4%	10.3%	10.3%
Individual class requirements reduced	3	2	5	6.3%	5.1%	5.7%
Required number of classes reduced	0	2	2	0.0%	5.1%	2.3%

Grades based on effort rather than progress	2	0	2	4.2%	0.0%	2.3%
Total indicating an accommodation or modification	39	38	77	81.2%	97.4%	88.5%
Total asked question	48	39	87	100.0%	100.0%	100.0%

*Percent = frequency / total number of respondents who were asked the question. Because multiple responses were allowed, columns will not sum to 100%. Note that parent data excluded graduate students and may include accommodations students received in their post-high-school studies; student data was limited to accommodations students received specifically in high school.*

## XI. Impact of Technology

The most common technology indicated by the respondents included a calculator (62, 62.6%), an Apple laptop (58, 58.6%), grammar checking (55, 55.6%) and a smartphone (54, 54.5%). Students were asked which areas technology had the greatest impact, and writing and reading were the top two, mentioned by 71.8% and 66.7% of the 39 respondents respectively. Text-to-speech was indicated by parents and students as the top device, tool, or program that made a critical impact on the students' ability to succeed in school or at work.

*Table 25. Assistive Technology, Learning Programs, Electronic Devices Used in the Past Year*

All respondents were provided with a list of 18 types of assistive technology, learning programs, and electronic devices that they might have used at HPDS, and were asked to check all of the devices that they used in the past year. Nine-nine parents and students generated 522 responses, for an average of 5.3 options indicated per respondent.

The top three options indicated were calculator (62 responses, or 62.6% of respondents), Apple laptop (58, 58.6%), and a grammar check device (55, 55.6%).

Respondents were also allowed to add commentary, which is not captured in the table below. Responses include "None" (7), "Unsure" (3), and singleton responses, which are reproduced beneath the table below.

Notable differences between parent and student responses are Apple laptop (selected by 48.3% of parents but 74.4% of students, a grammar check device (48.3% of parents versus 66.7% of students), and an iPad-like device (30.0% of parents versus 53.8% of students).

Types of Assistive Technology Used at HPDS and in the Last Year	Parent Frequency	Student Frequency	Overall Frequency	Parent Percent	Student Percent	Overall Percent
Calculator	36	26	62	60.0%	66.7%	62.6%
Apple laptop	29	29	58	48.3%	74.4%	58.6%

<b>Grammar check</b>	29	26	55	48.3%	66.7%	55.6%
<b>Smartphone</b>	30	24	54	50.0%	61.5%	54.5%
<b>iPad</b>	18	21	39	30.0%	53.8%	39.4%
<b>Text-to-speech (read-aloud programs)</b>	20	17	37	33.3%	43.6%	37.4%
<b>Grammarly</b>	18	17	35	30.0%	43.6%	35.4%
<b>PC laptop</b>	19	14	33	31.7%	35.9%	33.3%
<b>Graphic organizer (to assist with writing)</b>	19	11	30	31.7%	28.2%	30.3%
<b>Bookshare</b>	15	9	24	25.0%	23.1%	24.2%
<b>Word prediction</b>	14	9	23	23.3%	23.1%	23.2%
<b>Speech recognition (voice typing or speech-to-text)</b>	14	8	22	23.3%	20.5%	22.2%
<b>Read &amp; Write for Google Chrome</b>	13	4	17	21.7%	10.3%	17.2%
<b>Chromebook</b>	12	4	16	20.0%	10.3%	16.2%
<b>Learning Ally</b>	8	3	11	13.3%	7.7%	11.1%
<b>Other tablet (Galaxy, Surface, Kindle Fire, etc.)</b>	1	3	4	1.7%	7.7%	4.0%
<b>Snap&amp;Read</b>	1	1	2	1.7%	2.6%	2.0%
<b>Co:Writer</b>	0	2	0	0.0%	5.1%	0.0%
<b>Total Number of Respondents</b>	60	39	99	100.0%	100.0%	100.0%

*Percent = frequency / total respondents to this question. Because multiple responses were allowed, columns will not sum to 100%.*

A number of respondents listed more specific brands in the comments. These included Audible, Audiobooks, Bookshelf, Dragon, Ginger, Inspiration, Kindle, Kurzweil, Livescribe, Natural Reader, Quizlet and Read and Write Gold. Other generic devices included daily planners (paper, on phones and as apps), smart pens and note takers.

Other singleton responses include:

*“Amplification device for college lectures”*

*“‘Command F’ on the keyboard.”*

*“I use talk-to-text a lot because I think faster than I can type.”*

*“Some pen thing that you word scan text with and it would read it aloud.”*



*“None except for Google translator.”*

*“Keyboard to go with school-issued iPad.”*

*“Momentum: it allows your internet browser to be more organized and set tasks and goals for the day. Also tells you weather, time, motivational quotes and other little bits of information.”*

*“Wilson, Google Translate works well as free text to speech.”*

*“Microsoft Excel (Pivot Tables, V-Look ups, etc)”*

**Table 26. Greatest Impact of Technology**

Thirty-nine students were asked in what areas technology had the greatest impact on their studies, and 131 responses were recorded. Writing was the area of impact most frequently selected (28 times, by 71.8% of respondents), followed by reading (26/66.7%) and math (15/38.5%). Two respondents selected “other,” with one specifying “Microsoft Excel” and the other declining to specify.

<b>Areas Where Technology had the Greatest Impact</b>	<b>Student Frequency</b>	<b>Student Percent</b>
<b>Writing</b>	28	71.8%
<b>Reading</b>	26	66.7%
<b>Math</b>	15	38.5%
<b>Organization &amp; Scheduling</b>	13	33.3%
<b>Social studies</b>	13	33.3%
<b>Science</b>	12	30.8%
<b>Work</b>	12	30.8%
<b>Foreign language</b>	10	25.6%
<b>Other</b>	2	5.1%
<b>Total Number of Respondents</b>	39	100.0%

*Percent = frequency / total respondents to this question. Because multiple responses were allowed, columns will not sum to 100%. Note that parent responses are not included in this table due to inconsistencies between the survey questions.*

**Table 27. *Most Important Device, Tool, or Program***

Parents and students were asked if, in the student's whole life, there was a device, tool, or program that has made a critical difference in the student's ability to succeed in school or at work, and 82 different types of devices or programs from 70 respondents were coded.

The top four most indicated tools mentioned were a text-to-speech tool (12), a calculator (4), a grammar check (3), and spelling check (3). The top three most indicated devices were a laptop (11), a keyboard (6), and a computer (5). The most indicated Software was Google Read&Write (2).

One parent and four students did not provide a device in their comments, but instead made general comments about technology or their learning experience (These are not included in the table below):

*“So far, I am highly skeptical about the benefit of computer use in our public school system. Physical writing would help retention. Reading from a book would facilitate scanning and re-tracing text to find facts. Losing information, teachers not posting critical information, and general operational issues cause more anxiety than anything else.” (Parent)*

*“No device made any critical difference. Being able to work with people that are understanding and willing to help me made the difference .”*

*“None of the technology in the world could ever replace the dedicated staff and teachers I worked with over the years.”*

*“Classes where information is posted and readily available online is best for me and when the teachers communicate online or email.”*

*“Assignment notebook.”*

Row Labels	Parent Frequency	Student Frequency	Overall Frequency	Parent Percent	Student Percent	Overall Percent
<b>Laptop/Computer</b>	8	9	17	25.0%	39.1%	30.9%
<b>Text-to-speech</b>	3	3	6	9.4%	13.0%	10.9%
<b>Type instead of write</b>	4	2	6	12.5%	8.7%	10.9%
<b>Audio books</b>	4	1	5	12.5%	4.3%	9.1%
<b>Calculator</b>	2	2	4	6.3%	8.7%	7.3%
<b>Grammarly</b>	3	1	4	9.4%	4.3%	7.3%
<b>iPad</b>	1	2	3	3.1%	8.7%	5.5%

<b>Google Read&amp;Write</b>	2	0	2	6.3%	0.0%	3.6%
<b>A live reader (person)</b>	2	0	2	6.3%	0.0%	3.6%
<b>Smart phone</b>	2	2	2	6.3%	8.7%	3.6%
<b>Spellcheck</b>	0	2	2	0.0%	8.7%	3.6%
<b>Bookshare</b>	0	1	1	0.0%	4.3%	1.8%
<b>Evernote</b>	0	1	1	0.0%	4.3%	1.8%
<b>Google Classroom</b>	0	1	1	0.0%	4.3%	1.8%
<b>Google Docs</b>	1	0	1	3.1%	0.0%	1.8%
<b>Google Voice-to-Text</b>	1	0	1	3.1%	0.0%	1.8%
<b>iStudiez</b>	0	1	1	0.0%	4.3%	1.8%
<b>Kurzweil</b>	0	1	1	0.0%	4.3%	1.8%
<b>Microsoft Word</b>	0	1	1	0.0%	4.3%	1.8%
<b>Notability</b>	0	1	1	0.0%	4.3%	1.8%
<b>Read-2-Go</b>	0	1	1	0.0%	4.3%	1.8%
<b>Smart pen</b>	1	0	1	3.1%	0.0%	1.8%
<b>Total Number of Respondents Providing Answers</b>	32	23	55	100.0%	100.0%	100.0%

*Percent = frequency / total respondents to this question who named some type of technology. Because multiple responses were allowed, columns will not sum to 100%.*

## XII. Academic & Non-Academic Experiences Post-Hyde Park Day School

Parents and students reported that the strongest subjects were social studies and physical education or sports, which they largely attributed to the students' innate abilities and skills. 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.

English and math were the most-cited most challenging subjects. Parents and students attributed difficulties in these subjects to specific learning disabilities and problems with comprehension and memorization.

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. Over 33.3% of 90 respondents indicated that foreign language was not required in high school. Given this fact, it is remarkable that 67.7% of respondents did take a foreign language, 60.6% being required to do so, and 7.1% taking it as an optional class.

The most frequently reported foreign language studied was Spanish, as indicated by nearly 51.5% of respondents, followed by French (13.6%), German (10.4%), and Hebrew (10.6%).

Parents and students were asked if taking a foreign language had an impact on applying to college. Of 75 respondents, only 4 (5.3%) responded that it did.

This study was interested in finding out the amount of homework former HPDS students currently in high school typically had each night, as well as the type of assistance they received with regard to homework. The most common number of hours was 1.5-two hours, followed by one hour or less. Only seven respondents out of 37 indicated that students studied over two hours a night. The most common type of homework assistance was with writing, academic coaching, and help with comprehension.

We wanted to know how our students were doing academically and to learn about their involvement in extracurricular activities. Almost 69% of the 83 parents and students who responded indicated that students received mostly As & Bs, while 13% indicated that they received As, Bs, & Cs. Sixty percent of parents and students indicated that the students received academic honors in high school, 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 25 of the 89 respondents indicated that the student'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.

## A. Strong Subject Areas

Table 28. *Strongest Subject Areas*

All respondents were asked which of seven subjects typically were the student's strongest. Multiple responses were allowed, and the question generated 236 responses. The top two selected subjects were (1) physical education or sports and (2) social studies, each with 43 responses (or 43.4% of respondents) indicating. This was followed by 38 respondents (38.4%) who indicated math.

Other write-in responses included classics, history, technology, business, and government. One parent responded, "It's all hard," and one student indicated, "I don't think I have a strong subject."

<b>Strongest Subjects</b>	<b>Parent Frequency</b>	<b>Student Frequency</b>	<b>Overall Frequency</b>	<b>Parent Percent</b>	<b>Student Percent</b>	<b>Overall Percent</b>
<b>Physical education or sports</b>	27	16	43	45.0%	41.0%	43.4%
<b>Social studies</b>	25	18	43	41.7%	46.2%	43.4%
<b>Math</b>	23	15	38	38.3%	38.5%	38.4%

<b>English</b>	20	17	37	33.3%	43.6%	37.4%
<b>Science</b>	23	7	30	38.3%	17.9%	30.3%
<b>Arts</b>	18	11	29	30.0%	28.2%	29.3%
<b>Foreign language</b>	3	6	9	5.0%	15.4%	9.1%
<b>Other</b>	3	4	7	5.0%	10.3%	7.1%
<b>Total Number of Respondents</b>	60	39	99	100.0%	100.0%	100.0%

*Because multiple responses were allowed, columns will not sum to 100%.*

**Table 29. Strongest Arts**

The 29 students and parents who selected arts in the prior table were asked in what specific arts students were strongest, and multiple responses were allowed. The subjects indicated were visual arts (20, 69.0% of respondents to this question), music (8, 27.6%), theater (7, 24.1%), and dance (7, 24.1%).

<b>Strongest Arts</b>	<b>Parent Frequency</b>	<b>Student Frequency</b>	<b>Overall Frequency</b>	<b>Parent Percent</b>	<b>Student Percent</b>	<b>Overall Percent</b>
<b>Visual arts</b>	11	9	20	61.1%	81.8%	69.0%
<b>Music</b>	3	5	8	16.7%	45.5%	27.6%
<b>Dance</b>	5	2	7	27.8%	18.2%	24.1%
<b>Theater</b>	4	3	7	22.2%	27.3%	24.1%
<b>Total Number of Respondents</b>	18	11	29	100.0%	100.0%	100.0%

*Percent = frequency / total respondents to this question. Because multiple responses were allowed, columns will not sum to 100%.*

**Table 30. Reason for Child's Success in Strongest Subjects**

All respondents were asked to what they attributed the success in the academic areas in which the student was strongest. Their responses were coded into seven different areas, all taken to be parallel with already existent HPDS data. The most frequent responses were innate abilities and skills (49, 55.1%), interest in the subject areas (34, 38.2%) and the fact that remediation gave the student a strong foundation in these areas (25, 28.1%).

Of the Innate abilities and skills category, the top four coded comments were general innate abilities and skills (6), athletic abilities (5), mathematical skills (5), and creativity (4). Note that a much higher percentage of parents (65.5%) than students (38.2%) attributed students' success to the students' innate abilities and skills.

Of the remediation or laid foundation category, the top three coded comments were reading (7 all from parent responses), writing (3) and from HPDS generally (4).

Other write-in comments included physical expression helping the student regulate herself and feel energetic, after school activities, and coming from a family of artists.

Why Student is Strong in these Areas	Parent Frequency	Student Frequency	Overall Frequency	Parent Percent	Student Percent	Overall Percent
<b>Innate Abilities and Skills</b>	36	13	49	65.5%	38.2%	55.1%
<b>Interest</b>	19	15	34	34.5%	44.1%	38.2%
<b>Remediation or Laid Foundation</b>	13	12	25	23.6%	35.3%	28.1%
<b>Teachers</b>	7	3	10	12.7%	8.8%	11.2%
<b>Hard Work and Perseverance</b>	6	3	9	10.9%	8.8%	10.1%
<b>Support System</b>	5	2	7	9.1%	5.9%	7.9%
<b>Less Strong in Other Areas</b>	5	2	7	9.1%	5.9%	7.9%
<b>Other</b>	5	3	8	9.1%	8.8%	9.0%
<b>Total Number of Respondents Answering the Question</b>	55	34	89	100.0%	100.0%	100.0%

*Percent = frequency / total respondents answering this question. Because multiple responses were allowed, columns will not sum to 100%.*

#### **Examples of comments from parents:**

*“He learned good organizational writing skills and how to read a book for meaning.”*

*“Can readily pick up how to sing the notes on key and spot singing talent.”*

*“She has always been a big picture thinker, and spends a great deal of time integrating and connecting her thoughts around what she sees and experiences. This makes her great at the arts and humanities.”*

*“He is genetically gifted. He has received a lot of attention and encouragement.”*

*“Physically, it feels good for her to move and be creative versus sitting still. Also related to science, it's far more interactive at a young age than learning English and math.”*

*“It's not a language-based course (in general).”*

### Examples of comments from students:

*“My brain processes information when I can categorize the information and math is centered around different logical categories of information.”*

*“I think because of my struggles with learning how to read and write with English I became very good at figuring out how to learn a language, and how to teach myself how to learn a foreign language.”*

*“I’ve always loved history, reading, and language, so with some studying time, I would naturally do ok in them. I was always active growing up so sports came easy to me.”*

*“English was most likely my strongest subject in school, as I received very good instruction in writing in 6th grade at HPDS . . . It helped when I went to [other school] and subsequently in high school, college and beyond.”*

*“English was mainly due to Hyde Park being so intensive with language. I believe I was naturally good at math like algebra. I got good at arts like film because I was passionate at it. Foreign language was because I got a really good Spanish tutor my sophomore year, and I’ve been ahead since.”*

## B. Most Challenging Subject Areas

Table 31. *Most Challenging Subject Areas*

All respondents were asked which of seven subjects typically were the student’s most challenging. Multiple responses were allowed, and the question generated 204 responses. English (reading or written language, reported by 54 or 54.5% of all respondents) and math (51, 51.5%) were reported as the most challenging subjects, followed by foreign languages (38, 38.4%).

Most Challenging Subjects	Parent Count	Student Count	Overall Count	Parent Percent	Student Percent	Overall Percent
English	33	21	54	55.0%	53.8%	54.5%
Math	32	19	51	53.3%	48.7%	51.5%
Foreign language	20	18	38	33.3%	46.2%	38.4%
Science	13	15	28	21.7%	38.5%	28.3%
Social studies	11	7	18	18.3%	17.9%	18.2%
Arts	4	5	9	6.7%	12.8%	9.1%
Physical education or sports	4	1	5	6.7%	2.6%	5.1%
Other	1	0	1	1.7%	0.0%	1.0%
Total Number of Respondents	60	39	99	100.0%	100.0%	100.0%

*Because multiple responses were allowed, columns will not sum to 100%.*

**Table 32. *Most Challenging Arts Subjects***

The nine students and parents who selected arts in the preceding table were asked in what specific arts they were strongest, and multiple responses were allowed. The subjects indicated were music (6, 66.7% of respondents to this question), visual arts (6, 66.7%), dance (4, 44.4%), and theater (1, 11.1%).

<b>Most Challenging Arts</b>	<b>Parent Frequency</b>	<b>Student Frequency</b>	<b>Overall Frequency</b>	<b>Parent Percent</b>	<b>Student Percent</b>	<b>Overall Percent</b>
<b>Music</b>	3	3	6	75.0%	60.0%	66.7%
<b>Visual arts</b>	3	3	6	75.0%	60.0%	66.7%
<b>Dance</b>	2	2	4	50.0%	40.0%	44.4%
<b>Theater</b>	1	0	1	25.0%	0.0%	11.1%
<b>Total Number of Respondents Answering this Question</b>	4	5	9	100.0%	100.0%	100.0%

*Percent = frequency / total respondents answering this question. Because multiple responses were allowed, columns will not sum to 100%.*

**Table 33. *Reason for Child's Difficulties in Most Challenging Subjects***

All respondents were asked to what they attributed the challenges in the academic areas which the student found most challenging. Their responses were coded into three different areas: symptoms (80, 92.0% of respondents to this question), impairment areas (37, 42.5%), and other (31, 35.6%).

The top three symptoms reported were the student's specific learning disabilities (23), difficulty with comprehension (9) and memorization (8). Eleven specific learning disabilities were reported (such as dyslexia, language, and math) and four specific processing symptoms were described.

The top three impairment areas contributing to difficulties were reading (12), writing (11) and spelling (4). Under the "other" category, top coded comments were a teacher's teaching style (6), the pace of a course (2), and impatience on the part of the student (2). Other write-in comments included lack of support from school, large time gaps, and "I think this has always been a challenge and will always be a challenge."

<b>Why Student Finds these Areas Challenging</b>	<b>Parent Frequency</b>	<b>Student Frequency</b>	<b>Overall Frequency</b>	<b>Parent Percent</b>	<b>Student Percent</b>	<b>Overall Percent</b>
<b>Symptoms</b>	48	32	80	90.6%	94.1%	92.0%
<b>Impairment Areas</b>	21	16	37	39.6%	47.1%	42.5%
<b>Other</b>	22	9	31	41.5%	26.5%	35.6%
<b>Total Number of</b>	53	34	87	100.0%	100.0%	100.0%



<b>Respondents who Answered this Question</b>						
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*Percent = frequency / total respondents who answered this question. Because multiple responses were allowed, columns will not sum to 100%.*

### **Examples of comments from parents:**

*“Classic NLD, with severe visual and spatial disability.”*

*“Math has always been difficult. After leaving HPDS [student] was diagnosed with a central auditory processing disability, which inhibits her ability to learn a foreign language.”*

*“She is lacking in stamina, organizational skills and fine motor skills”*

*“[Student] is a very slow reader and has therefore struggled to keep up with assignments. His comprehension is not always sharp. Writing has been a challenge since he began school as a small child, likely because of his language-based learning disabilities.”*

*“It has always been 100% dependent on the teacher for her, if the teacher is a patient, creative and thoughtful person who is willing to try different methods when one doesn't work, she is successful. She is like swiss cheese, you just never know what will be hard and when ... and what she will easily master and when.”*

### **Examples of comments from students:**

*“I struggle with processing written information and expressing my thoughts in written form. Understanding what I was reading at school was always a challenge because I hyper-focused on minute details rather than understanding the main idea.”*

*“Difficulty in comprehension, difficulty in inference with language, difficulty with expressive language.”*

*“Math anxiety, a dislike of science, and not being very musically inclined. I can't read music so that makes learning an instrument almost impossible.”*

*“English—writing Spanish—just hard...talking is hardest—hard also to write.”*

*“Spelling has always been difficult.”*

*“Memorization and math.”*

## **C. Homework**

Table 34. *Current High School Homework Amount*

Former HPDS students who are currently in high school and parents of such students, were asked how many hours of homework the student typically receives each day. We received 37 responses. The number of homework hours ranged from zero to four hours, with 30 or 81.1% of respondents indicating they received 2 hours or less per night. The top responses fell in the range of 1.5 to 2 hours (17, 45.9%), or one hour or less (13, 35.1%).

It is notable that, while 13 parents (43.3%) who responded to this question reported 1 hour or less of homework, all 7 students who responded to this question indicated that they received more than one hour of homework.

<b>Current High School Homework Amount</b>	<b>Parent Frequency</b>	<b>Student Frequency</b>	<b>Total Frequency</b>	<b>Parent Percent</b>	<b>Student Percent</b>	<b>Overall Percent</b>
<b>1 hour or less</b>	13	0	13	43.3%	0.0%	35.1%
<b>1.5 - 2 hours</b>	13	4	17	43.3%	57.1%	45.9%
<b>2.25 - 3 hours</b>	3	0	3	10.0%	0.0%	8.1%
<b>3.5 - 4 hours</b>	1	3	4	3.3%	42.9%	10.8%
<b>Total Number of Respondents Answering Question</b>	30	7	37	100.0%	100.0%	100.0%

Table 35. *How the Amount of Homework Assigned Changed over Time*

Parents and students were asked what changes were observed in the hours spent on homework over the course of the students' education, and essay questions were coded from 84 respondents. Thirty-five of the coded responses (41.7% of respondents to this question) indicated a change in homework assigned, with most coded responses indicating an increasing *number of hours* of homework (15) and an increasing *amount of work* assigned (6) vs. a decreasing *number of hours* of homework (5) or a decreasing *amount of work* assigned (1).

Nine (10.7% of coded responses to this question) indicated that the amount of homework assigned had not changed at all, and eight responses (9.5%) indicated that the time spent on homework and the amount of homework assigned varies.

While this data reports on a small sample size, it is interesting to note that a higher percentage of parents than students thought that the amount of homework assigned had decreased over time or else not changed. Students seemed to indicate an increase in work or time or a more qualitative change.

A majority of the comments (44, 52.4%) were coded as "other," as the responses did not directly address time or amount. Examples include "I am more systematic, I do a bit everyday rather than everything all at

once," "Committing to finish," and, "He gets it done in a timely manner." Four of the comments coded as other indicated that the student had become more efficient.

Changes in Homework (Including College)	Parent Frequency	Student Frequency	Overall Frequency	Parent Percent	Student Percent	Overall Percent
Increase in Time or Amount	10	11	21	20.0%	32.4%	25.0%
Varying Time or Amount	3	5	8	6.0%	14.7%	9.5%
Decrease in Time or Amount	6	0	6	12.0%	0.0%	7.1%
No Change in Time or Amount	7	2	9	14.0%	5.9%	10.7%
Other	25	19	44	50.0%	55.9%	52.4%
<b>Total Number of Respondents Answering Question</b>	50	34	84	100.0%	100.0%	100.0%

*Percent = frequency / total number of responses to this question. Because multiple responses were allowed, columns will not sum to 100%.*

#### **Examples of comments from parents:**

*“When she transitioned from HPDS, her teachers did not care about the quality of her work. Expectations were very low, and she did not feel the need to challenge them as her teachers gave her good grades for bad work.”*

*“Before HPDS she couldn't do it on her own. Now she does it independently.”*

*“Before HPDS he would cry when I would mention the word homework and wasn't doing any homework at all. He was in 4th grade. After HPDS, he was able to complete the work. In high school and college he is very diligent and spends many hours doing homework. He maintained a high grade point average by completing homework and doing it very well.”*

*“More in middle school and even more in high school.”*

*“She continues to spend a significant amount of time on homework, but she feels it is manageable. She spent little time on work until grades were assigned in high school, and she realized the negative impact a poor grade would have on her future.”*

*“She became independent, focused, and driven to meet her responsibilities with homework at HPDS, she carried this on consistently once she left. In HS she regularly used her advocacy skills and used her homework to assess her understanding of material.”*

### Examples of comments from students:

*“The amount of work I’ve received has obviously increased as I have progressed in school. In college I have a lot of reading, so that also bumps up the amount of time I spend relative to the workload.”*

*“As I have gotten older, I have become more efficient in the time I spend on homework. I recognize the importance of “chunking” my studying into manageable amounts of time, so I work in hour-long chunks. I also utilize technology to work more efficiently. In middle and high school, I was still unsure how to manage my LD with large amounts of work, but college helped me understand how to recognize my challenges and compensate accordingly.”*

*“It went up as I got older”*

*“I was diligent about my studies until I turned 21.”*

*“I am able to sit down and focus more patiently on one subject or project at a time.”*

*“My experience may not be typical for the group of students included in the survey given I went to HPDS over 12 years ago. However, per most students, the number of hours spent on my homework changed as I went to high school and eventually college at the [other school]. As like most students, this was a function of my increasing grade level, major, and college.”*

### Table 36. *How the Amount of Homework Assigned Changed over Time Before College*

If we limit the prior table to respondents who are in 12th grade or below, we obtain a similar table. In this set we have 56 coded responses. Twenty-two of the coded comments (39.3% of responses to this question) indicated a change in homework assigned, with most indicating an increasing *number of hours* of homework (10) and an increasing *amount of work* assigned (2) vs. a decreasing *number of hours* of homework (4) or a decreasing *amount of work* assigned (1).

Six responses (6.1%) indicated that the amount of homework assigned had not changed at all, and five responses (5.0%) indicated that the time spent on homework and the amount of homework assigned varies.

Again, it is interesting to note that a higher percentage of parents than students thought that the amount of homework assigned had decreased over time or else not changed. Students indicated an increase in work or time, or a more qualitative change.

<b>Changes in Homework (Limited to Pre-College)</b>	<b>Parent Frequency</b>	<b>Student Frequency</b>	<b>Overall Frequency</b>	<b>Parent Percent</b>	<b>Student Percent</b>	<b>Overall Percent</b>
<b>Increase in Time or Amount</b>	7	5	12	20.0%	23.8%	21.4%
<b>Varying Time or Amount</b>	1	4	5	2.9%	19.0%	8.9%
<b>Decrease in Time or Amount</b>	5	0	5	14.3%	0.0%	8.9%
<b>No Change in Time or Amount</b>	6	0	6	17.1%	0.0%	10.7%
<b>Other</b>	16	12	28	45.7%	57.1%	50.0%
<b>Total Number of Respondents Answering Question</b>	35	21	56	100.0%	100.0%	100.0%

*Percent = frequency / total number of respondents to this question. Because multiple responses were allowed, columns will not sum to 100%.*

**Table 37. *What Type of Homework Assistance Needed and Why***

Parents were asked two questions about what type of assistance a student received and why the student needed help. The results are combined in the table below. The results from 54 parents were coded into 202 responses. Respondents answered the question in very different ways, but responses generally fell into four broad categories: type of help (104), who helped (43), subject for which the student needed help (30), and type of homework assignment that required help (14). Three parents responded that their child didn't need any help, and eight provided a different type of response. Some respondents provided single comments that yielded multiple coded responses, so percentages are percentages of all individual coded responses rather than of individual respondents.

Type of help refers to the kind of expertise the helper brought to the task; responses fell into 23 different responses (or subcategories of responses). The top three types of help mentioned were help with writing (14), academic coaching (10), and help with comprehension (10); 11 responses were only mentioned once.

Who Helped refers to the role of the person providing assistance, and responses fell into the following seven different subcategories: tutor (25), school (7, including responses such as a homework club or resource period), parents (4), learning specialist (3), coach (2), homework buddy (1), and a resource individual (1).

Subject refers to the school subject matter for which the student required assistance, and responses fall into 10 subcategories. The top three subjects coded were Math (16), Foreign language (4), and Science (2).

Homework type refers to the type of work that was assigned to the students and fell into the following five homework types: papers (6), projects (3), presentations (2), tests (2), and group activities (1).

Comments coded as Other included responses such as "unknown" and "learning disability."

<b>Response Type</b>	<b>Response Sub-Type</b>	<b>Count</b>	<b>Percent of Coded Responses</b>
<b>Type of Help</b>		<b>104</b>	<b>51.5%</b>
	<i>Writing</i>	14	6.9%
	<i>Academic Coaching</i>	10	5.0%
	<i>Help with Comprehension</i>	10	5.0%
	<i>Editing</i>	9	4.5%
	<i>Focus</i>	8	4.0%
	<i>More Time</i>	7	3.5%
	<i>Organizing Tasks</i>	6	3.0%
	<i>Assistive Technology</i>	5	2.5%
	<i>Motivation</i>	5	2.5%
	<i>Reading</i>	5	2.5%
	<i>Executive Functioning Help</i>	4	2.0%
	<i>Memorizing</i>	3	1.5%
	<i>Note Taking</i>	2	1.0%
	<i>Help Processing Information</i>	2	1.0%
	<i>Other (Single Responses)</i>	14	6.9%
<b>Who Helped</b>		<b>43</b>	<b>21.3%</b>
	<i>Tutor</i>	25	12.4%
	<i>School Program</i>	7	3.5%
	<i>Parents</i>	4	2.0%
	<i>Learning Specialist</i>	3	1.5%
	<i>Coach</i>	2	1.0%
	<i>Homework Buddy</i>	1	0.5%
	<i>Other Resource Person</i>	1	0.5%
<b>Subject</b>		<b>30</b>	<b>14.9%</b>
	<i>Math</i>	16	7.9%

	Foreign Language	4	2.0%
	Science	2	1.0%
	Other	8	4.0%
<b>Homework Type</b>		<b>14</b>	<b>6.9%</b>
	Papers	6	3.0%
	Projects	3	1.5%
	Presentations	2	1.0%
	Tests	2	1.0%
	Group Activities	1	0.5%
<b>None</b>		<b>3</b>	<b>1.5%</b>
<b>Other</b>		<b>8</b>	<b>4.0%</b>
<b>Total</b>		<b>202</b>	<b>100.0%</b>

*Note that, because each respondent could indicate responses that were coded as multiple separate coded comments, percentages are based on total number of coded responses and not total number of respondents.*

#### **Examples of comments from parents:**

*“A tutor one to two times per week, focusing on math skills. Help with humanities intermittently”*

*“One-on-one communication and clarification with professors - often via email.”*

*“She asks for help with writing assignments - and occasional service as a reader for text.”*

*“Text-to-speech, extra time if needed. He turns in drafts.”*

*“None, she's in college so no assistance from anyone”*

*“Initially she needed to read textbooks to herself and then have them read back to her until she was able to independently read, look for the answers, and understand the material with no assistance.”*

*“He stays after school for homework club most days. He also has a tutor once a week.”*

*“None, besides allowing me to edit his writing.”*

*“He had a learning strategist who helps him daily during his learning strategies class.”*

*“She's had a resource person help her with all work since 5th grade, including undergraduate work.”*

*“She just doesn't "get" the math, and she didn't retain her organizational skills. Assignments have not always been written down correctly and papers were often misplaced.”*

*“He is unable to make sense of his notes or his planner has one word directions in it and he has no idea what his assignment is or how to do the work.”*

*“She needs help with reading (either with someone reading to her or with audiobooks). She needs help organizing the class material to study and memorize the material.”*

*“She has always needed additional instruction and time to practice and work through concepts. A tutor can slow the pace and provide reinforcement.”*

*“[Help] with poor writing skills, and math support to understand concepts”*

*“She has become very independent, but in the past she did not have a lot of patience or perseverance with learning new information.”*

*“Difficulty understanding the subject matter.”*

## D. Foreign Language

Table 38. *High School Foreign Language Requirement*

This question about whether or not foreign language was required at the student's high school was limited to students and parents of students who were in the ninth grade or above, and 90 participants responded to this question. 62 respondents (68.9%) indicated a foreign language was required. 28 indicated it was not. (31.1%).

Foreign Language Requirement	Parent Frequency	Student Frequency	Overall Frequency	Percent of Parent Respondents	Percent of Student Respondents	Percent of All Respondents
Yes	36	26	62	66.7%	72.2%	68.9%
No	18	10	28	33.3%	27.8%	31.1%
<b>Total Respondents</b>	54	36	90	100.0%	100.0%	100.0%

*Percent = frequency / total respondents to this question.*



Table 39. *Amount of Foreign-Language Study Required at High School*

Those who indicated whether or not foreign language was required in high school were then asked how many years of foreign language were required, and all 62 responded. The most frequently reported number of years foreign-language study required in high school was two years (30, 48.4% of respondents to this question), followed by three years (13, 21.0%) and four years (8.1%). 6 respondents either did not know or could not specify the number of units required.

Respondents who attended schools that required foreign languages were not asked how many years of languages they actually took.

Quantity and Unit	Overall Frequency	Percent of Total Possible Respondents
1 Year	3	4.8%
2 Years	30	48.4%
3 Years	13	21.0%
4 Years	5	8.1%
12 Credits	1	1.6%
2 Terms, Semesters, Trimesters, Quarters	1	1.6%
3 Terms, Semesters, Trimesters, Quarters	2	3.2%
4 Terms, Semesters, Trimesters, Quarters	1	1.6%
N.A., Incomplete Answer or Did not know	6	9.7%
Total Respondents Indicating Languages were Required	62	100.0%

*Percent = frequency / total respondents who indicated foreign language was required.*

Table 40. *Student Taking a Foreign Language*

88 respondents indicated whether or not their children took a foreign language. 67 (67.5%) indicated they had taken a foreign language, 60 of these at schools that required a foreign language and 7 at schools that did not. 21 respondents indicated not taking a foreign language. It is unclear whether the remainder had taken a language from the survey responses.

Students Indicating they had Taken a Foreign Language						
	Parent Count	Student Count	Both	Parent Percent	Student Percent	Overall Percent
<b>Yes</b>	39	28	67	65.0%	71.8%	67.7%
Yes, <i>Required</i>	35	25	60	58.3%	64.1%	60.6%
Yes, <i>Optional</i>	4	3	7	6.7%	7.7%	7.1%
<b>No</b>	14	7	21	23.3%	17.9%	21.2%
<b>Did not Indicate</b>	7	4	11	11.7%	10.3%	11.1%
<b>Total Respondents</b>	60	39	99	100.0%	100.0%	100.0%

Table 41. *Foreign Languages Taken in High School*

Respondents were asked which languages the student took in high school, 66 parents and students provided 74 responses (each respondent was allowed to mention multiple languages; anyone who had taken a language could reply). The most frequently reported language was Spanish (34, 51.5% of respondents to this question) followed by French (9, 13.6%), German (7, 10.6%), and Hebrew (7, 10.6%).

Foreign Languages Taken in High School			Frequency	Percent
	<b>Spanish</b>		34	51.5%
	<b>French</b>		9	13.6%
	<b>German</b>		7	10.6%
	<b>Hebrew</b>		7	10.6%
	<b>American Sign Language</b>		6	9.1%
	<b>Latin</b>		5	7.6%
	<b>Italian</b>		2	3.0%
	<b>Chinese</b>		2	3.0%
	<b>Japanese</b>		1	1.5%

<b>English</b>	1	1.5%
<b>Total Number of Respondents Providing Language Responses</b>	66	100.00%

*Percent = frequency / total respondents to this question. Because multiple responses were allowed, columns will not sum to 100%.*

**Table 42. Impact of Foreign Language Study on College Applications**

Parents and students were asked whether taking or not taking a foreign language had an impact on the student's decision to apply to college, and 75 respondents provided 77 comments, which were then coded. We limited this analysis to the 60 respondents who were in 12th grade or above or were not presently in school.

47 respondents (71.5%) indicated that taking a foreign language had no impact on their decision to apply to college. Seven of these, or 11.7% of respondents indicated that it had no impact because they waived the requirement. Four respondents (6.7%) clearly indicated that their language study or lack of it had an impact. An additional four parents (6.7%) indicated that their child deliberately chose a college that did not require a foreign language. Four respondents (6.6%) either did not know or said the question did not apply. Finally, two respondents (3.3%) indicated another response: one parent said it was a requirement but they are presently ignoring it, and the other student said she had wished she had thought about it more, as it cost a significant amount of money to fulfill the requirement in college.

<b>Impact of Language on College Application</b>	<b>Parent Frequency</b>	<b>Student Frequency</b>	<b>Overall Frequency</b>	<b>Parent Percent</b>	<b>Student Percent</b>	<b>Overall Percent</b>
<b>No</b>	19	20	39	67.9%	62.5%	65.0%
<b>No, Waived the Requirement</b>	1	6	7	3.6%	18.8%	11.7%
<b>Yes</b>	1	3	4	3.6%	9.4%	6.7%
<b>Chose a Non-LD College</b>	4	0	4	14.3%	0.0%	6.7%
<b>Other</b>	1	1	2	3.6%	3.1%	3.3%
<b>Unknown</b>	1	1	2	3.6%	3.1%	3.3%
<b>N.A.</b>	1	1	2	3.6%	3.1%	3.3%
<b>Total</b>	28	32	60	100.0%	100.0%	100.0%

*Percent = frequency / total respondents to this question.*

#### **Examples of comments from parents:**

*"No. He will only apply to colleges that have specialized LD support and do not require foreign language or standardized tests."*

*“Learning Spanish is proof that she can do anything other kids do.”*

*“He definitely needed to take a foreign language because he wants to go to a more competitive university.”*

*“We are going to try and get her to take two years of a language. She will be potentially able to receive an athletic scholarship, and we don't want her to be eliminated from contention because she doesn't have a language. She started with Spanish this year, but with the start of freshman year, volleyball and Spanish, she couldn't handle it all at one time. We will revisit this next year.”*

*“She did not enjoy taking a foreign language and did pick a school where it is not required for college.”*

*“Yes he is taking American sign language to fulfill his requirement to get into a more competitive four year school”*

*“[School] was willing to waive the foreign language requirement for her, but she really wanted to take Spanish. Her learning specialist at Jones encouraged her to try and said there would be no penalty if she withdrew from the class. He made it easy for her to take the risk, and she loved and was successful in her Spanish classes, continuing into advanced classes in college. We are grateful to him for encouraging her to try something that she had previously been told she would not be good at even though she had never tried it!”*

#### **Examples of comments from students:**

*“[A prior experience] made me sure I would take the waiver this time. My teacher was being nice by letting me pass the first time.”*

*“Yes, I couldn't go to some schools because I didn't take a foreign language.”*

*“Yes. My councilor wrote a letter about why my family and I chose to exclude foreign languages from my schedule.”*

*“I was told it would greatly affect it.”*

*“I wish that I had thought about it more -- having to take two years of a foreign language was a significant budget.”*

#### **E. Letter Grades**

Table 43. *Reported Letter Grade Categories*

Parents of current students and all former HPDS students were asked what letter grades best describe the student's achievement, and 83 responses were recorded. Fifty-seven (68.7% of responses to this question) indicated "Mostly As and Bs," and 26 respondents (31.3%) indicated "A mixture of As, Bs, and Cs." Unlike prior studies no students were classified as having "Mostly Cs and Ds."

Letter Grades	Parent Frequency	Student Frequency	Overall Frequency	Parent Percent	Student Percent	Overall Percent
<b>Mostly As and Bs</b>	35	22	57	72.9%	62.9%	68.7%
<b>Mix of As, Bs, and Cs</b>	13	13	26	27.1%	37.1%	31.3%
<b>Total</b>	48	35	83	100.0%	100.0%	100.0%

*Percent = response / total responses to this question. 16 blank or N.A. responses excluded from these calculations.*

Table 44. *How Grades Changed Over Time*

Parents of current students and all former HPDS students were asked how grades changed over time, and the 89 coded essay-format responses fell into four broad categories: generally improved (29), generally no change (42), generally up and down (7), and generally decreased (4).

It is worth noting that no respondent who indicated steady performance indicated that grades were poor, but rather all respondents who elaborated on the issue seemed to indicate consistently good grades (As and Bs).

The majority of respondents who indicated no change, suggested the grades were consistently high or maintained As and Bs. Of the 4 respondents who generally decreased, 2 indicated that it was only a slight decrease and the remaining two respondents fell to Cs only after starting more difficult work in college.

How Grades Changed	Parent Frequency	Student Frequency	Overall Frequency	Parent Percent	Student Percent	Overall Percent
<b>Generally Improved</b>	15	14	29	28.3%	38.9%	32.6%
<b>Generally No Change</b>	27	15	42	50.9%	41.7%	47.2%
<b>Generally Up and Down</b>	2	1	3	3.8%	2.8%	3.4%
<b>Generally Decreased</b>	2	2	4	3.8%	5.6%	4.5%
<b>Unclear</b>	6	3	9	11.3%	8.3%	10.1%
<b>N.A. or No Response</b>	1	1	2	1.9%	2.8%	2.2%
<b>Total</b>	53	36	89	100.0%	100.0%	100.0%

**Examples of comments from parents:**

*“She didn't receive grades until 6th grade when she transitioned back to her old school”*

*“Pretty steady, with a dip starting junior year”*

*“They're about the same. Teachers and professors have made adjustments in expectations when they see [Student]'s accommodations at the start of the term.”*

*“He has gotten almost straight A's throughout high school.”*

*“She started high school confident and got all B's freshman year. By sophomore year, and especially with addition of geometry, she started struggling and eventually panicked academically. Her grades fell to about a C average.”*

**Examples of comments from students:**

*“Got better by senior year.”*

*“I have always received mostly As and a few Bs. This has not changed much over time.”*

*“My grades have gotten a lot better and I have A's in all my classes.”*

*“I worked harder to succeed and eventually turned myself into an A/B student except in math where I always did poorly.”*

*“When I don't take the time to keep myself organized, and make sure everything is done, and pay attention in classes, I fail. I had to learn how to have enough self-discipline, and even when I don't want to take the time to write down my assignments and do homework, to just do it. This made the first half of high school really hard for me.”*

*“They got better each year or semester—senior year of college second semester I graduated with all As!”*

**F. Academic Honors**

*Table 45. Students Receiving Academic Honors in High School*

Out of 90 parents and students who responded to the question of whether or not the student received academic honors in high school, 54 (60.0% of responses to this question) indicated the student received an academic honor, and 36 (40.0%) indicated the student did not.

Receiving Academic Honors	Parent Frequency	Student Frequency	Overall Frequency	Parent Percent	Student Percent	Overall Percent
No	22	14	36	40.7%	38.9%	40.0%
Yes	32	22	54	59.3%	61.1%	60.0%
<b>Total Respondents Answering Question</b>	54	36	90	100.0%	100.0%	100.0%

Table 46. *Type of Honors Received by Student*

Parents and students were asked what honors the student received, and the 83 coded responses fell into five broad categories: academic (63), art or welding (6), sports (2), unclear or “don’t remember” (3), and Other (9). It is interesting to note that, while students mentioned honors in all categories, parents only mentioned honors in academic or other.

Under Academic, many specific honors and awards were mentioned, such as a math award or psychology AP award; however, the majority (38) of comments that fell under the academic academic category mentioned making honor rolls (16) or an honor society (14).

Under art, the five comments mentioned film awards (2), a music award (1), a scholarship (1), and theater honors (1).

Under Sports, two student comments mentioned sports captain and making the sport varsity team.

Nine coded comments fell into the “other” category, which was used as a catchall for answers such as “welding” or “many, 3.8 GPA.”

Honors Received	Parent Frequency	Student Frequency	Overall Frequency	Parent Percent of Coded Responses	Student Percent of Coded Responses	Overall Percent of Coded Responses
Academic	38	26	64	86.4%	66.7%	77.1%
Art	0	5	5	0.0%	12.8%	6.0%
Sports	0	2	2	0.0%	5.1%	2.4%
Don't Remember	0	3	3	0.0%	7.7%	3.6%
Other	6	3	9	13.6%	7.7%	10.8%
<b>Total Coded Responses</b>	44	39	83	100.0%	100.0%	100.0%

*Note that one respondent could provide multiple responses. Percentages in the table above represent percent of overall coded responses and not the percent of respondents mentioning a given type of response.*

**Examples of comments from parents:**

*“National honor society Invited to join a capstone program in high school.”*

*“Honor roll, Academic Super Bowl representative.”*

*“Graduated Magna Cum Laude in High School, and was an Illinois State Scholar.”*

*“A few semesters on Dean's List. Participation in social studies honors program.”*

*“Honor Society, and nearly countless awards from individual teachers for her grit and determination to succeed.”*

*“Four semesters on the honor roll.”*

**Examples of comments from students:**

*“Unsure but pretty sure I got something.”*

*“Captainship for sports along with making varsity as a freshman National Honors Society, and Honor roll every semester”*

*“Made honor roll each year in high school. Science Department Certificate of Recognition in Chemistry. Senior year won a 4 year Scholarship for continuing in the arts in college, the highest award available from the Art Department”*

*“Two social studies scholar awards, one science departmental award, two academic gold bars, and additions into the National Honors Society.”*

*“Honor rolls, and two AP classes, music awards and math award”*

*“English class award (sophomore & junior year). History class service award (senior year).”*

**G. Extracurricular Activities**



Table 47. *Extracurricular Activities in Current School*

Parents and students reported that students had participated in many different types of extracurricular activities in their post-HPDS school, with athletics (42) as the top activity. The top three sports activities reported were volleyball (8), and basketball (7), and track (6).

Service and leadership (for example, Boy Scouts, leaders and mentors programs, volunteer at animal adoption shelter) were the second most popular activities mentioned with 19 coded responses. This was followed with arts including performing arts (10 coded responses), the majority of which were theater activities (7 coded responses).

Twelve responses indicated no extracurriculars. Other categories included coded comments such as Wild Chicago Club, Best Buddies, a community club, or the model rocket and drone club.

Extracurricular Activities	Parent Frequency	Student Frequency	Overall Frequency	Parent Percent	Student Percent	Overall Percent
<b>Athletics</b>	25	17	42	36.8%	35.4%	36.2%
<b>Service and Leadership</b>	9	10	19	13.2%	20.8%	16.4%
<b>Performing arts</b>	5	5	10	7.4%	10.4%	8.6%
<b>Speech or debate</b>	2	4	6	2.9%	8.3%	5.2%
<b>Visual arts</b>	0	4	4	0.0%	8.3%	3.4%
<b>No Extracurriculars</b>	9	3	12	13.2%	6.3%	10.3%
<b>Other</b>	18	5	23	26.5%	10.4%	19.8%
<b>Total Count</b>	68	48	116	100.0%	100.0%	100.0%

*Note that one respondent could provide multiple responses, so the overall count is higher than 99. Percentages are also over the overall coded responses and not the number of respondents.*

Table 48. *Specific Extracurricular Sports*

Forty-six respondents provided essay responses indicating which sports they played, and these were coded into 80 responses; the top three were volleyball, basketball, and track.

Specific Extracurricular Sport	Overall Frequency
<b>Volleyball</b>	8
<b>Basketball</b>	7

<b>Track</b>	6
<b>Soccer</b>	5
<b>Football</b>	5
<b>Lacrosse</b>	5
<b>Hockey</b>	4
<b>Tennis</b>	4
<b>Swimming</b>	4
<b>Golf</b>	4
<b>Cross Country</b>	4
<b>Water Polo</b>	3
<b>Softball</b>	3
<b>Figure Skating</b>	3
<b>Squash</b>	2
<b>Rowing Crew</b>	2
<b>Baseball</b>	2
<b>Single-Coded Responses</b>	8

*Note that one respondent could provide multiple responses.*

Table 49. *Specific Extracurricular Performance Arts*

Thirteen respondents provided essay-format responses to indicate what type of extracurricular performance art they took part in, and these were coded into 13 responses; the top three were theater (7), music (3), and dance (2). One additional respondent mentioned “spoken word.”

<b>Specific Performance Art</b>	<b>Overall Frequency</b>
<b>Theater</b>	7
<b>Music</b>	3
<b>Dance</b>	2
<b>Spoken word</b>	1
<b>Total</b>	13

*Note that one respondent could provide multiple responses.*

Table 50. *Awards Received in Extracurricular Activities*

Parents and students were asked to list any awards or recognition of excellence received in an extracurricular activity, and the responses were provided in essay format and then coded. The coded responses fell into seven categories: sports (18), art (7), clubs (6), academic (2), leadership (1), none (5), and other (8). Under Sports, the top reported were skating (3) and tennis (2), and the remaining responses were singleton coded responses. Under art, the top reported was dance (2); the rest were singleton responses.

Extracurricular Award Type	Count
<b>Sports</b>	18
<b>Art</b>	7
<b>Club</b>	6
<b>Academic</b>	2
<b>Leadership</b>	1
<b>None</b>	5
<b>Other</b>	8
<b>Total</b>	47

*Note that one respondent could provide multiple responses.*

#### **Examples of comments from parents and students:**

*“Third place at Midwest junior rowing championships.”*

*“Represented her school at ‘Louder than a Bomb’ slam poetry competition”*

*“She was on varsity as a freshman. She has excelled nationally with her volleyball and has participated in the USA volleyball national team.”*

*“She has been nominated to be president of her school's Autism Speaks chapter.”*

*“I was president of the Student Activity Board, Secretary of the student council, secretary of venture crew (volunteer and community service club), a 2-year student mentor, a student ambassador (gave tours to potential students and planned pep rallies), and I was on prom committee 2 years in a row. I also received the horsemanship award my junior year of high school.”*

*“Coach's award my junior year and second place on 50 and 100 butterfly.”*

## XIII. 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 the impact of the program, respondents were asked to rate how what their students learned in the Success Attributes curriculum students received in Social Work class helped them with several specific attributes, as listed in the bullets below. **For every attribute, more than half of the respondents to those specific questions indicated positive responses.**

- To gain in **self-awareness**: 72.7% of students indicated that the curriculum on self-awareness in Social Work class provided “a lot” or “some” help. This was the highest score on this metric, only exceeded by their ability to identify support systems, which used a different scale. 81.4% of parents also “agreed” or “strongly agreed” their child was self-aware. Students said it increased their acceptance and confidence and allowed them to be selective in the projects and approaches they decided to undertake. The mean for self-awareness on the parents’ 5-point scale was 4.26, or 3rd overall, and the mean in the 4-point scale of the degree to which students found the attribute helpful was 2.94, also second overall.
- To become more **proactive**: 71.9% of students indicated that the curriculum on proactivity provided “a lot” or “some” help. 68.5% of parents also “agreed” or “strongly agreed” their child was proactive. Students said it increased their affirmation and empowerment, and improved success and communication. The mean for proactivity on the parents’ 5-point scale was 3.96, or last overall, and the mean in the 4-point scale of the degree to which students found the attribute helpful was 3.06, or first overall. Note the first and last asymmetry here.
- To **set realistic goals**: 63.6% of students indicated that the curriculum on setting realistic goals in Social Work class provided “a lot” or “some” help. 79.6% of parents also “agreed” or “strongly agreed” their children set realistic goals. Students said it increased their affirmation, decreased

discouragement and improved their success. The mean for setting realistic goals on the parents' 5-point scale was 4.00, or fourth overall, and the mean in the 4-point scale of the degree to which students found the attribute helpful was 2.82, or third overall.

- To learn the importance of **persevering**: 61.3% of students indicated that the curriculum on persevering in Social Work class provided "a lot" or "some" help. While this is a clear majority, this was the lowest score for this metric. 90.7% of parents also "agreed" or "strongly agreed" their child persevered, which is the highest score for this metric. Students provided many examples of how they persevered through difficulties in their academic career, and a few also gave examples from other parts of their lives such as travel and meeting self-imposed challenges. The mean for persevering on the parents' 5-point scale was 4.48, or tied for first overall, and the mean in the 4-point scale of the degree to which students found the attribute helpful was 2.77, or fourth overall.
- To identify **emotional coping skills** that work for them: 64.6% of students indicated that the curriculum on coping skills in Social Work class provided "a lot" or "some" help. 70.3% of parents also "agreed" or "strongly agreed" their child persevered. 97.1% of students said they could identify stressful triggers "very well" or "fairly well," and 88.5% of students said that they were able to find ways to reduce the stress they felt in their lives now. These scores are the highest from students, but uses a different metric than the other responses. The mean for emotional coping skills on the parents' 5-point scale was 4.48, or tied for first overall, and the mean in the 4-point scale of the degree to which students found the attribute helpful was 2.71, or tied for last overall. Note the first and last asymmetry here.
- To identify the **support systems** that are available to you in your life now: 75.0% of respondents indicated "very well" or "fairly well." This was the highest score from students, but it uses a different scale than the prior categories. 81.4% of parents also "agreed" or "strongly agreed" their child knows and uses support systems. The mean for identifying and using support systems on the parents' 5-point scale was 4.07, or fourth overall, and the mean in the 4-point scale of the degree to which students found the attribute helpful was 2.71, or tied for last overall.

A preliminary review of thirty crosstabs between the success attributes and gains students have subsequently made yielded no significant correlations. We searched across these measures for statistically significant relationships (p-value of .05 or less) with measures of honors, grades, gender and private / public school. As an additional search, we looked for statistically significant relationships between the gains and the success areas. Again none were significant at the .05 level.

Part of this may be due to the fact that unlike the prior study, there were no poor performing students with respect to grades: all respondents who indicated grades indicated the student attained "Mostly As and Bs," or "A mixture of As, Bs, and Cs," and no one indicated "Mostly Cs or Ds." We also did not have ACT or SAT scores as prior studies have had. Similar trends seemed to follow from other student honors. It is possible that further analysis may uncover meaningful correlations. However, one of the challenges is the fact that students entered HPDS with varying abilities and challenges, and without a sense of these starting points, it is impossible to determine how the success attributes have altered their outcomes. In the future, it may be useful to ask respondents to provide quantitative descriptions of student abilities before receiving a HPDS education.

Despite the lack of correlations in our analysis, there were plenty of comments throughout the survey in which parents or students praised the success attribute program:

*“I believe the Success Attribute program at Hyde Park is one of the most valuable parts of the school. My son knows his strengths and weaknesses, advocates for himself and knows how to access support when needed. I attribute this to all the wonderful work of the social workers and teachers at HPDS and the program they developed.”*

Comments such as this suggest the program is working, and is an important part of the HPDS program.

**Table 51. Success Attribute Summary, Means**

In the table below we summarize the results of the primary questions in the success attribute section. The attributes that parents found most apparent in their child are perseverance (4.48 out of 5) and emotional coping skills (4.48 out of 5), indicated in green. The attribute that parents found least apparent in their child was proactivity (3.96 out of 5), indicated in red. The attribute that students found most helpful is proactivity (3.06 out of 4). The attributes that students found least helpful are emotional coping (2.71 out of 4) and support (2.71 out of 4).

One general trend that is apparent is the asymmetry between parent and student responses: the success attribute that is least apparent in the child according to parents is generally the attribute that students find most helpful, and the attribute that parents find most apparent in their child is the attribute that students found least helpful. This holds for proactivity and coping. Perseverance and support are not as diametrically opposed, but there does seem to still be an asymmetry there as well.

Defining whether an attribute is apparent as a score of 3 or above out of 5 on the parent metric, and whether an attribute is at all helpful as 2 or above out of 4 on the student metric, it is apparent that all factors are both apparent and helpful.

Categories	Parent Assessment of Possessing Attribute Mean (Out of 5)	Students Finding Attribute Helpful Mean (Out of 4)	Parent Assessment divided by 5	Students Helpfulness divided by 4
Proactivity	3.96	3.06	0.792	0.765
Self-Awareness	4.26	2.94	0.852	0.735
Goal Setting	4	2.82	0.8	0.705
Perseverance	4.48	2.77	0.896	0.6925
Coping	4.48	2.71	0.896	0.6775

<b>Support</b>	4.07	2.71	0.814	0.6775
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Figure 6. Parents: Degree to which Students Possesses Success Attribute, Means

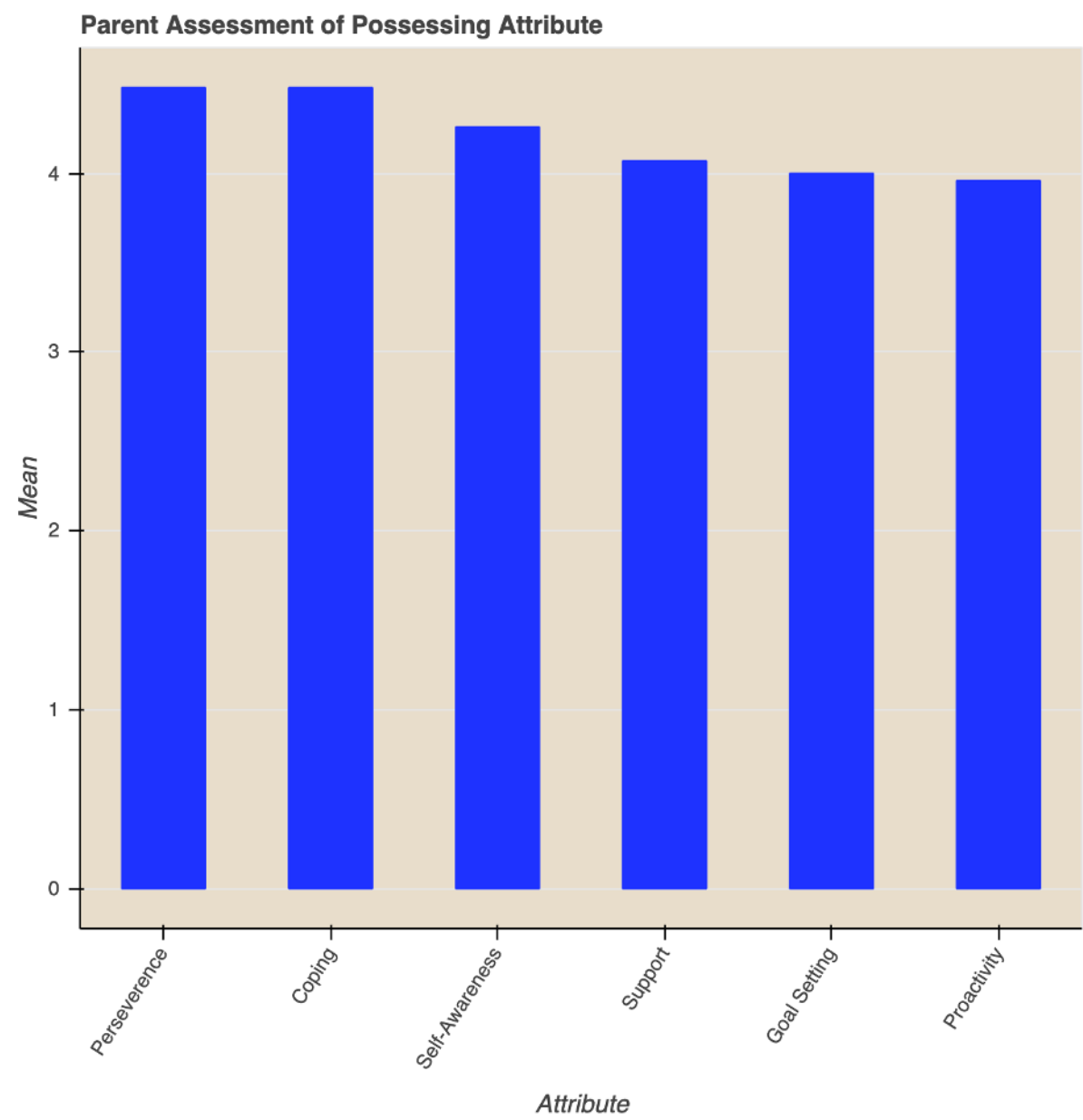
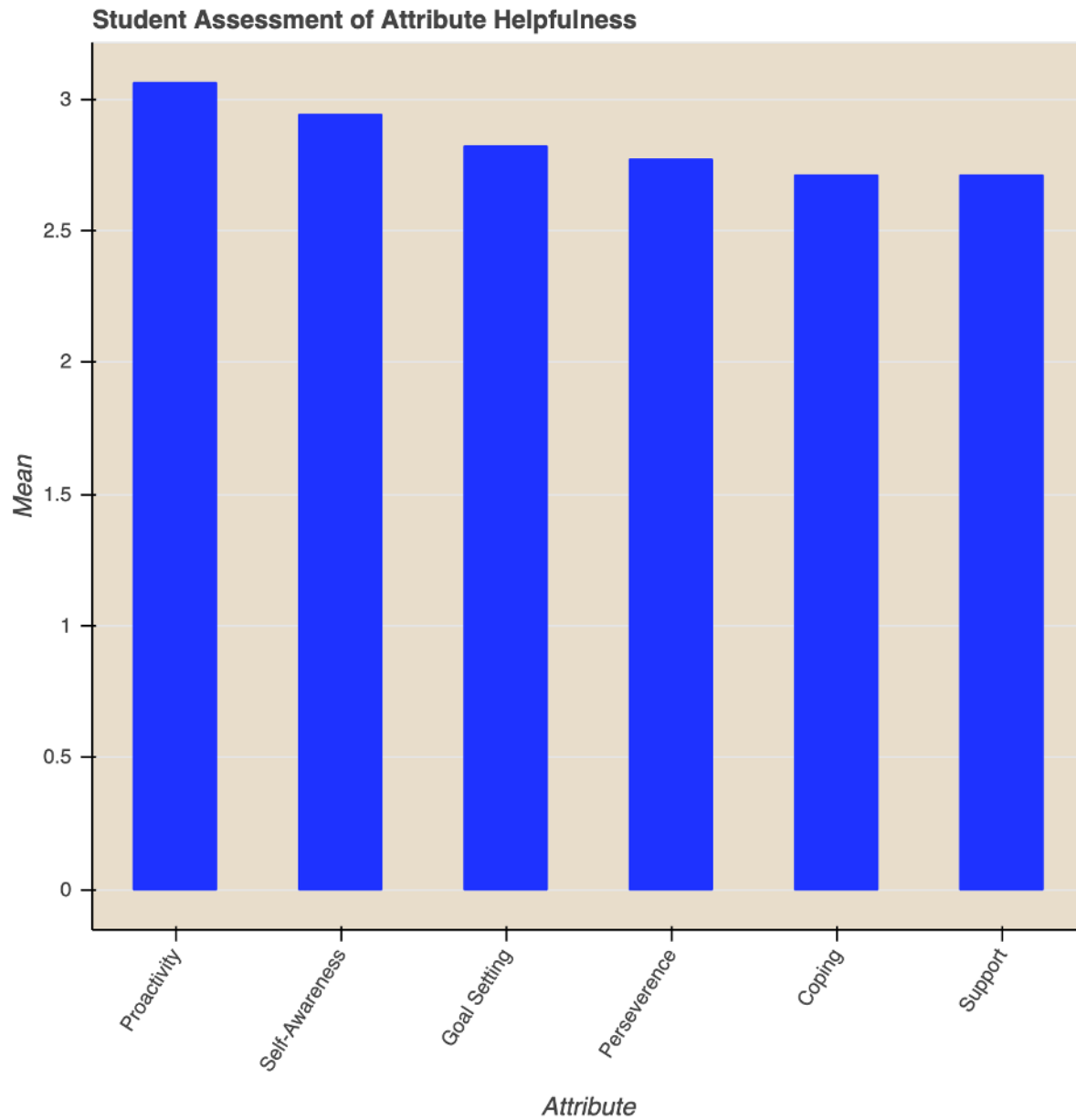


Figure 7. Attributes Found Helpful, Means



## A. Self-Awareness

Table 52. *Parents: Student's Self-Awareness*

Of the 54 parents who answered the question “My child has a realistic understanding of their individual strengths and challenges,” 44 (81.4%) respondents indicated they “agreed” or “strongly agreed.” When the Likert scale is coded on a scale of 1 to 5, the mean value is 4.26.

Parent: Student Self-Awareness	Parent Frequency Parent Percent	



<b>Strongly Agree</b>	28	51.9%
<b>Agree</b>	16	29.6%
<b>Neutral</b>	6	11.1%
<b>Disagree</b>	4	7.4%
<b>Total</b>	54	100.0%

Table 53. *Students: Self-Awareness*

Of the 33 students who answered the question “How much do you feel that the Success Attributes curriculum you got in Social Work class helped you gain in self-awareness—a better perception of your own strengths and challenges?” 72.7% of them indicated “a lot” or “Some.” When the scale is coded on a scale of 1 to 4, the mean value is 2.94.

<b>Self Awareness</b>	<b>Student Frequency</b>	<b>Student Percent</b>
<b>A Lot</b>	13	39.4%
<b>Some</b>	11	33.3%
<b>A Little</b>	3	9.1%
<b>Not at All</b>	6	18.2%
<b>Total</b>	33	100.0%

Table 54. *Students: Self-Awareness Affects School and/or Work*

Students responded to the question “How has your knowledge of your own strengths and challenges affected your experience in school and/or at work?” in essay format, and coded responses fell into two broad categories: emotional or practical. Under emotional, the top coded comments were acceptance (3) and confidence (2). Under practical, the top coded comments were selectivity in projects (6), ability to adopt a different approach (5), and ability to ask for help (4).

<b>Primary Type</b>	<b>Subtype</b>	<b>Student Frequency</b>	<b>Student Percent</b>
<b>Emotional</b>	<b>Increased Acceptance</b>	3	13.0%
	<b>Increased Confidence</b>	2	8.7%
	<b>Increased Affirmation</b>	1	4.3%

	<b>Increased Empowerment</b>	1	4.3%
<b>Practical</b>	<b>Can Be Selective in Projects I Undertake</b>	6	26.1%
	<b>Can Adopt a Different Approach</b>	5	21.7%
	<b>Can Ask for Help</b>	4	17.4%
	<b>Can be Better Prepared</b>	1	4.3%
<b>Other</b>		10	43.5%
<b>Total</b>		23	100.0%

*Note that one respondent could provide multiple responses.*

## B. Proactivity

*Table 55. Parents: Student's Proactivity Skills*

Of the 54 parents who answered the question “My child is proactive in decision-making,” 47 (68.5%) respondents indicated they “agreed” or “strongly agreed.” When the Likert scale is coded on a scale of 1 to 5, the mean value is 3.96.

<b>Students: Proactivity</b>	<b>Parent Frequency</b>	<b>Parent Percent</b>
<b>Strongly Agree</b>	23	42.6%
<b>Agree</b>	14	25.9%
<b>Neutral</b>	10	18.5%
<b>Disagree</b>	6	11.1%
<b>Strongly Disagree</b>	1	1.9%
<b>Total</b>	54	100.0%

*Table 56. Students: Proactivity*

Of the 32 students who answered the question “How much do you feel that what you learned in Social Work class helped you become more proactive about making choices and advocating for yourself?” 71.9% of them indicated “a lot” or “some.” When the scale is coded on a scale of 1 to 4, the mean value is 3.06.

<b>Students: Proactivity</b>	<b>Student Frequency</b>	<b>Student Percent</b>
<b>A Lot</b>	15	46.9%
<b>Some</b>	8	25.0%
<b>A Little</b>	5	15.6%
<b>Not at All</b>	4	12.5%
<b>Total</b>	32	100.0%

Table 57. *Students: Proactivity Affects School and/or Work*

Students responded to the question “How has your ability to be proactive affected your experience in school and/or at work?” in essay format, and coded responses fell into two broad categories: emotional (11) or practical (10). Under emotional, the coded comments were increased affirmation (5), increased empowerment (4), and increased humility (2). Under practical, the coded comments were improved success (4), improved communication (3), improved preparation (2), and improved access to support (1). Other comments included, “I don’t know,” “Yes and no,” and “It has helped my work.”

<b>Primary Type</b>	<b>Subtype</b>	<b>Student Frequency</b>	<b>Student Percent</b>
<b>Emotional</b>	<b>Increased Affirmation</b>	5	16.1%
	<b>Increased Empowerment</b>	4	12.9%
	<b>Increased Humility</b>	2	6.5%
<b>Practical</b>	<b>Improved Success</b>	4	12.9%
	<b>Improved Communication</b>	3	9.7%
	<b>Improved Preparation</b>	2	6.5%
	<b>Improved Support</b>	1	3.2%
<b>Other</b>		10	32.3%
<b>Total</b>		31	100.0%

*Note that one respondent could provide multiple responses.*

### C. Goal Setting

*Table 58. Parents: Student's Goal Setting Skills*

Of the 54 parents who answered the question “My child is proactive in decision-making,” 43 (79.63%) respondents indicated they “agreed” or “strongly agreed.” When the Likert scale is coded on a scale of 1 to 5, the mean value is 4.0.

<b>Parents: Goal Setting</b>	<b>Parent Frequency</b>	<b>Parent Percent</b>
<b>Strongly Agree</b>	16	29.6%
<b>Agree</b>	27	50.0%
<b>Neutral</b>	6	11.1%
<b>Disagree</b>	5	9.3%
<b>Total</b>	54	100.0%

*Table 59. Students: Goal Setting*

Of the 33 students who answered the question “How much do you feel that what you learned in Social Work class helped you learn to set realistic goals for yourself?” 63.6% of them indicated “a lot” or “some.” When the scale is coded on a scale of 1 to 4, the mean value is 2.82.

<b>Students: Goals Setting</b>	<b>Student Frequency</b>	<b>Student Percent</b>
<b>A Lot</b>	11	33.3%
<b>Some</b>	10	30.3%
<b>A Little</b>	7	21.2%
<b>Not at All</b>	5	15.2%
<b>Total</b>	33	100.0%

Table 60. *Students: Goal Setting Affects School and/or Work*

Students responded to the question “How has your ability to set realistic goals affected your experience in school and/or at work?” in essay format, and coded responses fell into two broad categories: emotional or practical. Under emotional, the top coded comments were affirmative (4), don’t get discouraged (3), confidence (2), and empowerment (2).

Primary Type	Subtype	Student Frequency	Student Percent
Emotional	Increased Affirmation	4	15.4%
	Decreased Discouragement	3	11.5%
	Increased Confidence	2	7.7%
	Increased Empowerment	2	7.7%
	Increased Enjoyment	1	3.8%
	Decreased Anxiety	1	3.8%
	Increased Patience	1	3.8%
Practical	Improved Success	3	11.5%
	Can Be Selective in Projects I Undertake	1	3.8%
Other		8	30.8%
Total		26	100.0%

*Note that one respondent could provide multiple responses.*

## D. Perseverance

Table 61. *Parents: Student’s Perseverance Skills*

Of the 54 parents who answered the question “My child perseveres through difficulties,” 49 (90.7%) respondents indicated they “agreed” or “strongly agreed.” When the Likert scale is coded on a scale of 1 to 5, the mean value is 4.48.

Parents: Perseverance	Parent Frequency	Parent Percent
Strongly	32	59.3%

<b>Agree</b>		
<b>Agree</b>	17	31.5%
<b>Neutral</b>	4	7.4%
<b>Disagree</b>	1	1.9%
<b>Total</b>	54	100.0%

Table 62. *Students: Perseverance*

Of the 31 students who answered the question “How much do you feel that what you learned in Social Work class helped you learn the importance of persevering?” 61.3% of them indicated “a lot” or “some.” When the scale is coded on a scale of 1 to 4, the mean value is 2.77.

<b>Students: Perseverance</b>	<b>Student Frequency</b>	<b>Student Percent</b>
<b>A Lot</b>	10	32.3%
<b>Some</b>	9	29.0%
<b>A Little</b>	7	22.6%
<b>Not at all</b>	5	16.1%
<b>Total</b>	31	100.0%

Table 63. *Students: Examples of Persevering After HPDS*

Students responded to the question, “Can you tell us about a time since you left HPDS when you had to push through challenges and persevere?” in essay format, and the top coded response was a story about school (18). A number of other examples were given from dance, adjusting to a foreign culture, or self-imposed challenges.

<b>Students: Persevering Stories</b>	<b>Student Frequency</b>	<b>Student Percent</b>
<b>School</b>	18	75.0%
<b>Career</b>	1	4.2%
<b>Dance</b>	1	4.2%
<b>Foreign Culture</b>	1	4.2%

<b>Self-Imposed Challenges</b>	1	4.2%
<b>Other</b>	2	8.3%
<b>Total</b>	24	100.0%

*Note that one respondent could provide multiple responses.*

The examples offered were as follows (copied in full):

*“College! The amount of reading/writing from [School] to [College] was immense. I needed to utilize more help. Freshman year was rough, but it got better each year.”*

*“I had a lot of trouble with pointe in ballet and had to work a lot harder than my peers to build foot strength, etc.”*

*“All my life I knew that foreign language was virtually impossible for me to learn given my learning challenges. When I knew that I wanted to pursue an advanced degree in Judaism, I knew that learning Hebrew was a necessity. Although incredibly challenging, I was creative in my approaches to learning and utilized many of the Language Arts strategies to help make sense of Hebrew. “*

*“In German last year the teacher would call on students without them raising their hands which made me very nervous because I really didn't want to get the question wrong. I even went to a bit of therapy because I was getting so nervous for class, but I ended up acing the class and working through my fear of being called on and it turned into one of my favorite classes.”*

*“In high school I struggled in my anatomy class, my tutor had just moved away, and I was alone. I worked extra hard and always stayed late after school ended to get help, and I met my teacher outside of class to help me succeed. I ended up with a B in that class.”*

*“Had to focus on homework and doing it to completion along with other projects I have had.”*

*“During the process of applying to high school.”*

*“So many. Phone call conversation.”*

*“I had a teacher ask me if I was stupid because I asked to take a test in the learning center, in front of my entire honors English class my freshman year of high school. The school tried to tell me I couldn't switch out of her class till the end of the semester and I wasn't having it. I spent a week with my parents fighting with the school how to resolve this, and eventually got to change classes because I refuse to be in a classroom with someone who had so little respect for me or my documented ability. It's one thing for students to be rude but I didn't spend weeks of my life getting testing done for an IEP for some mean, old teacher to berate me for using my accommodations and then refuse them to me.”*

*“My college classes! I had to remind myself that it's not the end of the world if I did not do well.”*

*"I've had many challenges but one is when I moved to Reno, Nevada and started school and was going through many emotional issues, but I've become a stronger person because of this."*

*"All through high school and college. I was challenged in every class, even the classes I was strong in. I was challenged when I moved to China to live in a different country and culture from ours and to learn how to be a good teacher."*

*"It's been a long time since I graduated HDPS, but I continued to persevere."*

*"On all my finals."*

*"When I was a freshman, I had trouble adjusting my IEP to fit my needs, since there was a large discrepancy in class difficulty, and I had some teachers who did not understand that we were still adjusting my IEP, and were not helpful in the process."*

*"My AP Psychology teacher was so harsh at grading my essays, but I prepared for the AP test and I got a 5 on it which is the best you can get. I don't know if she was doing this to make the writing portion of the AP test seem easy by comparison, or if I managed to really improve my essays. My first essay in her class I got a 4 out of 20, but I ended the year getting the best AP score possible."*

*"Yes, all the time at work being a personal trainer when someone says no, you have to keep going, it's your job!"*

*"Finals were very stressful, but I can't think of anything specific."*

*"All of my four years at high school was very tough to all degrees. The only way to survive was to have a strong mental toughest that stood up for itself."*

*"Part of this has been from my own self and others from the class."*

*"I attempt to challenge myself with a few things every day to learn and grow with the lessons I have now and the lessons I'll get from those challenges."*

*"I think that it can be seen every time I have had finals in college. Just the thought of having to remember the full semester for one test is a challenge, but I make it through every semester."*

*"every single day of my life. It doesn't get easier until you don't have to write essays any more."*



## E. Emotional Coping Skills

Table 64. *Parents: Student's Emotional Coping Skills*

Of the 54 parents who answered the question “My child knows and uses ways to cope with stress,” 38 (70.3%) respondents indicated they “agreed” or “strongly agreed.” When the Likert scale is coded on a scale of 1 to 5, the mean value is 4.48.

<b>Parents: Coping with Stress</b>	<b>Parent Frequency</b>	<b>Parent Percent</b>
<b>Strongly Agree</b>	14	25.9%
<b>Agree</b>	24	44.4%
<b>Neutral</b>	5	9.3%
<b>Disagree</b>	11	20.4%
<b>Total</b>	54	100.0%

Table 65. *Students: Emotional Coping Skills*

Of the 31 students who answered the question “How much do you feel that what you learned in Social Work class helped you identify emotional coping skills that work for you?” 64.6% of them indicated “a lot” or “some.” When the scale is coded on a scale of 1 to 4, the mean value is 2.71.

It is notable that this emotional coping topic is the only one of the success attributes for which “a lot” was not the top response, as the top response for this question is “some.”

<b>Students: Coping with Stress</b>	<b>Student Frequency</b>	<b>Student Percent</b>
<b>A Lot</b>	6	19.4%
<b>Some</b>	14	45.2%
<b>A Little</b>	7	22.6%
<b>Not at All</b>	4	12.9%
<b>Total</b>	31	100.0%

Table 66. *Students: Identifying Triggers of Stress*

Of the 34 students who answered the question “How well do you feel you are able to identify the situations that trigger stress for you in your life now?” 97.1% of them indicated Very well or Fairly well.

<b>Students: Identifying Triggers</b>	<b>Student Frequency</b>	<b>Student Percent</b>
<b>Very well</b>	14	41.2%
<b>Fairly well</b>	19	55.9%
<b>Not at all</b>	1	2.9%
<b>Total</b>	34	100.0%

Table 67. *Students: Finding Ways to Reduce Stress*

Of the 35 students who answered the question “How well do you feel that you are able to find ways to reduce the stress you feel in your life now?” 88.5% of them indicated Very well or Fairly well.

<b>Students: Reduce Stress</b>	<b>Student Frequency</b>	<b>Student Percent</b>
<b>Very well</b>	4	11.4%
<b>Fairly well</b>	27	77.1%
<b>Not very well</b>	4	11.4%
<b>Total</b>	35	100.0%

## F. Identifying Support Systems

Table 68. *Parents: Students Identify Support Systems*

Of the 54 parents who answered the question “My child is proactive in identifying support systems,” 44 (81.4%) respondents indicated they “agreed” or “strongly agreed.” When the Likert scale is coded on a scale of 1 to 5, the mean value is 4.07.

<b>Parents: Identifying Support Systems</b>	<b>Parent Frequency</b>	<b>Parent Percent</b>
<b>Strongly Agree</b>	22	40.7%
<b>Agree</b>	22	40.7%
<b>Disagree</b>	8	14.8%
<b>Neutral</b>	2	3.7%
<b>Total Respondents to This Question</b>	54	100.0%

Table 69. *Students: Identifying Support Systems*

Of the 32 students who answered the question “How well do you feel that what you learned in Social Work class has helped you to identify the support systems that are available to you in your life now?” 75.0% of them indicated Very well or Fairly well, while 15.6% indicated “not at all.” When the scale is coded on a scale of 1 to 4, the mean value is 2.71.

<b>Students: Identifying Support Systems</b>	<b>Student Frequency</b>	<b>Student Percent</b>
<b>Very well</b>	8	25.0%
<b>Fairly well</b>	16	50.0%
<b>Not very well</b>	3	9.4%
<b>Not at all</b>	5	15.6%
<b>Total Respondents to This Question</b>	32	100.0%

## G. Secondary Success Attribute Results

Table 70. *Most Helpful Success Attributes (Secondary Question)*

There was a secondary question on the success attributes in the survey which provided somewhat different results than discussed in the preceding. This question was dependent on a prior question that asked “What do you feel you gained at HPDS that has been most helpful to you? Please mark all that apply.” If the respondent chose, “Success attributes (traits such as self-knowledge, self-advocacy, or goal-setting)” (note the specific factors mentioned), they were then asked to indicate which of these success attributes were most helpful. Sixty-nine parents and students reported that they found success attributes helpful, so these results are limited to these sixty-nine respondents. The results are summarized in the table below.

In this analysis, the most helpful attribute was self-awareness of a learning disability (61, 88.4%). This was followed by learning support systems (54, 78.3%), and perseverance skills (41, 59.4%).

One notable difference between the responses of parents and students in this metric is how many more of the students selected improved goal setting (83.3%) versus how many parents did (35.6%).

Most Helpful Success Attributes	Parent Frequency	Student Frequency	Overall Frequency	Parent Percent	Student Percent	Overall Percent
<b>Self-Awareness of Learning Disability</b>	41	20	61	91.1%	83.3%	88.4%
<b>Learned Support Systems</b>	36	18	54	80.0%	75.0%	78.3%
<b>Perseverance</b>	28	13	41	62.2%	54.2%	59.4%
<b>Improved Goal Setting</b>	16	20	36	35.6%	83.3%	52.2%
<b>Emotional Coping Skills</b>	28	7	35	62.2%	29.2%	50.7%
<b>Increased Proactivity</b>	21	13	34	46.7%	54.2%	49.3%
<b>Total Number of Respondents</b>	45	24	69	100.0%	100.0%	100.0%

*Percent = frequency / total respondents to this question. Because multiple responses were allowed, columns will not sum to 100%.*

**Table 71. Rankings Across Success Attributes Questions**

Forty-five parents and 24 students evaluated success factors on both the secondary success attribute question—because they indicated that success attributes were among the most helpful things they gained at HPDS—and the primary success attribute questions that everyone else also rated. Using the counts of the secondary question and the average scores of the primary questions, we can compare these specific respondent's responses.

The responses of these 69 respondents appear to be very different between the two questions. In the table below the highest ranked attributes are indicated in dark green (top ranked attribute) and light green (second highest ranked attribute, except when there is a tie), and the lowest ranked attributes are shown in dark red (lowest ranked attribute), and light red (second lowest ranked attribute, except when there is a tie).

Parent Assessment of Possessing Attribute Mean	45 Parents Rank Helpfulness (Secondary Question)	24 Students Rank (Secondary Question)	24 Students Rank Helpfulness (Primary Question)
Proactivity	5	1	5
Goal Setting	6	2	4
Perseverance	1	3	3
Self-Awareness	3	4	1
Coping	1	5	6
Support	4	5	2

It is difficult to generate any general conclusions from the differences between these two rankings. Proactivity and goal setting are ranked much higher in the secondary question for students than in the primary questions that form the foundation for the larger Success Attribute section of the report. This result may have been influenced by the prior question, because these two attributes were among the three specifically mentioned in that question choice that pre-qualified respondents for this question. However, self-awareness was also specifically mentioned and it scores significantly lower on the secondary question.

Given these differences, it seems prudent to rely on the primary questions because they have a larger sample, are less likely to be influenced by the wording of the prior question, and the detail of the primary questions were likely to promote more respondent engagement. Hence, this is what we have done in the bulk of the discussion above. However, the results of the secondary question cannot be ignored, and may suggest that there is less difference between the factors than may initially appear to be the case.

Regardless of the differences, in every case a majority of respondents found every one of the success attributes helpful, indicating that there is value in all six success attributes.

## XIV. Transitions

This study also focused on the transition process for students from elementary to high school and from high school to post-secondary schools. Of 99 respondents, 94 (95.0%) reported that the student was either attending high school or had attended high school. Fifty-one respondents were asked whether or not students disclosed their learning disabilities during the high school application process, and 40 (78.4%) indicated they had, while 10 (19.6%) said that this was “N.A.” (non-applicable), either because the receiving school already knew because the student was coming from HPDS or because no application was needed due to its being a local high school. This left one (2.0%) respondent who did not disclose the LD. 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, 46.9% (23/49) of respondents indicated they had some type of help (either in-school or out-of-school) to prepare for the exams. Of the 44 students who indicated what type of help was received, the most common cited help was tutoring, mentioned by 34.1% (15) of respondents. In addition, of the 31 respondents who indicated they received accommodations when taking the tests, the most commonly indicated accommodation was extra time (90.3%, or 28 responses) and exemption from scantron tests (32.2%, or 10 responses).

Of the 31 respondents who answered the question of what sort of help was received for the high school entrance exam, 15 (48.4%) indicated that the student received tutoring help. The two most commonly selected accommodations when taking the tests were extra time and no scantron form; the most common amount of extended time was 1.5x the scheduled time. Parents were asked if their high school selection was based on specific services offered to students with learning disabilities, and of 88 responses, 45 (51.1%) said yes.

Approximately 91.8% (69) of 76 respondents indicated that students had prepared for or taken standardized college-entrance exams such as the SAT or the ACT. Of these 66, 86.8% said that the students received help preparing for the tests. For those respondents who indicated that students received help preparing for SAT or ACT exams, the top type of help indicated was tutoring (50, 72.5% of those taking college entrance exams). The most common accommodations when taking the test were extended time (49, 71.0%) and extra calculator use (18, 26.1%).

Parents were asked about their children's academic plans after they graduated from high school, and the majority (60.6%) were planning to attend a four-year college or university.

## A. High School Application Process

*Table 72. High Schools Attended after HPDS*

Respondents were asked to name the high school that students attended after leaving Hyde Park Day School (referring to the last high school attended, if there were multiple high schools), and the write-in responses were coded. The result was a distribution in which more than half of the 28 schools (52.8% of 53) were only mentioned once. The top three reported high schools were Evanston Township High School (5, 9.4% of responses), Jones College Prep (5, 9.4%), and Wolcott School (4, 7.5%).

High School Mentioned	Frequency	Percent
<b>Evanston Township High School</b>	5	9.4%
<b>Jones College Prep</b>	5	9.4%
<b>Wolcott School</b>	4	7.5%
<b>Notre Dame College Prep</b>	3	5.7%

<b>North Shore Country Day</b>	2	3.8%
<b>New Trier</b>	2	3.8%
<b>Glenbrook South High School</b>	2	3.8%
<b>Roycemore School</b>	2	3.8%
<b>Winston Preparatory School</b>	1	1.9%
<b>The Academy at Sisters</b>	1	1.9%
<b>Therapeutic Day School</b>	1	1.9%
<b>Brewster Academy</b>	1	1.9%
<b>Riverside Brookfield High School</b>	1	1.9%
<b>Niles West</b>	1	1.9%
<b>Holderness School</b>	1	1.9%
<b>Kenwood HS</b>	1	1.9%
<b>Plainfield North High School</b>	1	1.9%
<b>Deerfield HS</b>	1	1.9%
<b>Francis W. Parker</b>	1	1.9%
<b>The Forman School</b>	1	1.9%
<b>Rochelle Zell Jewish High School</b>	1	1.9%
<b>Oak Park River Forest</b>	1	1.9%
<b>Academy at Sisters</b>	1	1.9%
<b>St. Ignatius College Prep</b>	1	1.9%
<b>Northside College Prep</b>	1	1.9%
<b>North Shore Academy</b>	1	1.9%
<b>University of Chicago Laboratory Schools</b>	1	1.9%
<b>Niles North</b>	1	1.9%
<b>Black Mountain Academy</b>	1	1.9%
<b>Glenbrook North</b>	1	1.9%
<b>Chicago Jewish Day School</b>	1	1.9%
<b>Regina Dominican</b>	1	1.9%
<b>Hammond Academy for the Performing Arts/Morton High School</b>	1	1.9%
<b>Wilmette Junior High School</b>	1	1.9%
<b>Hubbard High School</b>	1	1.9%
<b>Chicago High School for the Arts</b>	1	1.9%
<b>Total Respondents to This Question</b>	53	100.0%

*It should be noted that some students are counted multiple times in this table because both they and/or a parent completed the survey. This may also be true for some of the anonymous responses.*

**Table 73. *Type of High School after HPDS***

Parents and students were asked the type of high school students attended after leaving Hyde Park Day School (referring to the high school attended or graduated from in 12th grade, if there was more than one high school), and respondents selected from four options: public (28/52.8% of responses), private non-religious (16/30.2%), private religious (7/13.2%), and “other” (2/3.8%). More than half reported Public high schools. See also the more detailed tables in the Participants section of this report.

Type of School Attended	Overall Frequency	Overall Percent
<b>Public</b>	<b>28</b>	<b>52.8%</b>
<b>Private</b>	<b>23</b>	<b>43.4%</b>
Private Non-Religious	16	30.2%
Private Religious	7	13.2%
<b>Other</b>	<b>2</b>	<b>3.8%</b>
<b>Total Respondents to This Question</b>	<b>53</b>	<b>100.0%</b>

**Table 74. *High School Choice and Services for LD***

Parents and students were asked if they had made their high school selection based partly or wholly on specific programs or services available to students with learning disabilities, and 88 participants responded. The majority (45, 51.1%) responded that they did make their selection at least partly on the schools LD programs or services.

Choose High School on the Partly on the Basis of its LD Programs and Services	Overall Frequency	Overall Percent
<b>Yes</b>	<b>45</b>	<b>51.1%</b>
<b>No</b>	<b>43</b>	<b>48.9%</b>
<b>Total</b>	<b>88</b>	<b>100.0%</b>

Those who responded Yes were then asked what programs or services were important to them in making that decision, and sample responses include:

*“Dedicated class time for special education support, small classes. In the case of his second high school, the presence of an autism spectrum specialist and related support services were important.”*



*“The [School] came with good word of mouth from other former HPDS students and families; [Student] just “clicked” with the learning services staff she met there during the application process. The tone at [School] was welcoming and accommodating and that counted for a lot.”*

*“The total package; 100% LD population small school with mainstream college prep experience. Opportunity to play 3 sports.”*

*“In CPS, you need to achieve a certain NWEA score and GPA in order to have any options. [Student]’s test scores and grades were so low that she was only eligible for our neighborhood high school. Middle school in CPS was awful for her and it was clear she would not make it in our neighborhood CPS high school. It didn’t have enough resources to support her. She looked at private schools. [School] was the only private school that accepted her. In fact, they didn’t accept her at first and she advocated with the head of school and they changed and accepted her.”*

*“I went to [School] for high school and was impressed by the individualized attention that learning specialists were able to provide to students.”*

*“Speech therapy and resource help, plus leveled classes.”*

*“ALS for language requirement, a great special ed dept.”*

### **Table 75. Disclosure of Learning Disability in High School Application**

Respondents were asked whether or not, when applying for high school, they disclosed that the student had a learning disability, and 87 respondents provided answers. The vast majority (66, 75.9% of responses to this question) indicated that they had. 12 (13.8%) said the question did not apply because no application was needed for their child to get into the high school. 8.0% (7) thought the school already knew from the fact that the student was coming from HPDS. Only 2 respondents chose never to disclose the ND, with two additional respondents indicating that they disclosed it selectively.

It is interesting to note that parents were significantly more likely to assume the school already knew about the LD than students (6 to 1), and that students were the only respondents who seemed to selectively disclose their LDs (2 to 0). Although this sample is small, it does suggest that parents and students might approach disclosure differently.

<b>Disclose LD in Application Process</b>	<b>Parent Frequency</b>	<b>Student Frequency</b>	<b>Overall Frequency</b>	<b>Parent Percent</b>	<b>Student Percent</b>	<b>Overall Percent</b>
<b>Yes</b>	40	26	66	78.4%	68.4%	75.9%
<b>No Application Needed</b>	4	8	12	7.8%	21.1%	13.8%

<b>They Already Knew</b>	6	1	7	11.8%	2.6%	8.0%
<b>No</b>	1	1	2	2.0%	2.6%	2.3%
<b>Yes and No</b>	0	2	0	0.0%	5.3%	0.0%
<b>Total</b>	51	38	87	100.0%	100.0%	100.0%

Table 76. *Accommodations for High School Application Process*

Respondents who had attended high school and indicated they had a high school application process were asked if accommodations were made for the student in this process.

One hundred twenty-one responses were recorded from 81 respondents to this question, with the majority of the responses reporting the student had extra time on entrance exams (38, 46.9%), followed by testing in a private room (29, 35.8%), and no accommodations made (22, 27.2%).

Write-in responses recorded under “other” include “no scantron,” “LD boarding school,” “take break, have snacks,” “could have reader but just for instructions,” and “CPS Selective Enrollment policy -- IEP students only compete against each other for available slots reserved for IEP students.”

<b>Accommodations during the High School Application Process</b>	<b>Parent Frequency</b>	<b>Student Frequency</b>	<b>Overall Frequency</b>	<b>Parent Percent</b>	<b>Student Percent</b>	<b>Overall Percent</b>
<b>Extra time on entrance exams</b>	21	17	38	41.2%	56.7%	46.9%
<b>Testing in a private room</b>	16	13	29	31.4%	43.3%	35.8%
<b>No accommodations made</b>	14	8	22	27.5%	26.7%	27.2%
<b>Oral tests</b>	4	4	8	7.8%	13.3%	9.9%
<b>Computerized tests</b>	4	4	8	7.8%	13.3%	9.9%
<b>Other</b>	10	6	16	19.6%	20.0%	19.8%

<b>Total Number of Respondents Qualifying to Answer this Question</b>	51	30	81	100.00%	100.00%	100.00%
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*Percent = frequency / total number of respondents who qualified to answer this question. In general, to qualify for this question a respondent had to have applied to a high school. Because multiple responses were allowed, columns will not sum to 100%.*

*Table 77. Entrance Exams for High School*

Respondents who had indicated they applied to high schools were asked if the student took any high-school entrance exams when applying to high school. 44 respondents (57.1% of those answering the question) indicated that they had taken an exam.

<b>High School Entrance Exam Requirement</b>	<b>Parent Frequency</b>	<b>Student Frequency</b>	<b>Overall Frequency</b>	<b>Parent Percent</b>	<b>Student Percent</b>	<b>Overall Percent</b>
<b>Yes</b>	24	20	44	51.1%	66.7%	57.1%
<b>No</b>	23	10	33	48.9%	33.3%	42.9%
<b>Total Respondents Answering this Question</b>	47	30	77	100.00%	100.00%	100.00%

*Table 78. Help Preparing for Entrance Exams*

Respondents who indicated that the student had taken an entrance exam for high school were asked if they had received specific kinds of help with preparing for high school entrance tests, and respondents could select multiple responses from five options: tutoring, test preparation classes, test-preparation workbooks, an information session at school, or other.

The top help received was tutoring (selected by 15, 34.1% of respondents), followed by test preparation classes (4, 9.1%) and test preparation workbooks (3, 6.8%). Write-in responses recorded under “other” include PSAT and two unspecified responses. (One additional response was “none” and was therefore excluded from the table counts.)

While tutoring was the top response selected by both parents and students, this response was selected at a higher rate by students (50.0%) than by parents (20.8%). Test-preparation workbooks was also higher for students (15.0% vs. 0.0%).

High School Entrance Exam Assistance	Parent Frequency	Student Frequency	Overall Frequency	Parent Percent	Student Percent	Overall Percent
Tutoring	5	10	15	20.8%	50.0%	34.1%
Test preparation classes (at or outside of school)	3	1	4	12.5%	5.0%	9.1%
Test-preparation workbooks	0	3	3	0.0%	15.0%	6.8%
An information session at school	1	2	3	4.2%	10.0%	6.8%
Other	2	1	3	8.3%	5.0%	6.8%
Total Respondents to This Question	24	20	44	100.0%	100.0%	100.0%

*Percent = frequency / total respondents indicating they took a high school entrance exam. Because multiple responses were allowed, columns will not sum to 100%.*

**Table 79. Accommodations During Entrance Exams**

Parents and students who had indicated that the student had taken an entrance exam for high school were asked if they had received accommodations during the high school entrance tests, and each respondent could select multiple responses from five options: extra time, no scantron form, exams read aloud, use of a computer, or they had the opportunity to propose another accommodation.

The majority of responses indicated that extra time was received (29, 65.9% % of responses), followed by no scantron forms (10, 22.7%), and exams read aloud (8, 18.2%). Write-in responses recorded include “calculator” and, “It has been years and my memory is hazy.”

High School Entrance Exam Accommodations	Parent Frequency	Student Frequency	Overall Frequency	Parent Percent	Student Percent	Overall Percent
Extra time	15	14	29	62.5%	70.0%	65.9%
No Scantron form	5	5	10	20.8%	25.0%	22.7%
Exams read aloud	5	3	8	20.8%	15.0%	18.2%
Use of a computer	2	1	3	8.3%	5.0%	6.8%
Other	2	2	4	8.3%	10.0%	9.1%

<b>Respondents Who Took High School Entrance Exams</b>	24	20	44	100.0%	100.0%	100.0%
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*Percent = frequency / total respondents indicating they took a high school entrance exam. Because multiple responses were allowed, columns will not sum to 100%.*

Table 80. *Extra Time Given on Entrance Exam*

Parents and students who had indicated that they had disclosed the learning disability and that they were given extra time on the entrance exam were asked how much extra time was given, and 23 responses were recorded (respondents expressing lack of certainty or that provided comments that did not specify an amount of time were not included in the table below). Over half of responses indicated that time-and-a-half was given (15, 65.2% of responses), followed by double time (5, 21.7%).

<b>Extra High School Entrance Examination Time</b>	<b>Overall Frequency</b>	<b>Overall Percent</b>
<b>1.5x</b>	15	65.2%
<b>2.0x</b>	5	21.7%
<b>3.0x</b>	1	4.3%
<b>0.33 hours</b>	1	4.3%
<b>0.75 hours</b>	1	4.3%
<b>Total</b>	23	100.0%

## B. SAT and ACT Testing

Table 81. *Standardized College Entrance Tests*

Respondents who had at least started 11th grade in the past were asked if the student had prepared for or taken standardized college-entrance exams such as the SAT or the ACT, and the response was overwhelmingly positive (69, 90.8% of responses) from the 76 respondents.

<b>Students Taking College-Entrance Exams</b>	<b>Parent Frequency</b>	<b>Student Frequency</b>	<b>Overall Frequency</b>	<b>Parent Percent</b>	<b>Student Percent</b>	<b>Overall Percent</b>
<b>Yes</b>	34	35	69	91.9%	89.7%	90.8%
<b>No</b>	3	4	7	8.1%	10.3%	9.2%

<b>Total Respondents Answering Question</b>	37	39	76	100.0%	100.0%	100.0%
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Table 82. *Help with Preparation for SAT and ACT Exams*

Parents and students who indicated they had prepared for SAT/ACT exams, and who had applied or were applying for college were asked if they had received help preparing for these exams, and each respondent could select multiple responses from four options: tutoring, test-preparation workbooks, an information session at school, and test preparation classes.

One hundred and thirty-four responses were recorded from 69 respondents, with the top response being tutoring (50, 72.5% of responses), followed by test preparation workbooks (36, 52.2%). Students reported both of these types of help at a considerably higher rate than parents.

<b>Help with SAT and ACT Exams</b>	<b>Parent Frequency</b>	<b>Student Frequency</b>	<b>Overall Frequency</b>	<b>Parent Percent</b>	<b>Student Percent</b>	<b>Overall Percent</b>
<b>Tutoring</b>	21	29	50	61.8%	82.9%	72.5%
<b>Test-preparation workbooks</b>	15	21	36	44.1%	60.0%	52.2%
<b>An information session at school</b>	13	12	25	38.2%	34.3%	36.2%
<b>Test preparation classes (at or outside of school)</b>	10	13	23	29.4%	37.1%	33.3%
<b>Total Respondents Taking College Entrance Exams</b>	34	35	69	100.0%	100.0%	100.0%

*Percent = frequency / total respondents taking college entrance exams. Because multiple responses were allowed, columns will not sum to 100%.*

Table 83. *Accommodations during College Entrance Exams*

Parents and students were also given a list of testing accommodations during college entrance tests and asked to check all that apply. Sixty-nine respondents generated 97 responses. The most common accommodations were extended time (49, 71.0% of respondents to this question), followed by extra calculator use (18, 26.1%).

<b>Accommodations on College Entrance Exams</b>	<b>Parent Frequency</b>	<b>Student Frequency</b>	<b>Overall Frequency</b>	<b>Parent Percent</b>	<b>Student Percent</b>	<b>Overall Percent</b>
<b>Extended Time</b>	25	31	49	73.5%	88.6%	71.0%

<b>Extra Calculator Use</b>	6	12	18	17.6%	34.3%	26.1%
<b>Other</b>	6	6	12	17.6%	17.1%	17.4%
<b>Audio Format</b>	6	5	11	17.6%	14.3%	15.9%
<b>Computer</b>	2	5	7	5.9%	14.3%	10.1%
<b>Total Number of Respondents</b>	34	35	69	100.0%	100.0%	100.0%

*Percent = frequency / total respondents taking college entrance exams. Because multiple responses were allowed, columns will not sum to 100%.*

## C. Post-secondary Plans & Application Process

Table 84. *LD Services & College or Post-Secondary Education Selection*

Respondents for students who had at least attended one year of post-secondary school studies were asked if their selection of college was based partly or wholly on specific programs or services available to students with learning disabilities. 54.8% (17) of the 31 responses indicated it was at least partly based on the school's LD programs or services.

Interestingly, parents were 17.2% more likely to say the student's LD was a factor in college selection than students.

<b>College Selection Based in Part on LD Programs or Services</b>						
	<b>Parent Frequency</b>	<b>Student Frequency</b>	<b>Overall Frequency</b>	<b>Parent Percent</b>	<b>Student Percent</b>	<b>Overall Percent</b>
<b>Yes</b>	9	8	17	64.3%	47.1%	54.8%
<b>No</b>	5	9	14	35.7%	52.9%	45.2%
<b>Total</b>	14	17	31	100.0%	100.0%	100.0%

Table 85. *Post-High School Plans*

Parents of children currently in high school were given ten options for their children's plans after high school. Of the 33 responses, 23 (69.7%) indicated that their students would pursue further schooling, while three (9.1%) indicated that their students would either enter the workforce or take an internship or apprenticeship.

The top response was that their students would attend a four-year college or university (20/60.6%) and another seven (21.2%) reported “I don’t know.”

<b>Parents of High School Students: Student’s Current Plans after High School</b>	<b>Parent Frequency</b>	<b>Parent Percent</b>
<b>Attend a four-year college or university</b>	20	76.9%
<b>Don't know</b>	7	26.9%
<b>Enter the Workforce, either Full-Time or Part-Time</b>	2	7.7%
<b>Attend a Two-Year College</b>	2	7.7%
<b>Take a Paid or Unpaid Apprenticeship or Internship</b>	1	3.8%
<b>Continue into a Post-Secondary Year or 5th Year of High School</b>	1	3.8%
<b>Take a Year off from School</b>	0	0.0%
<b>Obtain Specialized Vocational Training</b>	0	0.0%
<b>Other</b>	0	0.0%
<b>Total Respondents Answering Question</b>	26	100.0%

*Percent = frequency / total respondents answering the question. Because multiple responses were allowed, columns will not sum to 100%.*

## D. Employment

### 1. Employment Reported from Parents of Current Students

Table 86. *Employment While in School*

Respondents for students who are currently in school (including high school, college, graduate school, etc.), were asked if the student was employed while going to school, and 80 participants responded. 66.3% of respondents indicated that they were not working, and 33.8% indicated that they were.

<b>Parents: Current Student Employment (All Levels of School)</b>	<b>Parent Frequency</b>	<b>Parent Percent</b>
<b>No</b>	34	79.1%
<b>Yes</b>	9	20.9%
<b>Total Number of Responses</b>	43	100.0%

Table 87. *Parent-Reported Type of Work of Current Students*



Parents of currently employed students were asked what kind of work the students were doing, and the following nine responses were recorded:

<b>Parents with Students Working while in School: What do They Do?</b>
<i>"He is currently employed at Six Flags as an "evil clown" which he loves. In the past he worked at a bakery."</i>
<i>"He's working at Goodwill."</i>
<i>"Home Depot."</i>
<i>"Richard Wolf in Vernon Hills where he is an apprentice. They are paying for college."</i>
<i>"He is a Sunday school aid for Keshet Works as a paid Peer Coach for DHS. Does a lot of babysitting."</i>
<i>"Working summers. This summer she is an inclusion aide in the [local] Park District. Last summer she worked at Jewel."</i>
<i>"Youth organizer for a group art commission for a yoga pamphlet."</i>
<i>"Fundraising for the university and babysitting."</i>
<i>"Internships while in college."</i>

Table 88. *Parent-Reported Hours of Work While in School*

Parents of students who were currently employed were asked how many hours a week the student is working, and the following nine responses were recorded:

<b>Hours Worked</b>	<b>Parent Frequency</b>	<b>Parent Percent</b>
<b>40 Hours</b>	1	11.1%
<b>21 to 39 Hours</b>	0	0.0%
<b>11 to 20 Hours</b>	4	44.4%
<b>10 or less</b>	3	33.3%
<b>N.A.</b>	1	11.1%
<b>Total</b>	9	100.0%

*Percent = frequency / total respondents answering the question..*

## 2. Employment Reported by All Former HPDS Students Whether or Not in School

Table 89. *All Former HPDS Student Respondents: Current Employment*

All former HPDS students (both in school and not in school) were asked if they were currently working, and 18 (48.6%) indicated they had, and 19 were not.

<b>Current Student Employment (All Levels of School)</b>	<b>Student Frequency</b>	<b>Student Percent</b>
<b>No</b>	19	51.4%
<b>Yes, Full-Time</b>	11	29.7%
<b>Yes, Part-Time</b>	7	18.9%
<b>Total Number of Responses</b>	37	100.0%

Table 90. *All Former HPDS Students Not Currently Employed*

All students who were not currently working for pay were asked if they had ever worked for pay, either full-time or part-time, and 68.4% (13 of 19 respondents) indicated that they had. Only six students who took part in this survey have not worked for pay. Three of these six had relatively widely distributed ages (16, 23 and 29)., the age of the remainder could not be determined because they chose to be anonymous.

<b>Students not Working: Have They Ever Worked?</b>	<b>Student Frequency</b>	<b>Student Percent</b>
<b>Worked for Pay</b>	13	68.4%
<b>Never worked for Pay</b>	6	31.6%
<b>Total</b>	19	100.0%

Table 91. *All Former HPDS Students: Job Titles*

Students who were working or who had worked in the past were asked for information about their two most recent jobs. A selection of jobs is listed below. Some responses have been altered to make the job title more generic to protect respondent confidentiality. When more than one respondent provided the same title, the number of responses is indicated in parentheses.

<b>Job Titles</b>
Accounts Payable

Aid
Artist
Artist/Teacher
Athletic Department
Auditor
Babysitting
Business Development
Camp Counselor (2)
Chef
Cooperate Nanny
Crew Member
ESL Teacher (2)
Electrician
Facilitator
Field Organizer
History Teacher
Hostess at a Restaurant
Jewish Educator
Landscaping/Construction
Legislative Intern
M&R Beauty
Manager at a Horse Stable
Office Assistant
Personal Trainer (2)
Pet Stylist
Policy Director
Sales Floor
Sales and Business Development
Sales and Marketing Analysis Intern
Service Tech
Skating Instructor
Student Roles (Various)
Teacher (2)
Teaching Intern

Table 92. *Student-Reported Employer*

Students who were working or who had worked were asked for information about their most recent two employers, and the below responses were recorded. Some responses have been altered to make the employer more generic to protect respondent confidentiality.

<b>Employers</b>
NY Political Campaign
BBYO
Barnard
Bright Horizons
Camp Mishawaka
Chalet Nursery
Chipotle
Deloitte and Touche
Dominican University
Dotkids China
Energy Connection
Equinox Lincoln Park
FFC Gold Coast
Farmhouse
A Governor's Campaign
JCC Apachi
Liquid Light Glass Gallery
MNASR
Mediaspace Solutions
My Friends' Dad's Company
National Council of Jewish Women
Niles Park District
Old Orchard Aquarium
Oracle Corporation
Petsmart
Premier Electric
RPM Italian

Rainbow Station China
Salesforce.com
St. Olaf College
Target
A Glass Studio in New Mexico
The Hillside School
University of Denver
Vermont Academy

Table 93. *Student-Reported Hours of Work*

Former students who are currently or were previously employed were asked how many hours a week they are working or worked in their two most recent jobs. 26 respondents indicated that they were currently or formerly employed. The top reported hours were between 40 and 59 (20, 51.3%; this includes 10 respondents who indicated exactly 40 hours), and between 20 and 39 hours (15.4%).

Four respondents indicated that hours varied, with language such as “It's different week to week,” and “in the summer he calls me once a week and I work for cash.” Five respondents declined to list any jobs and are omitted from the following table..

Hours of Current and Past Jobs	Current or Last Job Frequency	Prior Job Frequency	Overall Frequency	Current Percent	Past Percent	Overall Percent
<b>Between 40 and 59</b>	15	5	20	57.7%	38.5%	51.3%
<b>Between 20 and 39</b>	4	2	6	15.4%	15.4%	15.4%
<b>Below 10</b>	2	2	4	7.7%	15.4%	10.3%
<b>Between 11 and 20</b>	2	2	4	7.7%	15.4%	10.3%
<b>60 or Above</b>	1	0	1	3.8%	0.0%	2.6%
<b>Varies</b>	2	2	4	7.7%	15.4%	10.3%
<b>All Respondents Answering Question</b>	26	13	39	100.0%	100.0%	100.0%

*Percent = frequency / total responses to this question, omitting 5 respondents who did not provide jobs. All thirty-nine responses were from 26 unique individuals.*

Table 94. *Reason for Taking Job*

Students were asked why they took their current or most recent job, and multiple responses were obtained from 30 respondents. The top responses recorded were that it fit with the student's strengths (21, 70.0% of responses) or it fit with the student's interests (19, 63.3%). One respondent who had indicated working at a prior job did not provide answers to this question.

Open-option responses that fell under "other" include "Structured boarding school environment good for me," "I needed to work during the summer," "I wanted to travel and to work with children," "I went to camp there when I was younger," "Internship," and, "Wanted out of my last job! But never quit without taking another job first!"

Reason for Taking Job	Count	Percent
It fit with my strengths	21	70.0%
It fit with my interests	19	63.3%
It fit with my schedule	13	43.3%
It fit with my education or training	10	33.3%
I liked the salary level	10	33.3%
It was the first or only job available	4	13.3%
I found it by chance	3	10.0%
Other	8	26.7%
<b>Total Number of Respondents Answering Question</b>	<b>30</b>	<b>100.0%</b>

*Percent = frequency / total respondents to this question. Because multiple responses were allowed, columns will not sum to 100%.*

Table 95. *Job Related to School Work*

Former students who work or who have worked were asked if their current or most recent job was in a field in which they have received training, education, or a degree, and 51.6% (16) of the 31 responses indicated that the job was related to this past training.

Was Job related to Prior Training or Degree	Student Frequency	Student Percent
Yes	16	51.6%
No	15	48.4%
<b>Total</b>	<b>31</b>	<b>100.0%</b>

Table 96. *Disclose Learning Disability in Job Application*

Students were asked if, while applying for the current or most recent job, they disclosed their learning disability, and the majority (20, 64.5%) of the 31 respondents answered that they had not.

Disclose Learning Disability on Job Applications	Student Frequency	Student Percent
No	20	64.5%
Sometimes	8	25.8%
Yes	3	9.7%
Total Respondents Answering Question	31	100.0%

Table 97. *Why Disclose Learning Disability in Job Applications*

Students who responded to the previous question were then asked why they decided to disclose or not to disclose, and the top two negative responses were that it was irrelevant (15) or too risky (2). The two who did disclose and who also answered this question either indicated that it was because it was relevant to the job or responded with, “Why not?”

Why Did You Decide to Disclose or not Disclose your LD			
	Subtype	Frequency	Percent
No	Irrelevant	15	75.0%
	Too Risky	2	10.0%
	Embarrassing	1	5.0%
	Told Not To	1	5.0%
	Total "No"	20	100.0%
Yes	Relevant to Job	1	33.3%
	Why Not?	1	33.3%
	Total Yes	3	100.0%
Total Sometimes Yes/No	If needed	2	25.0%
	If asked	1	12.5%

	<b>Sometimes Cannot avoid</b>	1	12.5%
	<b>Other</b>	3	37.5%
	<b>Total Yes/No</b>	8	100.0%

Table 98. *Disclosing on Current Job Applications while Looking for Work*

Only one student indicated that she was looking for work when the survey was taken. That respondent indicated that she did not disclose his LD on his job application simply because there was no option on the online application.

<b>Did you Disclose your LD on Current Job Application?</b>			
	<b>Count</b>	<b>Percent</b>	
<b>No</b>	1	100%	
<b>Yes</b>	0	0%	
<b>Total</b>	1	100%	

Table 99. *Disclose Learning Disability While on the Job*

Students were asked if, once they started working at their current or most recent job, they disclosed their learning disability to their employer, and 75% (15 of 20) respondents indicated that they had not.

<b>Disclose LD on Job?</b>	<b>Student Frequency</b>	<b>Student Percent</b>
<b>No</b>	15	75.0%
<b>Yes</b>	5	25.0%
<b>Total</b>	20	100.0%

Those who responded that they had disclosed to their employer were then asked why they decided to disclose their learning disability at that point, and there were three responses:

*“It came up in conversation because my boss mentioned that they also have an LD.”*

*“We were just talking about learning disabilities one day and I figured I would tell my story.”*

*“To explain my handwriting and spelling.”*



Table 100. *Current Occupation (Neither Working nor In School)*

Those who are not in school and not working were then asked what their current occupation was, and the three responses were as follows:

Occupation of Non-Employed who are No Longer in School
"Looking for work"
"Doing an unpaid apprenticeship or internship"
"Entrepreneurship"

## XV. Social and Emotional Impact of a Learning Disability

This section of the report focuses on the social and emotional impact of a learning disability and focuses on four groups of questions. In the first, eighty-six parents and students generated comments about what impact they think that having a learning disability has on the student's friendships or social interactions in general. In the second, sixty-nine responded to the emotional impact of the learning disability in general. Third, 75 respondents addressed the specific social impact of the disability at their current school, and finally, 81 specifically addressed their ability to make friends at their current school.

Of the 86 comments on the learning disability's impact on the student's social interactions in general, sixty-four coded comments indicated that there was indeed impact (note that some respondents had multiple coded comments in this category), while 23 indicated that there was no impact. Comments about impact fell into three categories: negative impact (37 coded comments), positive impact (4), and neutral impact (23). The top negative impact comments referenced more difficulty in making connections and interactions, less confidence, and less time to make friends. Top positive impact comments referenced possibilities for increased connections and interactions, and top neutral impact comments referenced being socially reserved, that friendships were dictated by the LD environment, and that students were more selective with friends.

There were slightly more comments coded (107) about the emotional impact than about the social impact discussed above, but from fewer respondents to this question (69), some of them indicating multiple negative emotional effects from the learning disability. Of the 66 negative comments, the top three were lack of self-esteem, frustration, and anxiety. Of the 30 positive comments, the top three were coping strategies, building experiences, and general resilience.

One of the differences between parent and student respondents to the question about the emotional impact of the learning disability: negative impact was overwhelmingly cited by parents, whereas positive impact was indicated by students at a much higher rate.

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. It is nevertheless inspiring to hear that some respondents have come to value their disabilities for enabling them to develop empathy, share valuable experiences and develop effective strategies for navigating the world.

## A. Social Impact of a Learning Disability

Table 101. *Effect of the Learning Disability on Social Relationships*

Parents and students were asked what impact they think that having a learning disability has on the student’s friendships or social interactions, and 86 respondents provided essay responses, which were then coded. Thirty-seven (43.0% of respondents to this question) indicated a negative impact, twenty-six (30.2%) indicated no social impact, four (4.7%) indicated a positive impact, and 23 (26.7%) indicated a neutral impact.

Parents cited negative impact (50% of parental respondents to this question) more than students (33.3% of student respondents), while students cited no impact (47.2%) much more often than did parents (18.0%).

	Parent Frequency	Student Frequency	Overall Frequency	Parent Percent of Responden ts	Student Percent of Responden ts	Overall Percent of Responden ts
<b>Respondents Citing Some Negative Impact</b>	<b>25</b>	<b>12</b>	<b>37</b>	<b>50.0%</b>	<b>33.3%</b>	<b>43.0%</b>
Difficult Connections and	15	11	26	30.00%	30.60%	30.20%

Interactions						
Influence on Confidence	11	1	12	22.00%	2.80%	14.00%
Hard Time Making Friends	3	0	3	6.00%	0.00%	3.50%
Less Time for Friends	1	0	1	2.00%	0.00%	1.20%
Poor Social Skills	0	1	1	0.00%	2.80%	1.20%
<b>Respondents Citing Some Positive Impact</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>6.0%</b>	<b>2.8%</b>	<b>4.7%</b>
Connections and Interactions	6	2	8	12.0%	5.6%	9.3%
<b>Respondents Citing Some Neutral Impact</b>	<b>14</b>	<b>9</b>	<b>23</b>	<b>28.0%</b>	<b>25.0%</b>	<b>26.7%</b>
Socially Reserved	3	3	6	6.0%	8.3%	7.0%
Friendships Dictated by LD Environment	4	2	6	8.0%	5.6%	7.0%
More Selective with Friends	0	3	3	0.0%	8.3%	3.5%
Other	10	1	11	20.0%	2.8%	12.8%
<b>Respondents Citing No Impact</b>	<b>9</b>	<b>17</b>	<b>26</b>	<b>18.0%</b>	<b>47.2%</b>	<b>30.2%</b>
<b>Respondents Who Do Not Know Impact</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>2.0%</b>	<b>0.0%</b>	<b>1.2%</b>
<b>Total Respondents Who Answered Question</b>	<b>50</b>	<b>36</b>	<b>86</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

*Percent = frequency / total respondents to this question. Because multiple responses were allowed, columns will not sum to 100%.*

### **Examples of positive impact from parents:**

*“His LD high school groups kids with social learning issues, and helps them learn social skills with academic skills. So our son has developed friendships with kids who have similar social issues - which is terrific for him.”*

*“I think she is more understanding of other people's issues. Makes her a better friend.”*

*“More tolerant and inclusive.”*

*“She has loved having LDs since she was diagnosed. She feels part of a community of creative thinkers and people who go through the world a little differently.”*

**Examples of positive impact from students:**

*“ . . . I was able to think differently and be a different type of friend to people and I was able to weed out a lot of fake people. ”*

**Examples of other comments from parents:**

*“Being in smaller transitional school has not allowed social relationships to flourish.”*

*“I noticed it slowed him down at taking risks, and he waited for the more aggressive kids to come to him.”*

*“She has had to work harder at understanding others. She knows her limits with other kids.”*

*“In her initial transition it made her extremely self-conscious and maybe still does. She second guesses herself quite a bit and then pushes through—in a competitive social environment this is crippling. In a more open environment I think it is actually a social benefit because she has greater empathy and is simply more open to people.”*

*“Slow starter in terms of friendships. Very strong in this area by college”*

**Examples of other comments from students:**

*“Some of my friends were specifically in study hall with me, as you could only get study hall with a 504 or IEP.”*

*“Shy, harder to make friends.”*

*“When I know what I want to say, but it doesn't always come out right then it makes for an awkward situation.”*

*“It didn't affect me at all. Most of my friends know about my learning disability, but none of them make fun of me or judge me for it. In general, everyone in school doesn't judge me on it because it is a part of me.”*

*“It has made things awkward for me socially and academically. People think I'm stupid if I receive accommodations. My anxiety and speech left people unable to understand me which was a challenge because some people would just mock my stammer or long pause as I tried to think.”*

*“I don't think it's had a terribly large impact on my friendships or interactions with people. From an academic standpoint, it certainly affected me initially, as I wasn't in a "mainstream school" with all my friends. But eventually, this wasn't very much of a concern for me.”*

## B. Emotional Impact of a Learning Disability

Table 102. *The Effect of the Learning Disability Emotionally*

Parents and students were asked what impact they think that having a learning disability has had on the student emotionally, and 69 respondents provided essay responses, which were then coded. Sixty-six coded comments (made by 45 or 65.2% of respondents to this question) were coded as negative, 31 (made by 25 of the respondents, 36.2%) indicated a positive impact, and one (1.4%) indicated no impact.

Of the negative effects, the top three were self-esteem issues (19 instances, 27.5%), frustration (11 instances, 15.9%), and anxiety (10 instances, 14.5%). Of the positive effects, the top three were coping strategies (8, 11.6%), resilience, (6, 8.7%) and building experience (5, 7.2%).

Of note are the differences between parent and student respondents: negative impact was cited by parents far more than it was by students, whereas positive impact was indicated by students at a much higher rate than it was by parents. Furthermore, ‘anxiety’ was only provided by parents, whereas specific mention of ‘coping strategies’ was only mentioned by students. Part of this may be the result of different words being used by parents and students to describe the same experiences. Overcoming anxiety could require coping strategies, and so it could be that parents are describing the challenge, while students are describing what enabled them to overcome it.

	Parent Frequency	Student Frequency	Overall Frequency	Parent Percent of Respondents Answering Question	Student Percent of Respondents Answering Question	Overall Percent of Respondents Answering Question
<b>Respondents Citing Some Negative Impact</b>	<b>31</b>	<b>14</b>	<b>45</b>	<b>70.5%</b>	<b>56.0%</b>	<b>65.2%</b>
<i>Self-Esteem</i>	16	3	19	36.4%	12.0%	27.5%
<i>Frustration</i>	6	5	11	13.6%	20.0%	15.9%
<i>Anxiety</i>	10	0	10	22.7%	0.0%	14.5%
<i>Depression</i>	6	1	7	13.6%	4.0%	10.1%
<i>Sadness</i>	5	0	5	11.4%	0.0%	7.2%
<i>Loneliness</i>	3	0	3	6.8%	0.0%	4.3%
<i>Resentment</i>	2	0	2	4.5%	0.0%	2.9%

<i>Feeling of Failure</i>	1	0	1	2.3%	0.0%	1.4%
<i>Limiting</i>	0	1	1	0.0%	4.0%	1.4%
<i>Stress</i>	0	1	1	0.0%	4.0%	1.4%
<i>Self-Consciousness</i>	0	1	1	0.0%	4.0%	1.4%
<i>Less Sympathy</i>	1	0	1	2.3%	0.0%	1.4%
<i>Other</i>	0	4	4	0.0%	16.0%	5.8%
<b>Respondents Citing Some Positive Impact</b>	<b>11</b>	<b>14</b>	<b>25</b>	<b>25.0%</b>	<b>56.0%</b>	<b>36.2%</b>
<i>Coping Strategies</i>	0	8	8	0.0%	32.0%	11.6%
<i>Resilience</i>	5	1	6	11.4%	4.0%	8.7%
<i>Building Experience</i>	0	5	5	0.0%	20.0%	7.2%
<i>Empathy</i>	3	0	3	6.8%	0.0%	4.3%
<i>Emotion Regulation</i>	2	0	2	4.5%	0.0%	2.9%
<i>Pride</i>	2	0	2	4.5%	0.0%	2.9%
<i>More Confidence</i>	1	0	1	2.3%	0.0%	1.4%
<i>Other</i>	0	4	4	0.0%	16.0%	5.8%
<b>Respondents Citing Some Neutral Impact</b>	<b>5</b>	<b>1</b>	<b>6</b>	<b>11.4%</b>	<b>4.0%</b>	<b>8.7%</b>
<b>Respondents Citing No Impact</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0.0%</b>	<b>4.0%</b>	<b>1.4%</b>
<b>Respondents Who Answered Question</b>	<b>44</b>	<b>25</b>	<b>69</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

*Percent = frequency / total respondents to this question. Because multiple responses were allowed, columns will not sum to 100%.*

#### **Examples of other comments from parents:**

*“Her LD has made her extremely anxious in academics and it does carry over to other performance anxiety issues, e.g. sports.”*

*“It had a strong effect on his self-esteem, especially before attending HPDS. It has been less of an issue until he faced college admissions, and realized he needs to still attend a specialized school. That has been a bit depressing for him.”*

*“She’s had to work harder and try more to be equal to others or not let them see a difference before HPDS she wanted to kill herself in 5th grade at his previous school and her dream was to have one friend.”*

*“Having a learning disability has had a strong impact on our child emotionally. It affected his confidence and self-esteem . . . ”*

*“She feels less than others and is ashamed when she is called on to read out loud or play a game that requires a high order of analysis. It is quite sad.”*

*“Afraid of feeling inadequate with other kids. Sometimes leads to resentment of “A students”*”

#### **Examples of other comments from students:**

*“Growing up my LD was a source of insecurity, but as I have grown up I realized that having an LD has made me more creative and given me a unique sense of empathy.”*

*“I feel that, because when I was young everyone knew how to read and I didn't, and everyone knew how to do math, and I didn't, I still have that feeling that when I don't know something everyone else does, which means I must be stupid. So emotionally, my first instinct when I don't know something is, “What's wrong with me that I can't understand this problem,” but I've been working on being kinder to myself.”*

*“It has taught me to persevere through challenges others don't usually face and to work harder than most people.”*

*“It makes it frustrating when a teacher doesn't understand that I process differently, especially in higher level classes when a teacher does not interact as much with students who have learning disabilities. I have found that many of my harder classes have teachers who are less understanding of my learning disability.”*

*“Sometimes it causes me to get frustrated if I don't get something or if something is taking longer than I'd like, etc. But that just comes with it, and you have to accept it, and try your best to take a moment for yourself and move forward. It's truly made me who I am today and I wouldn't change a thing. We all know life isn't easy, having LD's taught me that at a way younger age than I could have imagined, but my mom is strong and helped me be strong through it.”*

### **C. Social Experience at Current School**

#### *Table 103. Social Reception at Current School*

HPDS parents who had children in school who were not graduate students, and former HPDS students who are in any school were asked how students were received socially when they began attending their current school, and 75 participants responded to this question. Fifty-five (73.3% of respondents to this question) indicated that the student was received well. Nine (12.0%) had some troubles, while two (2.7%) responded they were not received well.

<b>Social Reception at Current School</b>						
	<b>Parent Frequency</b>	<b>Student Frequency</b>	<b>Overall Frequency</b>	<b>Parent Percent</b>	<b>Student Percent</b>	<b>Overall Percent</b>
<b>Well</b>	30	25	55	75.0%	71.4%	73.3%
<b>Some Troubles</b>	6	3	9	15.0%	8.6%	12.0%
<b>Not Well</b>	1	1	2	2.5%	2.9%	2.7%
<b>Well After Making Friends</b>	0	2	2	0.0%	5.7%	2.7%
<b>Not Sure</b>	1	0	1	2.5%	0.0%	1.3%
<b>Better than at Public School</b>	0	1	1	0.0%	2.9%	1.3%
<b>Other</b>	2	3	5	5.0%	8.6%	6.7%
<b>Total Number of Respondents</b>	40	35	75	100.0%	100.0%	100.0%

*Percent = frequency / total respondents to this question.*

#### **Examples of comments from parents:**

*“Socialization has always been and continues to be very hard.”*

*“It took some time to meet new people, but then he was well-received and fit in well. “*

*“Well, but it's another LD school.”*

*“Excellent. Social issues are not a problem.”*

*”During her first year of college, living in the dorm was very difficult and she had a hard time interacting with other students. I believe she may have been bullied by some. She left the four year college and began attending our local community college part time. She is currently in a vocational cyber security certificate program attended primarily by 20-50 year old adults in small classes. She is comfortable in that setting, though she has not made friends that she speaks to outside of class. She does not seek to cultivate friendships outside of the family even when opportunities present, but she enjoys time with her cousins, aunts, uncles and our family friends.”*



*“So-so...he started off going 1/2 day at Hyde Park, then at noon to a regular high school. Kids wondered why, but then he switched and that was never asked about again.”*

#### **Examples of comments from students:**

*“I went to an LD boarding school so most of the things were part of the school's curriculum. Socially, at [other school] I was much better than at public middle school.”*

*“When I left HPDS, I still had many challenges socially. (I was painfully shy and had tremendous social anxiety.) I made friends with a small group of people and was well-received once I made the friendships.”*

*“At first I was on the outside, but soon I made some friends and became more integrated with the people in my school.”*

*“People were accepting. I did not have a very busy social life outside of school, but at school people were friendly and I had friends to eat with, and partner with on assignments.”*

*“It is always difficult for me socially because of my auditory processing, but I had a small group of friends and the other students were friendly and nice to me.”*

*“In terms of my learning differences, it wasn't an issue. I wasn't the most popular kid in the class, but I got along with most.”*

**Table 104. Ability to Make Friends at Current School**

Parents and students were asked how well the student was able to make friends when they began attending their current high school, and the majority (62, 76.5%) of the 81 essay-format coded responses reported “very well” or “pretty well.”

<b>Ability to make friends at current school.</b>	<b>Parent Frequency</b>	<b>Student Frequency</b>	<b>Overall Frequency</b>	<b>Parent Percent</b>	<b>Student Percent</b>	<b>Overall Percent</b>
<b>Very well</b>	18	12	30	40.9%	32.4%	37.0%
<b>Pretty well</b>	14	18	32	31.8%	48.6%	39.5%
<b>Not very well</b>	12	7	19	27.3%	18.9%	23.5%
<b>Total Number of Respondents</b>	44	37	81	100.0%	100.0%	100.0%

*Percent = frequency / total respondents to this question. Because multiple responses were allowed, columns will not sum to 100%*

## XVI. Additional Parent Suggestions and Comments about Hyde Park Day School

At the end of the survey all respondents were given an opportunity to provide additional comments about their experience at Hyde Park Day School. There were 59 responses that were overall extremely positive, with the majority (86.4%) simply thanking HPDS for changing the path of LD children for the better.

Parents and students were asked how Hyde Park Day School could best help their children after they transitioned and several suggestions were provided: spend more time preparing students for transition, including more shadowing, provide more specialized NLD learning style instruction for those who need it, putting more faith in what parents can contribute, keep classes small, engage students in world events, and ensure they have a good STEM education, including opportunities to learn coding.

### A. Analysis of Final Question

#### Table 105: *Additional Comments Types*

There were 59 responses to the final essay question. These responses were coded in several different ways. The majority of these (51, 86.44%) were positive, and generally extremely positive, explaining how the student would not have succeeded without HPDS.

Four responses (3.39%) suggested improvements or were combinations of positive comments with suggested improvements:

*“Spend more time preparing kids for transitioning and make them do more shadowing to prepare them for the differences in school settings.”*

*“HPDS was a God-send for [Student], and helped him turn a corner academically and with his self-regulation ... The only wish I have is that there was more specialized class instruction given his NLD learning style, which we have found immensely helpful in his new school, but that would be totally impractical with the size of HPDS.”*

*“I feel the school could have put more faith in what I had to contribute about her social/emotional issues. I heard a lot of, “They’re all like that” and...they’re actually not.”*

*“Keep classes small, engage students in world events, especially introduce everyone to STEM (Science, Technology, Engineering, Math) allow option for all students to learn to code if they want to. Being multidimensional will be crucial for success in the near future. Keep up the awesome work!!!!!!*

Only one comment (1.69%) seemed to be mainly negative, although a caveat was added that it was not due to any of the teachers at HPDS:

*“She will still say that she hated it and it was not useful. Her inability to expand on that leaves us at a loss. I am quite confident that it did not have to do with any of the teachers or students (except for the lack of female friends).”*

Five neutral comments (8.47%) included two requests to talk on the phone for more input, one individual indicating no comments, a qualification to prior answers (“I never took a Social Work class.”) and a comment that didn’t seem to directly address HPDS, but rather the student’s direction after HPDS:

*“He did very well advocating for himself and got the job and scholarship on his own. Followed up and interviewed on his own. Chose his path.”*

Response Type	Parent Frequency	Student Frequency	Overall Frequency	Parent Percent	Student Percent	Overall Percent
<b>Positive</b>	31	20	51	86.1%	87.0%	86.4%
<b>Neutral</b>	3	2	5	8.3%	8.7%	8.5%
<b>Improve</b>	2	2	2	5.6%	8.7%	3.4%
<b>Negative</b>	1	0	1	28%	0.0%	1.7%
<b>Total Responses</b>	36	23	59	100.00%	100.00%	100.00%

*Percent = frequency / total respondents to this question. Because multiple responses were allowed, columns will not sum to 100%*

Table 106: *Final Question Concept Analysis: Positive or Negative*

As a final question, respondents were asked, “Is there anything else you would like us to know about your experiences with Hyde Park Day School?” Of the 99 survey respondents, 59 chose to add some thoughts.

If we look at keywords grouped by concept (omitting standard English stop words using NLTK), we see that positive words outnumbered negative words by more than 30 times.

Word Type	Frequency	Percent
<b>Neutral</b>	393	84.3%
<b>Positive</b>	46	10.5%
<b>Negative</b>	1	0.2%

<b>Total</b>	<b>440</b>	<b>100.0%</b>
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*Percent = frequency / total count of individual non-stop words excluding some generic verbs. For a complete list of keyword or concept stems including generic verbs, see Appendix B.*

**Table 107: Final Question Concept Analysis: Individual Concepts**

As seen in the following table, the most common concepts used in answering the final question are ‘HPDS,’ ‘School,’ a student’s name (indicated by ‘Student’ in the table), ‘Thank,’ ‘Learn,’ ‘Life,’ ‘Made,’ ‘Work,’ ‘Help’ and ‘Year.’ Many of these words are neutral words clearly associated with school, such as the name of the school, references to learning, and even the years students have spent in school. In contrast to this, it is particularly noteworthy that the less-academic associated word “life” occurs so prominently. It points to the fact that HPDS does more than prepare a student for academics but also has impacts in many non-academic contexts as well.

<b>Value</b>	<b>Frequency</b>	<b>Percent of Total</b>	<b>Word Type</b>
<b>HPDS</b>	44	10.0%	Neutral
<b>School</b>	30	6.8%	Neutral
<b>Student</b>	22	5.0%	Neutral
<b>Thank</b>	20	4.5%	Positive
<b>Learn</b>	15	3.4%	Neutral
<b>Life</b>	12	2.7%	Neutral
<b>Made</b>	12	2.7%	Neutral
<b>Work</b>	11	2.5%	Neutral
<b>Help</b>	10	2.3%	Neutral
<b>Year</b>	10	2.3%	Neutral
<b>Total</b>	<b>440</b>	<b>100.00%</b>	

*Percent = frequency / total count of individual non-stop words excluding some generic verbs. For a complete list of keyword or concept stems including generic verbs, see Appendix B.*

## **B. Additional Comments about Experience at Hyde Park Day School**

What follows are all the final comments from the last question of the survey that have not already been cited above. As with the rest of the report we have replaced names with pronouns and changed the gender of some pronouns to preserve student confidentiality.

## **All final comments from parents not already cited**

*"You are amazing. We wish every child was as lucky as him."*

*"My daughter is a confident, successful young woman because of her years at HPDS. The years there were difficult for us as a family. It was a financial stress and it took a lot of time from work to get her to and from school. It required both parents and grandparents to make it work. It was all worth it! It made my daughter into an exceptional person. I am so proud of her!"*

*"We wish we had been able to have him stay for another two years at HPDS without the social disconnect at his local jr. high school. It was so great for him in many ways."*

*"HPDS really was a life-changing experience for him and our family. He would never have made it this far at a rigorous private school like that without the skills and strategies he learned at HPDS. Every report card has teachers praising his strong work ethic, his grit, and his quiet strength. He is known to not be a frequent contributor to class discussions but when he does contribute, it is clear that he has a deep and thorough understanding and a unique perspective."*

*"Yes, without HPDS I don't believe he would be where he's at. He's learning Criminal Justice at university and dating a teacher who's 24...and he's got friends and worked at Great America handling thousands coming in and security checking them. Thank you soo much HPDS."*

*"I would like to thank HPDS. He came to HPDS nearly two full grade years behind academically. Over time he caught up and became a confident person. He made social connections and got involved in school activities. HPDS did a wonderful job supporting him through all of this and gave him the tools that he needed. It was a turning point in his life and we are thankful for the 4 years he spent at HPDS!"*

*"You taught her to read and write. We are eternally grateful."*

*"I found it an excellent school for her. I believe much of the credit for turning around her academic career is due to HPDS."*

*"She just finished college. Throughout her high school and college career she used the color system where all of the colors on her schedule and folders were the same for each class. She learned this at HPDS. I attribute her excellent vocabulary to HPDS. When she went back to [school], she had already learned a number of the vocabulary words."*

*"HPDS is what put our son on the right track for school and life. It made all the difference in the world and the best decision we ever made!"*

*"I literally tell people HPDS saved her life. Best thing is she came out of HPDS feeling extremely self-confident and great about herself, like she can do anything."*

*"We remain extremely grateful to Hyde Park Day School. Harry continues to face challenges, but would not have gotten as far as he has without the help and support that HPDS provided at a critical time in his life."*

*"Best choice we ever made. We are so lucky things aligned to give our daughter the experience she had at HPDS."*

*"We will always be grateful for all that HPDS did for each and every child. He felt well-loved and respected. He was seen in a positive light. That made school a very positive experience for him in addition to all the strategies he learned to explore new subjects. Once it was all made manageable he could pursue any interest he had."*

*"I am extremely grateful that our son was part of such a supportive community. HPDS gave our son the skills he needed in order to be successful in High School. He is now headed off to college with a merit scholarship and confidence in himself. We are thankful for the support he received at HPDS."*

*"HPDS was a lifesaver when the days seemed very grim, both academically and emotionally. We thank the school for EVERYTHING it did for our whole family!"*

*"He was a wreck from anxiety when we got him to HPDS. The fact that he could be in class all day and was not "taken out" for special help was huge. Also, the personal rapport with teachers was huge too."*

*"HPDS was a great experience for her in her early years. It put her back on track academically. Hyde Park is an amazing institution. It changed my child's life and we are forever grateful."*

*"You saved him! He was negative, angry, anxious with no confidence. He has done a 360 and thought he struggles in a number of ways still, I would not have the successful child I have today without you. HPDS gave her a real foundation for understanding herself. It also taught her to advocate for herself, and she has taken that lesson so to heart. I think her self-awareness and her self-advocacy are what have allowed her to complete her education with such success, and they are also driving her to pursue work centered around advocacy for others."*

*"We loved it for our daughter and our family. I wish now that I sent my other two kids to HPDS. If tuition wasn't so high, we would've done it in a heartbeat. All children should be taught to learn the way they teach at HPDS. After watching my other two children struggle in school after being in public school, I realize the skills she learned were amazing and how those skills have helped her be successful for all the years since she left. Having our daughter at HPDS was life changing for our family and for our daughter."*

*"Again, we can't thank HPDS and staff enough for what they did for him during his time there. He came to you broken and walked out 2 years later with his self esteem intact and confident to transition back to his public school. His academics were not perfect but he's a happy, healthy, well-adjusted adult who is a*

*productive member of society. He has told us on more than one occasion if he ever won the lottery he would make a big donation to HPDS! :)”*

*“Great School. Sent 3 of my children there.”*

*“HPDS was a fantastic experience. I wonder if she should have gone on to [Other school] to continue her success.”*

**All final comments from students not already cited.**

*“I loved my two years at the school. They helped me grow confident in myself and confident in knowing how to ask for what I needed. I would highly recommend the school to anyone. Also, [teacher] was the best teacher who pushed me and bullied/guilted me (very nicely) into getting things done. I still thank him to this day for pushing me and being hard on me when I needed it most. It served me well in HS. I always tell people to use him as a resource.”*

*“I was one of the best experiences of my life and I would definitely not be where I am today without them! Thank You.”*

*“I have so many good things to say please call me. I can talk to you for hours. If I make it big in the film industry I will be giving millions to HPDS. I worked for HBO, so I'm on my way there.”*

*“I was kind of a crazy kid when I went to Hyde Park! But I am overall glad that I went.”*

*“I feel like Hyde Park Day School is the reason I have a love for reading books.”*

*“I remember my time there fondly.”*

*“I am utterly grateful for everything HPDS has done for me and will always be willing to give back to the school.”*

*“I have great memories at HPDS. The teachers were always patient and kind. I made nice friends when I was there. I felt I was prepared for high school.”*

*“HPDS changed my life for the better.”*

*“[Teacher] is amazing :)”*

*“I learned a lot of cursive and forgot almost all of it. But hey, at least I can write a signature.”*

*“Keep up the good work!”*

*“I went there at a time when I really didn't want to go to school. It was a good experience for me to get perspective and tools to cope with the difficulties I had because of my dyslexia.”*

*“It was the best time of my life so far. It made a huge difference to me.”*

*“It was a tough struggle there but I learned a lot, and I will forever be grateful for it.”*

*“Going to HPDS was an amazing experience because if I didn't go there I probably would be going to the college that I want to go to or to the high school that I want to go to.”*

*“I always remember being in the little church having class in the hallway since there weren't enough classrooms for us in middle school. Being greeted every morning at the door made it more personal. Y'all were so accommodating and it was the first school I didn't feel too different.”*

## XVII. Conclusion

In conclusion, we reiterate the final paragraphs of the first Hyde Park Day School longitudinal study, which continue to be supported by this study. We believe this study demonstrates further 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 many comments 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 second Hyde Park Day School longitudinal study. Our hope is that these studies continue into the future. 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.



## XVIII. Acknowledgments

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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. 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.

We performed a variety of statistical tests looking for differentiation between measures of success and demographic variables. Measures of success included: gains in each of 8 different areas: reading, written, math, executive, social, success, confidence, therapy and other. None of the individual gains had statistically significant (p-value of .05 or less) correlations with gender, reported grades, honors earned, or attending public or private school after HPDS. We also created an aggregate measure of "gains" which summed across the survey respondents the number of gains achieved. Again, this aggregated variable was not statistically significant when cross-tabulated against measures of honors, grades, gender or

private / public school attended after HPDS. Correlation analyses (Spearman's rho) were conducted between HPDS experience factors and all measures.

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).

An aggregated "gains" variable was created, which summed for each respondent the number of gains each respondent indicated experiencing at HPDS. We looked for differences between the aggregated variable and measures of student success: honors and indicated grade earned in school after attending HPDS. We were not able to identify statistically significant between measures of gains and either measures of success or demographic variables.

In examining the open-ended responses, we created a factor analysis of the most common words used by respondents. These factors were used as dependent variables in logit regressions against the honors / grade / gender / public - private variables used above. Again, we could not identify statistically significant relationships.

## Appendix B: Qualitative Analysis

### A. Qualitative Analysis Discussion

Several software programs were used for analyzing the qualitative data. First, data was downloaded in Microsoft Excel and proofed and coded in a Jupyter notebook using the Python pandas and numpy modules. The resulting text was coded using the base file and a subsequent Jupyter coding notebook. This resulted in a final data set in Excel with all the coded and uncoded data prior to the start of the primary analysis. In addition to performing the analysis in Jupyter notebooks, this data was coded in Stata, allowing for two parallel analytical processes.

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 both the parent and student comments. Each comment was analyzed and either used in its entirety or deconstructed into more discrete units of text.

In order to ensure trustworthiness of the analysis, all initial and subsequent codings were tracked throughout the process either through Jupyter notebooks directly connected to the base data, or coding files that were retained throughout. Final edits and re-codings were performed in Excel or Google Doc and Sheet files. This enabled us to review and revise and code throughout, and to diagnose the causes of inconsistencies long after the original coding was completed. These documents also served as a log of coding and analysis activities and as a way to bracket or set aside researcher bias.

## B. List of Concept Classification used in Analysis of Final Question

The following list is the keywords used in the analysis of the final question. These are non-stop words (using the latest NLTK dictionary accessed on 2/20) that had five or more instances in either the original data or our coded data.

<b>Keyword Corresponding to Word Stem</b>	<b>Frequency</b>	<b>Word Type</b>
HPDS	44	Neutral
School	30	Neutral
Student	22	Neutral
Thank	20	Positive
Get	16	Neutral
Would	16	Neutral
Learn	15	Neutral
Life	12	Neutral
Made	12	Neutral
Work	11	Neutral
Help	10	Neutral
Year	10	Neutral
High	9	Neutral
Go	9	Neutral
Teacher	8	Neutral
Confidential	8	Neutral
Time	8	Neutral
College	7	Neutral
Academics	7	Neutral
Great	7	Positive
Success	7	Positive
Experience	7	Neutral
Best	7	Positive
Class	7	Neutral

Like	7	Neutral
Could	7	Neutral
Us	7	Neutral
Family	6	Neutral
Daughter	6	Neutral
Feel	6	Neutral
Thing	6	Neutral
Without	6	Neutral
Skill	5	Neutral
Use	5	Neutral
Amaze	5	Positive
Far	5	Neutral
Back	5	Neutral
Always	5	Neutral
Need	5	Neutral
Day	5	Neutral
Lot	5	Neutral
Way	5	Neutral
everything	5	Neutral
Never	5	Neutral
Wish	4	Neutral
Change	4	Neutral
Difference	4	Neutral
Social	3	Neutral
Career	2	Neutral
Station	1	Neutral
Difficult	1	Negative
Cursive	1	Neutral
Total	440	