The National Center for Learning Disabilities (NCLD) works to **ensure** that the nation’s 15 million children, adolescents and adults with learning disabilities have every **opportunity to succeed** in school, work and life.

NCLD provides **essential information** to parents, professionals and individuals with learning disabilities; promotes **research and programs** to foster effective learning; and advocates for **policies to protect** and **strengthen** educational rights and opportunities.
As NCLD looks back at 2006—our 29th year—we acknowledge two important realities for individuals with learning disabilities (LD):

■ First, children and adults with LD are achieving more success than ever before—whether in school, at work or in life. Trends in many key performance areas are positive. Dropout rates are lower, more students are graduating with a standard high school diploma and more are attending college.

■ Second, children with LD continue to perform far below their peers. Two-thirds of students with learning deficits, whether in math or in reading, fall three or more grade levels behind their classmates—a recipe not only for academic failure, but for poor self-esteem, as well.

These achievement gaps are unacceptable. They demand attention, innovative solutions based on scientific research and a larger infusion of financial support from both private and public sources. In the past year, NCLD has renewed its efforts to help close gaps like these—by developing and implementing research-based programs, by strengthening public policy and by providing parents and educators with the information they need to make good decisions for their children.

Our highly successful Get Ready to Read! screening program is a model for early intervention. It continues to expand its reach and impact: Last year, we trained 2,700 new early childcare providers, screened 72,000 four-year-olds, and produced literacy skills in children at nearly twice the rate of those not participating.

Developed with the guidance of an eminent team of researchers and educators, our new Transitioning to Kindergarten Toolkit provides a vehicle for early childcare providers to pass on key information to children's kindergarten teachers—supplying information about reading readiness, social skills or motor development—before these children fall so far behind that they are unlikely to catch up.

On the public policy front, NCLD led efforts to define regulations for the Individuals with Disabilities Education Act (IDEA). We sought to ensure that schools know how to identify students with LD, can clearly implement Individualized Education Programs, and don't drop the ball as students make the transition out of high school into college or work. Likewise, we sought to clarify the intricacies of the No Child Left Behind (NCLB) Act of 2001 by developing Parent Advocacy Briefs, which include information about assessment options and accommodations for students with learning disabilities.

In 2006, we launched our redesigned and expanded Web site, www.ld.org. The new Parent Center, for example, offers practical tips, an interactive IDEA Parent Guide, advocacy essentials and helpful information about parenting a child with LD. Real stories from real people make the Parent Center the next best thing to a comforting embrace or face-to-face exchange of ideas with people who’ve actually “been there.” Our LD Talk program of expert chats remains another effective channel for the delivery of LD information. The only one of its kind, LD Talk allows parents and educators to chat monthly with LD experts online.

Raising a record $1.61 million at our Annual Benefit Dinner last year, we were once again reminded by our 2006 Anne Ford scholar of our mission’s crucial importance. At age three, Michelle Lintner was considered by doctors to be hopelessly mute, with the inability to ever become literate. Maintaining a 4.16 GPA in high school and becoming valedictorian of her senior class, she exemplifies the immeasurable potential of people with LD.

For every Michelle, there are countless others who yearn for the support they need to succeed. As we reflect on the many implications of Michelle's story, NCLD is committed to continue working to close achievement gaps and expand opportunities for all children, teens and adults with learning disabilities. With your support, we will do more next year than ever before.

Frederic M. Poses, Chairman, Board of Directors

James H. Wendorf, Executive Director
At NCLD, we understand the critical importance of identifying reading difficulties and learning disabilities—and intervening—as early as possible. Last year, we dedicated even more resources than in the past to early learning and literacy programs that can help children with LD to secure a foothold and achieve success at the very beginning of their education.

**Get Ready to Read!: Strengthening Early Literacy Skills**

NCLD developed the Get Ready to Read! program to help parents and childcare providers strengthen children’s literacy skills the year before they enter school. Early intervention helps young learners by preventing any gaps in literacy skills from becoming gaping chasms.

Get Ready to Read! screens preschoolers in their progress toward acquiring literacy, identifies areas of weakness and provides activities to strengthen skills. Based on more than two decades of research, the 20-question screener assesses children’s linguistic awareness, print knowledge and emergent writing skills. Last year, the program touched thousands—training 2,700 early childhood providers and screening 72,000 children. We estimate that more than 300,000 children have been screened with the tool since the program began in 2001.

**Reaching Parents and Educators through GetReadytoRead.org**

In 2006, the Get Ready to Read! Web site at [www.getreadytoread.org](http://www.getreadytoread.org) had almost 150,500 visitors and nearly 919,000 page views. What keeps parents and educators coming back for more? Online versions of the user-friendly screener, activity cards and literacy checklists help augment efforts at home or in the classroom.
And three animated interactive games, featuring Gus the Bunny from the PBS Emmy Award-winning show *Between the Lions*, teach rhyming, word recognition and letter names and sounds. To better serve those using the *Get Ready to Read!* screening tool and Web site, we also developed an online help mailbox (help@getreadytoread.org).

Expanding from a quarterly to monthly distribution in March, our online *Get Ready to Read!* newsletter features partners and programs, provides early literacy news and offers helpful activities and resources. With an average of 13,433 monthly subscribers, the newsletter has recently covered topics ranging from summer reading, to families reading together, to the connection between speech and language and early reading.

**Building a Network of Support with Partners and Regional Centers**

Through a network of national and local partners, combined with the Web site, the *Get Ready to Read!* program provides research-based information to professionals and parents, working to ensure we reach underserved populations. Here are a few of our regional centers’ successes from last year:

**Southeast Regional Center**

Made possible by The Goizueta Foundation’s three-year grant of $1 million—the largest in NCLD’s history—NCLD will screen in the state of Georgia 25% of four-year-olds the first year, 30% the second year and 35% the third year. The Southeast Regional Center continues to devote its efforts to reaching underserved children in and around the city of Atlanta. NCLD formed a partnership with Smart Start Georgia and United Way of Metropolitan Atlanta to deliver these services.

**Southwest Regional Center**

NCLD created this center by collaborating with the Arizona Literacy and Learning Center. The partnership seeks to screen 20% of four-year-olds annually over the next four years in the state of Arizona. In addition, the center will pilot the Recognition and Response Observation Rating Scale (RRORS), a new tool to identify preschool children at risk for school failure, reaching an estimated 15% of children in Arizona over the four years. This regional center works with a wide range of local organizations, including the Association of Supportive Child Care, Valley of the Sun United Way, Inter Tribal Council of Arizona, Sunnyslope Youth & Family Partnership and Arizona Coalition for Tomorrow. The Coalition supports city, county and school district Head Start centers.

**Other *GRTR!* Partners**

Here’s a glimpse at the work of other outreach partners across the country:

- **The Child Welfare League of America** is one of the main program partners to bring *Get Ready to Read!* to the New York area, reaching adults and children with a connection to it.
Literacy, Inc. is another main program partner in New York City. Literacy, Inc. helped introduce the program and resources to community groups, libraries and Reach Out and Read programs throughout New York City and surrounding boroughs.

The Norman Howard School is our program partner in Rochester, New York, which raises awareness about the importance of early literacy through community events.

The YMCA of Central Maryland is our primary program partner in Maryland. The YMCA is working to bring the screening tool and resources to Head Starts, YMCA programs and daycare providers across the state.

The Sisters of Charity Foundation has brought the Get Ready to Read! screening tool and resources to early educators and daycare providers across Ohio. The Foundation is located in Canton, Ohio.

Get Ready to Read! has taught me the importance of early literacy screening and the role that literacy plays in everyday life. I am honored to be a trainer for this excellent program.

— Camey Washington, Training Coordinator
Quality Care for Children

Get Ready to Read! Gets Results*

- 69% of children participating in Get Ready to Read! programs acquire literacy skills needed to enter kindergarten, compared with 35% of those not participating.
- Get Ready to Read! participants’ print knowledge and linguistic awareness increase by 19%, compared with 4% of those not participating.

* Demonstrations were conducted in seven sites in three states (Arizona, Georgia and Maryland) with a large, racially diverse sample of nearly 1,200 preschoolers and a comparison study with more than 500 children in three counties in Georgia (DeKalb, Fulton and Paulding). Children were screened at the beginning and end of the pre-kindergarten year. Some of the findings of the evaluation are indicated above. For more information, visit www.grtr.org.
Transitioning to Kindergarten Toolkit:  
Easing the Passage into School for All Children

Transitioning to Kindergarten: A Toolkit for Early Education Professionals is a new resource developed by NCLD to promote early learning and literacy. The Toolkit provides opportunities for educators to document critical information about a child’s progress in many areas of development. This information can help children from “falling into the cracks” as they make the transition into elementary school.

LD REALITY
Among students identified with reading disabilities, two-thirds read three or more grade levels behind.

With funding support from the Oak Foundation and Emily Hall Tremaine Foundation, the Toolkit was developed with the guidance of an advisory group of researchers and educators to ensure that it encompassed the latest research in early childhood transition, and that the products are sensitive to the needs of parents and educators in a wide variety of early education settings.

The Toolkit provides a way for early educators to pass on information about children to their kindergarten teachers. It includes:

- Information about a four-year-old’s progress in reading readiness, scores and information from the Get Ready to Read! screening tool
- Other information about a four-year-old’s cognitive, social, linguistic and motor development
- A place to collect a child’s work samples throughout the pre-kindergarten year, providing transition resources for both parents and educators
- Straightforward, simple, colorful and inviting materials that are available both online and in print

Now in development, a new observation tool called the Recognition & Response Observation & Rating Scale (RRORS) will eventually be a part of the Toolkit. It will help identify preschool-age children who are at risk for learning disabilities. To guide early childhood educators, the Toolkit will also provide them with the instructional strategies and assistance needed for helping these young children overcome barriers and succeed in school.

LD REALITY
About 80% of children with learning disabilities have problems with reading.
Attention to early mathematics instruction has only recently begun to take hold in early education settings. For the most part, instructional approaches are typically “homegrown,” not based on research and not implemented or evaluated in systematic ways. NCLD knows how early screening and targeted help can benefit children who are at risk for LD. We realized how little was being done to help focus attention on students in kindergarten and first grade who struggle with math. This Mathematics & LD Project set out to define the core knowledge and skills necessary for students to benefit from mathematics instruction in elementary school and to identify features of effective instruction and research-based strategies.

Last year, NCLD commissioned a research paper by experts participating in the June 2005 Math & LD Research Roundtable. Overseen by Russell Gertsen, Ph.D., a former member of NCLD’s Professional Advisory Board and current member of the U.S. Department of Education’s National Mathematics Advisory Panel, the paper includes information about screening measures, critical skills and abilities, and promising practices and intervention targets. Expanding even more on the body of knowledge about math and LD, Nancy Jordan, Ph.D., another Math & LD Research Roundtable participant, was a featured expert on NCLD’s November 2005 online LD Talk.

To learn more about math and LD, go to http://www.ncld.org/content/view/1034/389/.

**Mathematics & LD Project: Making the Most of Early Instruction**

It’s critical to identify students who struggle with mathematics and to provide early, intensive interventions so these students can become proficient at math. Learning disabilities in math are just as debilitating as reading disabilities. And, in many occupations, competence in mathematics is every bit as important for success as is reading.

— Russell Gersten, Ph.D.,
Director of the Instructional Research Group & Professor Emeritus of Special Education, University of Oregon
Looking Ahead to 2007

In the year ahead, we look forward to expanding our efforts to address the needs of young children by:

- Promoting Recognition & Response, a model program for childcare providers and early childhood educators to address the needs of children showing signs of not learning in expected ways.

- Advancing the scope and impact of Get Ready to Read! through national, state and local partnerships, and expanding the existing line of products and services to include an online Spanish screening tool and resources targeted to librarians.

- Conducting a series of Get Ready to Read! Webinars on building early literacy skills, which will focus on shared book reading, sound awareness and the print-to-speech connection.

- Expanding the Get Ready to Read! program through partnerships with the American Federation of Teachers and the National Association of School Psychologists.
NCLD operates a public policy office in Washington, DC, working closely with policy makers and extending “lifelines” to those most affected by educational disparities. NCLD played an integral role in finalizing the newly authorized Individuals with Disabilities Education Act (IDEA) by making key recommendations last year to the U.S. Department of Education. IDEA is the main federal program authorizing state and local aid for special education and related services for children with disabilities, including students with learning disabilities. These are highlights from the year’s activities and accomplishments:

- Procedures for identifying students with LD
- Development and implementation of Individualized Education Programs (IEPs)
- Planning for transition from high school to college

Enlisting the involvement of parents nationwide, NCLD played an integral role in late 2005 by advocating for changes to the Department of Education’s proposed federal regulations for IDEA 2004. NCLD sought to ensure that thorough direction is given to states on:

Our Advocacy Programs
PAVE THE WAY TO POLICY SOLUTIONS

Strengthening the Individuals with Disabilities Education Act (IDEA)

NCLD is a model of excellence, working every day for children and adults with learning disabilities to see that they have access to the educational opportunities they deserve.

— Senator Edward Kennedy (D-MA), Chairman, Committee on Health, Education, Labor and Pensions
LD-specific changes recommended by NCLD help facilitate timely identification so students can benefit from research-based interventions that produce better achievement and behavioral outcomes. They also allow schools to use the Response to Intervention (RTI) process—moving away from the outdated and ineffective model used in the past to identify students with LD. The prior law required a discrepancy between IQ and achievement, typically forcing children to wait two years to receive help.

Last year, NCLD also advocated regarding issues of paperwork, time commitments and Individualized Education Program (IEP) decision-making, such as whether all students should only receive their IEP every three years, instead of annually. These recommended changes were prepared for the Multi-Year IEP Pilot and Paperwork Reduction Pilot draft regulations, issued by the U.S. Department of Education as part of IDEA 2004.

Helping to Ensure No Child Is Left Behind

The No Child Left Behind (NCLB) Act of 2001 challenges states and school districts to intensify their efforts to improve the academic achievement of public school students considered at risk for school failure. NCLB’s new provisions for assessment and accountability are designed to focus increased levels of attention on underperforming groups of students and to close the achievement gap between them and their peers.

For the nation’s 2.8 million students with identified learning disabilities currently receiving special education services under IDEA, the challenging new provisions of NCLB create expanded opportunities for improved academic achievement and documentation of that improved performance. In 2006, NCLD influenced the NCLB debate in the following ways.

Parent Advocacy Briefs: Simplifying the NCLB Law

In October 2005, NCLD published three Parent Advocacy Briefs as companions to the Parent’s Guide to NCLB. These briefs simplify information about the NCLB law for parents and explain how it helps create better access to academic success for students with learning disabilities. The briefs cover the following topics:

- Understanding Assessment Options for IDEA-eligible Students
- Determining Appropriate Assessment Accommodations for Students with Disabilities
- Making the Most of Options under NCLB

To download the Parent Advocacy Briefs, visit http://www.ld.org/NCLB/NCLB.cfm.

Recommendong Standard Assessments for Students with LD

NCLD continues to advocate that the majority of students—including those with the most severe cognitive disabilities—take standard assessments with accommodations, as needed. Modified assessments are more likely to support an environment of low expectations for students with learning disabilities and can seriously impede their opportunity to graduate with a regular diploma. As such, we argued against modified assessments by sending comments on draft regulations about assessments to the U.S. Department of Education in February 2006.

LD REALITY

Almost 6% of preschool and school-aged students receive special education services for specific learning disabilities under IDEA.
Testifying for Access to Grade-Level Curricula

In May 2006, child advocates Roberta Malavenda and Jane Ross testified on behalf of NCLD before the No Child Left Behind (NCLB) Commission to ensure that students with LD have continued access to grade-level curricula and to regular high school diplomas. The bipartisan NCLB Commission is expected to present recommendations to the U.S. Congress in early 2007.

LD Advocate.org: Enhancing Communication

In 2002, NCLD created LDAdvocate.org to communicate with and educate parents and others about policy issues affecting individuals with learning disabilities. Since the relaunch of LD.org in February of 2006, the advocacy section of the site has received almost 15,000 hits. Pages dedicated specifically to IDEA and NCLB received 9,230 and 7,533 visits, respectively, from February 1 through June 30, 2006.

NCLD hosts a legislative action center (LAC) within LDAdvocate.org that allows NCLD to initiate grassroots e-advocacy support to more than 13,000 subscribers and to educate Congress and the media about issues affecting individuals with learning disabilities. The LAC provides advocates with:

- Quarterly legislative updates
- E-alerts on specific legislative initiatives, requiring timely responses
- Other timely communications, encouraging thousands of advocates to contact the Congress, U.S. Department of Education, and media to help cultivate grassroots support, whenever possible, for reshaping the outcome of legislation or federal regulations

This work has been supported by the Charles and Helen Schwab Foundation. To find an online version of the LD Advocate’s Guide, go to http://www.ncld.org/index.php?option=content&task=view&id=263.

Looking Ahead to 2007

In the coming year, we plan to continue working toward the strengthening and alignment of IDEA—which mandates a free, appropriate public education for students with disabilities—and NCLB, which demands high expectations and holding schools accountable for all students’ progress. To that end, we will aggressively pursue the following public policy goals:

- Making sure the academic performance of LD students is measured and reported as a distinct subgroup, according to the same standards as other students
- Ensuring that the vast majority of LD students are included in schools’ achievement evaluations, helping to shed light on any glaring disparities in students’ performance
- Infusing Response to Intervention (RTI) throughout NCLB to improve access to early identification, early intervention and improved academic outcomes for all students, especially those most at risk for LD
- Engaging and mobilizing parents and teachers when Congress, the U.S. Department of Education and the media need to hear how pending legislation or other policy-related actions will affect learning opportunities for students with LD
Our Information
MEETS A CRITICAL NEED OF PEOPLE AFFECTED BY LD

Reaching Parents and Educators through the Web

LD.org is the gateway to the services and resources we provide. In addition to Getreadytoread.org and the LD Advocate Center, visitors can find hundreds of pages of additional information to guide them through the challenges of parenting or teaching a child with learning disabilities. Last year, the number of visitors coming to our site was 471,802—an increase of more than 12 percent, with page views increasing by almost 11 percent. Here is a brief recap of improvements we made last year.

Web Site Redesign: More Information, Easier Access

Last year, all NCLD Web properties—including Living with LD, Get Ready to Read! and LD Talk—were incorporated into a single Web Internet portal, with the successful relaunch of the LD.org Web site. The colorful and inviting new design, as well as other enhancements, make it easier for visitors to find what they’re looking for—whether it’s an online chat with an expert, screening tool and early literacy activities for a preschooler or comprehensive information about LD. With the relaunch, we published more than 900 pages of content, including the Keep Kids Learning (K–8) section, a new Parent Center and a collection of first-person accounts called Voices of LD.

Parent Center. NCLD’s new Parent Center is a free, online resource for parents who have, or suspect they have, a child with a learning disability. Here parents can become empowered with information to help them navigate the education system and become effective advocates for their children—both at home and at school. NCLD’s Parent Center is made possible by a grant from
the Robert Wood Johnson Foundation, NCLD’s Board of Directors and other committed parents and supporters. The Parent Center includes:

- **Parent Perspectives.** Through audio clips and written text, parents tell their own stories and share tips about how to work effectively with the school and secure needed services and support, both through general and special education.

- **IDEA Parent Guide.** This first-of-its-kind interactive guide to the Individuals with Disabilities Act (IDEA) of 2004 informs parents of their rights and opportunities as they learn the key steps of the special education process through 11 chapters tailored to parents who need to know the “language” of IDEA.

- **Advocacy Essentials.** These NCLD publications provide detailed explanations of many topics, including Response to Intervention (RTI), accommodations on high-stakes testing and transition to college.

- **Articles for Parents of Pre-K–12 Students.** The articles parents find here cover topics such as reading, social and emotional challenges, ways to monitor progress and tips for supporting children at home.

An external Parent Advisory Panel provides input and reviews draft content for the Parent Center, including the IDEA Parent Guide. To illustrate the great interest in the purpose of the Center, last year NCLD sent its e-advocates a request to submit stories on topics related to IDEA and LD. Within a week, more than 50 parents responded with interest in doing so.

To learn more, go to [www.ncld.org](http://www.ncld.org) and click on Parent Center.

**Voices of LD.** Created as a result of feedback from LD News readers, Voices of LD enriches the LD.org Web site with stories, poetry and artwork directly from those most affected by LD—students and parents. Voices of LD includes interviews with parents of children with learning disabilities, essays from Anne Ford Scholarship winners and book excerpts from authors affected by LD, such as by Kinko’s founder Paul Orfalea and fashion designer Dana Buchman.

> **Your child provides the opportunity for growth. . . .**
> **Your child says:** “Look at me, I am different, I am truly an individual, you must change the way you’ve been doing things, you must get creative, you must try something new.”
> — Gloria from New Jersey—from the Parent Center

**Resources for Hurricane Katrina Victims.** Last year, NCLD posted information on LD.org to help parents or guardians of students with disabilities who were displaced by Hurricane Katrina. This included information about disability rights and working with new schools to ensure that children received adequate support.

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![National Center for Learning Disabilities](http://ncld.org)

**Parent Center**

Welcome to NCLD’s online community for parents — a place to learn, grow and share in the journey of nurturing a child with a learning disability! The goal of the Parent Center is to empower, educate and equip parents with the information and tools they need to become effective advocates for their children.

**IDEA Parent Guide**

Learn about your expanded parent rights and opportunities under the most recent special education law.

**NCLB Parent Guide**

No Child Left Behind (NCLD) challenges states and school districts to intensify their efforts to improve the
LD InfoZone: Fact-filled Guidance for Parents and Educators

LD InfoZone is consistently one of the most popular sections of LD.org, offering topic-based information and resources on a host of learning disability-related issues. Individuals can find easy-to-read, yet detailed, fact sheets on a variety of topics about learning disabilities. They can also search for local sources of help through the expanding, regularly updated and searchable database of listings accessible through an easy-to-use Resource Locator.

Visitors to the online LD InfoZone will also find links to major reports, summaries of research-based interventions and other effective teaching practices, and information from leading researchers in the field of learning disabilities. Visitors can also access articles regarding key policy issues and link to helpful resources and major LD organizations worldwide.

LD Talk: Online Chats Between Parents and Professionals

With funding from the Charles and Helen Schwab Foundation, LD Talk remains the only Web site on the Internet devoted solely to online discussions on issues of crucial importance to people with learning disabilities. LD Talk allows parents and professionals to have a free and engaging monthly online chat with nationally renowned LD experts. Topics last year included LD and ADHD, social aspects of learning disabilities, reading for meaning and what parents need to know about Response to Intervention—an approach for identifying students most at risk for LD.

LD Talk experts from last year included:

- Nancy C. Jordan, Ph.D., Professor in the School of Education at the University of Delaware in Newark, Delaware
- Rick Lavoie, M.A., M.Ed., nationally known education consultant and speaker and producer of the videos, “How Difficult Can This Be?: The F.A.T. City Workshop” and “Last One Picked, First One Picked On: The Social Implications of Learning Disabilities”
- Karen J. Miller, M.D., Developmental Behavioral Pediatrician at The Floating Hospital for Children and Associate Professor of Pediatrics at Tufts University School of Medicine in Boston, Massachusetts
- Judy Elliott, Ph.D., Assistant Superintendent in the Office of School Support Services, including special education, in the Long Beach Unified School District (LBUSD) in Long Beach, California

- Robert J. Goldberg, Ph.D., Director of the Consultation and Education Department and Research Associate in the Research Department at the Frostig Center in Pasadena, California
- Eleanor L. Higgins, Ph.D., Director of Research at the Frostig Center in Pasadena, California

To find transcripts of past chats, go to http://www.nclld.org/content/view/899/.
Other Resources Offer an Information Exchange

Our electronic monthly newsletter, LD News, reached an average of 18,369 subscribers each month last year, providing parents and educators with a consistent, reliable source of information about learning disabilities. Recent articles covered scientifically based practices related to LD and ADHD, navigation of the special education system, adolescents and reading, and LD in adulthood. Educators and parents can also find summaries of current research in the field of learning disabilities in a Research Roundup column published in LD News.

In addition to the ongoing resources the LD.org Web site provides, NCLD also hosts an online help mailbox (help@ncld.org). It allows parents and educators to share stories, offer information about local resources, provide feedback about the Web site and request assistance for everything from legal rights, to financial aid, to testing. Those without easy Internet access can contact NCLD by calling 1-888-575-7373. Help mailbox, phone and mail information requests to NCLD totaled 3,032 last year.

Increasing the Public’s Awareness about Learning Disabilities

Each year, NCLD raises the awareness of millions of people through the media, through special campaigns and publications and in response to thousands of requests for information. We analyze, inform and educate—so the public has both reliable and abundant information about learning disabilities.

A Trusted Source for the Media

NCLD continues to be a trusted authority for national and local media, serving as a source on a variety of complex topics, including the No Child Left Behind (NCLB) Act, the legal rights of children with LD, and the intricacies of identifying children with learning disabilities.

LD REALITY

The dropout rate for students with specific learning disabilities is almost 39%, one of the highest for all students with disabilities.
In its second year of publication, our print newsletter *LD Essentials* is published three times a year for parents and educators. Sheldon Horowitz, Ed.D., NCLD’s Director of Professional Services, is the editor of the newsletter, which offers nuts-and-bolts information on everything from enhancing self-esteem to interpreting changes in the Individualized Education Program (IEP) process. *LD Essentials* also features a legal column by Paul O’Neill, a member of NCLD’s Professional Advisory Board and adjunct faculty member at Teachers College, Columbia University, where he teaches special education law.

**Looking Ahead to 2007**

Information is power. As we look to the future, providing essential information to parents and educators—and the general public—remains as critical as ever. These are just a few of the goals we hope to achieve in the coming year:

- Launching a new Recognition & Response program that will become a cornerstone of NCLD’s work over the next five years. As part of this initiative, we will launch a new Web site, [www.RecognitionandResponse.org](http://www.RecognitionandResponse.org).
- Adding an Educator Center feature to the LD.org Web site
- Disseminating essential information about learning disabilities through the monthly *LD News* and *Get Ready to Read!* e-newsletters
- Responding to the most pressing information needs of parents and educators through regular online chats at LDTalk.org
- Launching a new section of LD.org devoted to helping high school students with learning disabilities make the transition from high school to college or the workplace.
Each year, we take the opportunity to honor those who have made a significant contribution to the LD community. These are our champions—LD advocates, superlative teachers and students with LD—all people who inspire others to do more. Spotlighting their achievements at last year’s Annual Benefit Dinner, we also surpassed the previous year’s fundraising efforts by raising $1,610,000—making it our biggest benefit ever. Honorees for the event included the following:

- Dana Buchman, Fashion Designer, who received the Children’s Advocacy Award
- Alfred R. Kahn, Chairman and Chief Executive Officer, 4Kids Entertainment, Inc., who received the Spirit of Achievement Award
- G. Reid Lyon, Ph.D., Executive Vice President for Research and Evaluation at Best Associates and Whitney University; Former Chief, Child Development & Behavior Branch, National Institute of Child Health & Human Development, who received the Distinguished Education Achievement Award

Volunteers who made major contributions to the evening’s program included:

- Benefit Committee Chair: Nancy Poses
- Dinner Chairs: Carolyn Risoli, President of Marc by Marc Jacobs; Paul R. Charron, Chairman and CEO of Liz Claiborne, Inc.
- Master of Ceremonies: Chuck Scarborough, Anchor at WNBC News Channel 4
- Auctioneer: C. Hugh Hildesley, Executive Vice President of Sotheby’s North and South America

Top, left to right: G. Reid Lyon, Distinguished Education Achievement Award Honoree; Dana Buchman, Children’s Advocacy Award Honoree; Alfred R. Kahn, Spirit of Achievement Award Honoree; Nancy Poses, Benefit Committee Chair and Fred Poses, Chairman of the Board
**2006 Anne Ford Scholarship**

Established by the NCLD Board to honor Mrs. Anne Ford, Board Chair from 1989 to 2001, this scholarship provides a four-year award of $10,000 to a deserving high school senior with a diagnosed learning disability who plans to attend a four-year college. Now in its fifth year, the award went this year to Michelle Lintner, who attended Sonoran Science Academy in Tucson, Arizona.

When she was just three years old, Michelle’s parents were told that she might never learn to speak or read. She’s spent the last 14 years defying the odds. At a highly selective charter school, Michelle maintained a 4.16 GPA and was vice president of her class—providing an inspirational role model for her peers. Excelling in math and science, Michelle participated in the school’s robotics club and math league, as well as the volleyball team and cheerleading squad. Named valedictorian of her class, she also received a generous scholarship from Raytheon Missile Systems and is guaranteed a job with Raytheon upon graduation. Her dream is to build robots that will “enhance the quality of people’s lives.”

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**2005 Bill Ellis Teacher Preparation Award**

Established in 1996, this award honors Bill Ellis, an educator and visionary, who served as NCLD’s director of professional services for four years until his death in 1995. Last year, the award went to Jennifer Combs, who teaches at Whitney Elementary School in Boise, Idaho. Beginning her teaching career in Washington State, Jennifer now is a Title 1 Teacher at a school where approximately 85% of students qualify for free and reduced lunch. At Whitney Elementary, Jennifer is credited with creating and overseeing a substitute teacher rotation program, which frees up teachers for professional development. She also orchestrated a program of “grade nights,” which regularly brings together parents and school personnel, boasting a 75% attendance rate. In addition, Jennifer runs a before-school help center, serves on a schoolwide leadership team and coordinates services for the school’s more than 100 English language learners.

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**2006 Pete and Carrie Rozelle Award**

Named after the 1977 founders of NCLD—formerly the Foundation for Children with Learning Disabilities—this NCLD award recognizes a school or school program that addresses the educational, social and emotional needs of all children, including those with LD. This year’s recipient is Public School 112, The Jose Barbosa School, located in East Harlem in New York City. Serving children from pre-kindergarten through grade 2, The Jose Barbosa School has become a model early childhood program by implementing a multi-tiered approach to instruction, tapping the expertise of both general and special education personnel, maintaining high expectations for all learners and carefully monitoring student progress on a regular basis. Active parent involvement, frequent consultations with university-based faculty and professional development have aided in the school’s success.
NCLD extends its sincere gratitude to the individuals and organizations whose support advanced the organization’s mission throughout this year. Their donations of time, talent and financial resources have made it possible for NCLD to provide essential services to tens of thousands of adults and children nationwide who are affected by learning disabilities, and to advocate on their behalf.

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- Mrs. Audrey Zinman

### $500,000 and Greater
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### $100,000 - $499,999
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- The John R. Ingram Donor Advised Fund
- Mr. and Mrs. Frederic M. Poses

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- Mr. and Mrs. Richard Zinman

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- Bloomingdale’s
- Mr. and Mrs. Lawrence Bossidy
- Ms. Dana Buchman and Mr. Thomas Farber
- Mr. Robert M. Buxton
- The Honorable Gaston Caperton
- Mr. and Mrs. G. Peter D’Aloia
- Dr. and Mrs. Drake D. Duane
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- Ms. Karen Finerman
- Ms. Charlotte M. Ford
- Ms. Elena A. Ford
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- Mattel Foundation
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- The J. Willard and Alice S. Marriott Foundation
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Ms. Margi Booth
Mrs. Jane Bressler
Mr. and Mrs. Daniel P. Burnham
Comerica Bank
Ms. Kathryn O. Costello
Mr. and Mrs. Lawrence Costello
Mr. and Mrs. Marvin H. Davidson
Mr. Richard DeMartini and
Ms. Jennifer Brosen
Ms. Ethel Friedman
Mr. John G. Gantz, Jr. and
Ms. Margot Levinson
H.J. Kalikow & Co.
Ambassador and Mrs. William vanden Heuvel
Mr. Brad S. Hvolbeck
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Ruth and Seymour Klein Foundation
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Mr. Evan Sheinberg and Ms. Abby McKenna
Mr. and Mrs. John Sites
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Mr. Burton Tansky
Mr. and Mrs. Lenard B. Tessler
Thermo Electron Corporation
Van Pelt Foundation
Mr. and Mrs. Michael Weisberg
Mr. Jonathan P. Zambetti

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Apex Foundation
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Mr. and Mrs. William Barnet, III
Mr. and Mrs. Jeff Bauml
Mr. and Mrs. Jay Bloom
Mr. and Mrs. Murray Bodin
Ms. Kathleen Boles
Mr. James Brophy
Mr. Joel Cohen
Ms. Gail Cook
Baron and Baroness de Gunzburg
Dr. and Mrs. Donald D. Deshler
E.M. Warburg, Pincus & Co.
Jana Echevarria, Ph.D.
Mr. and Mrs. Sam Farber
Mr. and Mrs. R. Bruce Fisher
Ms. Allegra C. Ford
Ms. Brooke McMurray and Mr. John Fowler
Fowler Brothers Foundation
Frenkel & Co., Inc.
Ms. Helen Friedman
Mr. and Mrs. John G. Gantz, Sr.
Mr. David Greenbaum
Amitabh Himatsingka
Mr. and Mrs. Richard Horowitz
Mr. James R. Houghton
Interep Radio Store
International Dyslexia Association
Ms. Barbara S. Jacobs
Ms. Cassidy Kahn
Mr. Robert J. Katz
Governor Thomas H. Kean
Stevan J. Kukic, Ph.D.
Kurtz Family Foundation
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Oxygen Media
Mr. and Mrs. Harold A. Poling
Mr. Martin S. Rapaport
Riverview School, Inc.
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Mr. and Mrs. Ned Sadaka
Mr. and Mrs. Eriberto R. Scocimara
Ms. Michele Shackelford
Mr. and Mrs. Barry B. Siadat
Mr. and Mrs. Sanford Sirulnick
Ms. Randi B. Small
Mr. and Mrs. Jamie Stecher
Stern Center for Language and Learning
Ms. Jennifer Strauss & Mr. Todd Dannhauser
Mr. Jeff Szymanski
Mr. Peter R. Taffae
Ms. Lesley E. Taylor
Mr. and Mrs. Alan D. Pesky
The James H. & Margaret Tabeling Foundation, Inc.
The Lawton W. Fitt & James I. McLaren Foundation
Mr. and Mrs. Jay Topkis
Ms. Kay Unger
Mr. and Mrs. Robert Viarengo
Mr. John H. Weber
Mr. and Mrs. David N. Weidman
Mr. Gary M. Wexler
Mr. Mark Wilf
Mr. and Mrs. John H. Wilson

$2,500 - $4,999
American International Group, Inc.
Anita Archer, Ph.D.
Ms. Colleen Atwood
Ms. Grace Ball
Mr. and Mrs. Larry Bass
The Howard Bayne Fund
The Cascone Family Foundation
The Chubb Corporation
The Churchill School and Center
Mr. and Mrs. Edward Gardner

$500 - $999
The AEG Family Foundation
Mr. Robert C. Apfel
Mr. Peter Arbeeny
Leslie Armstrong
NCLD is grateful to the hundreds of individuals and businesses who have donated their time, goods, and services and — above all — wisdom and expertise. Special thanks to the following individuals and corporate friends:

**Donated Goods & Services**

Kate Abramson  
Bill Albert  
*Crescent Graphics*  
Akin, Gump, Strauss, Hauer & Feld  
Kristine Baxter Rein  
*The Churchill School & Center*  
Margi Booth  
*M Booth & Associates*  
Paul Brookes Publishing  
Jason Brunstein  
Cisco Systems Foundation  
Candace Cortiella  
*The Advocacy Institute*  
Donald D. Deshler, Ph.D.  
Kelley Durkin  
Darlene Faster  
*Educational Testing Service*  
Anne Ford  
Fred and Nancy Poses  
Arlyn Roffman, Ph.D.  
Cambium Learning/  
*Sopris West Educational Services*  
Joseph Torgesen, Ph.D.  
Blake Weinberg
# Financial Statement
National Center for Learning Disabilities, Inc.

## Statements of Financial Position
June 30, 2006 and 2005

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>998,100</td>
<td>976,105</td>
</tr>
<tr>
<td>Contributions and other receivables, net of allowance for un collectible promises of $30,000 and $17,000 for 2006 and 2005, respectively</td>
<td>660,269</td>
<td>827,893</td>
</tr>
<tr>
<td>Prepaid expenses and other assets</td>
<td>27,729</td>
<td>9,159</td>
</tr>
<tr>
<td>Investments</td>
<td>798,086</td>
<td>225,066</td>
</tr>
<tr>
<td>Security deposits</td>
<td>10,625</td>
<td>10,625</td>
</tr>
<tr>
<td>Property and equipment, net of accumulated depreciation and amortization of $378,840 and $339,044 for 2006 and 2005, respectively</td>
<td>142,194</td>
<td>177,197</td>
</tr>
<tr>
<td><strong>Total assets:</strong></td>
<td><strong>$2,637,003</strong></td>
<td><strong>$2,226,045</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LIABILITIES AND NET ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liabilities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts payable and accrued expenses</td>
<td>230,615</td>
<td>196,742</td>
</tr>
<tr>
<td>Deferred rent and other liabilities</td>
<td>7,788</td>
<td>19,581</td>
</tr>
<tr>
<td><strong>Total liabilities:</strong></td>
<td><strong>$238,403</strong></td>
<td><strong>$216,323</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net Assets:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrestricted</td>
<td>968,609</td>
<td>917,436</td>
</tr>
<tr>
<td>Temporarily restricted</td>
<td>1,429,991</td>
<td>1,092,286</td>
</tr>
<tr>
<td><strong>Total net assets:</strong></td>
<td><strong>$2,398,600</strong></td>
<td><strong>$2,009,722</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total liabilities and net assets:</strong></td>
<td><strong>$2,637,003</strong></td>
<td><strong>$2,226,045</strong></td>
</tr>
</tbody>
</table>

## Revenue

<table>
<thead>
<tr>
<th>Source</th>
<th>2006</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corporations &amp; Foundations</td>
<td>37%</td>
<td>42%</td>
</tr>
<tr>
<td>Special Events</td>
<td>9%</td>
<td>7%</td>
</tr>
<tr>
<td>Annual Board Giving</td>
<td>11%</td>
<td>10%</td>
</tr>
<tr>
<td>Other Individual Giving</td>
<td>9%</td>
<td>11%</td>
</tr>
<tr>
<td>Investment and Other Income</td>
<td>4%</td>
<td>3%</td>
</tr>
</tbody>
</table>

## Expenses

<table>
<thead>
<tr>
<th>Category</th>
<th>2006</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs and Research</td>
<td>26%</td>
<td>25%</td>
</tr>
<tr>
<td>Essential Information</td>
<td>11%</td>
<td>10%</td>
</tr>
<tr>
<td>Public Policy</td>
<td>44%</td>
<td>42%</td>
</tr>
<tr>
<td>Management and General</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>Fundraising and Development</td>
<td>26%</td>
<td>25%</td>
</tr>
</tbody>
</table>

The financial statements of NCLD for the fiscal year ended June 30, 2006 have been audited by independent certified public accountants McGladrey & Pullen LLP. The auditors meet with the Audit Committee, which is composed of outside directors, on a regular basis. A complete copy of the audited financial statement is available upon request from the National Center for Learning Disabilities, Inc., 381 Park Avenue South, Suite 1401, New York, New York, 10016-8806.
## Financial Statement
### National Center for Learning Disabilities, Inc.

#### Statements of Activities
Year Ended June 30, 2006

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unrestricted</td>
</tr>
<tr>
<td><strong>Revenues, Gains and Other Support:</strong></td>
<td></td>
</tr>
<tr>
<td>Revenue from annual fundraising event</td>
<td>$1,610,153</td>
</tr>
<tr>
<td>Direct costs from annual fundraising event</td>
<td>$(224,143)</td>
</tr>
<tr>
<td><strong>Net support from fundraising events:</strong></td>
<td>$1,386,010</td>
</tr>
<tr>
<td>Contributions</td>
<td>473,813</td>
</tr>
<tr>
<td>Royalty income</td>
<td>511</td>
</tr>
<tr>
<td>Investment income</td>
<td>23,442</td>
</tr>
<tr>
<td>Net assets released from restrictions</td>
<td>1,032,949</td>
</tr>
<tr>
<td><strong>Total revenues, gains and other support:</strong></td>
<td>$2,916,725</td>
</tr>
</tbody>
</table>

#### Expenses:

**Program Services:**
- Program and research: $1,257,490
- Essential Information: 758,622
- Public policy: $244,373

**Total program services:** $2,260,485

**Support services:**
- Management and general: $321,566
- Fundraising and development: $283,501

**Total support services:** $605,067

**Total expenses:** $2,865,552

**Change in net assets:** $51,173

#### Net Assets:

**Beginning of the year:** 917,436

**End of the year:** $968,609

The financial statements of NCLD for the fiscal year ended June 30, 2006 have been audited by independent certified public accountants McGladrey & Pullen LLP. The auditors meet with the Audit Committee, which is composed of outside directors, on a regular basis. A complete copy of the audited financial statement is available upon request from the National Center for Learning Disabilities, Inc., 381 Park Avenue South, Suite 1401, New York, New York, 10016-8806.
NCLD Board of Directors (as of December 2006)

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Chairman & CEO  
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Behavioral Neurology  
Arizona Dystonia Institute  
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Phoenix, AZ

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Far Hills, NJ

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New York, NY

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Manager  
Online Parent Center

Scott Gilman  
Director  
Online Communications

Karen Golembeski  
Assistant Director  
Programs

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Executive Assistant & Manager of  
Special Projects

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Assistant Director of Development,  
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New York, NY

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Williston, VT

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Urban Special Education Leadership Collaborative
Newton, MA

David Rose, Ph.D.
Center for Applied Special Technology (CAST)
Wakefield, MA

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New Haven, CT

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Rutgers University
New Brunswick, NJ

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Tallahassee, FL

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Eagle Hill School
Greenwich, CT

Stevan Kukic, Ph.D.
Sopris West Educational Services
Longmont, CO

Betty Osman, Ph.D.
White Plains Hospital Medical Center
White Plains, NY

Artwork: Logan, Age 8, Vero Beach, FL

Credits
Design: Olympia Vouitsis
Copywriting: Annie Stuart

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# Learning Disabilities

**Stats**

<table>
<thead>
<tr>
<th>Stat</th>
<th>Percentage</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 Million:</td>
<td>11%</td>
<td>Number of individuals with LD living in the US</td>
</tr>
<tr>
<td>2.9 Million:</td>
<td>35%</td>
<td>Number of students with LD now in public schools</td>
</tr>
<tr>
<td>20%:</td>
<td>75%</td>
<td>Percentage of students with LD who drop out of high school</td>
</tr>
<tr>
<td>6%:</td>
<td>39%</td>
<td>Percentage of students with LD who drop out of high school</td>
</tr>
<tr>
<td>11%:</td>
<td>54%</td>
<td>Percentage of students with LD who graduate from high school with a standard diploma</td>
</tr>
<tr>
<td>80%:</td>
<td>11%</td>
<td>Percentage of students in the general population who drop out of high school</td>
</tr>
<tr>
<td>54%:</td>
<td>6%</td>
<td>Percentage of students with LD who continue on to a four-year institution after graduating from high school</td>
</tr>
<tr>
<td>20%:</td>
<td>80%</td>
<td>Percentage of students with learning disabilities who have been retained at grade level during their K-12 school career</td>
</tr>
<tr>
<td>35%:</td>
<td>75%</td>
<td>Percentage of students with learning disabilities who have identified and provided help by grade 3, will still have poor reading skills at the end of high school</td>
</tr>
<tr>
<td>11%:</td>
<td>39%</td>
<td>Percentage of students with learning disabilities who struggle in the area of reading</td>
</tr>
<tr>
<td>80%:</td>
<td>11%</td>
<td>Percentage of K-12 students formally identified with LD</td>
</tr>
</tbody>
</table>
Our Credo

Let no children be demeaned, or have their wonder diminished because of our ignorance or inactivity;

Let no adults be deprived of discovery because we lack the resources to discover their learning needs;

Let neither children nor adults – ever – doubt themselves or their minds because we are unsure of our commitment.