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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.

In honor of our 30th anniversary, we asked children, adolescents and adults with learning disabilities (LD) to tell us their stories. The images you see throughout this annual report are expressions of the hopes, dreams, challenges and successes they face—portraits of their lives living with LD.

Learning Disabilities

The Facts

The Impact of Learning Disabilities (LD)

15 million individuals in the U.S. have LD
2.7 million students in public schools have LD
44% of school-aged students served under the Individuals with Disabilities Education Act (IDEA) have LD
80% of students with LD struggle in the area of reading

The Current System Is Failing Students with LD

75% of children with learning difficulties who, if not identified and provided help by grade 3, will still have poor reading skills at the end of high school
21% of high school students with LD are reading 5 or more grade levels behind
36% of students with LD have been retained at grade level during their K-12 school career
51.7% of students removed, suspended or expelled from school have a learning disability

The Need to Raise Achievement for All Children

31.6% of students with LD drop out of high school versus 9.4% of students in the general population
57.4% of students with LD graduate from high school with a regular diploma versus 87.6% of students in the general population

In honor of our 30th anniversary, we asked children, adolescents and adults with learning disabilities (LD) to tell us their stories. The images you see throughout this annual report are expressions of the hopes, dreams, challenges and successes they face—portraits of their lives living with LD.
NCLD reached a milestone last year, completing its third decade of service. This milestone underscored the need to not only continue our commitment to all individuals with LD, but also to increase our expectations for them. Toward that end, last year we engaged a diverse and passionate group of advocates and supporters who understand that children with LD need the support of our programs, advocacy and information services.

In recent years, we have witnessed some signs of progress. For example:

- 2007 National Assessment of Education Progress (NAEP) results showed that students with LD had made significantly greater gains in math and reading than their peers.
- The dropout rate for students with learning disabilities has declined steadily, decreasing from about 45 percent in 1993 to about 33 percent in 2002.
- From 2000 to 2006, the number of students with LD who spend more than 80 percent of their time in regular classrooms increased by more than 10 percent.

These improvements are cause for hope but not reason to accept the status quo. Two-thirds of students with LD are still achieving three to five grade levels behind in math and reading. And, despite progress, they continue to have one of the highest dropout rates.

We can do far better. By holding ourselves and our children to higher standards, as well as the professionals with whom we partner and the policymakers we influence, we can help children achieve more.

No other organization is devoting more resources or doing more to create better outcomes for struggling young learners. That’s because we reject programs and policies that wait for children to fail before they receive help. We offer an antidote to this defeatist approach through our early education programs. Last year we expanded on the success of our early literacy screening program, initiated a system for documenting preschoolers’ learning strengths and weaknesses, developed a toolkit to help preschoolers transition to kindergarten and launched research into the underlying foundational skills needed for effective early mathematics learning and instruction.

Aligning with the Response to Intervention (RTI) provisions of the Individuals with Disabilities Education Act (IDEA), which we helped to shape, last year we initiated powerful partnerships with leading education organizations to create the RTI Action Network. This is a systemic approach to identifying learning problems early and ensuring early, expert instruction matched to individual students’ needs. At the core of Response to Intervention is a guiding principle that all students should be held to high standards and supported to achieve them.

Last year, our information about learning disabilities helped nearly a million parents and educators make well-informed decisions. Whether coming in the form of a landmark symposium about helping students with LD transition to college or launching new Web sites that serve as anchors for those in the field, we continue to expand services to diverse audiences affected by learning disabilities.

We recognize that many of our aspirations—for ourselves and for our children—may seem daunting at times. But we also know that high expectations are the starting point for high achievement. Working together, we can meet the challenges that lie ahead.

"High expectations are the starting point for high achievement."

Frederic M. Poses
Chairman, NCLD

Chairman and Chief Executive Officer, Trane Inc.
Max’s Dad

James H. Wendorf, Executive Director, NCLD
IMPROVING ACHIEVEMENT

With Research-Based Programs

NCLD prides itself on getting out in front of problems, instead of addressing them after they’ve become entrenched. Our early education initiatives are raising the bar for all students with LD by addressing their needs earlier and more systematically. The evidence shows that, with the right instruction and the right support, students with LD can go farther and higher, reaching high levels of achievement. Here are a few of the ways we are working to ensure their success.

Get Ready to Read!

Through development of the Get Ready to Read! program in 2001, NCLD led the way in helping children develop the skills needed to read. With the help of funders Goizueta Foundation, J.C. Kellogg Foundation and Ford Motor Company, Get Read to Read! screens preschoolers in their progress toward

“Under No Child Left Behind, Congress must preserve the accountability system for students with LD. It is equally important to provide programs and resources for individuals with LD to help them succeed.”

Donald D. Deshler, Ph.D.
Chairman, NCLD Professional Advisory Board; Director, Center for Research on Learning, University of Kansas
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 trained 5,700 early childcare providers and screened an estimated 90,000 children. We estimate that more than 400,000 children have been screened through our efforts on the ground and online since the program began.

As part of our effort to expand the reach of Get Ready to Read! (GRTR!), NCLD and Family Place Libraries completed the second year of a three-year project funded by the Petersmeyer Family Foundation. NCLD supported regional trainings in Norfolk, VA and Harrisburg, PA by providing new GRTR! librarian training and resource kits. Devoting a new section of the GRTR! Web site just to librarians, NCLD offered them access to resources that can assist in introducing GRTR! screenings into their settings.

To further enhance the scientific validity of the GRTR! screening tool, last year 56 early childhood educators, through 74 different early education and child care programs, assessed more than 800 children in five states—Arizona, Georgia, Maryland, Minnesota and New York—using the expanded 25-item version of the tool. In addition to screening data, they collected information about the programs, as well as the children’s demographics and any developmental disabilities. This project will lead directly to establishing national norms for a revised screening tool, which will be published by NCLD’s publishing partner, Pearson Education.

GRTR! Web Site

Providing evidence of the site’s growing number of resources and value to parents and educators, visits to the Get Ready to Read! Web site at www.getreadytoread.org increased in 2007 by 20 percent to a total of nearly 185,000. Page views increased to 1,003,425, an increase of 13 percent from the previous year.

In addition, an online training center now provides a central place to obtain necessary training materials for conducting workshops and professional development with teachers and childcare providers.

With an average of nearly 16,000 monthly subscribers, NCLD’s online Get Ready to Read! newsletter includes early literacy news, articles of interest to the GRTR! community and anecdotes from educators who are successfully incorporating GRTR! into their early childhood programs. The newsletter also includes online resources and literacy activities for parents and educators.

Did you know?

Eight out of ten students with LD struggle with reading.

www.getreadytoread.org

In partnership with the Stern Center for Language and Learning in Williston, Vermont, NCLD co-sponsored a three-part series of Webinars for teachers and childcare providers. These focused on building literacy skills in pre-kindergarten.
Partners and Regional Centers

Through a network of national and local partners, combined with the Web site, the *Get Ready to Read!* program provides authoritative information to professionals and parents, working to ensure we reach underserved populations. The following will provide you with our regional center outcomes in 2007.

**Southeast Regional Center.** Largely focused on the needs of underserved children in and around the city of Atlanta, the Southeast Regional Center greatly exceeded our expectations last year. Our program partners—United Way of Metropolitan Atlanta and Smart Start Georgia—hosted more than 260 training workshops and trained 62 new trained-trainers and 4,000 new screeners, which enabled the screening of an estimated 50,000 children in Georgia. This was almost triple the goal for the first year of a three-year Goizueta Foundation grant.

**Southwest Regional Center.** In collaboration with NCLD, the Arizona Literacy and Learning Center provided professional training sessions to reach 100 trained-trainers and 4,000 new screeners. An estimated 8,000 children were screened in Arizona as a direct result of this training activity and technical assistance in both the *Get Ready to Read!* tool and the Recognition and Response Observation Rating System (RORRS) tool developed with Frank Porter Graham Child Development Institute, University of North Carolina.

**Recognition and Response:** Observing and Addressing the Needs of Young Children

Based on Response to Intervention (RTI), which is designed for school-age children, Recognition and Response is developing a model for pre-kindergarten RTI to address the needs of young children who struggle with learning and who are at risk for learning disabilities.

As part of this effort, NCLD has once again played a leadership role, raising expectations and results in the early education field. In partnership with the Frank Porter Graham Child Development Institute, we initiated the Recognition and Response Observation Rating System.

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**Exceeding Expectations: *Get Read to Read!***

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* 2001-2007: 350,000 estimated number of children screened; 20,000 early childhood educators trained.

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*www.recognitionandresponse.org*
(RRORS). In final stages of development, this tool will provide early educators and parents with a systematic way to document their observations about a 3- to 5-year-old’s learning strengths and weaknesses and to respond as early as possible to those who show signs of learning difficulties.

To plan a series of validation studies, NCLD initiated a comprehensive literature review and convened expert panels, in addition to enlisting the consultation of Bruce A. Bracken, Ph.D., Professor of School Psychology and Counselor Education at The College of William and Mary. Pilot studies of the RRORS have begun with our partners and will conclude in the Spring 2009.

NCLD also launched a Web site, www.recognitionandresponse.org last year with funding from the Emily Hall Tremaine Foundation and the Cisco Foundation. The site features a research paper detailing this new systematic approach to early education and includes other helpful information for professionals such as practical vignettes illustrating ways for classroom teachers to use Recognition and Response. With nearly 44,700 visitors last year, the site also sends email updates to more than 3,400 subscribers.

Did you know?
If not identified and provided help by third grade, 75 percent of children with learning disabilities will still have poor reading skills at the end of high school.

Transitioning to Kindergarten Toolkit

Transitioning to Kindergarten: A Toolkit for Early Education Professionals is a resource developed by NCLD to promote early learning and literacy. Available in print or online at www.getreadytoread.org or at our new Web site www.recognitionandresponse.org, the Toolkit provides opportunities for educators to document critical information about a child’s progress in many areas of development.

Developed with funding from the Oak Foundation and Emily Hall Tremaine Foundation, the Toolkit provides a way for early educators to pass on information about children to their kindergarten teachers.

- Information about a four-year-old’s progress in reading readiness, scores and information from the GRTR! screening tool
- Other information about a four-year-old’s cognitive, social, linguistic and motor development, indicating readiness for kindergarten
- A place to collect a child’s work samples throughout the pre-kindergarten year, providing transition resources for both parents and educators
- Resources for parents and educators about transition to kindergarten
- Our new observational tool, the Recognition & Response Observation & Rating Scale (RRORS)
- GRTR! skill-building activities and screening tools, fact sheets and handouts, many of which are available in both English and Spanish
- A recent endorsement by the American Federation of Teachers (AFT) makes access to the Toolkit easier for millions of educators across the country. The AFT distributed 3,000 print copies to constituents in the field and posted it on their Web site for free downloading.
Early Math Instruction and LD

Educational practices in the field of reading have seen sweeping changes in the past 15 years as a result of scientific research. For the most part, though, early mathematics instructional approaches have not been based on research, nor implemented and evaluated in systematic ways. Therefore, the underlying foundational skills for effective mathematics learning and instruction are currently less well understood than they are for reading.

Nonetheless, there is clearly a need for higher aspirations in math as evidenced by one glaring fact: 64 percent of secondary students with LD are functioning three to five grade levels behind in this subject.

NCLD resolved that further research can help clarify what’s needed and that early screening and targeted help can benefit children who are at risk for learning disabilities in math, leading to better outcomes in secondary education and beyond.

As such, we set out to define the core knowledge and skills necessary for young students to benefit from mathematics instruction in elementary school and to identify features of effective instruction and research-based strategies.

Last year, the LD.org Web site featured a paper entitled Early Identification of Math Difficulties and Disabilities: Beginnings of a Scientific Foundation. Commissioned by NCLD, the paper was authored by participants in NCLD’s 2005 Math & LD Research Roundtable. The authors included 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; Benjamin Clarke, Ph.D., with the Pacifica Institutes for Research, University of Oregon; and Nancy Jordan, Ph.D., a leading researcher in the area of mathematics instruction. A second commissioned paper focuses on children who struggle with math learning.

In March of 2007, an online LD Talk event further expanded on the scientific discussion about math and learning disabilities. Presented by Daniel B. Berch, Ph.D. and Michele Mazzocco, Ph.D., it was entitled Summing Up the Evidence on Math & LD. Berch is associate chief of the Child Development and Behavior Branch at the National Institute of Child Health and Human Development, where he also directs the Program in Mathematics and Science Cognition and Learning. Mazzocco is associate professor at the Johns Hopkins School of Medicine, Department of Psychiatry and Behavioral Sciences, and at the Johns Hopkins Bloomberg School of Public Health, Department of Population and Family Health Sciences.

RTI Action Network: Promoting Systemic Education Reform

With 13 million American children vulnerable for school failure due to learning disabilities or socioeconomic status, an integrated, multi-tiered and systemic approach to instruction has long been needed for struggling learners. Response to Intervention (RTI) provisions of the U.S. Individuals with Disabilities Education Act (IDEA) of 2004 emerged as a team, success-oriented approach to effective instruction—a way to expect more of an educational system and all its learners than in the past.

There’s a pent-up demand for better ways to serve struggling kids than waiting until they crash and burn in third and fourth grades.

James H. Wendorf
Executive Director, NCLD
In partnership with the nations’ leading education associations and top RTI experts last year, NCLD formed the RTI Action Network, which is dedicated to the effective implementation of Response to Intervention (RTI) in school districts nationwide. Its goal is to guide educators and families in the large-scale implementation of RTI so that each child has access to quality instruction and that struggling students—including those with learning disabilities—are identified early and receive the necessary supports to be successful.

Key goals of the RTI Action Network will be to enhance the collaboration between general and special education and to ensure early, expert instruction is matched to individual students’ needs—steps to set students on a successful course before repeated failures take the wind out of their sails. Ongoing monitoring will help students stay on course.

The RTI Action Network has the potential to not only help decrease the numbers in special education, especially the inappropriate overrepresentation of minority youth, through accurate identification of learning disabilities. It also seeks to improve math and reading skills, decrease the numbers of students retained in a grade, and increase high school graduation rates. Accurately identifying necessary resources also has the welcome potential for more efficient use of limited funds.

Last year, NCLD secured grants for the RTI Action Network from the Cisco Foundation—matching the magnitude of these goals. To embark on this ambitious project, NCLD also recruited an RTI Action Network team, enlisted the support of an eminent research and development advisory committee and entered into partnership with major education organizations. Partner-driven and cross-disciplinary with extensive connections to front-line educators and families at the local level and to experts in the field, the RTI Action Network is uniquely positioned to realize the promise of RTI.

Looking Forward

In 2008, we look forward to exceeding our past efforts for young and school-aged children by:

- Adding online tutorials and other resources to our GRTR! Web site
- Engaging our Southeast Regional GRTR! Center to conduct additional state trainings
- Working with national partners who provide services to major networks of pre-K teachers and child care providers
- Supporting our partners at Frank Porter Graham (UNC) to conduct pilot studies and complete a manual that helps with implementation of Recognition and Response
- Completing the Recognition and Response Observation and Rating Scale tool in spring 2008, making it available on our Web sites
- Strengthening the links between and alignment of Recognition and Response and the pre-kindergarten RTI Action Network, helping to facilitate the smooth transition of children from pre-K to school
- Publishing our Transition to Kindergarten Toolkit with educational publisher Corwin Press and expanding our training materials
- Unveiling the RTI Action Network Web site—the “go-to” site for educators and families
Students with LD struggle not only because of neurobiological challenges, but also because we have not held them to high standards or provided them with robust instruction that is differentiated based on need.

— Judy Elliott, Ph.D.
Vice Chairman, NCLD
Professional Advisory Board;
Chief Academic Officer,
Los Angeles Unified School District

BUILDING ON SUCCESS
With Public Policy Solutions

The leading policy organization working on LD and related issues, NCLD works closely with those who are positioned to correct fundamental disparities within our educational system. To this end, we have ongoing outreach to federal agencies, Capitol Hill policymakers and education and advocacy groups, taking the lead with coalitions, such as the Consortium for Citizens with Disabilities. We continue to advocate for new legislative victories that can improve the lives of all people with learning disabilities.
Strengthening the Individuals with Disabilities Education Act

Today, nearly 7 million preschool and school-aged students receive special education services under the Individuals with Disabilities Education Act (IDEA)—the main federal program authorizing state and local aid for children with disabilities, including students with LD.

Last year, NCLD submitted testimony to the U.S. Department of Education on proposed regulations related to Part D of IDEA, which addresses professional development, technical assistance and dissemination and parent information.

In addition, NCLD sought to build on existing statutory language in IDEA to amend No Child Left Behind (NCLB). Largely due to our efforts and those of other organizations, we’ve seen progress in bringing children with LD successfully into the general education environment—in fact, the percentage of children with specific learning disabilities who are spending more than 80 percent of their time in regular classrooms rose from 44 percent in 2000 to 55 percent in 2006.

NCLD moved to capitalize on IDEA by advocating for the following changes in the No Child Left Behind (NCLB) Act:

- The use of up to 15 percent of IDEA Part B funds for Early Intervening Services
- A spotlight on students who need academic and behavioral support to succeed in general education settings
- Funding of professional development focused on early literacy and behavior
- Efforts to minimize overidentification and unnecessary referrals to special education

Strengthening No Child Left Behind

The No Child Left Behind Act 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 provisions for assessment and accountability are designed to focus increased levels of attention on underperforming groups of students and raise expectations for them as well as for their peers.

Knowing how well students with LD are actually doing, however, requires that they be adequately assessed. A Government Accountability Office (GAO) report found, however, that up to 40 percent of students with disabilities are being excluded from National Assessment of Education progress (NAEP) samples. Changing double standards like these is one of the ongoing goals of NCLD.

In addition, NCLD influenced NCLB in 2007 in the following ways.

We submitted extensive testimony to the bipartisan No Child Left Behind Commission, which included key

“...I have just found your Web site’s information on the changes that have come through IDEA and think it’s an outstanding effort to bring together information, parent perspectives and tools for success...”

Mary Castro Summers, Director, Family TIES of Massachusetts
Special education law requires that students participate in the regular classroom and accountability system as much as possible. “Rewards & Roadblocks” clearly illustrates improved outcomes in schools that are making use of this requirement. The report also supplies data substantiating the ability of students with LD to perform at grade level within a proficient range.

The second report addresses the importance of accommodations, as well as the challenge of evaluating accommodations that tend to be incredibly variable from state to state. As such, this report sheds light on additional improvements that are needed in the reauthorization of NCLB and other legislative policies.

The only disability organization to fully take on reauthorization of NCLB, we continue to chip away at an environment of low expectations among many members of Congress. Discounting the potential of students with Individualized Education Programs (IEPs), some legislators recently moved to use IEPs as a way to gauge students’ proficiency. With NCLD’s leadership, parents and educators sent an onslaught of more than 1,000 emails to legislators last summer, helping to avert passage of the bill that contained this potentially damaging language.

By contrast, NCLD asserts that the vast majority of students with LD have the capacity to earn a regular high school diploma and, by definition, have no significant cognitive problems. To corroborate this view, we commissioned two reports last year: “Rewards & Roadblocks: How Special Education Students are Faring Under No Child Left Behind” and “State Testing Accommodations: A Look at Their Value and Validity.”

Advocacy Center

At its Web site, NCLD hosts a Legislative Action Center (LAC), which allows NCLD to initiate grassroots e-advocacy support to more than 12,320 subscribers and to educate Congress and the media about issues affecting individuals with learning disabilities. The LAC provides advocates with quarterly legislative updates, as well as e-alerts on specific legislative initiatives.
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 No Child Left Behind, which demands high expectations and holds 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
- Positioning 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
- Promoting ways to better train and equip school leaders and teachers to successfully implement system-wide changes to benefit all learners
- Allowing for the addition of a growth model factor to the existing Adequate Yearly Progress (AYP) determination procedure, requiring states to develop the capacity to build the data systems and other infrastructure necessary to include student growth as a part of NCLB accountability, and ensuring that Congress provides funding to states for this purpose
- 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

Did you know?

Three times as many students with LD drop out of high school as those in the general population.
INCREASING KNOWLEDGE AND RAISING AWARENESS

Information about LD

Each year, NCLD reaches millions of people through symposiums, its Web site, the media, and 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. Here are the various avenues we used last year to communicate with those who most need this information.
Symposium on Transition to College

Students with LD often face challenging transitions as they make the leap from high school to college. High dropout and low matriculation rates are a personal tragedy for many with far-reaching economic and social consequences for the country. To help address some of these challenges and explore stronger transition plans and policies, NCLD joined the Educational Testing Service (ETS) to organize a special symposium in October of 2006.

Addressing Achievement Gaps: Students with Learning Disabilities Transitioning from High School to College was a conference with a diverse audience that brought together 250 experts and researchers, educators, guidance counselors, college admissions professionals, postsecondary disability coordinators, advocates, parents and students. Presenters covered such wide-ranging topics as legal rights, assistive technology, admissions testing and requirements and the changing role of parents.

Web Resources

LD.org is an entry 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. Always searching for new ways to inform, we continue to add to a voluminous reservoir of information about LD. As of April 2007, the number of visitors was up 36 percent over the previous year. Overall, the number of visitors coming to our site last year was 662,736—an increase of more than 29 percent—with page views increasing by about 21 percent.

Parent Center

NCLD’s 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 continues to evolve, and now includes the following:

- Parenting Strategies. This section provides practical information about skill building for healthy development, as well as strategies to help children navigate homework, relationships and other challenges of daily living.
- Essential Information. Here parents can find the basics about learning disabilities, symptom checklists and features of other disorders that can occur along with LD.
- Education-Related Laws. This section provides an overview of education-related laws affecting children with learning disabilities—No Child Left Behind (NCLB), the Rehabilitation Act of 1973 Section 504 and the Individuals with Disabilities Education Act (IDEA).

- Parent Guides/Advocacy Essentials. NCLD has created Parent Guides that help decode the language of NCLB, IDEA and Response to Intervention (RTI). With these guides, parents can learn how to interpret the impact of the law on their children’s education. Augmenting these guides are a variety of advocacy briefs detailing topics such as high-stakes testing, transition to college and appropriate accommodations for students with Individualized Education Programs or 504 Plans.

Did you know?

Fifteen million individuals in the United States have a learning disability.
LD InfoZone

InfoZone is consistently one of the most popular sections of LD.org, dominating the top 10 pages viewed by visitors with more than 32,000 page views of its main page last year. Individuals can find easy-to-read, yet detailed, fact sheets, links to major reports or helpful resources and information from leading researchers in the field of 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.

LD Talk

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. Last year, LD Talk had more than 17,000 visitors and almost 32,000 page views.

Other Web Resources

Our electronic monthly newsletter, LD News, reached an average of 19,350 subscribers each month last year, providing parents and educators with a consistent, reliable source of information about learning disabilities. Recent articles covered topics on student achievement since NCLB, the neurobiology of LD, Recognition and Response and math-based learning disabilities. Educators and parents can also find summaries of current research in the field of learning disabilities in the Research Round-up column published in LD News.

A sample of LD talks:

- **LD and Written Expression** with Dr. Steve Graham, Currey Ingram Professor of Literacy, Vanderbilt University and Dr. Karen Harris, Currey Ingram Professor of Special Education and Literacy, Vanderbilt University

- **Creating an Independent Future for Your Child with LD** with Anne Ford, Chairman Emeritus, NCLD

- **Reading and Response to Intervention (RTI): How Students Benefit from Multi-Tiered Instruction and Intervention** with Dr. Sharon Vaughn, H.E. Hartfield/Southland Corp. Regents Chair & Professor, University of Texas at Austin, and Dr. Jeanne Wanzek, Research Assistant, Vaughn Gross Center for Reading and Language Arts, University of Texas at Austin

- **Summing Up the Evidence on Math and LD** with Dr. Daniel B. Berch, Associate Chief, Child Development and Behavior Branch, National Institute of Child Health and Human Development, National Institutes of Health and Dr. Michele Mazzocco, Associate Professor, Johns Hopkins School of Medicine, Department of Psychiatry and Behavioral Sciences, and Johns Hopkins Bloomberg School of Public Health, Department of Population and Family Health Sciences

For more information, or to download full transcripts, visit www.NCLDtalks.org.
As we look to 2008, 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:

- Rebuilding our LD.org site to improve user navigation and interactivity
- Launching a new Web site for the RTI Action Network
- Launching a new Parent Talk series, modeled after LD Talk
- 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

LD Essentials Newsletter

In its third 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 content 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.

Here’s a sample of articles we were mentioned in last year:

- **New York Times**: “Early Repairs in Foundation for Reading?” (10/4/06)
- **Wall Street Journal**: “Disability Friendly Companies” (11/16/06)
- **Ladies Home Journal**: “Could it be a Learning Disability?” (9/1/06)
- **American Teacher**: “Where To Find It” (1/1/07)
- **Chicago Tribune Online Edition**: “Making the Grade Just Got Easier” (3/13/07)

Looking Forward

NCLD in the Media

NCLD continues to be an 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.

Ethan H., 17, Brentwood, TN
CELEBRATING OUR COMMUNITY

Our 30th Anniversary Benefit Dinner

With last year’s 30th anniversary benefit dinner, Voices of our Children, Voices of our Future, raising $2.2 million, we took the opportunity to honor those who have championed the needs of children with LD. Spotlighting their achievements at our Annual Benefit Dinner, we surpassed the fundraising efforts of previous years. The NCLD benefit dinner is the nation’s single largest fundraising event in support of people with learning disabilities.

Honorees for the event included the following:

- Art Ryan, Prudential Chairman and CEO, who received the Spirit of Achievement Award for his efforts in funding initiatives that strengthen elementary public education and promote literacy
- Donald D. Deshler, Ph.D., professor in the School of Education and director of the Center for Research on Learning at the University of Kansas, who
Clay Aiken, multi-platinum recording artist and a star during *American Idol’s* second season, who received the *Children’s Advocacy Award* for his work promoting and funding educational programs for children with special needs.

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2007 Anne Ford Scholarship

Established by the NCLD Board to honor Ms. 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 sixth year, the award went this year to Ryan Makinson of Greensboro, North Carolina.

---

2006 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. This year’s award went to Joyce Bannerot, Ph.D. from Popham Elementary School in Del Valle, Texas.

---

2007 Pete and Carrie Rozelle Award

Named after the 1977 founders of NCLD—formerly the Foundation for Children with Learning Disabilities—this 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 149, the Christa McAuliffe School in Jackson Heights, NY.
ACKNOWLEDGMENTS, DONOR LISTINGS & FINANCIALS

Major Donors

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.

NCLD Leadership Giving

Kristine Baxter
Jody Bellows
Margi Booth
Robert M. Buxton
Stephen S. Crawford
Donald D. Deshler, Ph.D.
Drake D. Duane, M.D.
Judy Elliott, Ph.D.
Harold Epstein
Anne Ford
John G. Gantz, Jr.
Scott Gilman
Alison Fial Greene
Ed Greene, Ph.D.
Mark J. Griffin, Ph.D.
John Hagen, Ph.D.
Daniel P. Hallahan, Ph.D.
William Haney
John Ingram
The Honorable Thomas H. Kean
Stevan J. Kukic, Ph.D.
Michael C. Lasky
Bob Lichtenstein, Ph.D.
Abigail McKenna
Mark A. Michael
Catherine A. Nugent
Betty Osman, Ph.D.
Alan Pesky
Blanche Podhajski, Ph.D.
Frederic M. Poses
Richard Strauss
James H. Wendorf
Audrey Zinman

$500,000 and Greater

The Cisco Foundation
Mr. and Mrs. Frederic M. Poses

$20,000 – $99,999

Anonymous
American International Group, Inc.
American Standard Companies, Inc.
Mr. Alan Belzer and Ms. Susan Martin
Mr. and Mrs. Stephen S. Crawford
Mr. and Mrs. G. Peter D’Aloia
Mr. Ken DeRegt
Ms. Anne Ford
Mr. Robert Charles Golden and Ms. Maureen Moore
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The Hirsch Family Foundation
J.C. Kellogg Foundation
Mr. Michael C. Lasky and Ms. Peggi Einhorn
Mr. and Mrs. James Marden
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Tishman Speyer Properties
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$100,000 – $499,999

Ford Motor Company Fund
Mr. and Mrs. John R. Ingram
Ms. Mary Q. Pedersen
Prudential Financial
Charles and Helen Schwab Foundation
Emily Hall
Tremaine Foundation

$10,000 – $19,999

Mr. and Mrs. Arthur Bellows
Mr. Stephen Berger and Ms. Cynthia C. Wainwright

$10,000 – $19,999

Ms. Margi Booth
Mr. and Mrs. Lawrence Bossidy
Ms. Dana Buchman and Mr. Thomas Farber
Cahill Gordon & Reindel LLP
The Honorable Gaston Caperton
Mr. Marvin H. Davidson
Dr. and Mrs. Donald D. Deshler
Dr. Drake D. Duane
Educational Testing Service
Mr. and Mrs. Tim Eller
Emerson Electric Co.
Ms. Charlotte M. Ford
Mr. Theodore J. Forstmann
Mr. and Mrs. Michael C. Greene
J.P. Morgan Chase & Co.
Mr. Charles Kanter and Ms. Shelly London
Morgan Stanley
Navigant Consulting
Pearson plc
Raytheon Company
Patrick G. and Shirley W. Ryan Foundation
Mr. and Mrs. Phillip Satow
Mr. Evan Sheinberg and Ms. Abigail McKenna
Sullivan & Cromwell
Mr. and Mrs. Lenard B. Tessler
Thermo Electron Corporation
Mr. and Mrs. Stephen Zwick
$5,000–$9,999
Aon Foundation
Argonaut Group Inc.
ASI System Integration, Inc.
Mr. and Mrs. William Barnet
The Berkley Foundation, Inc.
BlackRock Solutions
Ms. Jane Bressler
Buck Consultants (an ACS Company)
Mr. and Mrs. Daniel P. Burnham
Mr. Robert M. Buxton
Citigroup
Comerica Bank
Computer Share
Mr. Brad Costello
Mr. Jonathan Costello
Mr. Todd Danhauser and Ms. Jenifer Brorsen
Diversified Information Technologies, Inc.
ebusinessware, Inc.
Electronic Data Systems
Fidelity Investments
Folksamera
Reinsurance Company
Ms. Allegra C. Ford
Ms. Elena A. Ford
Ms. Ethel Friedman
Mr. John G. Gantz, Jr. and Ms. Margot Levinson
Mr. and Mrs. Michael Goldstein
Mr. and Mrs. David S. Grayson
ITT Industries, Inc.
Ms. Barbara S. Jacobs
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Mr. Pete Karp
The Honorable Thomas H. Kean
Ruth and Seymour Klein Foundation
Ms. Lucy Klingenestein
Mr. Jeffrey Lorberbaum
The J. Willard and Alice S. Marriott Foundation
Mr. and Mrs. Mark A. Michael
New York Marriott Marquis
Ms. Susan Naci
Mr. Gary P. Naftalis
Ms. Henrietta Poses
Pricewaterhouse Coopers LLP
R2K, Inc.
Mr. and Mrs. John R. Robinson
RR Donnelley
Mr. Art Ryan
Mr. and Mrs. Henry B. Schacht
Mr. and Mrs. Larry B. Scheinfeld
Seven Seven Softwares, Inc.
Mr. and Mrs. Richard E. Snyder
Mr. and Mrs. Michael W. Sonnenfeldt
Sonnenschein Nath & Rosenthal LLP
Tata America International Corp.
Van Pelt Foundation
Ambassador and Mrs. William vanden Heuvel
Verizon Communications
W.R. Grace Foundation, Inc.
Mr. and Mrs. Louis A. Weil, III
Mr. and Mrs. Michael Weisberg
Xerox
Mr. Jonathan P. Zambetti

$2,500–$4,999
Mr. Clay Aiken
Mr. Carlos Arrom
Mr. and Mrs. Jonathan E. Babkow
The Howard Bayne Fund
Ms. Maureen B. Brenner
Mr. and Mrs. Lawrence Costello
Ms. Anne Fifick
First Tennessee
Mr. and Mrs. R. Bruce Fisher
Mr. and Mrs. Edward Gardner
Dr. and Mrs. Mark J. Griffin
Mr. and Mrs. William D. Haney
Interp Radio Store
Mr. and Mrs. Nelson Kier
Mr. and Mrs. Fredric Mack
Mr. Antonio Magliocco and Ms. Carla Solomon
Mr. and Mrs. Thomas F. Marano
The Max Leather Group, Inc.
Ms. Theresa Menefee
Mr. and Mrs. Daniel M. Neidich
Mr. Jake M. Poses
Ms. Kristine Baxter Rein
Sitel Corporation and Affilates
Mr. and Mrs. Thomas Tizzio

$1,000–$2,499
Aetna
Mr. Herbert A. Allen
American Express Foundation
Mr. Peter Arbeeny
Ms. Eileen M. Ashley
Sol and Margaret Berger Foundation
Ms. Freya Block

The Boston Consulting Group, Inc.
Mr. Eric Brophy
Mr. and Mrs. William Browne
CIT Group, Inc.
Mr. E. Graham Clark
Ms. Kathryn O. Costello
Mr. Robert Cummings
Mr. John J. Davis
Mr. and Mrs. John W. Day
Mr. and Mrs. Reed Deshler
Mr. Curtis DeVito and Mr. Dennis Wedlick
Ms. Arlene Falk Hillman
Fidelity Residential Solutions, Inc.
Ms. Karen Finerman
Mr. and Mrs. Brian D. Fitzgerald
Mr. J. Christopher Flowers and Ms. Mary H. White
Mr. Steve Forbes and Ms. Sabina Beekman
Mr. John Fowler and Mr. Brooke McMurray
Frenkel & Co., Inc.
Mr. Stephen Fromm
Dr. and Mrs. Jeffrey Garbis
Mr. and Mrs. George P. Gugelmann
Ms. Maria Hackley
Ms. Laura Heneghan
Bernard Hodes Group Inc.
Mr. and Mrs. Richard Horowitz
Mr. James R. Houghton
Mr. and Mrs. Isaac Kier
Mr. Richard Kleinman
Ms. Cindy Kroeger
Kurtz Family Foundation
Mr. and Mrs. Robert A. Levinson
Mr. Robert B. Machinist and Ms. Caroline Hirschfeld
Mr. and Mrs. Lee W. Mather
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**

Ms. Alyssa Aisenson
Mr. Bill Albert
Crescent Graphics
Paul H. Brookes
Publishing Co., Inc.
Ms. Candace Cortiella
The Advocacy Institute

Mr. and Mrs. Stephen M. McPhersen
Mediconnect Global
Mr. Clay W. Moorhead
Mr. Rodman W. Moorhead
Mr. Edward A. Moritz
Mr. Edward Muller and Ms. Patricia Bauer
Mr. Michael Nierenberg
Mr. Michael Ostroff
Mr. Russell Palmer
Mr. and Mrs. Alan D. Pesky
Mr. and Mrs. Andrew W. Potash
Mr. Mike Pratt
Mr. and Mrs. Peter Rothschild
Royal Impressions
Mr. and Mrs. Peter M. Sacerdote
Mr. and Mrs. Ned Sadaka
Ms. Christie C. Salomon
Mr. and Mrs. Leslie J. Schreyer
Mr. and Mrs. Eric Schwartz
Mr. and Mrs. Eriberto R. Scocimara
Mr. Christopher Scott
Sidney Stern Memorial Trust

Mr. and Mrs. William H. Swanson
The James H. & Margaret Tabeling Foundation, Inc.
Ms. Lesley E. Taylor
Mr. Daniel Tishman
Toys “R” Us
Children’s Fund, Inc.
Ms. Kimberly Trama
United Way of Metropolitan Atlanta, Inc.
Vypak Consulting
Mr. John H. Weber
Mr. and Mrs. David N. Weidman
Mr. James H. Wendorf
Ms. Tracey White
Mr. Mark Wilf
Mr. and Mrs. John H. Wilson
Mr. Dennis Zeleny

$500 – $999

The AEG Family Foundation
Mr. Alan Altschuler
Mr. and Mrs. Seth Bernstein
Mr. and Mrs. Murray Bodin
Ms. Wendy Breck
Mr. and Mrs. Lawrence Bukzin

Mr. and Mrs. Catherine Mathis
Canada Life Reinsurance
Community Foundation of Western Massachusetts
Cooper, Robertson
and Partners
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Mr. and Mrs. Dean Ellerthorpe
Mr. Harold Epstein
Ms. Sylvia M. Erhart
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Ms. Nancy S. Heller
Ms. Patricia A. Holmes
Mr. and Mrs. David S. Joys
Mr. and Mrs. Yonatan Koch
Mr. and Mrs. Mark Kurman

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Mr. Michael C. Lasky
Davis and Gilbert, LLP
Ms. Kathleen Mercier
Mr. Ross Pollack
Mr. Frederic M. Poses
American Standard
Nancy and Fred Poses
Alexa Posny, Ph.D.
Office of Special Education Programs
Ms. Erica Prochaska
Sopris West Educational Services
92nd Street Y

Ms. Sue Rigney
Office of Elementary and Secondary Education, U.S. Department of Education
Martha Thurlow, Ph.D.
National Center for Educational Outcomes
Sopris West Educational Services
Unirisc
## Financial Statement

**National Center for Learning Disabilities, Inc.**

**Statements of Financial Position**
June 30, 2007 and 2006

<table>
<thead>
<tr>
<th>ASSETS</th>
<th>2007</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and cash equivalents</td>
<td>$1,534,789</td>
<td>$998,100</td>
</tr>
<tr>
<td>Contributions and other receivables, net of allowance for uncollectible promises of $20,900 and $30,000 for 2007 and 2006, respectively</td>
<td>2,313,427</td>
<td>660,269</td>
</tr>
<tr>
<td>Prepaid expenses and other assets</td>
<td>21,923</td>
<td>27,729</td>
</tr>
<tr>
<td>Investments</td>
<td>570,765</td>
<td>798,086</td>
</tr>
<tr>
<td>Security deposits</td>
<td>10,625</td>
<td>10,625</td>
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<tr>
<td>Property and equipment, net of accumulated depreciation and amortization of $412,935 and $378,840 for 2007 and 2006, respectively</td>
<td>120,286</td>
<td>142,194</td>
</tr>
<tr>
<td><strong>Total assets:</strong></td>
<td><strong>$4,571,815</strong></td>
<td><strong>$2,637,003</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LIABILITIES AND NET ASSETS</th>
<th>2007</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liabilities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts payable and accrued expenses</td>
<td>$651,270</td>
<td>230,615</td>
</tr>
<tr>
<td>Deferred rent and other liabilities</td>
<td>30,000</td>
<td>7,788</td>
</tr>
<tr>
<td><strong>Total liabilities:</strong></td>
<td><strong>$681,270</strong></td>
<td><strong>$238,403</strong></td>
</tr>
<tr>
<td>Net Assets:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrestricted</td>
<td>$1,375,036</td>
<td>968,609</td>
</tr>
<tr>
<td>Temporarily restricted</td>
<td>2,515,509</td>
<td>1,429,991</td>
</tr>
<tr>
<td><strong>Total net assets:</strong></td>
<td><strong>$3,890,545</strong></td>
<td><strong>$2,398,600</strong></td>
</tr>
<tr>
<td><strong>Total liabilities and net assets:</strong></td>
<td><strong>$4,571,815</strong></td>
<td><strong>$2,637,003</strong></td>
</tr>
</tbody>
</table>

The financial statements of NCLD for the fiscal year ended June 30, 2007 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 Activity

#### Year Ended June 30, 2007

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unrestricted</td>
<td>Temporarily Restricted</td>
<td>Total</td>
</tr>
<tr>
<td><strong>Revenues, Gains and Other Support:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenue from annual fundraising event</td>
<td>$2,241,334</td>
<td>$</td>
<td>$2,241,334</td>
</tr>
<tr>
<td>Direct costs from annual fundraising event</td>
<td>(335,167)</td>
<td>$</td>
<td>(335,167)</td>
</tr>
<tr>
<td>Net support from fundraising events:</td>
<td>$1,906,167</td>
<td>$</td>
<td>$1,906,167</td>
</tr>
<tr>
<td>Contributions</td>
<td>474,354</td>
<td>2,668,063</td>
<td>3,142,417</td>
</tr>
<tr>
<td>Investment income</td>
<td>79,585</td>
<td>$</td>
<td>79,585</td>
</tr>
<tr>
<td>Net assets released from restrictions</td>
<td>1,582,545</td>
<td>(1,582,545)</td>
<td>$</td>
</tr>
<tr>
<td><strong>Total revenues, gains and other support:</strong></td>
<td>$4,042,651</td>
<td>$1,085,518</td>
<td>$5,128,169</td>
</tr>
<tr>
<td><strong>Expenses:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Program Services:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program and research</td>
<td>1,719,558</td>
<td>$</td>
<td>1,719,558</td>
</tr>
<tr>
<td>Essential Information</td>
<td>872,352</td>
<td>$</td>
<td>872,352</td>
</tr>
<tr>
<td>Public policy</td>
<td>346,014</td>
<td>$</td>
<td>346,014</td>
</tr>
<tr>
<td><strong>Total program services:</strong></td>
<td>$2,937,924</td>
<td>$</td>
<td>$2,937,924</td>
</tr>
<tr>
<td><strong>Support Services:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management and general</td>
<td>422,953</td>
<td>$</td>
<td>422,953</td>
</tr>
<tr>
<td>Fundraising and development</td>
<td>275,347</td>
<td>$</td>
<td>275,347</td>
</tr>
<tr>
<td><strong>Total support services:</strong></td>
<td>$698,300</td>
<td>$</td>
<td>$698,300</td>
</tr>
<tr>
<td><strong>Total expenses:</strong></td>
<td>$3,636,224</td>
<td>$</td>
<td>$3,636,224</td>
</tr>
<tr>
<td><strong>Change in net assets:</strong></td>
<td>$406,427</td>
<td>$1,085,518</td>
<td>$1,491,945</td>
</tr>
<tr>
<td><strong>Net Assets:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning of the year:</td>
<td>$968,609</td>
<td>$1,429,99</td>
<td>$2,398,600</td>
</tr>
<tr>
<td>End of the year:</td>
<td>$1,375,036</td>
<td>$2,515,509</td>
<td>$3,890,545</td>
</tr>
</tbody>
</table>

The financial statements of NCLD for the fiscal year ended June 30, 2007 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 June 1, 2008**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frederic M. Poses</td>
<td>Chairman of the Board, Chief Executive Officer</td>
<td>Trane Inc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Piscataway, NJ</td>
</tr>
<tr>
<td>Anne Ford</td>
<td>Chairman Emeritus</td>
<td>AFLD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>New York, NY</td>
</tr>
<tr>
<td>William Haney</td>
<td>Secretary</td>
<td>Joint General Manager and General Counsel, Americas Division, Sumitomo Mitsui Banking Corporation</td>
</tr>
<tr>
<td>Mary J. Kalikow</td>
<td>Vice Chair</td>
<td>New York, NY</td>
</tr>
<tr>
<td>Mark A. Michael</td>
<td>Treasurer</td>
<td>Managing Director</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bear, Stearns &amp; Co. Inc.</td>
</tr>
<tr>
<td>Kristine Baxter</td>
<td>Head</td>
<td>The Churchill School and Center</td>
</tr>
<tr>
<td>Jody Bellows</td>
<td></td>
<td>Greenwich, CT</td>
</tr>
<tr>
<td>Margi Booth</td>
<td>President</td>
<td>M Booth &amp; Associates, Inc.</td>
</tr>
<tr>
<td>Robert M. Buxton, CFA</td>
<td>Executive Vice President</td>
<td>Peter Kimmelman Asset Management</td>
</tr>
<tr>
<td>Stephen S. Crawford</td>
<td>Partner</td>
<td>Centerview Partners</td>
</tr>
<tr>
<td>Donald D. Deshler, Ph.D.</td>
<td>Director</td>
<td>Center for Research on Learning</td>
</tr>
<tr>
<td>Drake D. Duane, M.D.</td>
<td>Director, Institute for Developmental Behavioral Neurology</td>
<td>Arizona Dystonia Institute</td>
</tr>
</tbody>
</table>

**NCLD Staff Team Directory**
**as of June 1, 2008**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>James H. Wendorf</td>
<td>Executive Director</td>
<td></td>
</tr>
<tr>
<td>Jill Andwood</td>
<td>Finance and Operations</td>
<td></td>
</tr>
<tr>
<td>Alan Bendich</td>
<td>Director</td>
<td></td>
</tr>
<tr>
<td>Katie Cecil</td>
<td>Individual Giving Officer</td>
<td></td>
</tr>
<tr>
<td>Regina Cooper</td>
<td>Data Entry Specialist</td>
<td></td>
</tr>
<tr>
<td>Teneille Craig</td>
<td>Office Assistant/Receptionist</td>
<td></td>
</tr>
<tr>
<td>Michaelyn Elder</td>
<td>Managing Editor</td>
<td></td>
</tr>
<tr>
<td>Karen Golembeski</td>
<td>Assistant Director</td>
<td></td>
</tr>
<tr>
<td>Jaana Hinkkanen</td>
<td>Assistant Director</td>
<td></td>
</tr>
<tr>
<td>Sheldon H. Horowitz, Ed.D.</td>
<td>Director</td>
<td></td>
</tr>
<tr>
<td>Laura Kaloi</td>
<td>Director</td>
<td></td>
</tr>
<tr>
<td>Negar Kordestani</td>
<td>Program Assistant</td>
<td></td>
</tr>
<tr>
<td>Theodore Morgan</td>
<td>Director</td>
<td></td>
</tr>
</tbody>
</table>

**NCLD Board of Directors**
**as of June 1, 2008**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>John G. Gantz, Jr.</td>
<td></td>
<td>White Plains, NY</td>
</tr>
<tr>
<td>Alison Fial Greene</td>
<td></td>
<td>Scarsdale, NY</td>
</tr>
<tr>
<td>Mark J. Griffin, Ph.D.</td>
<td>Headmaster</td>
<td>Eagle Hill School</td>
</tr>
<tr>
<td>John R. Ingram</td>
<td>Vice Chairman</td>
<td>Ingram Industries</td>
</tr>
<tr>
<td>The Honorable Thomas H. Kean</td>
<td></td>
<td>TKH Consulting</td>
</tr>
<tr>
<td>Jay Kos</td>
<td>Owner and Lead Designer</td>
<td>Jay Kos</td>
</tr>
<tr>
<td>Stevan J. Kukic, Ph.D.</td>
<td>Vice President for Professional Services</td>
<td>Sopris West Educational Services</td>
</tr>
<tr>
<td>Michael C. Lasky</td>
<td>Partner</td>
<td>Davis and Gilbert, LLP</td>
</tr>
<tr>
<td>Abigail McKenna</td>
<td>Managing Director</td>
<td>Investment Management</td>
</tr>
<tr>
<td>Alan D. Pesky</td>
<td>Principal</td>
<td>A. D. Pesky Co.</td>
</tr>
<tr>
<td>Richard E. Snyder</td>
<td></td>
<td>New York, NY</td>
</tr>
<tr>
<td>Richard C. Strauss</td>
<td>Chairman &amp; Chief Executive Officer</td>
<td>RCS Investments</td>
</tr>
<tr>
<td>Audrey Zinman</td>
<td></td>
<td>New York, NY</td>
</tr>
</tbody>
</table>
Donald D. Deshler, Ph.D.
Chairman
University of Kansas
Lawrence, KS

Judy Elliott, Ph.D.
Vice Chairman
Los Angeles Unified School District
Los Angeles, CA

Daniel B. Berch, Ph.D.
University of Virginia
Charlottesville, VA

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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.

In honor of our 30th anniversary, we asked children, adolescents and adults with learning disabilities (LD) to tell us their stories. The images you see throughout this annual report are expressions of the hopes, dreams, challenges and successes they face—portraits of their lives living with LD.

Learning Disabilities
The Facts

The Impact of Learning Disabilities (LD)
15 million individuals in the U.S. have LD
2.7 million students in public schools have LD
44% of school-aged students served under the Individuals with Disabilities Education Act (IDEA) have LD
80% of students with LD struggle in the area of reading

The Current System Is Failing Students with LD
75% of children with learning difficulties who, if not identified and provided help by grade 3, will still have poor reading skills at the end of high school
21% of high school students with LD are reading 5 or more grade levels behind
36% of students with LD have been retained at grade level during their K-12 school career
51.7% of students removed, suspended or expelled from school have a learning disability

The Need to Raise Achievement for All Children
31.6% of students with LD drop out of high school versus 9.4% of students in the general population
57.4% of students with LD graduate from high school with a regular diploma versus 87.6% of students in the general population

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