FACT SHEET

• As many as 1 in 5 children in the U.S. is estimated to have learning and attention issues, although only a small subset is formally identified with a disability in school  
  (National Center for Learning Disabilities, 2017)

• Of the 15% of children in the US receiving disability services in 2022–23, over one-third or approximately 2.4 million students are identified with learning disabilities (LD)  
  (US Dept of Education)

• Approximately 6 million children (9.8%) have ever been diagnosed with attention deficit disorder (ADHD)  
  (2016-2019 National Survey of Children’s Health)

• 93% of 4th and 8th graders with LD are not proficient in math  
  95% of 4th- and 8th-grade students with LD are not proficient in reading  
  (US Dept of Education, 2022)

• Approximately 65 – 70% of young people involved with the juvenile justice system have a disability, while the rate of young people incarcerated with disabilities is estimated to be 30 – 60% or higher  
  (National Center on Criminal Justice and Disability and the IRIS Center)

• Students with disabilities drop out of high school at more than twice the rate of their peers  
  (US Dept of Education, 2020-2021)

• Just over 21% of students with LD enrolled in a 4-year college up to 8 years after high school  
  (National Longitudinal Transition Study)

• The rate of unemployment for people with disabilities in 2023 was twice the rate of those without disabilities  
  (BLS)

• Recent research by the National Center for Learning Disabilities indicates widespread ignorance and stigma among teachers, concerning LD and ADHD  
  1 in 3 teachers viewed students’ learning or attention issues as laziness  
  1 in 4 teachers believed learning and attention issues can be outgrown  
  1 in 4 teachers believed attention disorders are the result of bad parenting  
  Only 50% of teachers surveyed felt strongly that students with learning or attention issues can achieve at grade-level standards  
  (NCLD, 2019)

Updated for 2024