**Students with Disabilities who may require alternate format materials**

|  |  |  |  |
| --- | --- | --- | --- |
| **Group** | **Student Count** | **% of Total**  | **Source** |
| Number of Children – Age 3-21 | **77,927,000** | **-** | [U.S. Census Bureau, Current Population Survey, October 2009. http://www.census.gov/population/www/socdemo/school/cps2009.html](http://www.census.gov/population/www/socdemo/school/cps2009.html)  |
| Number of Students – Age 3-21 | **65,693,000** | **100.00%** |  [U.S. Census Bureau, Current Population Survey, October 2009. http://www.census.gov/population/www/socdemo/school/cps2009.html](http://www.census.gov/population/www/socdemo/school/cps2009.html)  |
| Students w/ Identified Disabilities | 6,613,989 | 10.07% | Retrieved 2/11/11 & 2/18/11 from Data Accountability Center [DAC https://www.ideadata.org/DACAnalyticTool/Intro\_2.asp](https://www.ideadata.org/DACAnalyticTool/Intro_2.asp)  |
| Students w/ IEPs and Service Plans | 6,367,014 | 9.69% | [Institute for Education Science National Center for Education Statistics Common Core of Data http://nces.ed.gov/ccd/](http://nces.ed.gov/ccd/)  |
| Students w/ Section 504 plans | 444,035 | 0.68% | [Civil Rights Data Collection http://ocrdata.ed.gov/Default.aspx](http://ocrdata.ed.gov/Default.aspx)  |
| Students w/ Learning Disabilities | 2,500,623 | 3.81% | [DAC https://www.ideadata.org/DACAnalyticTool/Intro\_2.asp](https://www.ideadata.org/DACAnalyticTool/Intro_2.asp)  |
|  **Reading related LD** | 2,000,498 | 3.05% | NCLD, informal communication, March 14, 2011; NCEO, informal communication, March 30, 2011 |
| **Students w/ Visual Impairments (including MD with VI)** | 80,978-122,956 |  .12%-.19% | DAC https://www.ideadata.org/DACAnalyticTool/Intro\_2.asp; Kirchner & Diament (1999); J. Erin (personal communication, March 18, 2011). Note that Kirchner & Diament estimates are birth- 21. Note that visually impaired students from IDEA multiple disability category are included in this estimate. Kirchner & Diament (1999); J. Erin (personal communication, March 18, 2011) |
| Blind  | 4,688-6,525 | .01% | [DAC https://www.ideadata.org/DACAnalyticTool/Intro\_2.asp and](https://www.ideadata.org/DACAnalyticTool/Intro_2.asp)From the Special Education Elementary Longitudinal Study. These rates are based on a sample of 8- to 15-year-old students receiving special education services under the IDEA category “visual impairment including blindness [Retrieved from: http://www.seels.net/designdocs/SEELS\_VI\_report\_final.pdf; Kirchner & Diament (1999); J. Erin (personal communication, March 18, 2011)](file:///C%3A%5CUsers%5CSkip%20Stahl%5CDesktop%5CGoldstein%5CSWD%20Print%20disabilities%5CRetrieved%20from%3A%20http%3A%5Cwww.seels.net%5Cdesigndocs%5CSEELS_VI_report_final.pdf%3B%20Kirchner%20%26%20Diament%20%281999%29%3B%20J.%20Erin%20%28personal%20communication%2C%20March%2018%2C%202011%29)  |
| Low Vision  | 24,609-36,975 | .04%-.06% | [DAC https://www.ideadata.org/DACAnalyticTool/Intro\_2.asp and](https://www.ideadata.org/DACAnalyticTool/Intro_2.asp)Same as the category for Blind just above; Kirchner & Diament (1999); J. Erin (personal communication, March 18, 2011) |
| Deaf/Blind  | 1,581-10,800 | .002%-.02% | [DAC https://www.ideadata.org/DACAnalyticTool/Intro\_2.asp; Kirchner & Diament (1999)](file:///C%3A%5CUsers%5CSkip%20Stahl%5CDesktop%5CGoldstein%5CSWD%20Print%20disabilities%5CDAC%20https%3A%5Cwww.ideadata.org%5CDACAnalyticTool%5CIntro_2.asp%3B%20Kirchner%20%26%20Diament%20%281999%29)  |
| Multiple Disabilities & VI | 50,100 | .08% | Kirchner & Diament (1999) |
| Students w/ Physical Disabilities  | 65,615 | 0.10% | [DAC https://www.ideadata.org/DACAnalyticTool/Intro\_2.asp](https://www.ideadata.org/DACAnalyticTool/Intro_2.asp) |
| **Unable to hold book, turn pages** | 52,230 | 0.08% | [DAC https://www.ideadata.org/DACAnalyticTool/Intro\_2.asp and](https://www.ideadata.org/DACAnalyticTool/Intro_2.asp)From “Disability Profiles of Elementary and Middle School Students with Disabilities,” Special Education Elementary Longitudinal Study <http://www.seels.net/designdocs/SEELS_disability_profile.pdf> |
| Other Health Impairments | 698,521 | 0.90% | [DAC https://www.ideadata.org/DACAnalyticTool/Intro\_2.asp](https://www.ideadata.org/DACAnalyticTool/Intro_2.asp) |
| **Students w/ Multiple Disabilities (except visually impaired)** | 52,971-82,327 | .08%-.13% | [DAC https://www.ideadata.org/DACAnalyticTool/Intro\_2.asp](https://www.ideadata.org/DACAnalyticTool/Intro_2.asp) Note that this category excludes students with visual impairment. It has been suggested that all students with multiple disabilities are likely to have a reading related disability. M. Thurlow (personal communication, March 30, 2011) |

\*Pink are the Chafee numbers (probably).

\*\*Green blocks are subs of a main AIM category, just info or used to calculated non-copyright exempted students.

# Summary

Number who may qualify for a copyright exemption under the Chafee Amendment to copyright law, using means of ranges where necessary. Note that this a conservative estimate because of the fact that we used the means of categories with ranges, and data collection procedures for all categories could be improved to gain a more accurate understanding of students in the respective categories.

 Vision related: **101,967**

 Physical/Health related: **119,879**

 LD Reading related: **2,026,485**

 TOTAL: **2,261,716 (3.4% of students aged 3-21)**

Number of others who may benefit from AIM but do not qualify for a copyright exemption: **4,023,723**. This total includes students with 504 plans, as well as the entirety of students with physical disabilities, and mean of the estimate of students with ADHD with reading disabilities. In the future, students who have demonstrated “below basic” proficiency (25% of students) as measured by the NAEP may benefit from AIM.

With Section 504 Plans: **444,035**

Other: **3,579,688**

TOTAL: **4,023,723**