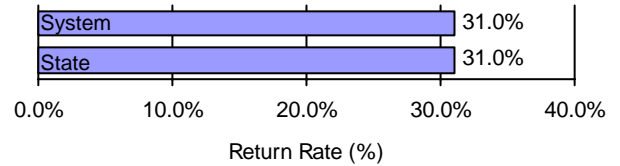




2011 Special Education Parent Survey Report Georgia

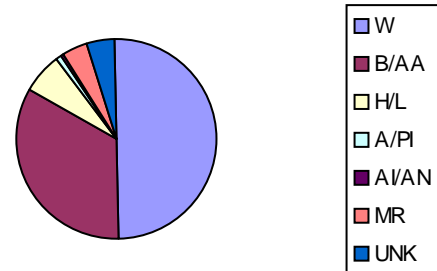
Overview

	System	State
Number of Surveys Distributed	30783	30,783
Number of Valid Responses	9557	9,557
Percentage Return Rate	31.0%	31.0%

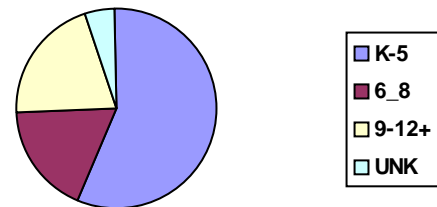


Child Demographics

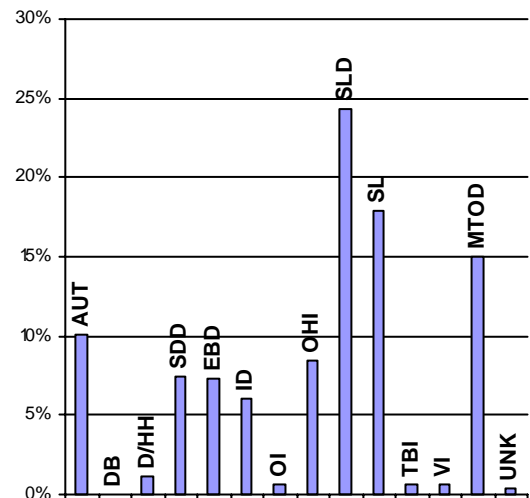
Race/Ethnicity	Count	Percent
White	4,714	49.3%
Black or African American (B/AA)	3,226	33.8%
Hispanic or Latino (H/L)	639	6.7%
Asian or Pacific Islander (A/PI)	103	1.1%
American Indian or Alaska Native (AI/AN)	17	0.2%
Multi-racial (MR)	401	4.2%
Unknown (UNK)	457	4.8%



Grade	Count	Percent
K-5	5,344	55.9%
6-8	1,736	18.2%
9-12+	2,000	20.9%
Unknown (UNK)	477	5.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	964	10.1%
Deaf-Blind (DB)	6	0.1%
Deaf-Hard of Hearing (D/HH)	104	1.1%
Significant Developmental Delay (SDD)	716	7.5%
Emotional Behavioral Disorder (EBD)	693	7.3%
Intellectual Disability (ID)	578	6.0%
Orthopedic Impairment (OI)	66	0.7%
Other Health Impairment (OHI)	803	8.4%
Specific Learning Disability (SLD)	2,323	24.3%
Speech/Language Impairment (SL)	1,710	17.9%
Traumatic Brain injury (TBI)	65	0.7%
Visual Impairment including Blindness (VI)	60	0.6%
More Than One Disability (MTOD)	1,430	15.0%
Unknown (UNK)	39	0.4%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	39 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	64
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	62
12	Teachers treat me as a team member.	61
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	61
5	All of my concerns and recommendations were documented on the IEP.	61
15	Teachers encourage me to participate in the decision-making process.	58
10	Written information I receive is written in an understandable way.	58
14	Teachers show sensitivity to the needs of students with disabilities and their families.	57
9	My child's evaluation report is written in terms I understand.	57
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	55

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	50
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	49
23	The school gives parents the help they may need to play an active role in their child's education.	49
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	49
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	44
25	The school explains what options parents have if they disagree with a decision of the school.	41
24	The school provides information on agencies that can assist my child in the transition from school.	37
7	I was given information about organizations that offer support for parents of students with disabilities.	36
21	The school offers parents training about special education issues.	36
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	30

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 PSolomon@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

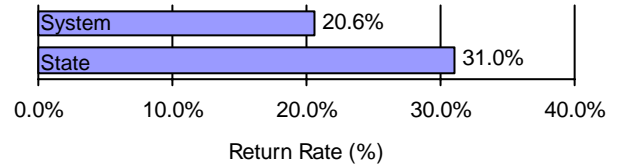
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Baldwin County

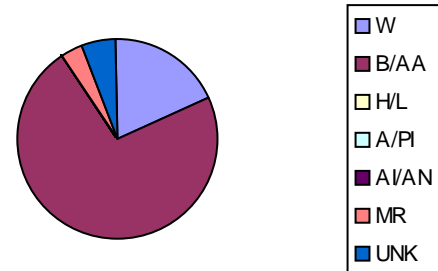
Overview

	System	State
Number of Surveys Distributed	262	30,783
Number of Valid Responses	54	9,557
Percentage Return Rate	20.6%	31.0%

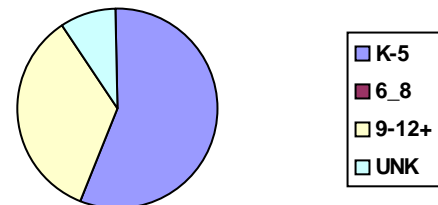


Child Demographics

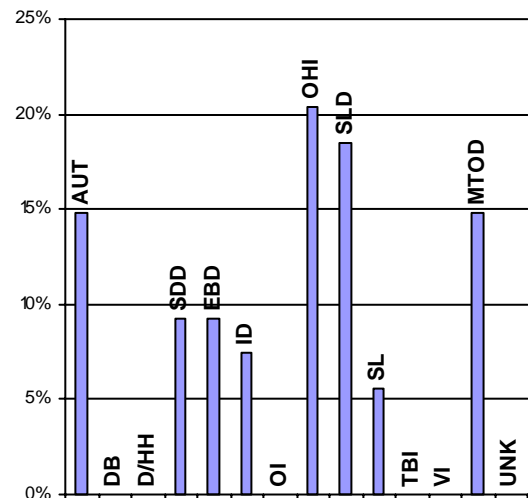
Race/Ethnicity	Count	Percent
White	10	18.5%
Black or African American (B/AA)	39	72.2%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	3.7%
Unknown (UNK)	3	5.6%



Grade	Count	Percent
K-5	30	55.6%
6-8	0	0.0%
9-12+	19	35.2%
Unknown (UNK)	5	9.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	8	14.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	5	9.3%
Emotional Behavioral Disorder (EBD)	5	9.3%
Intellectual Disability (ID)	4	7.4%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	11	20.4%
Specific Learning Disability (SLD)	10	18.5%
Speech/Language Impairment (SL)	3	5.6%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	8	14.8%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	37 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	74
12	Teachers treat me as a team member.	70
9	My child's evaluation report is written in terms I understand.	65
14	Teachers show sensitivity to the needs of students with disabilities and their families.	60
15	Teachers encourage me to participate in the decision-making process.	60
10	Written information I receive is written in an understandable way.	60
5	All of my concerns and recommendations were documented on the IEP.	58
18	The school has a person on staff who is available to answer parents' questions.	58
16	Teachers respect my cultural heritage.	57
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	56

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	53
19	The school communicates regularly with me regarding my child's progress on IEP goals.	52
20	The school gives me choices with regard to services that address my child's needs.	46
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	44
21	The school offers parents training about special education issues.	41
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	38
7	I was given information about organizations that offer support for parents of students with disabilities.	38
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	36
25	The school explains what options parents have if they disagree with a decision of the school.	36
24	The school provides information on agencies that can assist my child in the transition from school.	35

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

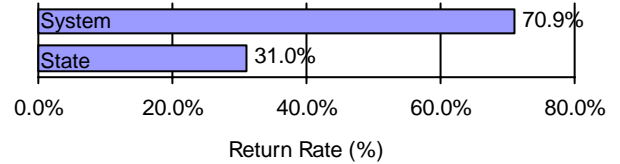
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Banks County

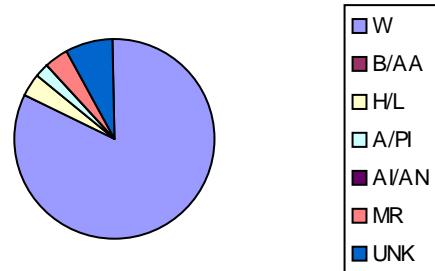
Overview

	System	State
Number of Surveys Distributed	110	30,783
Number of Valid Responses	78	9,557
Percentage Return Rate	70.9%	31.0%

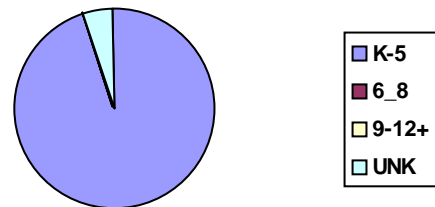


Child Demographics

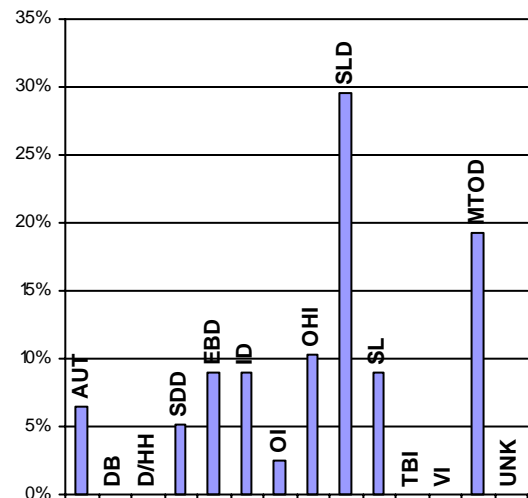
Race/Ethnicity	Count	Percent
White	64	82.1%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	3	3.8%
Asian or Pacific Islander (A/PI)	2	2.6%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	3	3.8%
Unknown (UNK)	6	7.7%



Grade	Count	Percent
K-5	74	94.9%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	4	5.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	5	6.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	4	5.1%
Emotional Behavioral Disorder (EBD)	7	9.0%
Intellectual Disability (ID)	7	9.0%
Orthopedic Impairment (OI)	2	2.6%
Other Health Impairment (OHI)	8	10.3%
Specific Learning Disability (SLD)	23	29.5%
Speech/Language Impairment (SL)	7	9.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	15	19.2%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	63 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	79
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	76
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	76
10	Written information I receive is written in an understandable way.	76
14	Teachers show sensitivity to the needs of students with disabilities and their families.	75
9	My child's evaluation report is written in terms I understand.	75
12	Teachers treat me as a team member.	75
5	All of my concerns and recommendations were documented on the IEP.	75
15	Teachers encourage me to participate in the decision-making process.	73
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	72

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
23	The school gives parents the help they may need to play an active role in their child's education.	70
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	68
22	The school offers parents a variety of ways to communicate with teachers.	67
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	66
25	The school explains what options parents have if they disagree with a decision of the school.	61
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	58
24	The school provides information on agencies that can assist my child in the transition from school.	54
21	The school offers parents training about special education issues.	52
7	I was given information about organizations that offer support for parents of students with disabilities.	48
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	47

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

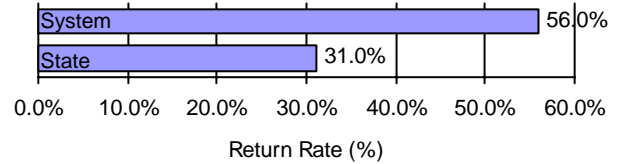
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Barrow County

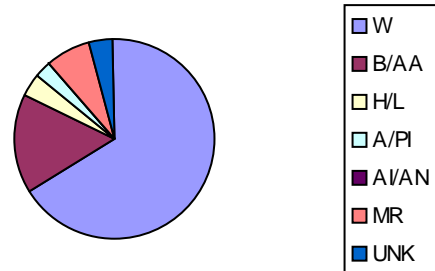
Overview

	System	State
Number of Surveys Distributed	141	30,783
Number of Valid Responses	79	9,557
Percentage Return Rate	56.0%	31.0%

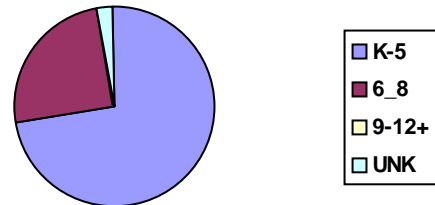


Child Demographics

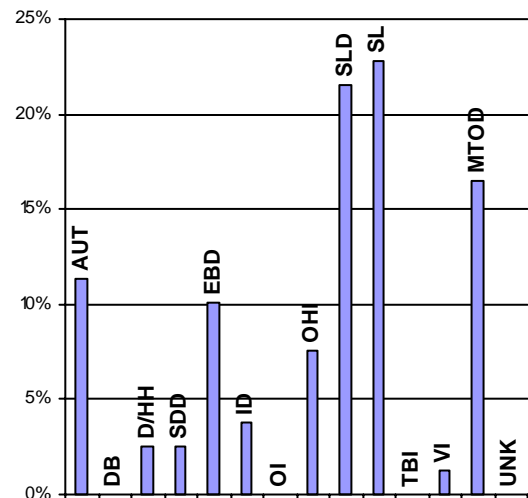
Race/Ethnicity	Count	Percent
White	52	65.8%
Black or African American (B/AA)	13	16.5%
Hispanic or Latino (H/L)	3	3.8%
Asian or Pacific Islander (A/PI)	2	2.5%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	6	7.6%
Unknown (UNK)	3	3.8%



Grade	Count	Percent
K-5	57	72.2%
6-8	20	25.3%
9-12+	0	0.0%
Unknown (UNK)	2	2.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	9	11.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	2.5%
Significant Developmental Delay (SDD)	2	2.5%
Emotional Behavioral Disorder (EBD)	8	10.1%
Intellectual Disability (ID)	3	3.8%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	6	7.6%
Specific Learning Disability (SLD)	17	21.5%
Speech/Language Impairment (SL)	18	22.8%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	1.3%
More Than One Disability (MTOD)	13	16.5%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	46 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
15	Teachers encourage me to participate in the decision-making process.	76
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	73
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	71
11	Teachers are available to speak with me.	71
12	Teachers treat me as a team member.	69
16	Teachers respect my cultural heritage.	69
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	68
5	All of my concerns and recommendations were documented on the IEP.	68
18	The school has a person on staff who is available to answer parents' questions.	65
9	My child's evaluation report is written in terms I understand.	64

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	59
22	The school offers parents a variety of ways to communicate with teachers.	59
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	59
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	56
25	The school explains what options parents have if they disagree with a decision of the school.	52
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	45
24	The school provides information on agencies that can assist my child in the transition from school.	41
21	The school offers parents training about special education issues.	39
7	I was given information about organizations that offer support for parents of students with disabilities.	38
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	36

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

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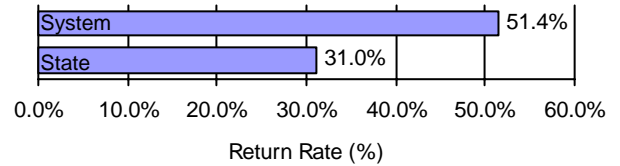
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Bartow County

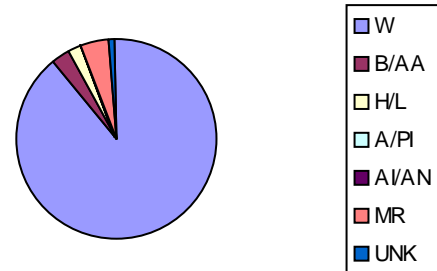
Overview

	System	State
Number of Surveys Distributed	175	30,783
Number of Valid Responses	90	9,557
Percentage Return Rate	51.4%	31.0%

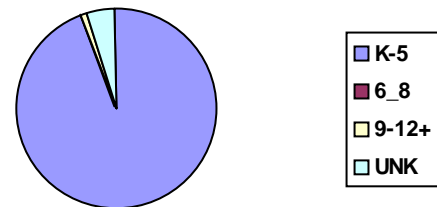


Child Demographics

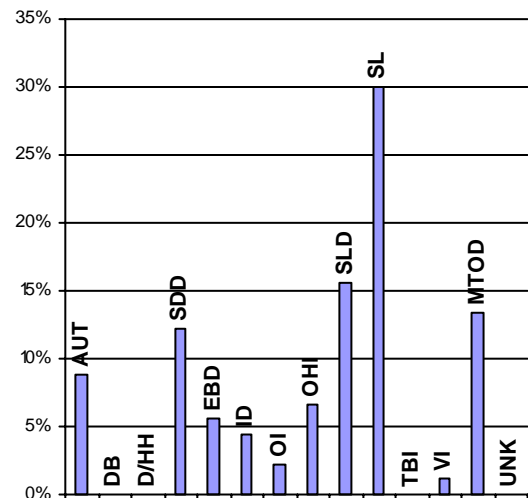
Race/Ethnicity	Count	Percent
White	80	88.9%
Black or African American (B/AA)	3	3.3%
Hispanic or Latino (H/L)	2	2.2%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	4	4.4%
Unknown (UNK)	1	1.1%



Grade	Count	Percent
K-5	85	94.4%
6-8	0	0.0%
9-12+	1	1.1%
Unknown (UNK)	4	4.4%



Primary Exceptionality	Count	Percent
Autism (AUT)	8	8.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	11	12.2%
Emotional Behavioral Disorder (EBD)	5	5.6%
Intellectual Disability (ID)	4	4.4%
Orthopedic Impairment (OI)	2	2.2%
Other Health Impairment (OHI)	6	6.7%
Specific Learning Disability (SLD)	14	15.6%
Speech/Language Impairment (SL)	27	30.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	1.1%
More Than One Disability (MTOD)	12	13.3%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	39 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	68
10	Written information I receive is written in an understandable way.	66
5	All of my concerns and recommendations were documented on the IEP.	66
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	63
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	62
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	61
12	Teachers treat me as a team member.	60
9	My child's evaluation report is written in terms I understand.	58
16	Teachers respect my cultural heritage.	58
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	57

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	48
23	The school gives parents the help they may need to play an active role in their child's education.	47
20	The school gives me choices with regard to services that address my child's needs.	47
25	The school explains what options parents have if they disagree with a decision of the school.	46
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	45
22	The school offers parents a variety of ways to communicate with teachers.	45
24	The school provides information on agencies that can assist my child in the transition from school.	37
21	The school offers parents training about special education issues.	32
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	31
7	I was given information about organizations that offer support for parents of students with disabilities.	27

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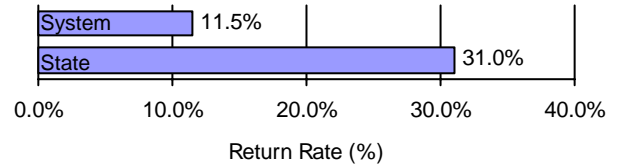
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Ben Hill County

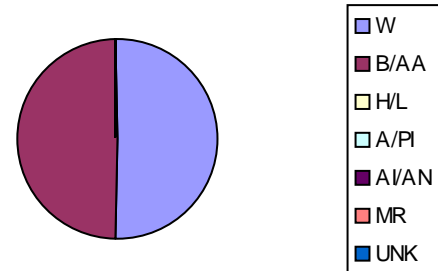
Overview

	System	State
Number of Surveys Distributed	122	30,783
Number of Valid Responses	14	9,557
Percentage Return Rate	11.5%	31.0%

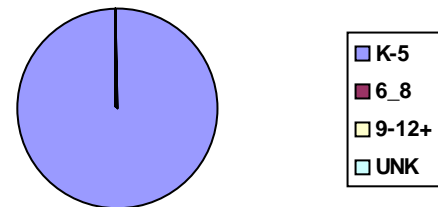


Child Demographics

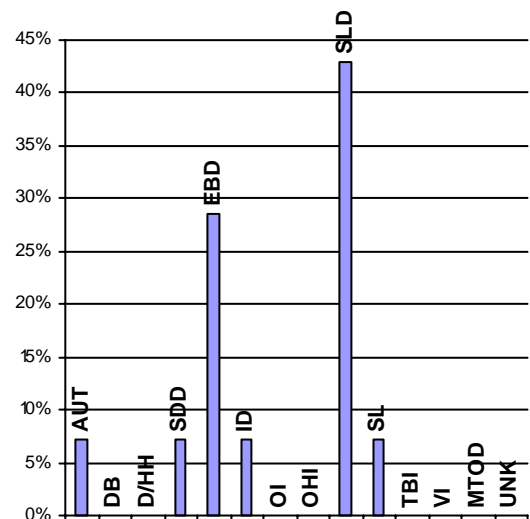
Race/Ethnicity	Count	Percent
White	7	50.0%
Black or African American (B/AA)	7	50.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	14	100.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	7.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	7.1%
Emotional Behavioral Disorder (EBD)	4	28.6%
Intellectual Disability (ID)	1	7.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	6	42.9%
Speech/Language Impairment (SL)	1	7.1%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	36 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	57
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	50
5	All of my concerns and recommendations were documented on the IEP.	50
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	50
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	43
11	Teachers are available to speak with me.	43
12	Teachers treat me as a team member.	43
15	Teachers encourage me to participate in the decision-making process.	43
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	43
10	Written information I receive is written in an understandable way.	38

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	36
23	The school gives parents the help they may need to play an active role in their child's education.	36
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	31
20	The school gives me choices with regard to services that address my child's needs.	31
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	29
14	Teachers show sensitivity to the needs of students with disabilities and their families.	29
22	The school offers parents a variety of ways to communicate with teachers.	29
25	The school explains what options parents have if they disagree with a decision of the school.	21
21	The school offers parents training about special education issues.	14
24	The school provides information on agencies that can assist my child in the transition from school.	14

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 Georgia Department of Education
 (404) 657 – 9959
 PSolomon@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

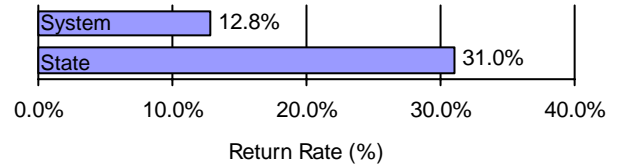
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Berrien County

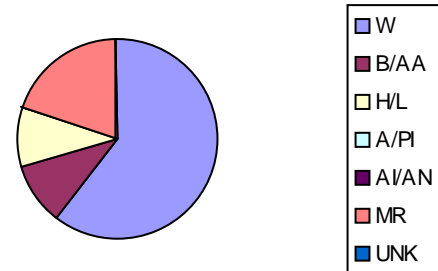
Overview

	System	State
Number of Surveys Distributed	78	30,783
Number of Valid Responses	10	9,557
Percentage Return Rate	12.8%	31.0%

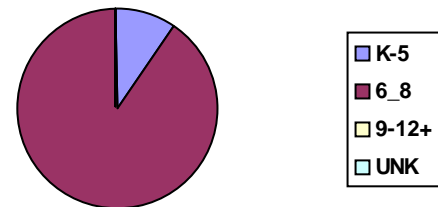


Child Demographics

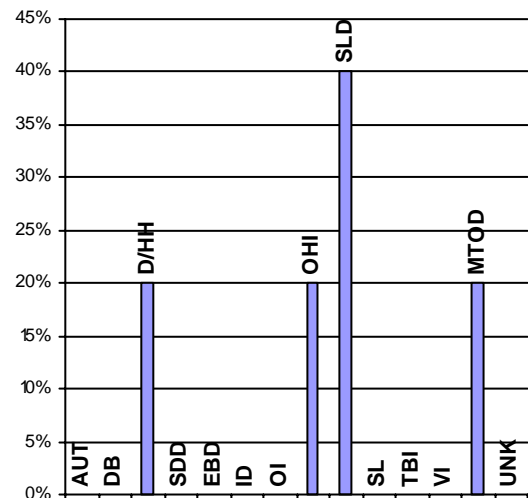
Race/Ethnicity	Count	Percent
White	6	60.0%
Black or African American (B/AA)	1	10.0%
Hispanic or Latino (H/L)	1	10.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	20.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	1	10.0%
6-8	9	90.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	0	0.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	20.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	20.0%
Specific Learning Disability (SLD)	4	40.0%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	20.0%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	60 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	80
11	Teachers are available to speak with me.	80
12	Teachers treat me as a team member.	80
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	80
16	Teachers respect my cultural heritage.	78
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	70
5	All of my concerns and recommendations were documented on the IEP.	70
9	My child's evaluation report is written in terms I understand.	70
10	Written information I receive is written in an understandable way.	70
13	Teachers seek out parent input.	70

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	67
22	The school offers parents a variety of ways to communicate with teachers.	67
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	60
15	Teachers encourage me to participate in the decision-making process.	60
25	The school explains what options parents have if they disagree with a decision of the school.	60
23	The school gives parents the help they may need to play an active role in their child's education.	56
24	The school provides information on agencies that can assist my child in the transition from school.	50
7	I was given information about organizations that offer support for parents of students with disabilities.	44
21	The school offers parents training about special education issues.	44
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	38

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

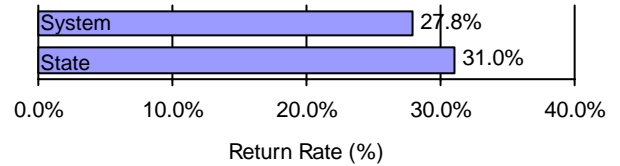
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Bibb County

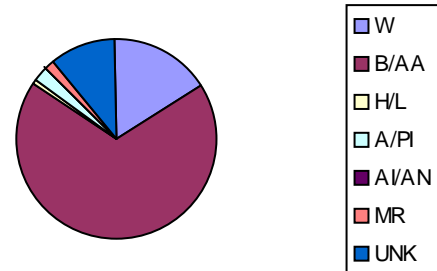
Overview

	System	State
Number of Surveys Distributed	431	30,783
Number of Valid Responses	120	9,557
Percentage Return Rate	27.8%	31.0%

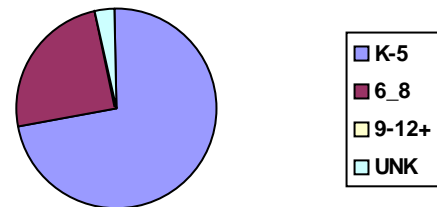


Child Demographics

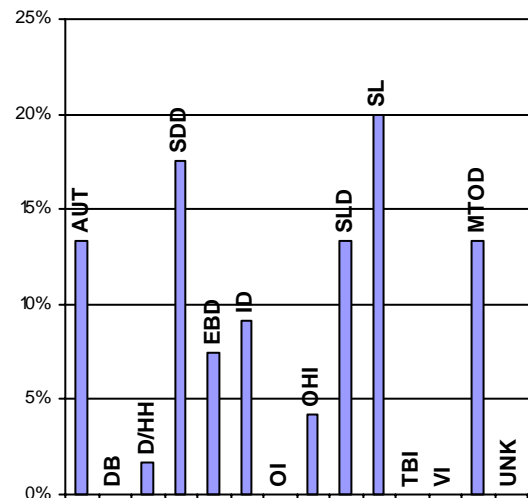
Race/Ethnicity	Count	Percent
White	20	16.7%
Black or African American (B/AA)	81	67.5%
Hispanic or Latino (H/L)	1	0.8%
Asian or Pacific Islander (A/PI)	3	2.5%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	1.7%
Unknown (UNK)	13	10.8%



Grade	Count	Percent
K-5	86	71.7%
6-8	30	25.0%
9-12+	0	0.0%
Unknown (UNK)	4	3.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	16	13.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	1.7%
Significant Developmental Delay (SDD)	21	17.5%
Emotional Behavioral Disorder (EBD)	9	7.5%
Intellectual Disability (ID)	11	9.2%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	5	4.2%
Specific Learning Disability (SLD)	16	13.3%
Speech/Language Impairment (SL)	24	20.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	16	13.3%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	43 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
12	Teachers treat me as a team member.	71
11	Teachers are available to speak with me.	68
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	67
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	66
10	Written information I receive is written in an understandable way.	65
14	Teachers show sensitivity to the needs of students with disabilities and their families.	65
19	The school communicates regularly with me regarding my child's progress on IEP goals.	65
9	My child's evaluation report is written in terms I understand.	64
16	Teachers respect my cultural heritage.	63
5	All of my concerns and recommendations were documented on the IEP.	63

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	57
18	The school has a person on staff who is available to answer parents' questions.	55
22	The school offers parents a variety of ways to communicate with teachers.	55
23	The school gives parents the help they may need to play an active role in their child's education.	52
21	The school offers parents training about special education issues.	50
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	49
25	The school explains what options parents have if they disagree with a decision of the school.	48
24	The school provides information on agencies that can assist my child in the transition from school.	47
7	I was given information about organizations that offer support for parents of students with disabilities.	44
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	36

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

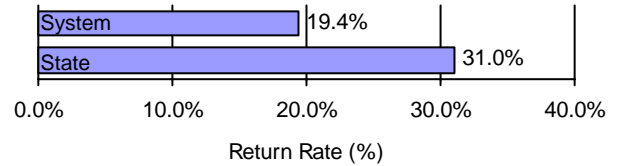
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Brooks County

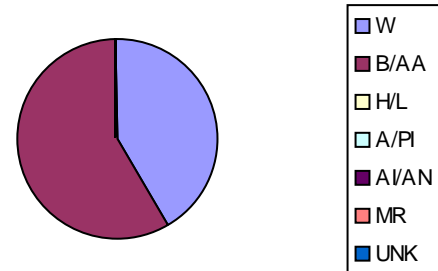
Overview

	System	State
Number of Surveys Distributed	62	30,783
Number of Valid Responses	12	9,557
Percentage Return Rate	19.4%	31.0%

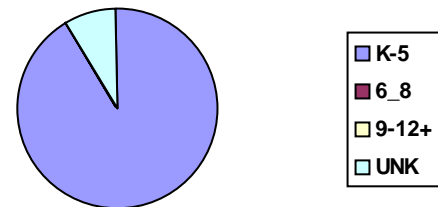


Child Demographics

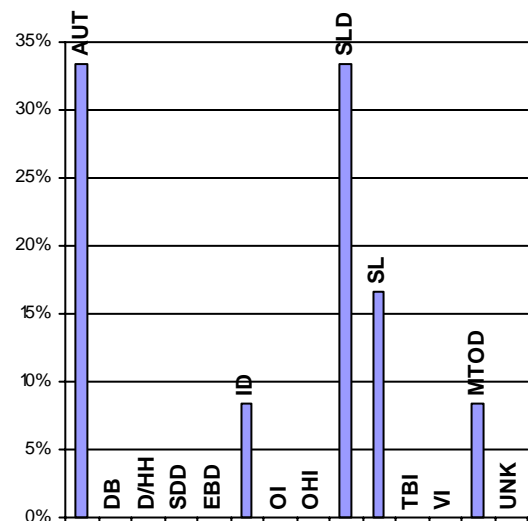
Race/Ethnicity	Count	Percent
White	5	41.7%
Black or African American (B/AA)	7	58.3%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	11	91.7%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	8.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	4	33.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	1	8.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	4	33.3%
Speech/Language Impairment (SL)	2	16.7%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	8.3%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	50 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	67
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	67
15	Teachers encourage me to participate in the decision-making process.	64
16	Teachers respect my cultural heritage.	64
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	60
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	58
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	58
5	All of my concerns and recommendations were documented on the IEP.	58
9	My child's evaluation report is written in terms I understand.	58
10	Written information I receive is written in an understandable way.	58

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
12	Teachers treat me as a team member.	50
13	Teachers seek out parent input.	50
21	The school offers parents training about special education issues.	50
22	The school offers parents a variety of ways to communicate with teachers.	50
24	The school provides information on agencies that can assist my child in the transition from school.	50
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	45
23	The school gives parents the help they may need to play an active role in their child's education.	45
25	The school explains what options parents have if they disagree with a decision of the school.	42
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	40
7	I was given information about organizations that offer support for parents of students with disabilities.	36

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

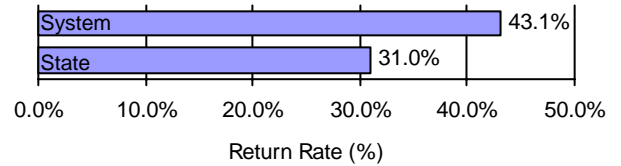
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Bryan County

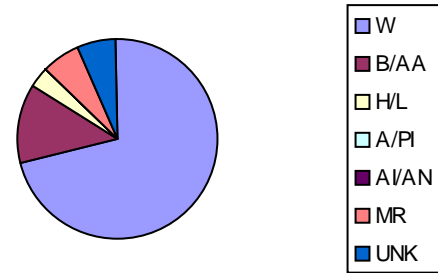
Overview

	System	State
Number of Surveys Distributed	72	30,783
Number of Valid Responses	31	9,557
Percentage Return Rate	43.1%	31.0%

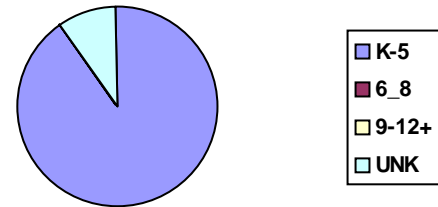


Child Demographics

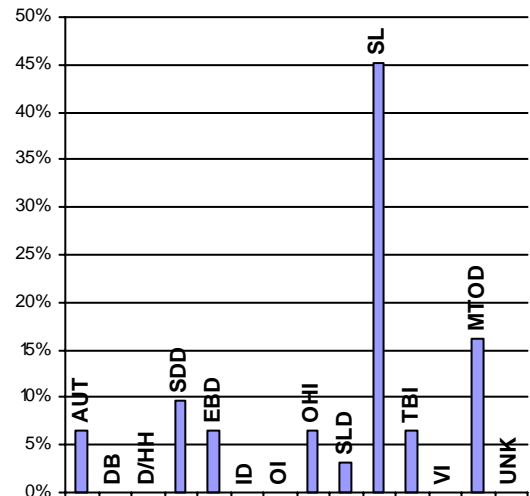
Race/Ethnicity	Count	Percent
White	22	71.0%
Black or African American (B/AA)	4	12.9%
Hispanic or Latino (H/L)	1	3.2%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	6.5%
Unknown (UNK)	2	6.5%



Grade	Count	Percent
K-5	28	90.3%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	3	9.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	6.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	3	9.7%
Emotional Behavioral Disorder (EBD)	2	6.5%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	6.5%
Specific Learning Disability (SLD)	1	3.2%
Speech/Language Impairment (SL)	14	45.2%
Traumatic Brain injury (TBI)	2	6.5%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	5	16.1%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	65 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
15	Teachers encourage me to participate in the decision-making process.	77
16	Teachers respect my cultural heritage.	77
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	76
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	74
12	Teachers treat me as a team member.	74
13	Teachers seek out parent input.	74
22	The school offers parents a variety of ways to communicate with teachers.	73
18	The school has a person on staff who is available to answer parents' questions.	72
9	My child's evaluation report is written in terms I understand.	71
10	Written information I receive is written in an understandable way.	71

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
25	The school explains what options parents have if they disagree with a decision of the school.	69
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	68
19	The school communicates regularly with me regarding my child's progress on IEP goals.	67
23	The school gives parents the help they may need to play an active role in their child's education.	67
20	The school gives me choices with regard to services that address my child's needs.	60
24	The school provides information on agencies that can assist my child in the transition from school.	54
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	52
7	I was given information about organizations that offer support for parents of students with disabilities.	52
21	The school offers parents training about special education issues.	41
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	35

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(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

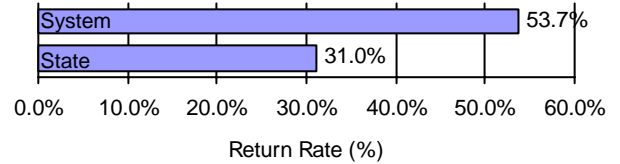
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Bulloch County

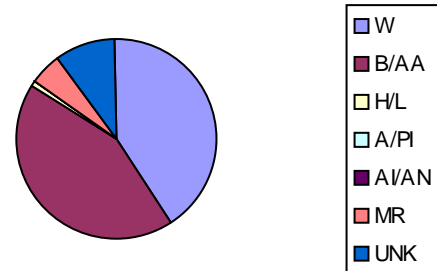
Overview

	System	State
Number of Surveys Distributed	244	30,783
Number of Valid Responses	131	9,557
Percentage Return Rate	53.7%	31.0%

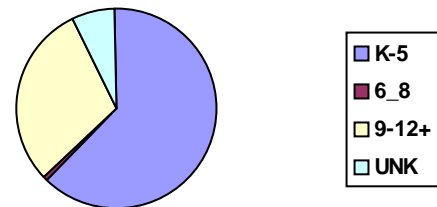


Child Demographics

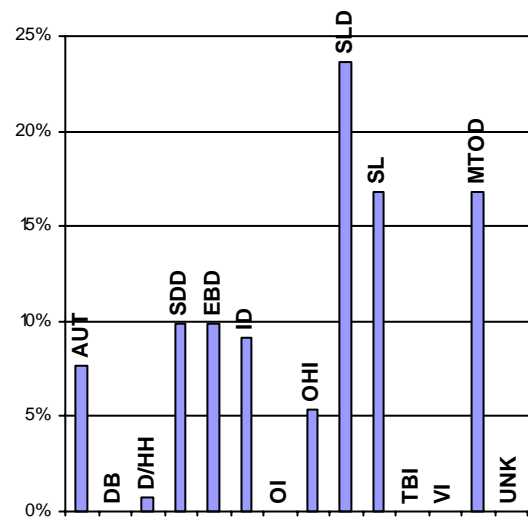
Race/Ethnicity	Count	Percent
White	53	40.5%
Black or African American (B/AA)	57	43.5%
Hispanic or Latino (H/L)	1	0.8%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	7	5.3%
Unknown (UNK)	13	9.9%



Grade	Count	Percent
K-5	81	61.8%
6-8	1	0.8%
9-12+	40	30.5%
Unknown (UNK)	9	6.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	10	7.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.8%
Significant Developmental Delay (SDD)	13	9.9%
Emotional Behavioral Disorder (EBD)	13	9.9%
Intellectual Disability (ID)	12	9.2%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	7	5.3%
Specific Learning Disability (SLD)	31	23.7%
Speech/Language Impairment (SL)	22	16.8%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	22	16.8%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	50 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
5	All of my concerns and recommendations were documented on the IEP.	69
11	Teachers are available to speak with me.	69
12	Teachers treat me as a team member.	69
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	67
15	Teachers encourage me to participate in the decision-making process.	67
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	66
10	Written information I receive is written in an understandable way.	66
14	Teachers show sensitivity to the needs of students with disabilities and their families.	64
19	The school communicates regularly with me regarding my child's progress on IEP goals.	64
16	Teachers respect my cultural heritage.	64

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
18	The school has a person on staff who is available to answer parents' questions.	59
22	The school offers parents a variety of ways to communicate with teachers.	59
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	57
23	The school gives parents the help they may need to play an active role in their child's education.	55
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	53
25	The school explains what options parents have if they disagree with a decision of the school.	50
24	The school provides information on agencies that can assist my child in the transition from school.	47
21	The school offers parents training about special education issues.	45
7	I was given information about organizations that offer support for parents of students with disabilities.	44
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	38

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

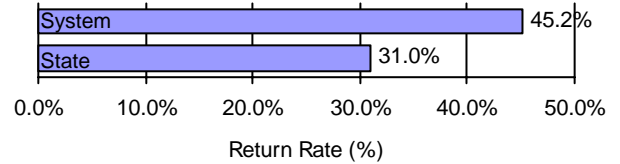
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Burke County

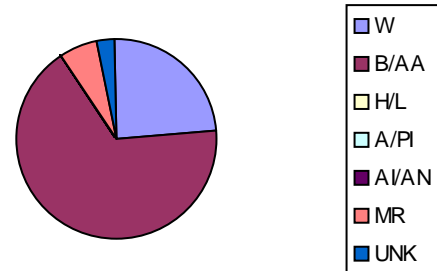
Overview

	System	State
Number of Surveys Distributed	73	30,783
Number of Valid Responses	33	9,557
Percentage Return Rate	45.2%	31.0%

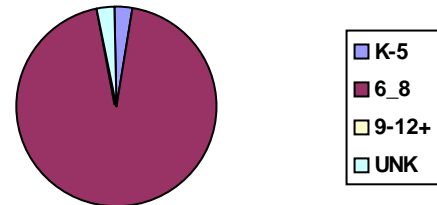


Child Demographics

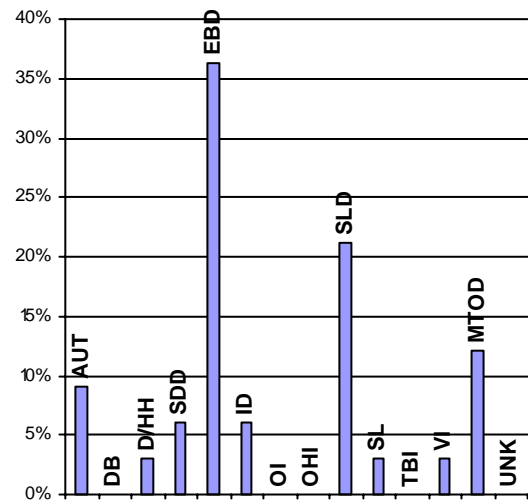
Race/Ethnicity	Count	Percent
White	8	24.2%
Black or African American (B/AA)	22	66.7%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	6.1%
Unknown (UNK)	1	3.0%



Grade	Count	Percent
K-5	1	3.0%
6-8	31	93.9%
9-12+	0	0.0%
Unknown (UNK)	1	3.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	9.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	3.0%
Significant Developmental Delay (SDD)	2	6.1%
Emotional Behavioral Disorder (EBD)	12	36.4%
Intellectual Disability (ID)	2	6.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	7	21.2%
Speech/Language Impairment (SL)	1	3.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	3.0%
More Than One Disability (MTOD)	4	12.1%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	36 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	61
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	58
5	All of my concerns and recommendations were documented on the IEP.	58
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	56
15	Teachers encourage me to participate in the decision-making process.	56
9	My child's evaluation report is written in terms I understand.	55
12	Teachers treat me as a team member.	55
13	Teachers seek out parent input.	53
18	The school has a person on staff who is available to answer parents' questions.	52
10	Written information I receive is written in an understandable way.	50

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
16	Teachers respect my cultural heritage.	44
22	The school offers parents a variety of ways to communicate with teachers.	44
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	42
25	The school explains what options parents have if they disagree with a decision of the school.	42
23	The school gives parents the help they may need to play an active role in their child's education.	41
24	The school provides information on agencies that can assist my child in the transition from school.	41
7	I was given information about organizations that offer support for parents of students with disabilities.	39
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	39
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	38
21	The school offers parents training about special education issues.	34

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

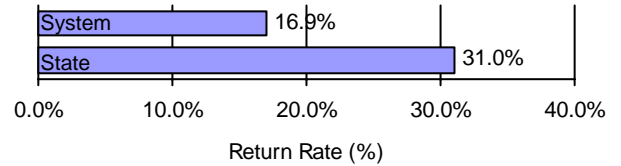
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Butts County

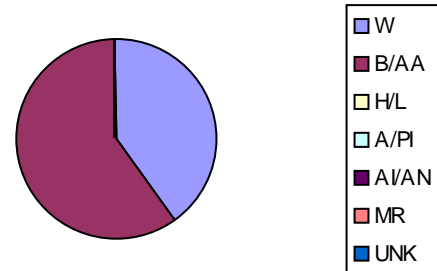
Overview

	System	State
Number of Surveys Distributed	59	30,783
Number of Valid Responses	10	9,557
Percentage Return Rate	16.9%	31.0%

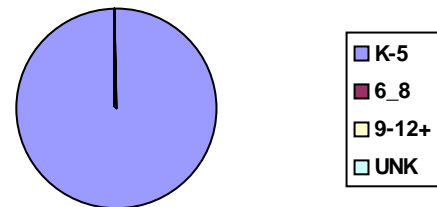


Child Demographics

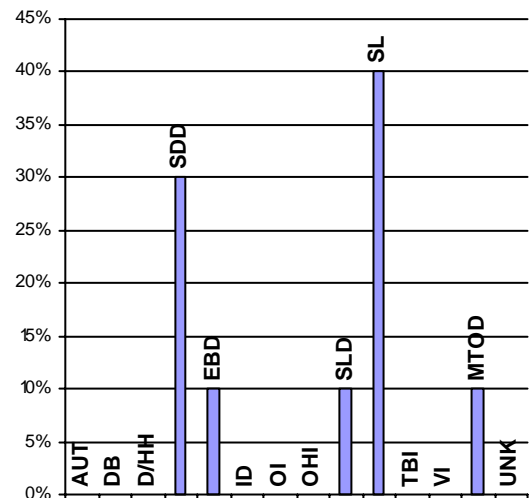
Race/Ethnicity	Count	Percent
White	4	40.0%
Black or African American (B/AA)	6	60.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	10	100.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	0	0.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	3	30.0%
Emotional Behavioral Disorder (EBD)	1	10.0%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	1	10.0%
Speech/Language Impairment (SL)	4	40.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	10.0%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	50 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	89
14	Teachers show sensitivity to the needs of students with disabilities and their families.	88
15	Teachers encourage me to participate in the decision-making process.	88
22	The school offers parents a variety of ways to communicate with teachers.	86
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	80
5	All of my concerns and recommendations were documented on the IEP.	80
9	My child's evaluation report is written in terms I understand.	80
10	Written information I receive is written in an understandable way.	80
11	Teachers are available to speak with me.	80
12	Teachers treat me as a team member.	80

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
7	I was given information about organizations that offer support for parents of students with disabilities.	63
23	The school gives parents the help they may need to play an active role in their child's education.	63
16	Teachers respect my cultural heritage.	56
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	56
21	The school offers parents training about special education issues.	50
25	The school explains what options parents have if they disagree with a decision of the school.	44
24	The school provides information on agencies that can assist my child in the transition from school.	38
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	33
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	33
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	20

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

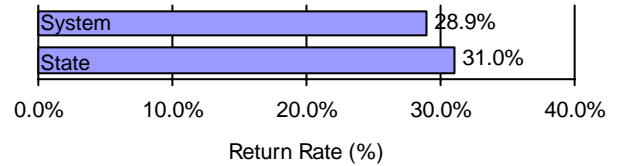
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Calhoun County

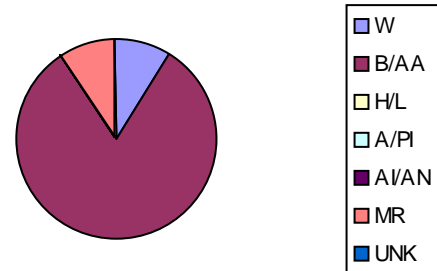
Overview

	System	State
Number of Surveys Distributed	38	30,783
Number of Valid Responses	11	9,557
Percentage Return Rate	28.9%	31.0%

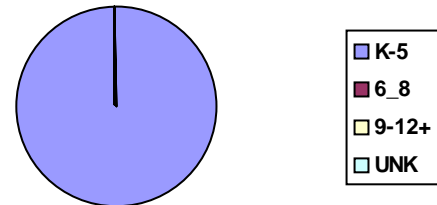


Child Demographics

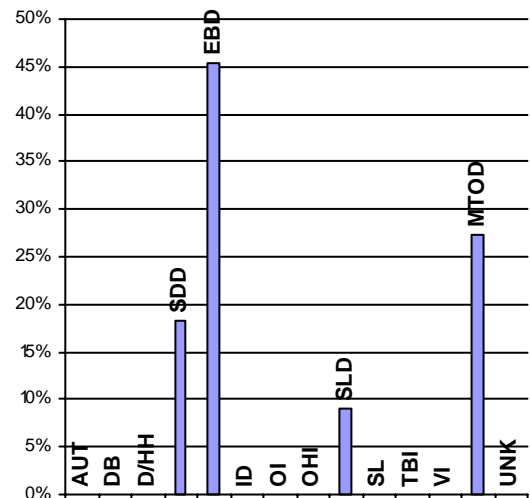
Race/Ethnicity	Count	Percent
White	1	9.1%
Black or African American (B/AA)	9	81.8%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	9.1%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	11	100.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	0	0.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	18.2%
Emotional Behavioral Disorder (EBD)	5	45.5%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	1	9.1%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	27.3%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	36 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	82
5	All of my concerns and recommendations were documented on the IEP.	73
12	Teachers treat me as a team member.	70
19	The school communicates regularly with me regarding my child's progress on IEP goals.	70
18	The school has a person on staff who is available to answer parents' questions.	67
9	My child's evaluation report is written in terms I understand.	64
10	Written information I receive is written in an understandable way.	64
11	Teachers are available to speak with me.	64
13	Teachers seek out parent input.	64
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	60

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	45
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	45
14	Teachers show sensitivity to the needs of students with disabilities and their families.	45
21	The school offers parents training about special education issues.	40
22	The school offers parents a variety of ways to communicate with teachers.	40
25	The school explains what options parents have if they disagree with a decision of the school.	40
24	The school provides information on agencies that can assist my child in the transition from school.	30
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	20
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	18
7	I was given information about organizations that offer support for parents of students with disabilities.	18

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

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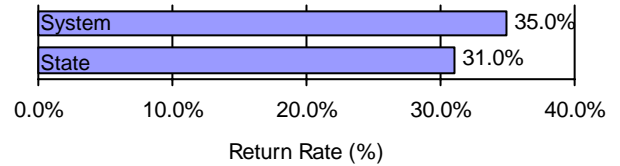
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Camden County

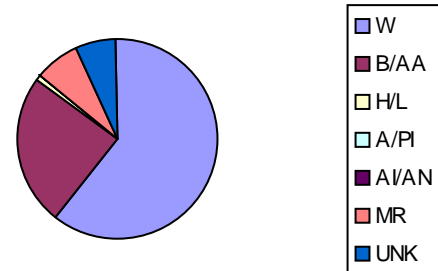
Overview

	System	State
Number of Surveys Distributed	303	30,783
Number of Valid Responses	106	9,557
Percentage Return Rate	35.0%	31.0%

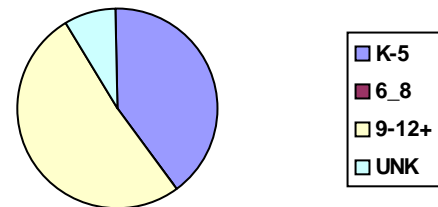


Child Demographics

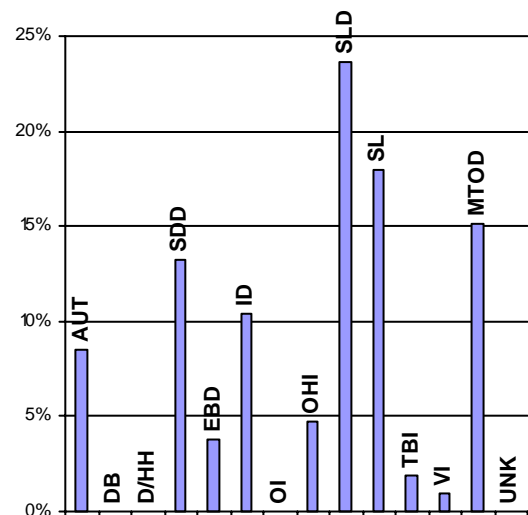
Race/Ethnicity	Count	Percent
White	64	60.4%
Black or African American (B/AA)	26	24.5%
Hispanic or Latino (H/L)	1	0.9%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	8	7.5%
Unknown (UNK)	7	6.6%



Grade	Count	Percent
K-5	42	39.6%
6-8	0	0.0%
9-12+	55	51.9%
Unknown (UNK)	9	8.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	9	8.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	14	13.2%
Emotional Behavioral Disorder (EBD)	4	3.8%
Intellectual Disability (ID)	11	10.4%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	5	4.7%
Specific Learning Disability (SLD)	25	23.6%
Speech/Language Impairment (SL)	19	17.9%
Traumatic Brain injury (TBI)	2	1.9%
Visual Impairment including Blindness (VI)	1	0.9%
More Than One Disability (MTOD)	16	15.1%
Unknown (UNK)	0	0.0%



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2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	47 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
12	Teachers treat me as a team member.	76
11	Teachers are available to speak with me.	76
15	Teachers encourage me to participate in the decision-making process.	71
5	All of my concerns and recommendations were documented on the IEP.	68
14	Teachers show sensitivity to the needs of students with disabilities and their families.	67
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	67
16	Teachers respect my cultural heritage.	67
13	Teachers seek out parent input.	66
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	66
9	My child's evaluation report is written in terms I understand.	65

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	61
19	The school communicates regularly with me regarding my child's progress on IEP goals.	61
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	58
23	The school gives parents the help they may need to play an active role in their child's education.	58
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	56
25	The school explains what options parents have if they disagree with a decision of the school.	53
7	I was given information about organizations that offer support for parents of students with disabilities.	50
24	The school provides information on agencies that can assist my child in the transition from school.	49
21	The school offers parents training about special education issues.	45
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	41

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

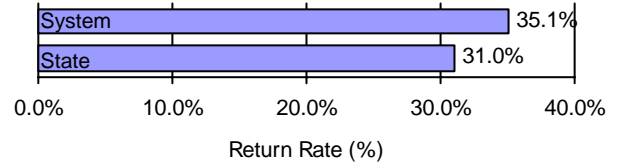
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Carroll County

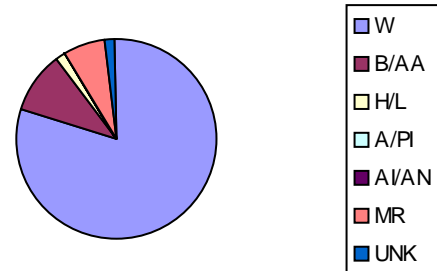
Overview

	System	State
Number of Surveys Distributed	168	30,783
Number of Valid Responses	59	9,557
Percentage Return Rate	35.1%	31.0%

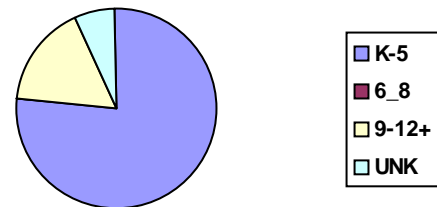


Child Demographics

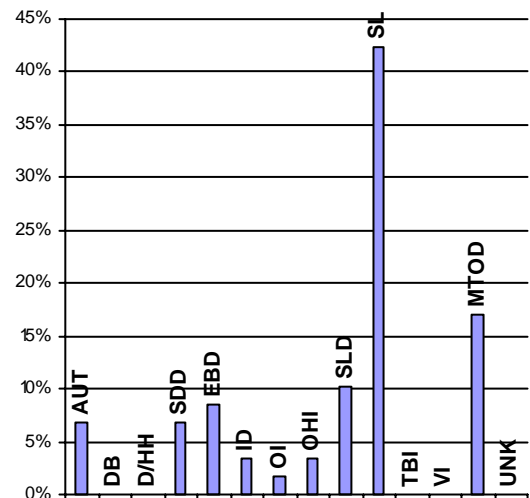
Race/Ethnicity	Count	Percent
White	47	79.7%
Black or African American (B/AA)	6	10.2%
Hispanic or Latino (H/L)	1	1.7%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	4	6.8%
Unknown (UNK)	1	1.7%



Grade	Count	Percent
K-5	45	76.3%
6-8	0	0.0%
9-12+	10	16.9%
Unknown (UNK)	4	6.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	4	6.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	4	6.8%
Emotional Behavioral Disorder (EBD)	5	8.5%
Intellectual Disability (ID)	2	3.4%
Orthopedic Impairment (OI)	1	1.7%
Other Health Impairment (OHI)	2	3.4%
Specific Learning Disability (SLD)	6	10.2%
Speech/Language Impairment (SL)	25	42.4%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	10	16.9%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	41 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
5	All of my concerns and recommendations were documented on the IEP.	63
12	Teachers treat me as a team member.	62
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	61
10	Written information I receive is written in an understandable way.	59
11	Teachers are available to speak with me.	59
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	55
18	The school has a person on staff who is available to answer parents' questions.	55
9	My child's evaluation report is written in terms I understand.	55
16	Teachers respect my cultural heritage.	55
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	54

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
13	Teachers seek out parent input.	48
22	The school offers parents a variety of ways to communicate with teachers.	48
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	47
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	47
7	I was given information about organizations that offer support for parents of students with disabilities.	43
25	The school explains what options parents have if they disagree with a decision of the school.	42
23	The school gives parents the help they may need to play an active role in their child's education.	41
24	The school provides information on agencies that can assist my child in the transition from school.	40
21	The school offers parents training about special education issues.	38
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	31

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 Georgia Department of Education
 (404) 657 – 9959
 PSolomon@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

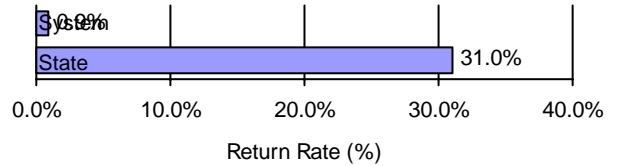
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Catoosa County

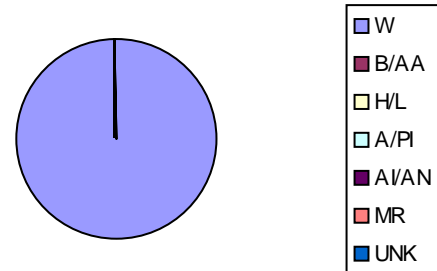
Overview

	System	State
Number of Surveys Distributed	333	30,783
Number of Valid Responses	3	9,557
Percentage Return Rate	0.9%	31.0%

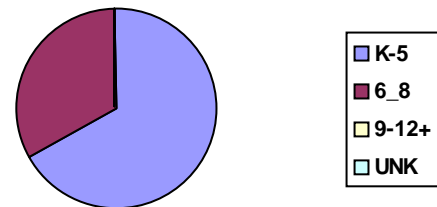


Child Demographics

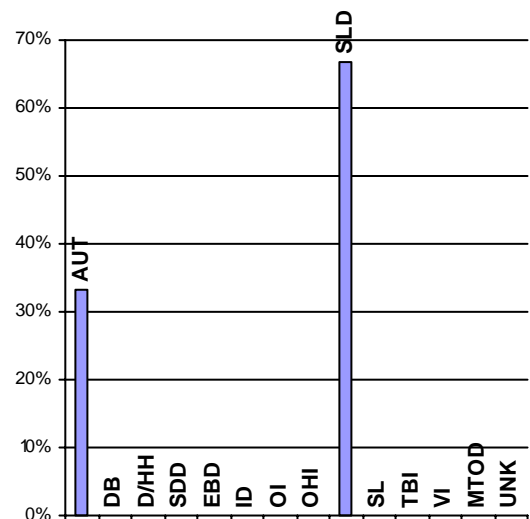
Race/Ethnicity	Count	Percent
White	3	100.0%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	2	66.7%
6-8	1	33.3%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	33.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	2	66.7%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	0 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
9	My child's evaluation report is written in terms I understand.	67
10	Written information I receive is written in an understandable way.	67
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	33
11	Teachers are available to speak with me.	33
18	The school has a person on staff who is available to answer parents' questions.	33
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	0
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	0
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	0
5	All of my concerns and recommendations were documented on the IEP.	0
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	0

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
15	Teachers encourage me to participate in the decision-making process.	0
16	Teachers respect my cultural heritage.	0
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	0
19	The school communicates regularly with me regarding my child's progress on IEP goals.	0
20	The school gives me choices with regard to services that address my child's needs.	0
21	The school offers parents training about special education issues.	0
22	The school offers parents a variety of ways to communicate with teachers.	0
23	The school gives parents the help they may need to play an active role in their child's education.	0
24	The school provides information on agencies that can assist my child in the transition from school.	0
25	The school explains what options parents have if they disagree with a decision of the school.	0

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

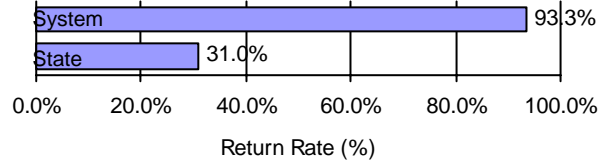
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Charlton County

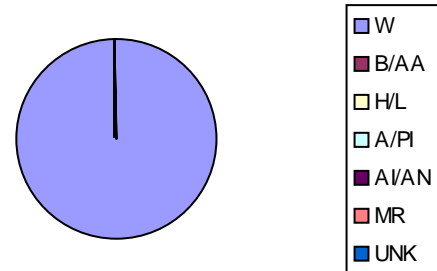
Overview

	System	State
Number of Surveys Distributed	15	30,783
Number of Valid Responses	14	9,557
Percentage Return Rate	93.3%	31.0%

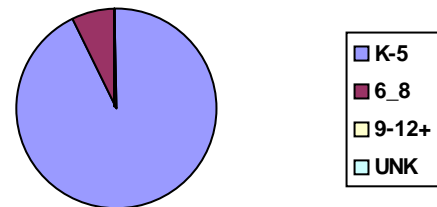


Child Demographics

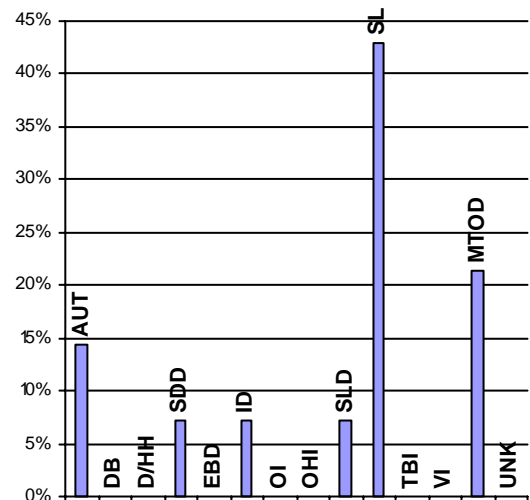
Race/Ethnicity	Count	Percent
White	14	100.0%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	13	92.9%
6-8	1	7.1%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	14.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	7.1%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	1	7.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	1	7.1%
Speech/Language Impairment (SL)	6	42.9%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	21.4%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	64 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
9	My child's evaluation report is written in terms I understand.	86
10	Written information I receive is written in an understandable way.	86
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	86
16	Teachers respect my cultural heritage.	85
24	The school provides information on agencies that can assist my child in the transition from school.	85
5	All of my concerns and recommendations were documented on the IEP.	79
11	Teachers are available to speak with me.	79
12	Teachers treat me as a team member.	79
15	Teachers encourage me to participate in the decision-making process.	79
18	The school has a person on staff who is available to answer parents' questions.	79

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	71
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	71
13	Teachers seek out parent input.	71
14	Teachers show sensitivity to the needs of students with disabilities and their families.	71
25	The school explains what options parents have if they disagree with a decision of the school.	71
21	The school offers parents training about special education issues.	69
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	50
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	42
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	36
7	I was given information about organizations that offer support for parents of students with disabilities.	36

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

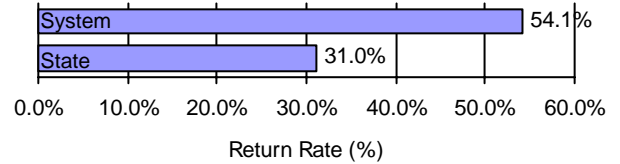
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Chatham County

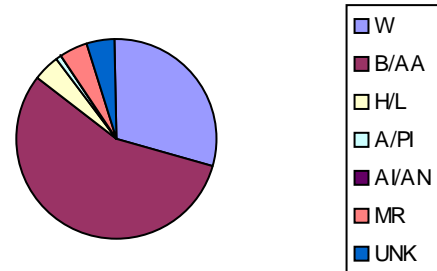
Overview

	System	State
Number of Surveys Distributed	1048	30,783
Number of Valid Responses	567	9,557
Percentage Return Rate	54.1%	31.0%

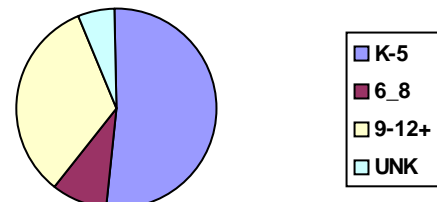


Child Demographics

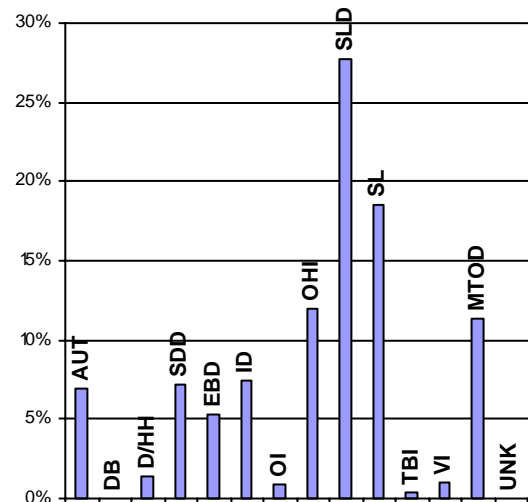
Race/Ethnicity	Count	Percent
White	167	29.5%
Black or African American (B/AA)	318	56.1%
Hispanic or Latino (H/L)	24	4.2%
Asian or Pacific Islander (A/PI)	5	0.9%
American Indian or Alaska Native (AI/AN)	1	0.2%
Multi-racial (MR)	27	4.8%
Unknown (UNK)	25	4.4%



Grade	Count	Percent
K-5	291	51.3%
6-8	50	8.8%
9-12+	191	33.7%
Unknown (UNK)	35	6.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	39	6.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	8	1.4%
Significant Developmental Delay (SDD)	41	7.2%
Emotional Behavioral Disorder (EBD)	30	5.3%
Intellectual Disability (ID)	42	7.4%
Orthopedic Impairment (OI)	5	0.9%
Other Health Impairment (OHI)	68	12.0%
Specific Learning Disability (SLD)	157	27.7%
Speech/Language Impairment (SL)	105	18.5%
Traumatic Brain injury (TBI)	2	0.4%
Visual Impairment including Blindness (VI)	6	1.1%
More Than One Disability (MTOD)	64	11.3%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	38 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	65
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	63
5	All of my concerns and recommendations were documented on the IEP.	60
12	Teachers treat me as a team member.	60
15	Teachers encourage me to participate in the decision-making process.	60
14	Teachers show sensitivity to the needs of students with disabilities and their families.	59
10	Written information I receive is written in an understandable way.	58
16	Teachers respect my cultural heritage.	57
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	57
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	56

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	50
22	The school offers parents a variety of ways to communicate with teachers.	50
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	48
23	The school gives parents the help they may need to play an active role in their child's education.	47
25	The school explains what options parents have if they disagree with a decision of the school.	44
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	43
24	The school provides information on agencies that can assist my child in the transition from school.	39
7	I was given information about organizations that offer support for parents of students with disabilities.	38
21	The school offers parents training about special education issues.	33
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	32

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

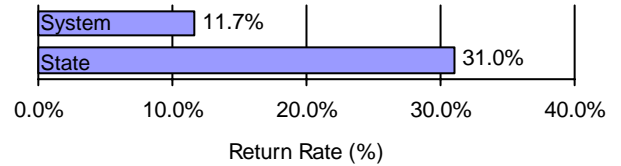
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Chattooga County

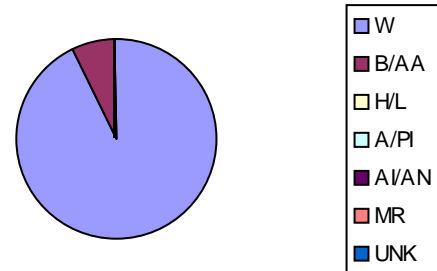
Overview

	System	State
Number of Surveys Distributed	120	30,783
Number of Valid Responses	14	9,557
Percentage Return Rate	11.7%	31.0%

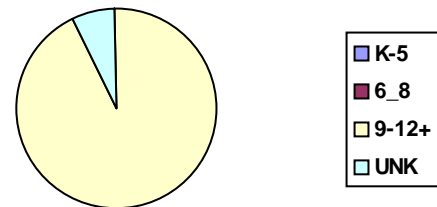


Child Demographics

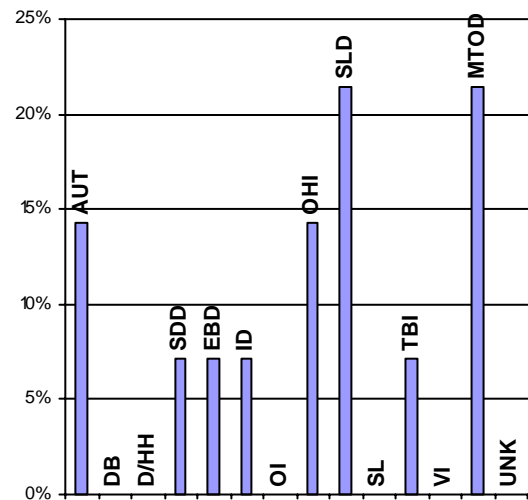
Race/Ethnicity	Count	Percent
White	13	92.9%
Black or African American (B/AA)	1	7.1%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	13	92.9%
Unknown (UNK)	1	7.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	14.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	7.1%
Emotional Behavioral Disorder (EBD)	1	7.1%
Intellectual Disability (ID)	1	7.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	14.3%
Specific Learning Disability (SLD)	3	21.4%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	1	7.1%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	21.4%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	7 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	43
9	My child's evaluation report is written in terms I understand.	43
16	Teachers respect my cultural heritage.	42
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	38
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	36
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	36
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	36
5	All of my concerns and recommendations were documented on the IEP.	36
10	Written information I receive is written in an understandable way.	36
12	Teachers treat me as a team member.	29

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	21
19	The school communicates regularly with me regarding my child's progress on IEP goals.	15
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	14
22	The school offers parents a variety of ways to communicate with teachers.	14
7	I was given information about organizations that offer support for parents of students with disabilities.	7
14	Teachers show sensitivity to the needs of students with disabilities and their families.	7
21	The school offers parents training about special education issues.	7
23	The school gives parents the help they may need to play an active role in their child's education.	7
24	The school provides information on agencies that can assist my child in the transition from school.	7
25	The school explains what options parents have if they disagree with a decision of the school.	7

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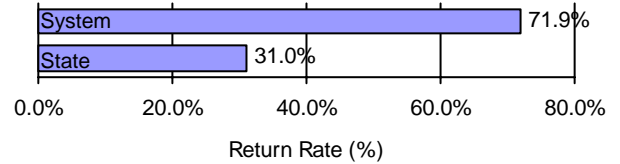
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Cherokee County

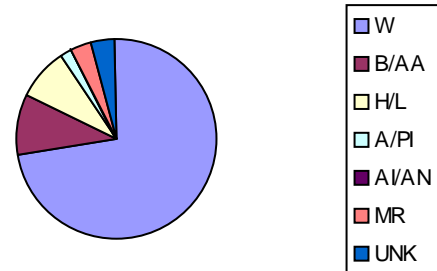
Overview

	System	State
Number of Surveys Distributed	509	30,783
Number of Valid Responses	366	9,557
Percentage Return Rate	71.9%	31.0%

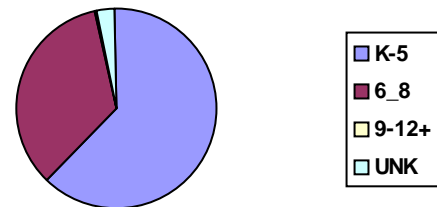


Child Demographics

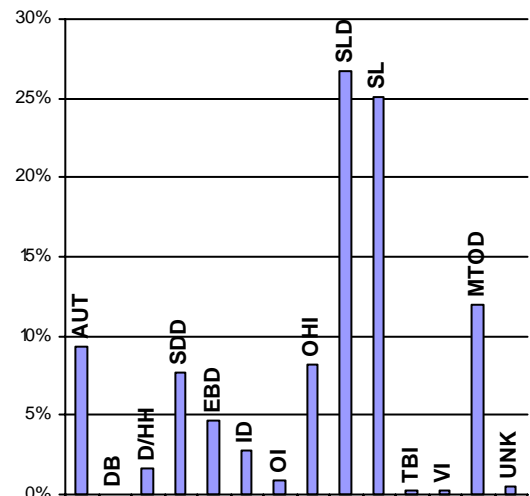
Race/Ethnicity	Count	Percent
White	263	71.9%
Black or African American (B/AA)	37	10.1%
Hispanic or Latino (H/L)	32	8.7%
Asian or Pacific Islander (A/PI)	7	1.9%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	13	3.6%
Unknown (UNK)	14	3.8%



Grade	Count	Percent
K-5	226	61.7%
6-8	128	35.0%
9-12+	1	0.3%
Unknown (UNK)	11	3.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	34	9.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	6	1.6%
Significant Developmental Delay (SDD)	28	7.7%
Emotional Behavioral Disorder (EBD)	17	4.6%
Intellectual Disability (ID)	10	2.7%
Orthopedic Impairment (OI)	3	0.8%
Other Health Impairment (OHI)	30	8.2%
Specific Learning Disability (SLD)	98	26.8%
Speech/Language Impairment (SL)	92	25.1%
Traumatic Brain injury (TBI)	1	0.3%
Visual Impairment including Blindness (VI)	1	0.3%
More Than One Disability (MTOD)	44	12.0%
Unknown (UNK)	2	0.5%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	34 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	62
11	Teachers are available to speak with me.	62
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	60
5	All of my concerns and recommendations were documented on the IEP.	59
12	Teachers treat me as a team member.	59
9	My child's evaluation report is written in terms I understand.	53
10	Written information I receive is written in an understandable way.	53
16	Teachers respect my cultural heritage.	53
14	Teachers show sensitivity to the needs of students with disabilities and their families.	53
18	The school has a person on staff who is available to answer parents' questions.	52

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
13	Teachers seek out parent input.	47
20	The school gives me choices with regard to services that address my child's needs.	47
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	45
23	The school gives parents the help they may need to play an active role in their child's education.	44
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	43
25	The school explains what options parents have if they disagree with a decision of the school.	34
24	The school provides information on agencies that can assist my child in the transition from school.	29
21	The school offers parents training about special education issues.	28
7	I was given information about organizations that offer support for parents of students with disabilities.	27
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	22

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

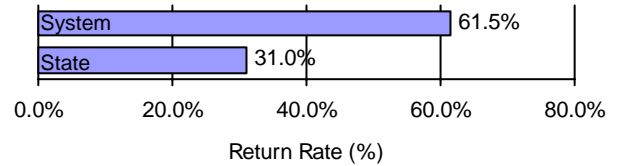
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Clarke County

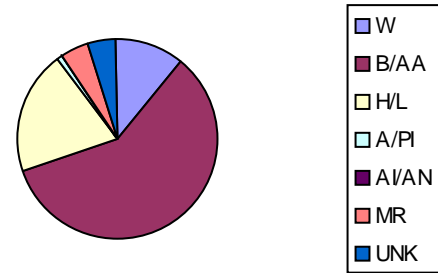
Overview

	System	State
Number of Surveys Distributed	143	30,783
Number of Valid Responses	88	9,557
Percentage Return Rate	61.5%	31.0%

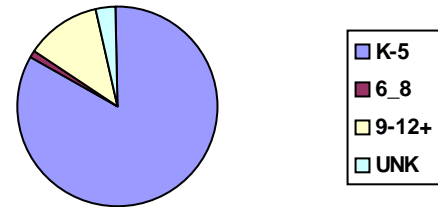


Child Demographics

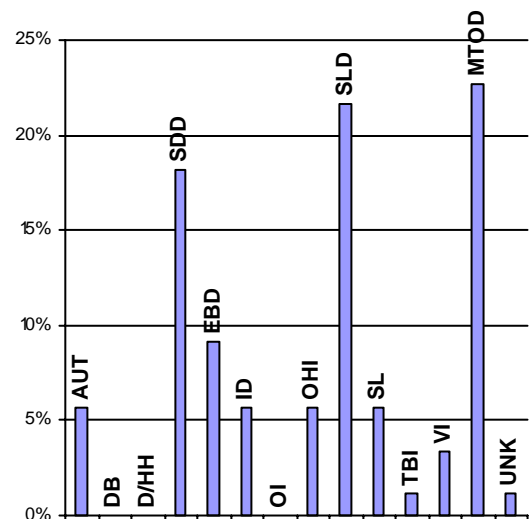
Race/Ethnicity	Count	Percent
White	10	11.4%
Black or African American (B/AA)	51	58.0%
Hispanic or Latino (H/L)	18	20.5%
Asian or Pacific Islander (A/PI)	1	1.1%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	4	4.5%
Unknown (UNK)	4	4.5%



Grade	Count	Percent
K-5	73	83.0%
6-8	1	1.1%
9-12+	11	12.5%
Unknown (UNK)	3	3.4%



Primary Exceptionality	Count	Percent
Autism (AUT)	5	5.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	16	18.2%
Emotional Behavioral Disorder (EBD)	8	9.1%
Intellectual Disability (ID)	5	5.7%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	5	5.7%
Specific Learning Disability (SLD)	19	21.6%
Speech/Language Impairment (SL)	5	5.7%
Traumatic Brain injury (TBI)	1	1.1%
Visual Impairment including Blindness (VI)	3	3.4%
More Than One Disability (MTOD)	20	22.7%
Unknown (UNK)	1	1.1%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	50 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	82
9	My child's evaluation report is written in terms I understand.	76
12	Teachers treat me as a team member.	76
15	Teachers encourage me to participate in the decision-making process.	75
10	Written information I receive is written in an understandable way.	73
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	70
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	70
18	The school has a person on staff who is available to answer parents' questions.	69
14	Teachers show sensitivity to the needs of students with disabilities and their families.	69
19	The school communicates regularly with me regarding my child's progress on IEP goals.	69

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	63
23	The school gives parents the help they may need to play an active role in their child's education.	61
25	The school explains what options parents have if they disagree with a decision of the school.	57
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	56
22	The school offers parents a variety of ways to communicate with teachers.	55
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	55
24	The school provides information on agencies that can assist my child in the transition from school.	55
21	The school offers parents training about special education issues.	51
7	I was given information about organizations that offer support for parents of students with disabilities.	48
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	40

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

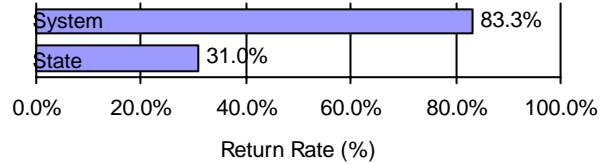
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Clay County

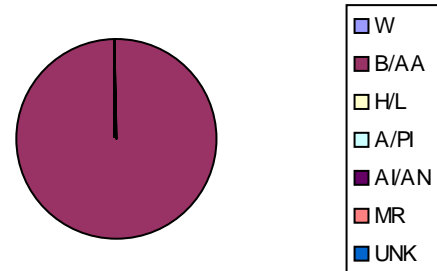
Overview

	System	State
Number of Surveys Distributed	6	30,783
Number of Valid Responses	5	9,557
Percentage Return Rate	83.3%	31.0%

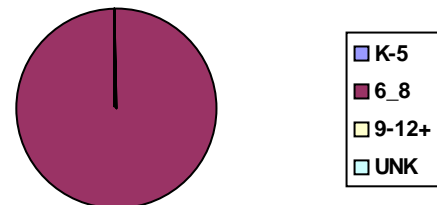


Child Demographics

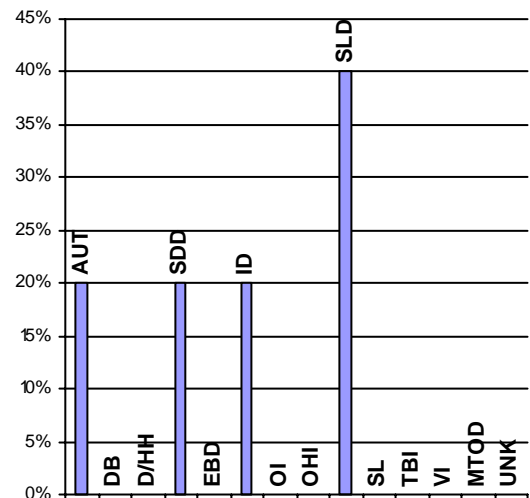
Race/Ethnicity	Count	Percent
White	0	0.0%
Black or African American (B/AA)	5	100.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	5	100.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	20.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	20.0%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	1	20.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	2	40.0%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	40 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
25	The school explains what options parents have if they disagree with a decision of the school.	75
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	60
5	All of my concerns and recommendations were documented on the IEP.	60
9	My child's evaluation report is written in terms I understand.	60
10	Written information I receive is written in an understandable way.	60
14	Teachers show sensitivity to the needs of students with disabilities and their families.	60
15	Teachers encourage me to participate in the decision-making process.	50
18	The school has a person on staff who is available to answer parents' questions.	50
19	The school communicates regularly with me regarding my child's progress on IEP goals.	50
20	The school gives me choices with regard to services that address my child's needs.	50

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	40
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	40
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	40
11	Teachers are available to speak with me.	40
12	Teachers treat me as a team member.	40
13	Teachers seek out parent input.	40
16	Teachers respect my cultural heritage.	40
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	40
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	0
7	I was given information about organizations that offer support for parents of students with disabilities.	0

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

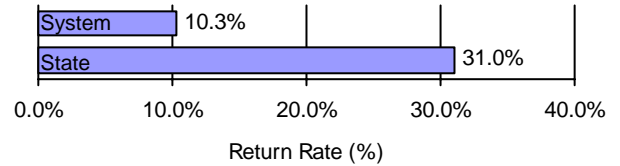
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Clayton County

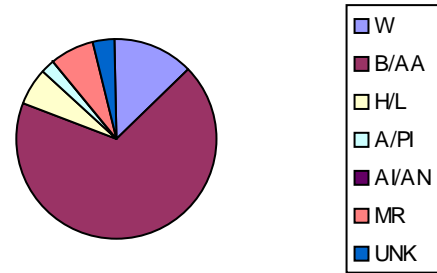
Overview

	System	State
Number of Surveys Distributed	796	30,783
Number of Valid Responses	82	9,557
Percentage Return Rate	10.3%	31.0%

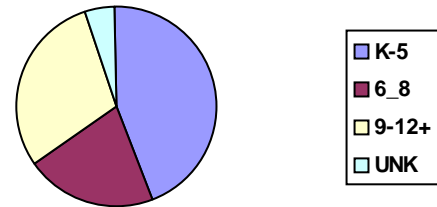


Child Demographics

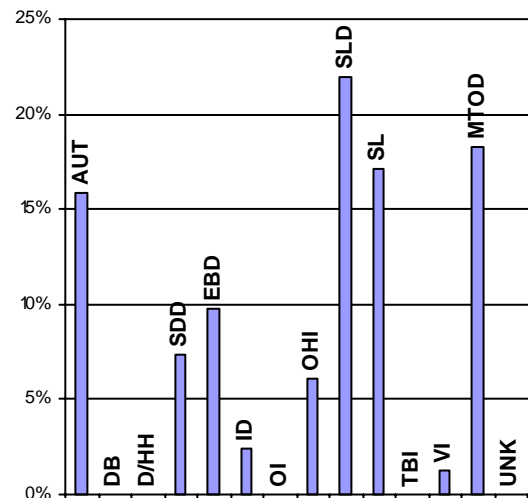
Race/Ethnicity	Count	Percent
White	11	13.4%
Black or African American (B/AA)	55	67.1%
Hispanic or Latino (H/L)	5	6.1%
Asian or Pacific Islander (A/PI)	2	2.4%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	6	7.3%
Unknown (UNK)	3	3.7%



Grade	Count	Percent
K-5	36	43.9%
6-8	17	20.7%
9-12+	25	30.5%
Unknown (UNK)	4	4.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	13	15.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	6	7.3%
Emotional Behavioral Disorder (EBD)	8	9.8%
Intellectual Disability (ID)	2	2.4%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	5	6.1%
Specific Learning Disability (SLD)	18	22.0%
Speech/Language Impairment (SL)	14	17.1%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	1.2%
More Than One Disability (MTOD)	15	18.3%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	26 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	62
5	All of my concerns and recommendations were documented on the IEP.	59
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	58
11	Teachers are available to speak with me.	52
9	My child's evaluation report is written in terms I understand.	49
12	Teachers treat me as a team member.	49
16	Teachers respect my cultural heritage.	47
10	Written information I receive is written in an understandable way.	44
15	Teachers encourage me to participate in the decision-making process.	44
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	42

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
23	The school gives parents the help they may need to play an active role in their child's education.	32
19	The school communicates regularly with me regarding my child's progress on IEP goals.	32
20	The school gives me choices with regard to services that address my child's needs.	30
22	The school offers parents a variety of ways to communicate with teachers.	30
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	30
7	I was given information about organizations that offer support for parents of students with disabilities.	29
25	The school explains what options parents have if they disagree with a decision of the school.	23
21	The school offers parents training about special education issues.	22
24	The school provides information on agencies that can assist my child in the transition from school.	21
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	18

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

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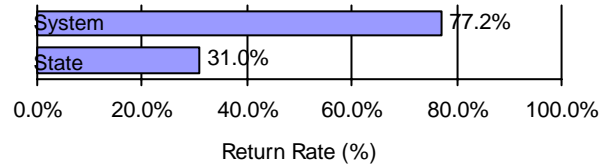
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Clinch County

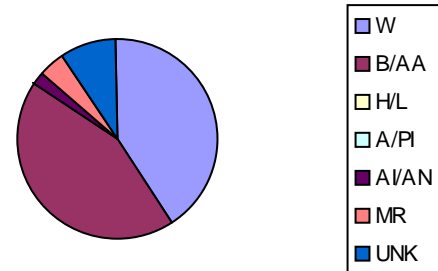
Overview

	System	State
Number of Surveys Distributed	57	30,783
Number of Valid Responses	44	9,557
Percentage Return Rate	77.2%	31.0%

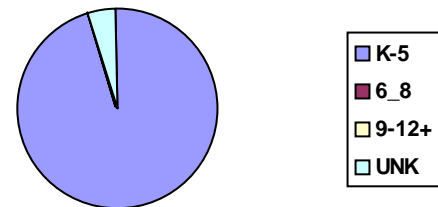


Child Demographics

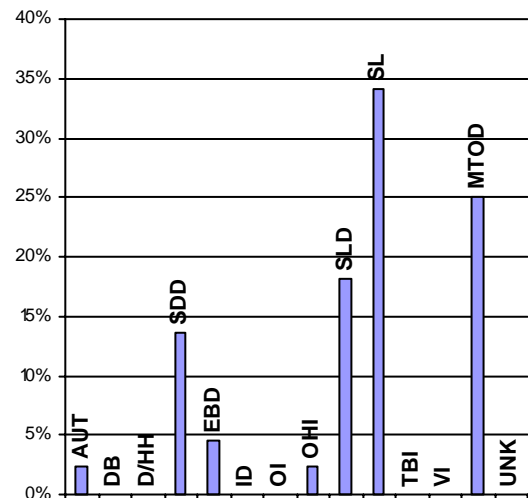
Race/Ethnicity	Count	Percent
White	18	40.9%
Black or African American (B/AA)	19	43.2%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	2.3%
Multi-racial (MR)	2	4.5%
Unknown (UNK)	4	9.1%



Grade	Count	Percent
K-5	42	95.5%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	2	4.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	2.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	6	13.6%
Emotional Behavioral Disorder (EBD)	2	4.5%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	2.3%
Specific Learning Disability (SLD)	8	18.2%
Speech/Language Impairment (SL)	15	34.1%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	11	25.0%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	32 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
16	Teachers respect my cultural heritage.	57
15	Teachers encourage me to participate in the decision-making process.	55
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	52
23	The school gives parents the help they may need to play an active role in their child's education.	50
14	Teachers show sensitivity to the needs of students with disabilities and their families.	49
11	Teachers are available to speak with me.	48
19	The school communicates regularly with me regarding my child's progress on IEP goals.	48
13	Teachers seek out parent input.	47
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	47
12	Teachers treat me as a team member.	45

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	43
25	The school explains what options parents have if they disagree with a decision of the school.	43
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	38
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	37
24	The school provides information on agencies that can assist my child in the transition from school.	37
21	The school offers parents training about special education issues.	33
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	33
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	31
7	I was given information about organizations that offer support for parents of students with disabilities.	26
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	21

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

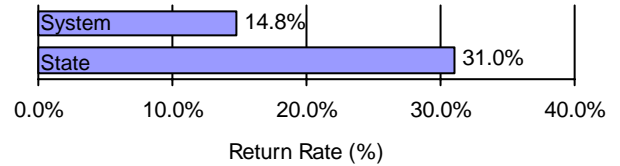
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Cobb County

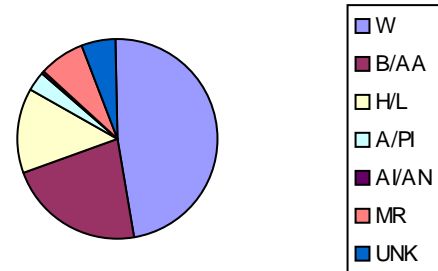
Overview

	System	State
Number of Surveys Distributed	2174	30,783
Number of Valid Responses	321	9,557
Percentage Return Rate	14.8%	31.0%

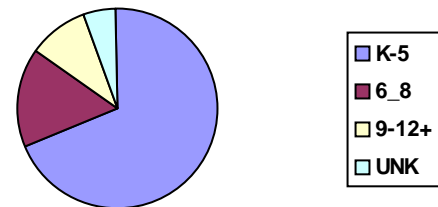


Child Demographics

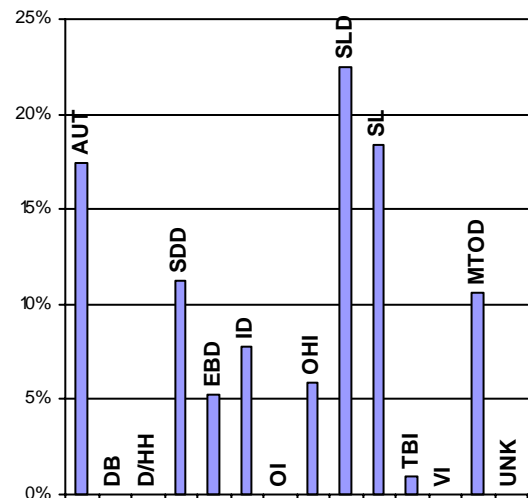
Race/Ethnicity	Count	Percent
White	151	47.0%
Black or African American (B/AA)	71	22.1%
Hispanic or Latino (H/L)	45	14.0%
Asian or Pacific Islander (A/PI)	10	3.1%
American Indian or Alaska Native (AI/AN)	1	0.3%
Multi-racial (MR)	25	7.8%
Unknown (UNK)	18	5.6%



Grade	Count	Percent
K-5	219	68.2%
6-8	53	16.5%
9-12+	32	10.0%
Unknown (UNK)	17	5.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	56	17.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	36	11.2%
Emotional Behavioral Disorder (EBD)	17	5.3%
Intellectual Disability (ID)	25	7.8%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	19	5.9%
Specific Learning Disability (SLD)	72	22.4%
Speech/Language Impairment (SL)	59	18.4%
Traumatic Brain injury (TBI)	3	0.9%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	34	10.6%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	38 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	65
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	64
5	All of my concerns and recommendations were documented on the IEP.	64
12	Teachers treat me as a team member.	62
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	62
14	Teachers show sensitivity to the needs of students with disabilities and their families.	59
15	Teachers encourage me to participate in the decision-making process.	58
10	Written information I receive is written in an understandable way.	56
16	Teachers respect my cultural heritage.	55
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	54

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
23	The school gives parents the help they may need to play an active role in their child's education.	46
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	45
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	44
20	The school gives me choices with regard to services that address my child's needs.	44
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	42
25	The school explains what options parents have if they disagree with a decision of the school.	34
21	The school offers parents training about special education issues.	28
24	The school provides information on agencies that can assist my child in the transition from school.	26
7	I was given information about organizations that offer support for parents of students with disabilities.	25
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	25

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

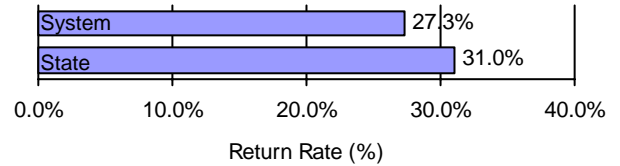
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Coffee County

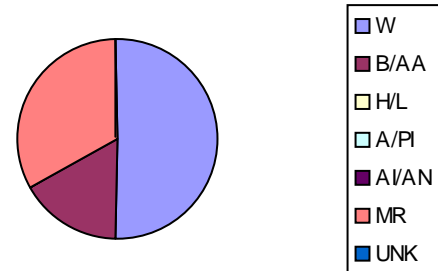
Overview

	System	State
Number of Surveys Distributed	22	30,783
Number of Valid Responses	6	9,557
Percentage Return Rate	27.3%	31.0%

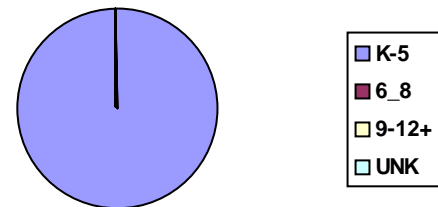


Child Demographics

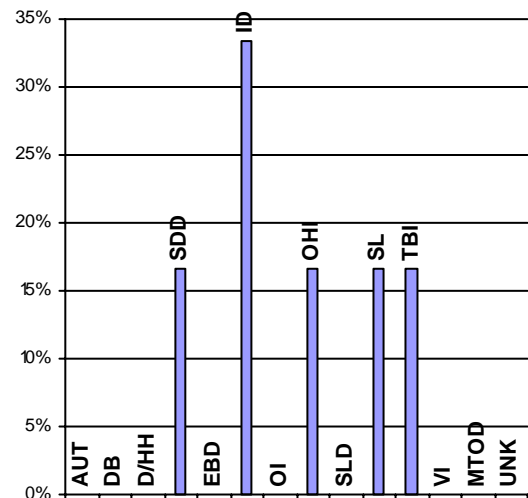
Race/Ethnicity	Count	Percent
White	3	50.0%
Black or African American (B/AA)	1	16.7%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	33.3%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	6	100.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	0	0.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	16.7%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	2	33.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	16.7%
Specific Learning Disability (SLD)	0	0.0%
Speech/Language Impairment (SL)	1	16.7%
Traumatic Brain injury (TBI)	1	16.7%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	17 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	50
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	40
18	The school has a person on staff who is available to answer parents' questions.	40
19	The school communicates regularly with me regarding my child's progress on IEP goals.	40
20	The school gives me choices with regard to services that address my child's needs.	40
22	The school offers parents a variety of ways to communicate with teachers.	40
23	The school gives parents the help they may need to play an active role in their child's education.	40
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	33
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	33
5	All of my concerns and recommendations were documented on the IEP.	33

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
14	Teachers show sensitivity to the needs of students with disabilities and their families.	33
15	Teachers encourage me to participate in the decision-making process.	33
16	Teachers respect my cultural heritage.	33
24	The school provides information on agencies that can assist my child in the transition from school.	25
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	20
21	The school offers parents training about special education issues.	20
25	The school explains what options parents have if they disagree with a decision of the school.	20
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	17
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	17
7	I was given information about organizations that offer support for parents of students with disabilities.	0

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 (404) 657 – 9959
 PSolomon@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

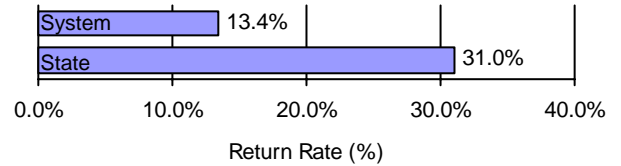
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Columbia County

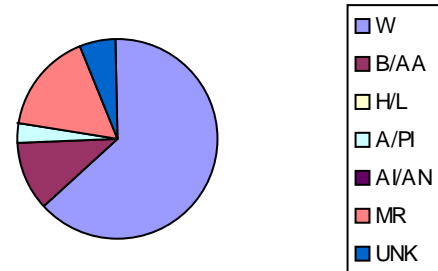
Overview

	System	State
Number of Surveys Distributed	261	30,783
Number of Valid Responses	35	9,557
Percentage Return Rate	13.4%	31.0%

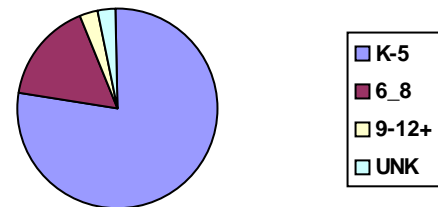


Child Demographics

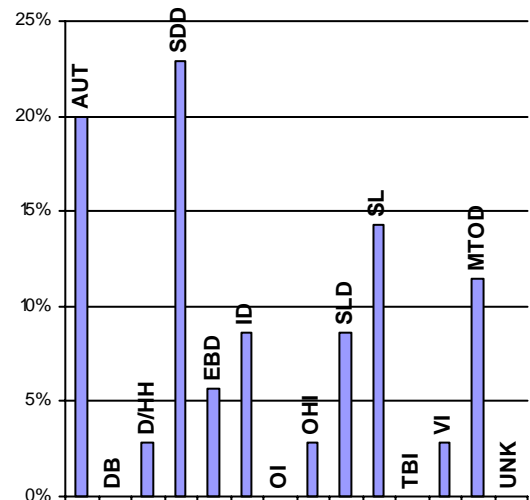
Race/Ethnicity	Count	Percent
White	22	62.9%
Black or African American (B/AA)	4	11.4%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	1	2.9%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	6	17.1%
Unknown (UNK)	2	5.7%



Grade	Count	Percent
K-5	27	77.1%
6-8	6	17.1%
9-12+	1	2.9%
Unknown (UNK)	1	2.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	7	20.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	2.9%
Significant Developmental Delay (SDD)	8	22.9%
Emotional Behavioral Disorder (EBD)	2	5.7%
Intellectual Disability (ID)	3	8.6%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	2.9%
Specific Learning Disability (SLD)	3	8.6%
Speech/Language Impairment (SL)	5	14.3%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	2.9%
More Than One Disability (MTOD)	4	11.4%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	31 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	74
12	Teachers treat me as a team member.	71
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	69
15	Teachers encourage me to participate in the decision-making process.	62
5	All of my concerns and recommendations were documented on the IEP.	56
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	55
9	My child's evaluation report is written in terms I understand.	54
16	Teachers respect my cultural heritage.	53
10	Written information I receive is written in an understandable way.	53
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	51

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	44
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	39
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	38
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	33
20	The school gives me choices with regard to services that address my child's needs.	32
25	The school explains what options parents have if they disagree with a decision of the school.	28
21	The school offers parents training about special education issues.	26
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	23
7	I was given information about organizations that offer support for parents of students with disabilities.	19
24	The school provides information on agencies that can assist my child in the transition from school.	19

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 Georgia Department of Education
 (404) 657 – 9959
 PSolomon@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

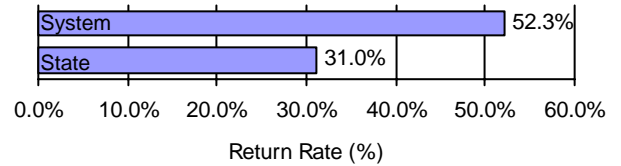
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Coweta County

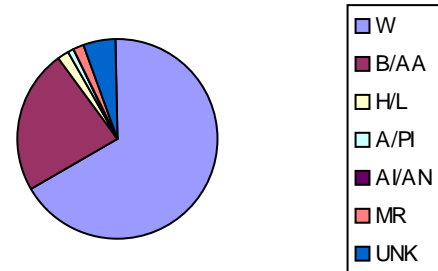
Overview

	System	State
Number of Surveys Distributed	551	30,783
Number of Valid Responses	288	9,557
Percentage Return Rate	52.3%	31.0%

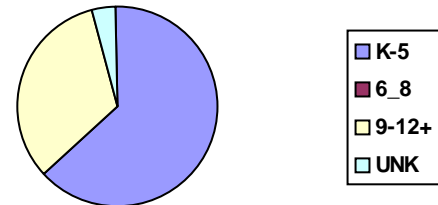


Child Demographics

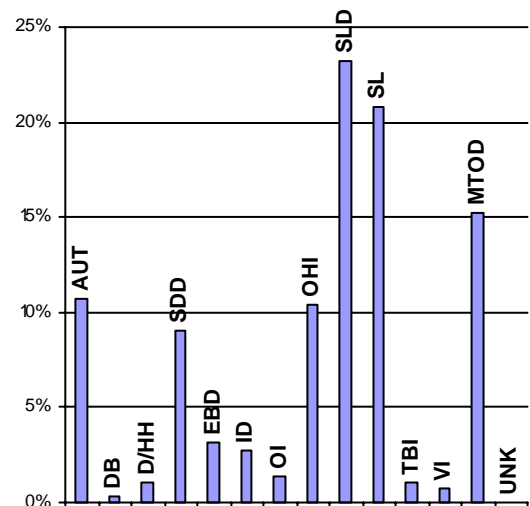
Race/Ethnicity	Count	Percent
White	190	66.0%
Black or African American (B/AA)	69	24.0%
Hispanic or Latino (H/L)	6	2.1%
Asian or Pacific Islander (A/PI)	3	1.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	5	1.7%
Unknown (UNK)	15	5.2%



Grade	Count	Percent
K-5	181	62.8%
6-8	0	0.0%
9-12+	96	33.3%
Unknown (UNK)	11	3.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	31	10.8%
Deaf-Blind (DB)	1	0.3%
Deaf-Hard of Hearing (D/HH)	3	1.0%
Significant Developmental Delay (SDD)	26	9.0%
Emotional Behavioral Disorder (EBD)	9	3.1%
Intellectual Disability (ID)	8	2.8%
Orthopedic Impairment (OI)	4	1.4%
Other Health Impairment (OHI)	30	10.4%
Specific Learning Disability (SLD)	67	23.3%
Speech/Language Impairment (SL)	60	20.8%
Traumatic Brain injury (TBI)	3	1.0%
Visual Impairment including Blindness (VI)	2	0.7%
More Than One Disability (MTOD)	44	15.3%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	42 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	70
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	69
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	68
5	All of my concerns and recommendations were documented on the IEP.	67
15	Teachers encourage me to participate in the decision-making process.	66
12	Teachers treat me as a team member.	66
14	Teachers show sensitivity to the needs of students with disabilities and their families.	65
18	The school has a person on staff who is available to answer parents' questions.	64
10	Written information I receive is written in an understandable way.	63
16	Teachers respect my cultural heritage.	62

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	58
20	The school gives me choices with regard to services that address my child's needs.	58
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	55
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	50
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	48
25	The school explains what options parents have if they disagree with a decision of the school.	48
24	The school provides information on agencies that can assist my child in the transition from school.	43
7	I was given information about organizations that offer support for parents of students with disabilities.	41
21	The school offers parents training about special education issues.	40
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	30

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

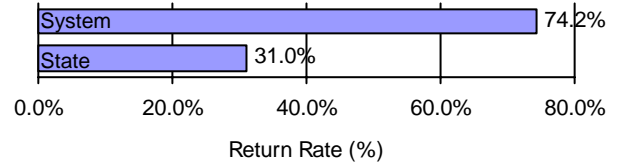
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Crawford County

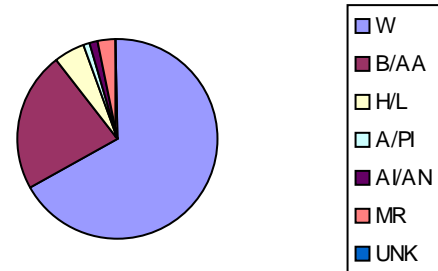
Overview

	System	State
Number of Surveys Distributed	128	30,783
Number of Valid Responses	95	9,557
Percentage Return Rate	74.2%	31.0%

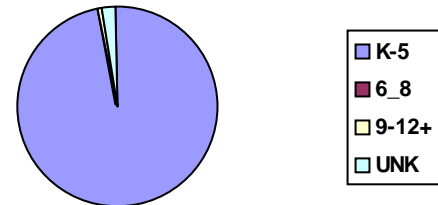


Child Demographics

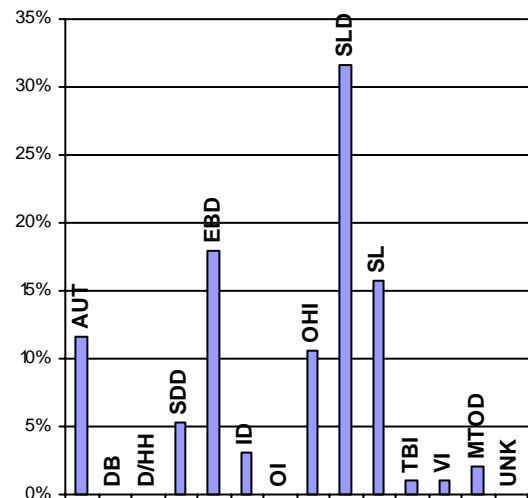
Race/Ethnicity	Count	Percent
White	63	66.3%
Black or African American (B/AA)	22	23.2%
Hispanic or Latino (H/L)	5	5.3%
Asian or Pacific Islander (A/PI)	1	1.1%
American Indian or Alaska Native (AI/AN)	1	1.1%
Multi-racial (MR)	3	3.2%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	92	96.8%
6-8	0	0.0%
9-12+	1	1.1%
Unknown (UNK)	2	2.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	11	11.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	5	5.3%
Emotional Behavioral Disorder (EBD)	17	17.9%
Intellectual Disability (ID)	3	3.2%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	10	10.5%
Specific Learning Disability (SLD)	30	31.6%
Speech/Language Impairment (SL)	15	15.8%
Traumatic Brain injury (TBI)	1	1.1%
Visual Impairment including Blindness (VI)	1	1.1%
More Than One Disability (MTOD)	2	2.1%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	40 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	63
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	59
11	Teachers are available to speak with me.	58
12	Teachers treat me as a team member.	58
13	Teachers seek out parent input.	57
14	Teachers show sensitivity to the needs of students with disabilities and their families.	56
15	Teachers encourage me to participate in the decision-making process.	55
16	Teachers respect my cultural heritage.	55
5	All of my concerns and recommendations were documented on the IEP.	54
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	52

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
9	My child's evaluation report is written in terms I understand.	49
18	The school has a person on staff who is available to answer parents' questions.	48
22	The school offers parents a variety of ways to communicate with teachers.	48
20	The school gives me choices with regard to services that address my child's needs.	47
23	The school gives parents the help they may need to play an active role in their child's education.	47
25	The school explains what options parents have if they disagree with a decision of the school.	45
7	I was given information about organizations that offer support for parents of students with disabilities.	44
21	The school offers parents training about special education issues.	44
24	The school provides information on agencies that can assist my child in the transition from school.	41
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	32

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

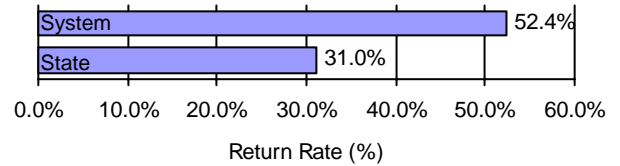
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Crisp County

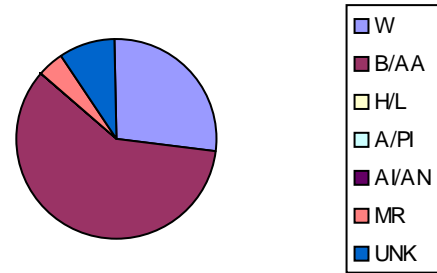
Overview

	System	State
Number of Surveys Distributed	42	30,783
Number of Valid Responses	22	9,557
Percentage Return Rate	52.4%	31.0%

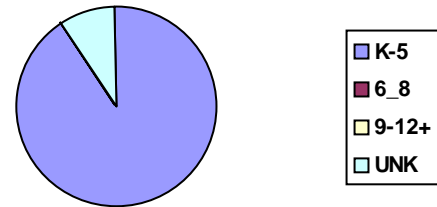


Child Demographics

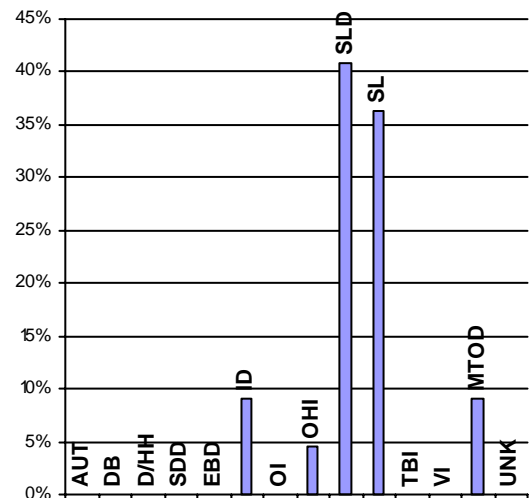
Race/Ethnicity	Count	Percent
White	6	27.3%
Black or African American (B/AA)	13	59.1%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	4.5%
Unknown (UNK)	2	9.1%



Grade	Count	Percent
K-5	20	90.9%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	2	9.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	0	0.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	2	9.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	4.5%
Specific Learning Disability (SLD)	9	40.9%
Speech/Language Impairment (SL)	8	36.4%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	9.1%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	68 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	86
5	All of my concerns and recommendations were documented on the IEP.	82
9	My child's evaluation report is written in terms I understand.	82
10	Written information I receive is written in an understandable way.	82
13	Teachers seek out parent input.	80
15	Teachers encourage me to participate in the decision-making process.	80
20	The school gives me choices with regard to services that address my child's needs.	79
23	The school gives parents the help they may need to play an active role in their child's education.	79
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	77
11	Teachers are available to speak with me.	77

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	74
25	The school explains what options parents have if they disagree with a decision of the school.	74
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	73
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	73
22	The school offers parents a variety of ways to communicate with teachers.	72
7	I was given information about organizations that offer support for parents of students with disabilities.	71
21	The school offers parents training about special education issues.	68
24	The school provides information on agencies that can assist my child in the transition from school.	63
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	59
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	59

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

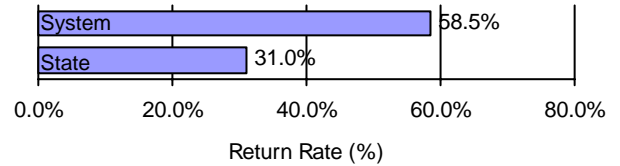
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Dade County

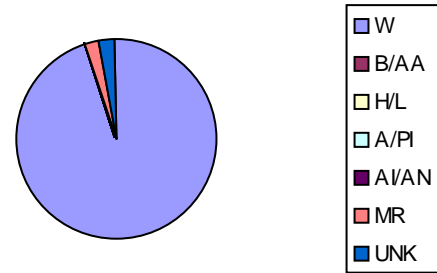
Overview

	System	State
Number of Surveys Distributed	135	30,783
Number of Valid Responses	79	9,557
Percentage Return Rate	58.5%	31.0%

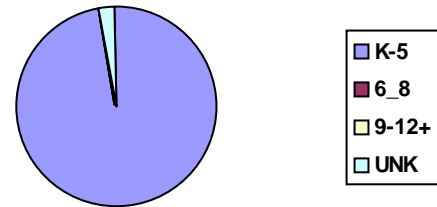


Child Demographics

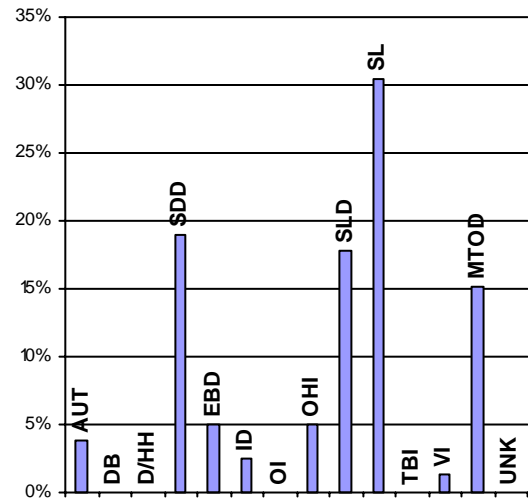
Race/Ethnicity	Count	Percent
White	75	94.9%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	2.5%
Unknown (UNK)	2	2.5%



Grade	Count	Percent
K-5	77	97.5%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	2	2.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	3.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	15	19.0%
Emotional Behavioral Disorder (EBD)	4	5.1%
Intellectual Disability (ID)	2	2.5%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	4	5.1%
Specific Learning Disability (SLD)	14	17.7%
Speech/Language Impairment (SL)	24	30.4%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	1.3%
More Than One Disability (MTOD)	12	15.2%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	35 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	63
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	60
9	My child's evaluation report is written in terms I understand.	56
10	Written information I receive is written in an understandable way.	56
12	Teachers treat me as a team member.	56
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	54
16	Teachers respect my cultural heritage.	54
5	All of my concerns and recommendations were documented on the IEP.	53
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	52
15	Teachers encourage me to participate in the decision-making process.	51

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	44
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	43
13	Teachers seek out parent input.	43
23	The school gives parents the help they may need to play an active role in their child's education.	42
20	The school gives me choices with regard to services that address my child's needs.	42
25	The school explains what options parents have if they disagree with a decision of the school.	41
24	The school provides information on agencies that can assist my child in the transition from school.	37
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	33
21	The school offers parents training about special education issues.	33
7	I was given information about organizations that offer support for parents of students with disabilities.	30

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 PSolomon@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

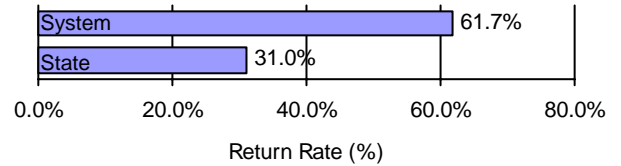
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Dawson County

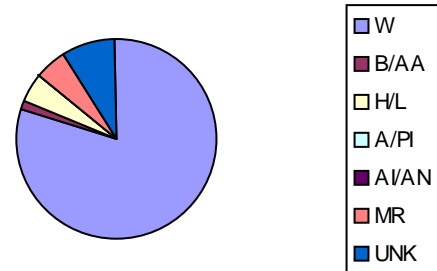
Overview

	System	State
Number of Surveys Distributed	128	30,783
Number of Valid Responses	79	9,557
Percentage Return Rate	61.7%	31.0%

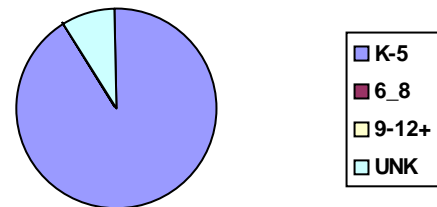


Child Demographics

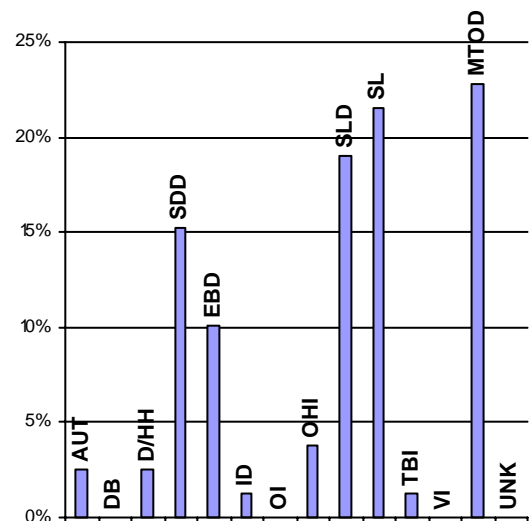
Race/Ethnicity	Count	Percent
White	63	79.7%
Black or African American (B/AA)	1	1.3%
Hispanic or Latino (H/L)	4	5.1%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	4	5.1%
Unknown (UNK)	7	8.9%



Grade	Count	Percent
K-5	72	91.1%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	7	8.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	2.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	2.5%
Significant Developmental Delay (SDD)	12	15.2%
Emotional Behavioral Disorder (EBD)	8	10.1%
Intellectual Disability (ID)	1	1.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	3.8%
Specific Learning Disability (SLD)	15	19.0%
Speech/Language Impairment (SL)	17	21.5%
Traumatic Brain injury (TBI)	1	1.3%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	18	22.8%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	53 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	83
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	81
12	Teachers treat me as a team member.	81
15	Teachers encourage me to participate in the decision-making process.	80
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	78
5	All of my concerns and recommendations were documented on the IEP.	78
16	Teachers respect my cultural heritage.	77
14	Teachers show sensitivity to the needs of students with disabilities and their families.	77
20	The school gives me choices with regard to services that address my child's needs.	76
18	The school has a person on staff who is available to answer parents' questions.	74

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	69
13	Teachers seek out parent input.	69
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	68
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	66
25	The school explains what options parents have if they disagree with a decision of the school.	63
24	The school provides information on agencies that can assist my child in the transition from school.	63
22	The school offers parents a variety of ways to communicate with teachers.	61
21	The school offers parents training about special education issues.	59
7	I was given information about organizations that offer support for parents of students with disabilities.	55
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	40

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

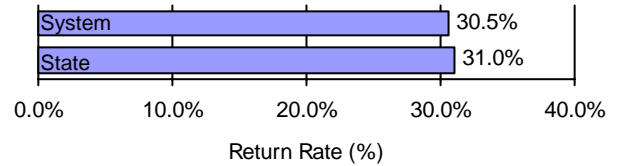
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Decatur County

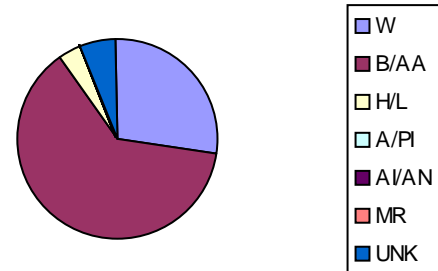
Overview

	System	State
Number of Surveys Distributed	167	30,783
Number of Valid Responses	51	9,557
Percentage Return Rate	30.5%	31.0%

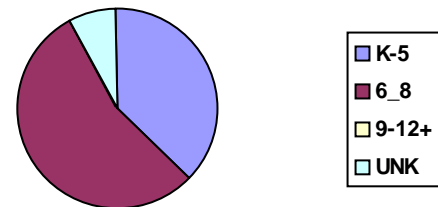


Child Demographics

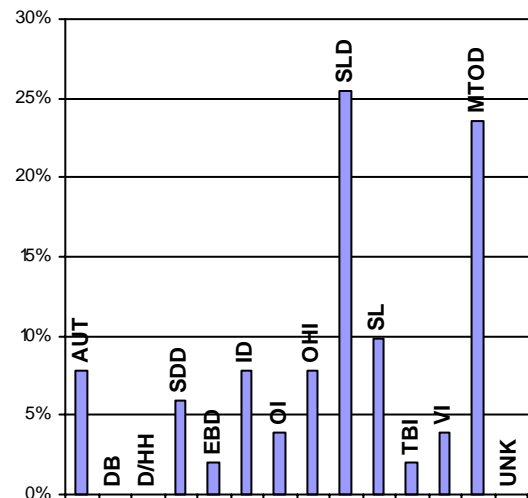
Race/Ethnicity	Count	Percent
White	14	27.5%
Black or African American (B/AA)	32	62.7%
Hispanic or Latino (H/L)	2	3.9%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	3	5.9%



Grade	Count	Percent
K-5	19	37.3%
6-8	28	54.9%
9-12+	0	0.0%
Unknown (UNK)	4	7.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	4	7.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	3	5.9%
Emotional Behavioral Disorder (EBD)	1	2.0%
Intellectual Disability (ID)	4	7.8%
Orthopedic Impairment (OI)	2	3.9%
Other Health Impairment (OHI)	4	7.8%
Specific Learning Disability (SLD)	13	25.5%
Speech/Language Impairment (SL)	5	9.8%
Traumatic Brain injury (TBI)	1	2.0%
Visual Impairment including Blindness (VI)	2	3.9%
More Than One Disability (MTOD)	12	23.5%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	37 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	62
12	Teachers treat me as a team member.	62
14	Teachers show sensitivity to the needs of students with disabilities and their families.	59
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	56
5	All of my concerns and recommendations were documented on the IEP.	55
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	55
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	54
9	My child's evaluation report is written in terms I understand.	54
15	Teachers encourage me to participate in the decision-making process.	53
19	The school communicates regularly with me regarding my child's progress on IEP goals.	52

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
25	The school explains what options parents have if they disagree with a decision of the school.	50
18	The school has a person on staff who is available to answer parents' questions.	49
7	I was given information about organizations that offer support for parents of students with disabilities.	48
16	Teachers respect my cultural heritage.	47
23	The school gives parents the help they may need to play an active role in their child's education.	47
22	The school offers parents a variety of ways to communicate with teachers.	43
24	The school provides information on agencies that can assist my child in the transition from school.	42
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	40
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	38
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	32

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

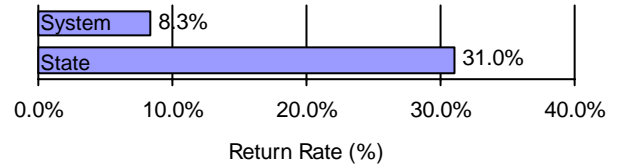
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report DeKalb County

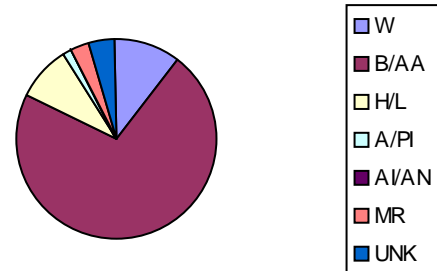
Overview

	System	State
Number of Surveys Distributed	1756	30,783
Number of Valid Responses	146	9,557
Percentage Return Rate	8.3%	31.0%

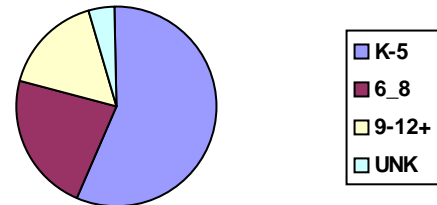


Child Demographics

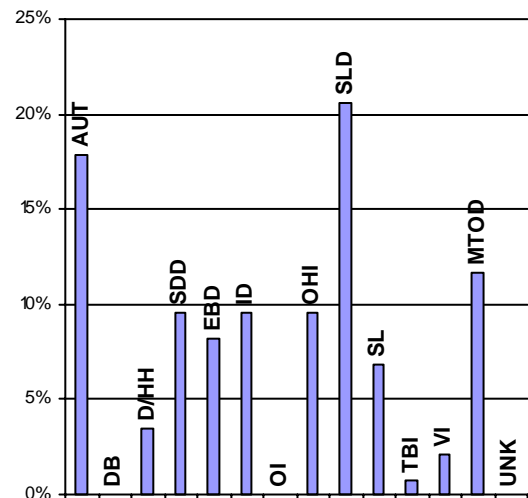
Race/Ethnicity	Count	Percent
White	16	11.0%
Black or African American (B/AA)	104	71.2%
Hispanic or Latino (H/L)	13	8.9%
Asian or Pacific Islander (A/PI)	2	1.4%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	5	3.4%
Unknown (UNK)	6	4.1%



Grade	Count	Percent
K-5	82	56.2%
6-8	33	22.6%
9-12+	25	17.1%
Unknown (UNK)	6	4.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	26	17.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	5	3.4%
Significant Developmental Delay (SDD)	14	9.6%
Emotional Behavioral Disorder (EBD)	12	8.2%
Intellectual Disability (ID)	14	9.6%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	14	9.6%
Specific Learning Disability (SLD)	30	20.5%
Speech/Language Impairment (SL)	10	6.8%
Traumatic Brain injury (TBI)	1	0.7%
Visual Impairment including Blindness (VI)	3	2.1%
More Than One Disability (MTOD)	17	11.6%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	36 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	66
5	All of my concerns and recommendations were documented on the IEP.	65
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	63
12	Teachers treat me as a team member.	63
10	Written information I receive is written in an understandable way.	61
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	60
9	My child's evaluation report is written in terms I understand.	60
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	58
15	Teachers encourage me to participate in the decision-making process.	57
13	Teachers seek out parent input.	56

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	51
23	The school gives parents the help they may need to play an active role in their child's education.	48
22	The school offers parents a variety of ways to communicate with teachers.	47
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	47
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	39
25	The school explains what options parents have if they disagree with a decision of the school.	37
21	The school offers parents training about special education issues.	36
7	I was given information about organizations that offer support for parents of students with disabilities.	35
24	The school provides information on agencies that can assist my child in the transition from school.	32
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	28

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

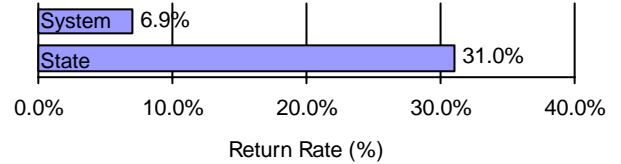
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Dooly County

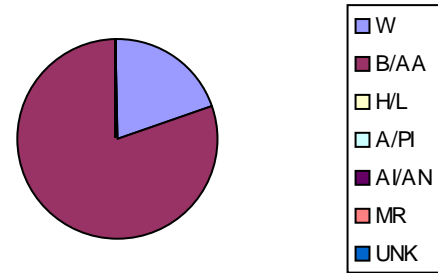
Overview

	System	State
Number of Surveys Distributed	72	30,783
Number of Valid Responses	5	9,557
Percentage Return Rate	6.9%	31.0%

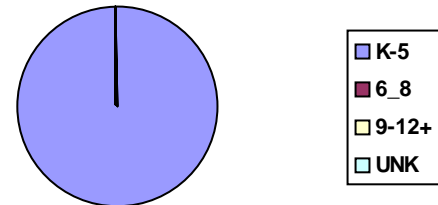


Child Demographics

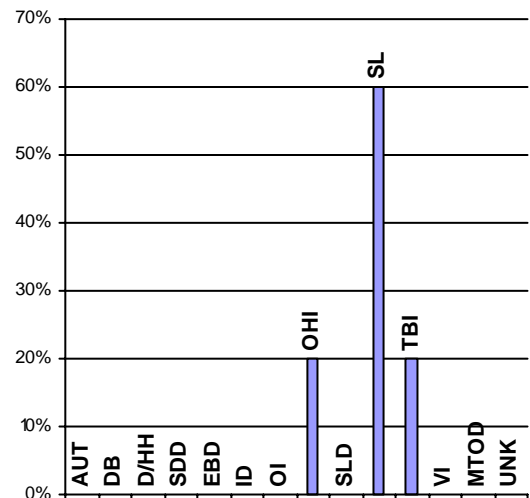
Race/Ethnicity	Count	Percent
White	1	20.0%
Black or African American (B/AA)	4	80.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	5	100.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	0	0.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	20.0%
Specific Learning Disability (SLD)	0	0.0%
Speech/Language Impairment (SL)	3	60.0%
Traumatic Brain injury (TBI)	1	20.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	0	0.0%



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2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	40 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
5	All of my concerns and recommendations were documented on the IEP.	75
9	My child's evaluation report is written in terms I understand.	75
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	60
10	Written information I receive is written in an understandable way.	60
11	Teachers are available to speak with me.	60
12	Teachers treat me as a team member.	60
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	50
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	50
25	The school explains what options parents have if they disagree with a decision of the school.	50
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	40

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	40
22	The school offers parents a variety of ways to communicate with teachers.	40
23	The school gives parents the help they may need to play an active role in their child's education.	40
7	I was given information about organizations that offer support for parents of students with disabilities.	33
18	The school has a person on staff who is available to answer parents' questions.	33
19	The school communicates regularly with me regarding my child's progress on IEP goals.	25
21	The school offers parents training about special education issues.	25
24	The school provides information on agencies that can assist my child in the transition from school.	25
20	The school gives me choices with regard to services that address my child's needs.	20
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	0

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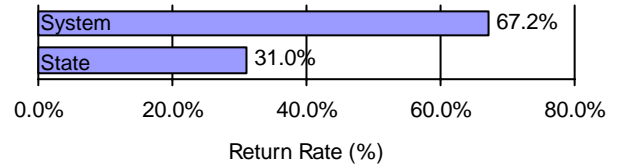
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Dougherty County

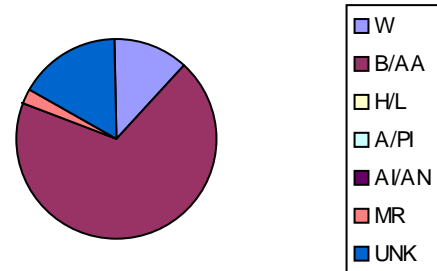
Overview

	System	State
Number of Surveys Distributed	61	30,783
Number of Valid Responses	41	9,557
Percentage Return Rate	67.2%	31.0%

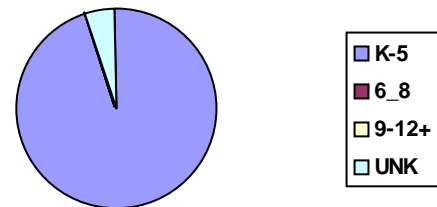


Child Demographics

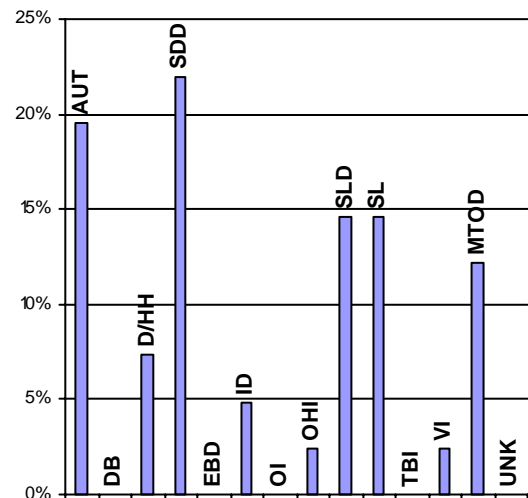
Race/Ethnicity	Count	Percent
White	5	12.2%
Black or African American (B/AA)	28	68.3%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	2.4%
Unknown (UNK)	7	17.1%



Grade	Count	Percent
K-5	39	95.1%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	2	4.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	8	19.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	3	7.3%
Significant Developmental Delay (SDD)	9	22.0%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	2	4.9%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	2.4%
Specific Learning Disability (SLD)	6	14.6%
Speech/Language Impairment (SL)	6	14.6%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	2.4%
More Than One Disability (MTOD)	5	12.2%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	22 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	59
5	All of my concerns and recommendations were documented on the IEP.	56
9	My child's evaluation report is written in terms I understand.	56
19	The school communicates regularly with me regarding my child's progress on IEP goals.	56
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	54
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	53
10	Written information I receive is written in an understandable way.	51
11	Teachers are available to speak with me.	51
7	I was given information about organizations that offer support for parents of students with disabilities.	50
16	Teachers respect my cultural heritage.	50

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
15	Teachers encourage me to participate in the decision-making process.	49
20	The school gives me choices with regard to services that address my child's needs.	48
22	The school offers parents a variety of ways to communicate with teachers.	44
18	The school has a person on staff who is available to answer parents' questions.	41
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	39
13	Teachers seek out parent input.	37
24	The school provides information on agencies that can assist my child in the transition from school.	35
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	34
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	32
25	The school explains what options parents have if they disagree with a decision of the school.	26

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 Georgia Department of Education
 (404) 657 – 9959
 PSolomon@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

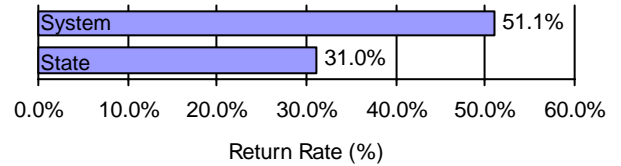
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Douglas County

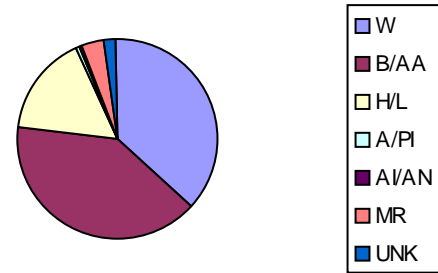
Overview

	System	State
Number of Surveys Distributed	319	30,783
Number of Valid Responses	163	9,557
Percentage Return Rate	51.1%	31.0%

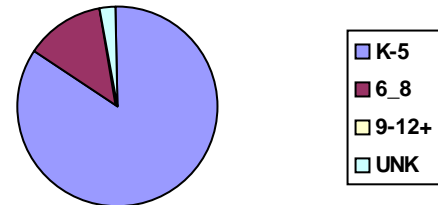


Child Demographics

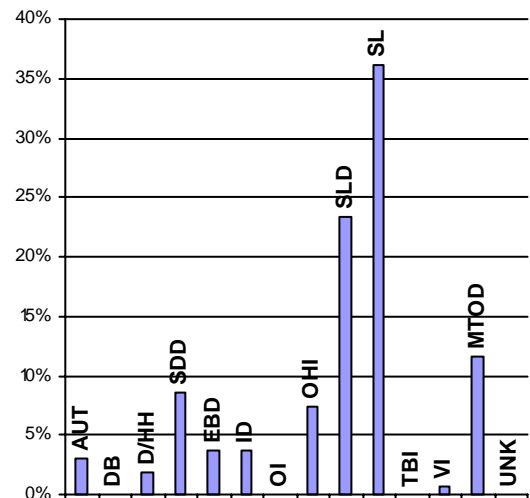
Race/Ethnicity	Count	Percent
White	60	36.8%
Black or African American (B/AA)	65	39.9%
Hispanic or Latino (H/L)	27	16.6%
Asian or Pacific Islander (A/PI)	1	0.6%
American Indian or Alaska Native (AI/AN)	1	0.6%
Multi-racial (MR)	6	3.7%
Unknown (UNK)	3	1.8%



Grade	Count	Percent
K-5	137	84.0%
6-8	22	13.5%
9-12+	0	0.0%
Unknown (UNK)	4	2.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	5	3.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	3	1.8%
Significant Developmental Delay (SDD)	14	8.6%
Emotional Behavioral Disorder (EBD)	6	3.7%
Intellectual Disability (ID)	6	3.7%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	12	7.4%
Specific Learning Disability (SLD)	38	23.3%
Speech/Language Impairment (SL)	59	36.2%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	0.6%
More Than One Disability (MTOD)	19	11.7%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	46 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	70
5	All of my concerns and recommendations were documented on the IEP.	69
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	67
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	67
12	Teachers treat me as a team member.	67
10	Written information I receive is written in an understandable way.	64
15	Teachers encourage me to participate in the decision-making process.	64
9	My child's evaluation report is written in terms I understand.	63
18	The school has a person on staff who is available to answer parents' questions.	62
14	Teachers show sensitivity to the needs of students with disabilities and their families.	62

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	56
20	The school gives me choices with regard to services that address my child's needs.	56
23	The school gives parents the help they may need to play an active role in their child's education.	52
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	51
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	48
25	The school explains what options parents have if they disagree with a decision of the school.	46
21	The school offers parents training about special education issues.	44
24	The school provides information on agencies that can assist my child in the transition from school.	44
7	I was given information about organizations that offer support for parents of students with disabilities.	36
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	31

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

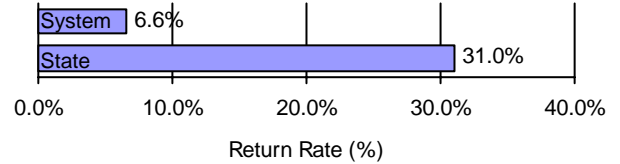
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Effingham County

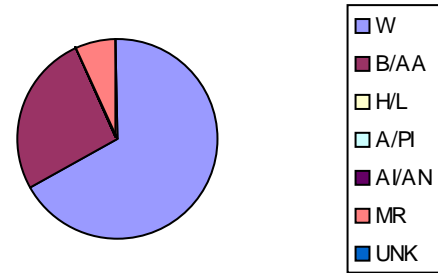
Overview

	System	State
Number of Surveys Distributed	227	30,783
Number of Valid Responses	15	9,557
Percentage Return Rate	6.6%	31.0%

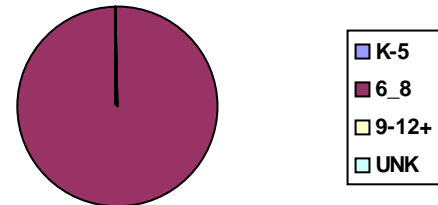


Child Demographics

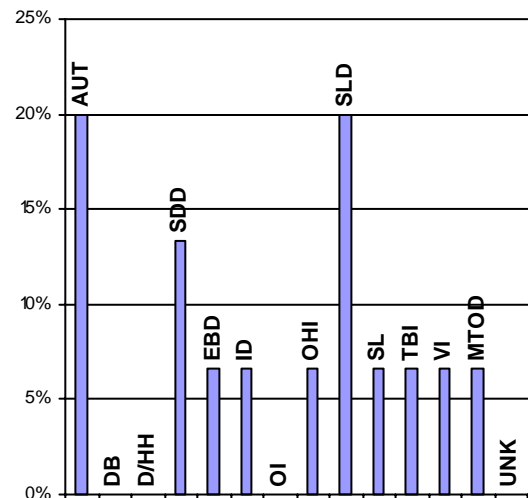
Race/Ethnicity	Count	Percent
White	10	66.7%
Black or African American (B/AA)	4	26.7%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	6.7%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	15	100.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	20.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	13.3%
Emotional Behavioral Disorder (EBD)	1	6.7%
Intellectual Disability (ID)	1	6.7%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	6.7%
Specific Learning Disability (SLD)	3	20.0%
Speech/Language Impairment (SL)	1	6.7%
Traumatic Brain injury (TBI)	1	6.7%
Visual Impairment including Blindness (VI)	1	6.7%
More Than One Disability (MTOD)	1	6.7%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	33 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	73
11	Teachers are available to speak with me.	73
12	Teachers treat me as a team member.	73
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	67
5	All of my concerns and recommendations were documented on the IEP.	67
18	The school has a person on staff who is available to answer parents' questions.	67
10	Written information I receive is written in an understandable way.	64
19	The school communicates regularly with me regarding my child's progress on IEP goals.	60
22	The school offers parents a variety of ways to communicate with teachers.	60
9	My child's evaluation report is written in terms I understand.	57

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	47
23	The school gives parents the help they may need to play an active role in their child's education.	47
16	Teachers respect my cultural heritage.	43
25	The school explains what options parents have if they disagree with a decision of the school.	43
14	Teachers show sensitivity to the needs of students with disabilities and their families.	40
20	The school gives me choices with regard to services that address my child's needs.	40
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	36
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	33
24	The school provides information on agencies that can assist my child in the transition from school.	33
21	The school offers parents training about special education issues.	27

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

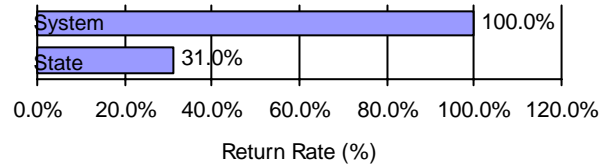
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Elbert County

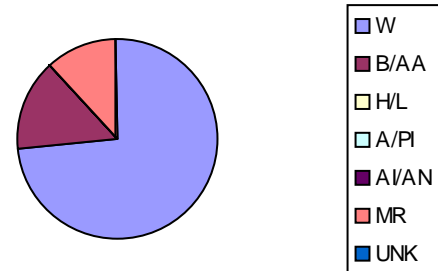
Overview

	System	State
Number of Surveys Distributed	26	30,783
Number of Valid Responses	26	9,557
Percentage Return Rate	100.0%	31.0%

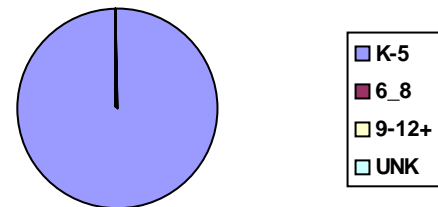


Child Demographics

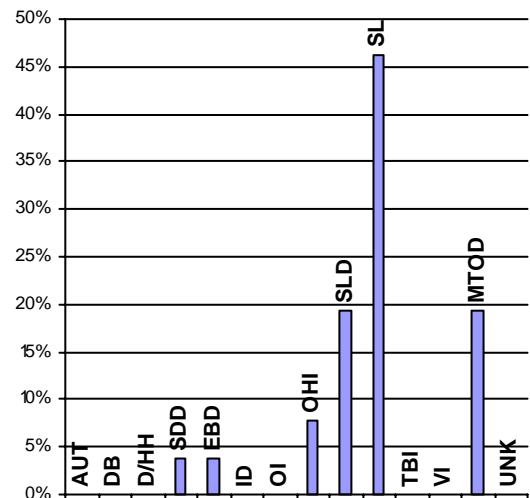
Race/Ethnicity	Count	Percent
White	19	73.1%
Black or African American (B/AA)	4	15.4%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	3	11.5%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	26	100.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	0	0.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	3.8%
Emotional Behavioral Disorder (EBD)	1	3.8%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	7.7%
Specific Learning Disability (SLD)	5	19.2%
Speech/Language Impairment (SL)	12	46.2%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	5	19.2%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	58 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	80
12	Teachers treat me as a team member.	80
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	77
14	Teachers show sensitivity to the needs of students with disabilities and their families.	77
10	Written information I receive is written in an understandable way.	75
16	Teachers respect my cultural heritage.	75
9	My child's evaluation report is written in terms I understand.	73
13	Teachers seek out parent input.	69
15	Teachers encourage me to participate in the decision-making process.	69
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	69

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	64
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	60
19	The school communicates regularly with me regarding my child's progress on IEP goals.	60
24	The school provides information on agencies that can assist my child in the transition from school.	57
21	The school offers parents training about special education issues.	57
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	54
25	The school explains what options parents have if they disagree with a decision of the school.	54
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	52
7	I was given information about organizations that offer support for parents of students with disabilities.	52
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	33

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

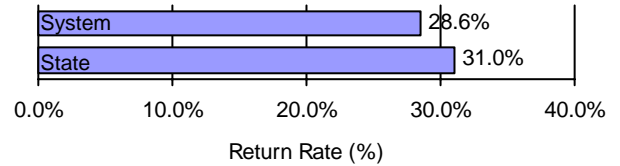
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Emanuel County

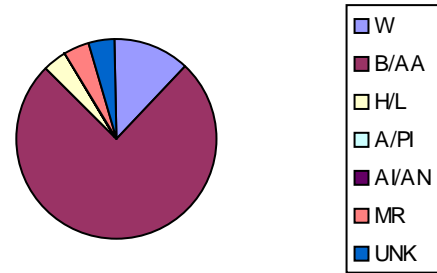
Overview

	System	State
Number of Surveys Distributed	84	30,783
Number of Valid Responses	24	9,557
Percentage Return Rate	28.6%	31.0%

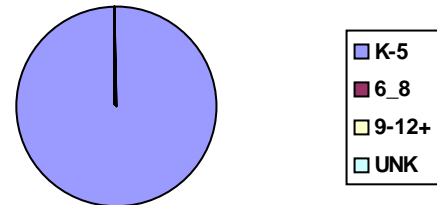


Child Demographics

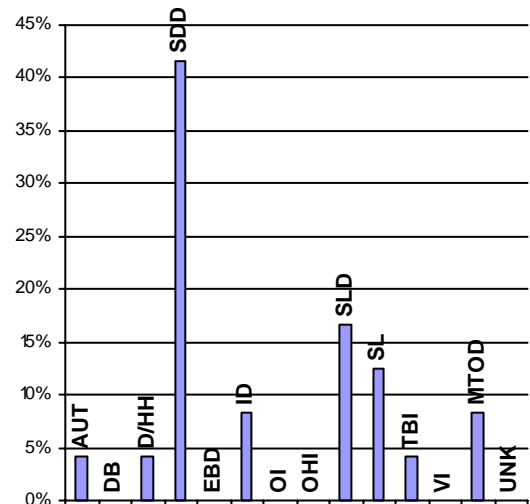
Race/Ethnicity	Count	Percent
White	3	12.5%
Black or African American (B/AA)	18	75.0%
Hispanic or Latino (H/L)	1	4.2%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	4.2%
Unknown (UNK)	1	4.2%



Grade	Count	Percent
K-5	24	100.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	4.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	4.2%
Significant Developmental Delay (SDD)	10	41.7%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	2	8.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	4	16.7%
Speech/Language Impairment (SL)	3	12.5%
Traumatic Brain injury (TBI)	1	4.2%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	8.3%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	38 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
5	All of my concerns and recommendations were documented on the IEP.	78
12	Teachers treat me as a team member.	74
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	73
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	70
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	70
15	Teachers encourage me to participate in the decision-making process.	70
14	Teachers show sensitivity to the needs of students with disabilities and their families.	68
16	Teachers respect my cultural heritage.	68
10	Written information I receive is written in an understandable way.	67
11	Teachers are available to speak with me.	67

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
18	The school has a person on staff who is available to answer parents' questions.	52
22	The school offers parents a variety of ways to communicate with teachers.	52
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	50
25	The school explains what options parents have if they disagree with a decision of the school.	50
20	The school gives me choices with regard to services that address my child's needs.	48
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	48
24	The school provides information on agencies that can assist my child in the transition from school.	45
7	I was given information about organizations that offer support for parents of students with disabilities.	43
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	36
21	The school offers parents training about special education issues.	32

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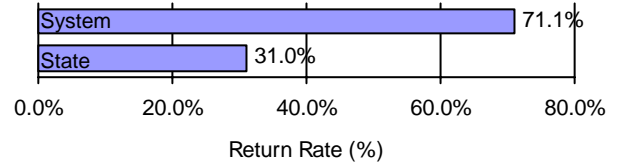
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Evans County

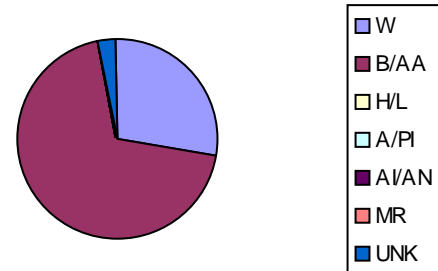
Overview

	System	State
Number of Surveys Distributed	45	30,783
Number of Valid Responses	32	9,557
Percentage Return Rate	71.1%	31.0%

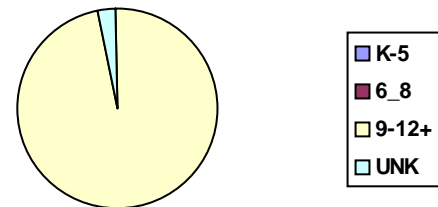


Child Demographics

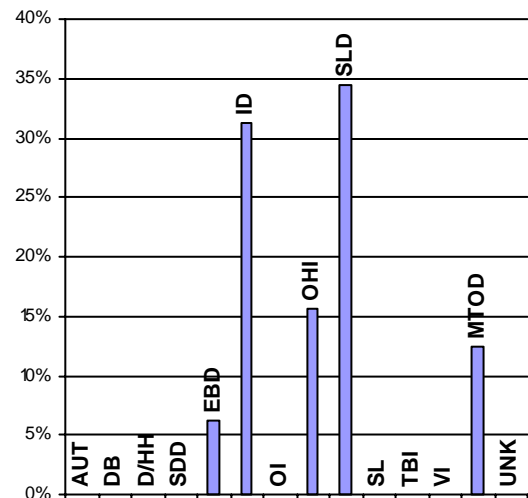
Race/Ethnicity	Count	Percent
White	9	28.1%
Black or African American (B/AA)	22	68.8%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	3.1%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	31	96.9%
Unknown (UNK)	1	3.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	0	0.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	2	6.3%
Intellectual Disability (ID)	10	31.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	5	15.6%
Specific Learning Disability (SLD)	11	34.4%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	4	12.5%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	63 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	75
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	75
16	Teachers respect my cultural heritage.	75
19	The school communicates regularly with me regarding my child's progress on IEP goals.	75
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	74
5	All of my concerns and recommendations were documented on the IEP.	72
9	My child's evaluation report is written in terms I understand.	72
10	Written information I receive is written in an understandable way.	72
11	Teachers are available to speak with me.	72
14	Teachers show sensitivity to the needs of students with disabilities and their families.	72

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
13	Teachers seek out parent input.	69
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	69
20	The school gives me choices with regard to services that address my child's needs.	69
22	The school offers parents a variety of ways to communicate with teachers.	69
24	The school provides information on agencies that can assist my child in the transition from school.	69
21	The school offers parents training about special education issues.	66
23	The school gives parents the help they may need to play an active role in their child's education.	66
25	The school explains what options parents have if they disagree with a decision of the school.	66
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	63
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	60

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 Georgia Department of Education
 (404) 657 – 9959
 PSolomon@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

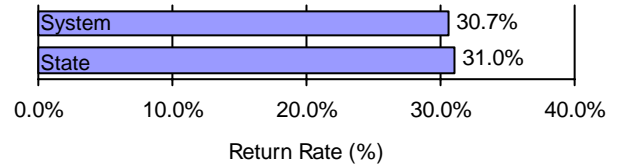
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Fannin County

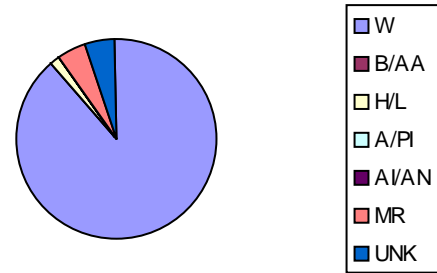
Overview

	System	State
Number of Surveys Distributed	199	30,783
Number of Valid Responses	61	9,557
Percentage Return Rate	30.7%	31.0%

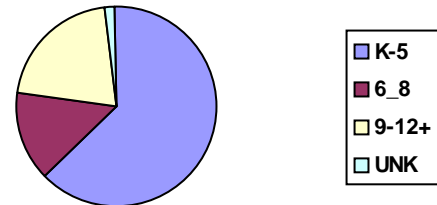


Child Demographics

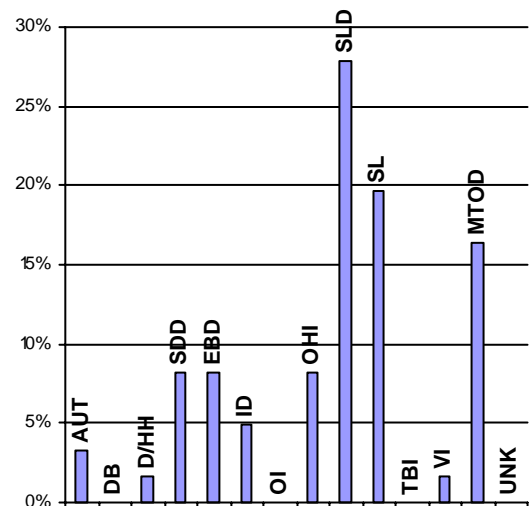
Race/Ethnicity	Count	Percent
White	54	88.5%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	1	1.6%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	3	4.9%
Unknown (UNK)	3	4.9%



Grade	Count	Percent
K-5	38	62.3%
6-8	9	14.8%
9-12+	13	21.3%
Unknown (UNK)	1	1.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	3.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.6%
Significant Developmental Delay (SDD)	5	8.2%
Emotional Behavioral Disorder (EBD)	5	8.2%
Intellectual Disability (ID)	3	4.9%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	5	8.2%
Specific Learning Disability (SLD)	17	27.9%
Speech/Language Impairment (SL)	12	19.7%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	1.6%
More Than One Disability (MTOD)	10	16.4%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	54 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	77
5	All of my concerns and recommendations were documented on the IEP.	75
12	Teachers treat me as a team member.	75
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	74
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	72
10	Written information I receive is written in an understandable way.	72
14	Teachers show sensitivity to the needs of students with disabilities and their families.	70
9	My child's evaluation report is written in terms I understand.	70
23	The school gives parents the help they may need to play an active role in their child's education.	69
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	69

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
13	Teachers seek out parent input.	62
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	62
22	The school offers parents a variety of ways to communicate with teachers.	61
16	Teachers respect my cultural heritage.	59
25	The school explains what options parents have if they disagree with a decision of the school.	52
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	51
21	The school offers parents training about special education issues.	47
7	I was given information about organizations that offer support for parents of students with disabilities.	46
24	The school provides information on agencies that can assist my child in the transition from school.	42
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	34

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

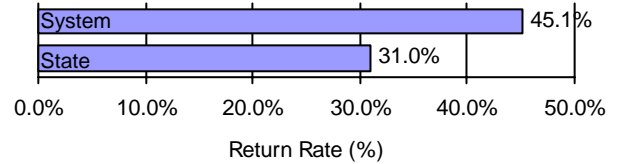
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Fayette County

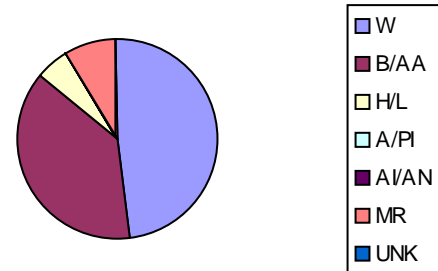
Overview

	System	State
Number of Surveys Distributed	204	30,783
Number of Valid Responses	92	9,557
Percentage Return Rate	45.1%	31.0%

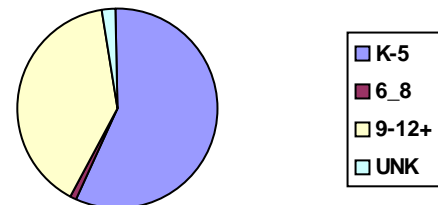


Child Demographics

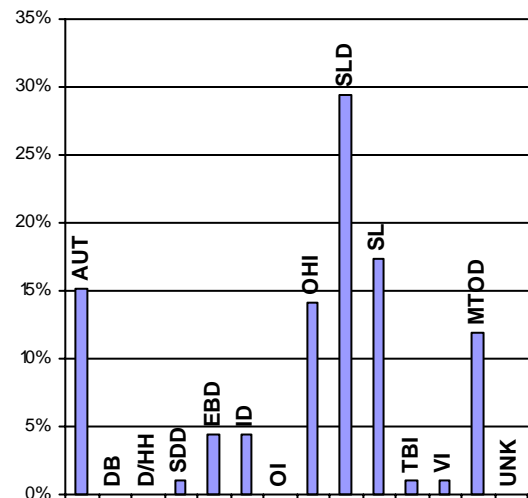
Race/Ethnicity	Count	Percent
White	44	47.8%
Black or African American (B/AA)	35	38.0%
Hispanic or Latino (H/L)	5	5.4%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	8	8.7%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	52	56.5%
6-8	1	1.1%
9-12+	37	40.2%
Unknown (UNK)	2	2.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	14	15.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	1.1%
Emotional Behavioral Disorder (EBD)	4	4.3%
Intellectual Disability (ID)	4	4.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	13	14.1%
Specific Learning Disability (SLD)	27	29.3%
Speech/Language Impairment (SL)	16	17.4%
Traumatic Brain injury (TBI)	1	1.1%
Visual Impairment including Blindness (VI)	1	1.1%
More Than One Disability (MTOD)	11	12.0%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	59 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	86
11	Teachers are available to speak with me.	82
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	81
12	Teachers treat me as a team member.	80
5	All of my concerns and recommendations were documented on the IEP.	80
10	Written information I receive is written in an understandable way.	76
14	Teachers show sensitivity to the needs of students with disabilities and their families.	76
9	My child's evaluation report is written in terms I understand.	75
13	Teachers seek out parent input.	75
15	Teachers encourage me to participate in the decision-making process.	75

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	68
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	67
23	The school gives parents the help they may need to play an active role in their child's education.	67
16	Teachers respect my cultural heritage.	65
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	58
21	The school offers parents training about special education issues.	53
24	The school provides information on agencies that can assist my child in the transition from school.	53
25	The school explains what options parents have if they disagree with a decision of the school.	53
7	I was given information about organizations that offer support for parents of students with disabilities.	46
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	32

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

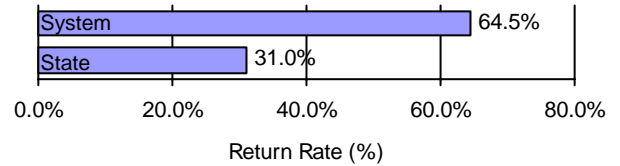
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Forsyth County

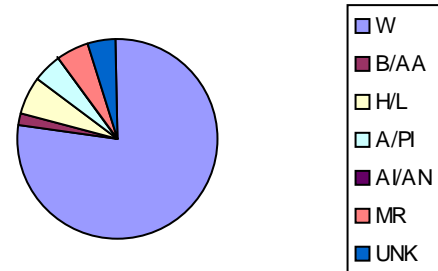
Overview

	System	State
Number of Surveys Distributed	169	30,783
Number of Valid Responses	109	9,557
Percentage Return Rate	64.5%	31.0%

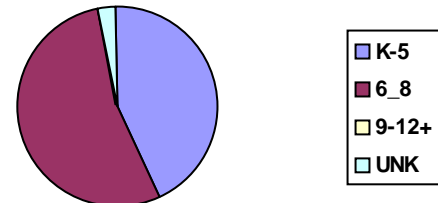


Child Demographics

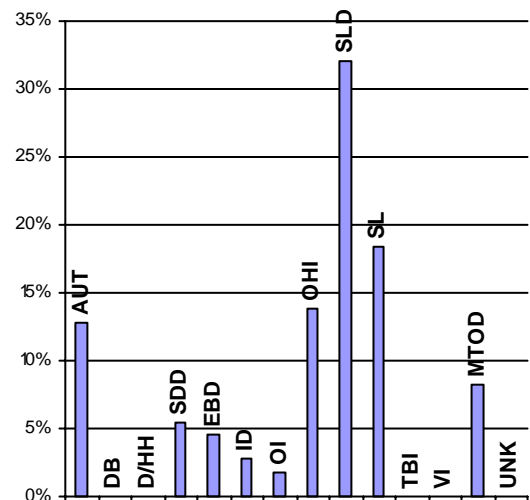
Race/Ethnicity	Count	Percent
White	84	77.1%
Black or African American (B/AA)	2	1.8%
Hispanic or Latino (H/L)	7	6.4%
Asian or Pacific Islander (A/PI)	5	4.6%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	6	5.5%
Unknown (UNK)	5	4.6%



Grade	Count	Percent
K-5	47	43.1%
6-8	59	54.1%
9-12+	0	0.0%
Unknown (UNK)	3	2.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	14	12.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	6	5.5%
Emotional Behavioral Disorder (EBD)	5	4.6%
Intellectual Disability (ID)	3	2.8%
Orthopedic Impairment (OI)	2	1.8%
Other Health Impairment (OHI)	15	13.8%
Specific Learning Disability (SLD)	35	32.1%
Speech/Language Impairment (SL)	20	18.3%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	9	8.3%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	50 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	74
11	Teachers are available to speak with me.	73
12	Teachers treat me as a team member.	72
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	70
22	The school offers parents a variety of ways to communicate with teachers.	70
5	All of my concerns and recommendations were documented on the IEP.	69
14	Teachers show sensitivity to the needs of students with disabilities and their families.	68
10	Written information I receive is written in an understandable way.	68
15	Teachers encourage me to participate in the decision-making process.	66
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	63

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	58
19	The school communicates regularly with me regarding my child's progress on IEP goals.	58
16	Teachers respect my cultural heritage.	56
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	55
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	54
21	The school offers parents training about special education issues.	43
24	The school provides information on agencies that can assist my child in the transition from school.	42
25	The school explains what options parents have if they disagree with a decision of the school.	41
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	38
7	I was given information about organizations that offer support for parents of students with disabilities.	38

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

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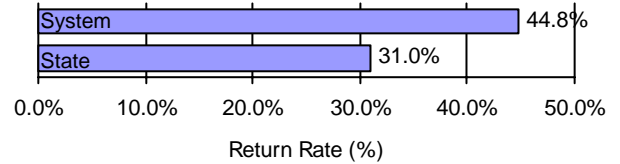
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Franklin County

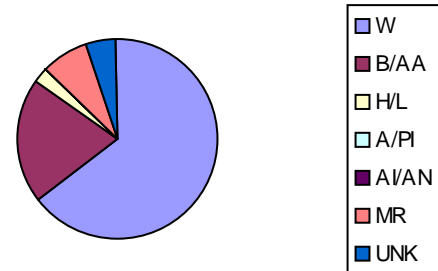
Overview

	System	State
Number of Surveys Distributed	87	30,783
Number of Valid Responses	39	9,557
Percentage Return Rate	44.8%	31.0%

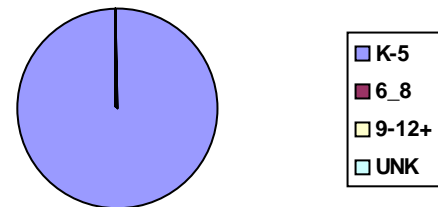


Child Demographics

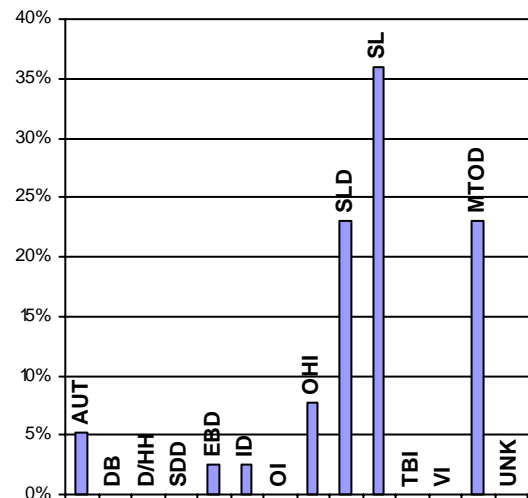
Race/Ethnicity	Count	Percent
White	25	64.1%
Black or African American (B/AA)	8	20.5%
Hispanic or Latino (H/L)	1	2.6%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	3	7.7%
Unknown (UNK)	2	5.1%



Grade	Count	Percent
K-5	39	100.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	5.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	1	2.6%
Intellectual Disability (ID)	1	2.6%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	7.7%
Specific Learning Disability (SLD)	9	23.1%
Speech/Language Impairment (SL)	14	35.9%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	9	23.1%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	36 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
15	Teachers encourage me to participate in the decision-making process.	65
12	Teachers treat me as a team member.	64
11	Teachers are available to speak with me.	63
5	All of my concerns and recommendations were documented on the IEP.	62
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	59
13	Teachers seek out parent input.	58
18	The school has a person on staff who is available to answer parents' questions.	57
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	56
9	My child's evaluation report is written in terms I understand.	56
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	54

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
14	Teachers show sensitivity to the needs of students with disabilities and their families.	47
22	The school offers parents a variety of ways to communicate with teachers.	45
16	Teachers respect my cultural heritage.	44
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	42
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	40
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	39
24	The school provides information on agencies that can assist my child in the transition from school.	33
21	The school offers parents training about special education issues.	29
25	The school explains what options parents have if they disagree with a decision of the school.	29
7	I was given information about organizations that offer support for parents of students with disabilities.	25

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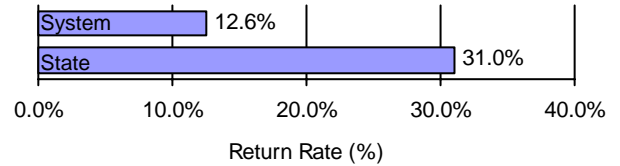
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Fulton County

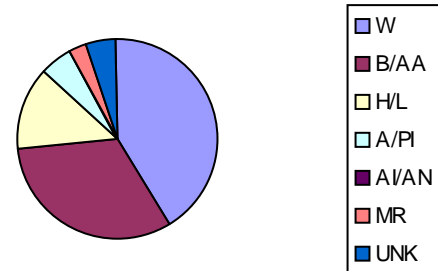
Overview

	System	State
Number of Surveys Distributed	1742	30,783
Number of Valid Responses	219	9,557
Percentage Return Rate	12.6%	31.0%

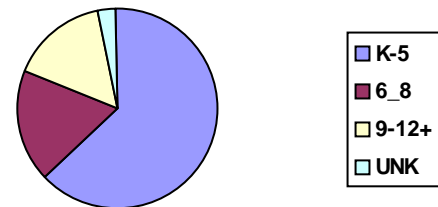


Child Demographics

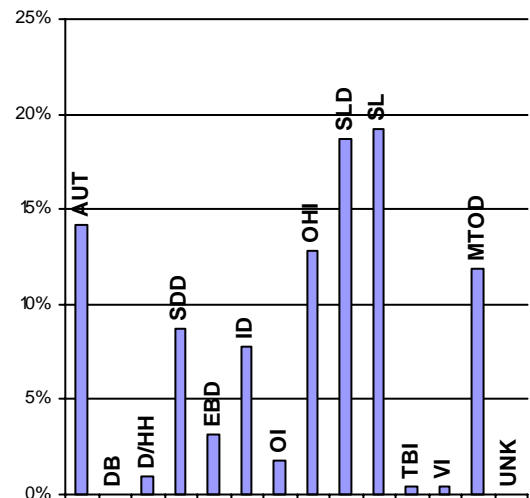
Race/Ethnicity	Count	Percent
White	90	41.1%
Black or African American (B/AA)	70	32.0%
Hispanic or Latino (H/L)	30	13.7%
Asian or Pacific Islander (A/PI)	12	5.5%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	6	2.7%
Unknown (UNK)	11	5.0%



Grade	Count	Percent
K-5	137	62.6%
6-8	40	18.3%
9-12+	36	16.4%
Unknown (UNK)	6	2.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	31	14.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	0.9%
Significant Developmental Delay (SDD)	19	8.7%
Emotional Behavioral Disorder (EBD)	7	3.2%
Intellectual Disability (ID)	17	7.8%
Orthopedic Impairment (OI)	4	1.8%
Other Health Impairment (OHI)	28	12.8%
Specific Learning Disability (SLD)	41	18.7%
Speech/Language Impairment (SL)	42	19.2%
Traumatic Brain injury (TBI)	1	0.5%
Visual Impairment including Blindness (VI)	1	0.5%
More Than One Disability (MTOD)	26	11.9%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	34 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	69
12	Teachers treat me as a team member.	65
5	All of my concerns and recommendations were documented on the IEP.	64
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	62
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	62
9	My child's evaluation report is written in terms I understand.	59
10	Written information I receive is written in an understandable way.	57
18	The school has a person on staff who is available to answer parents' questions.	55
14	Teachers show sensitivity to the needs of students with disabilities and their families.	54
16	Teachers respect my cultural heritage.	54

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	46
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	45
23	The school gives parents the help they may need to play an active role in their child's education.	44
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	44
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	41
25	The school explains what options parents have if they disagree with a decision of the school.	38
24	The school provides information on agencies that can assist my child in the transition from school.	30
7	I was given information about organizations that offer support for parents of students with disabilities.	27
21	The school offers parents training about special education issues.	26
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	24

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

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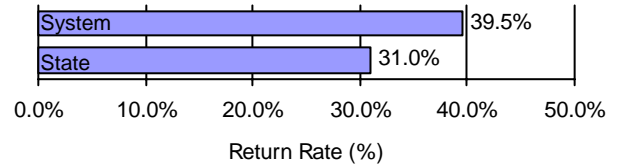
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Gilmer County

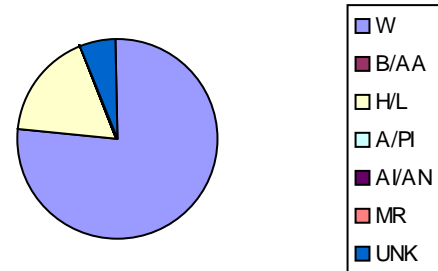
Overview

	System	State
Number of Surveys Distributed	43	30,783
Number of Valid Responses	17	9,557
Percentage Return Rate	39.5%	31.0%

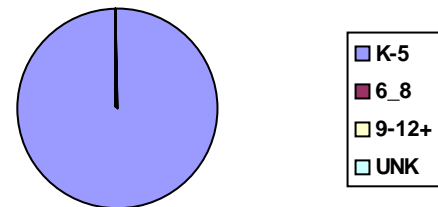


Child Demographics

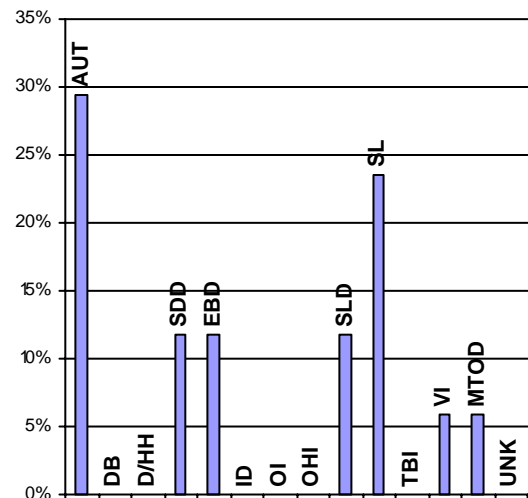
Race/Ethnicity	Count	Percent
White	13	76.5%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	3	17.6%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	5.9%



Grade	Count	Percent
K-5	17	100.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	5	29.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	11.8%
Emotional Behavioral Disorder (EBD)	2	11.8%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	2	11.8%
Speech/Language Impairment (SL)	4	23.5%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	5.9%
More Than One Disability (MTOD)	1	5.9%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	24 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	71
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	71
15	Teachers encourage me to participate in the decision-making process.	67
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	67
16	Teachers respect my cultural heritage.	64
14	Teachers show sensitivity to the needs of students with disabilities and their families.	60
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	59
11	Teachers are available to speak with me.	59
12	Teachers treat me as a team member.	59
10	Written information I receive is written in an understandable way.	53

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	44
13	Teachers seek out parent input.	43
23	The school gives parents the help they may need to play an active role in their child's education.	38
25	The school explains what options parents have if they disagree with a decision of the school.	38
20	The school gives me choices with regard to services that address my child's needs.	31
24	The school provides information on agencies that can assist my child in the transition from school.	31
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	29
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	29
7	I was given information about organizations that offer support for parents of students with disabilities.	24
21	The school offers parents training about special education issues.	20

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 Georgia Department of Education
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 PSolomon@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

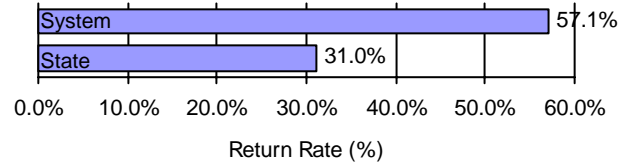
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Glynn County

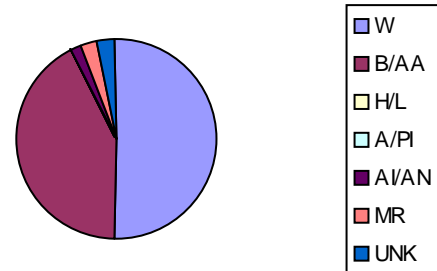
Overview

	System	State
Number of Surveys Distributed	189	30,783
Number of Valid Responses	108	9,557
Percentage Return Rate	57.1%	31.0%

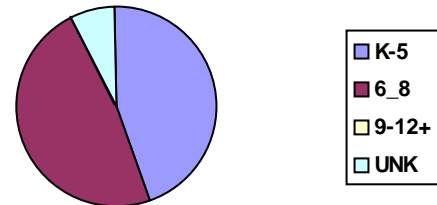


Child Demographics

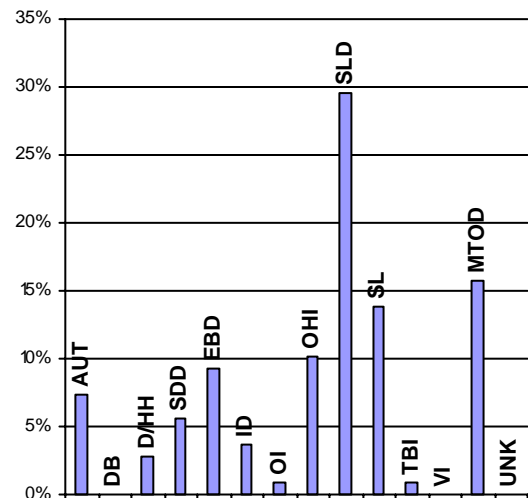
Race/Ethnicity	Count	Percent
White	54	50.0%
Black or African American (B/AA)	46	42.6%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	2	1.9%
Multi-racial (MR)	3	2.8%
Unknown (UNK)	3	2.8%



Grade	Count	Percent
K-5	48	44.4%
6-8	52	48.1%
9-12+	0	0.0%
Unknown (UNK)	8	7.4%



Primary Exceptionality	Count	Percent
Autism (AUT)	8	7.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	3	2.8%
Significant Developmental Delay (SDD)	6	5.6%
Emotional Behavioral Disorder (EBD)	10	9.3%
Intellectual Disability (ID)	4	3.7%
Orthopedic Impairment (OI)	1	0.9%
Other Health Impairment (OHI)	11	10.2%
Specific Learning Disability (SLD)	32	29.6%
Speech/Language Impairment (SL)	15	13.9%
Traumatic Brain injury (TBI)	1	0.9%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	17	15.7%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	37 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
5	All of my concerns and recommendations were documented on the IEP.	61
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	61
11	Teachers are available to speak with me.	60
15	Teachers encourage me to participate in the decision-making process.	57
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	57
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	55
14	Teachers show sensitivity to the needs of students with disabilities and their families.	55
9	My child's evaluation report is written in terms I understand.	55
10	Written information I receive is written in an understandable way.	55
18	The school has a person on staff who is available to answer parents' questions.	54

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
13	Teachers seek out parent input.	49
22	The school offers parents a variety of ways to communicate with teachers.	47
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	46
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	45
23	The school gives parents the help they may need to play an active role in their child's education.	42
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	36
21	The school offers parents training about special education issues.	32
25	The school explains what options parents have if they disagree with a decision of the school.	32
24	The school provides information on agencies that can assist my child in the transition from school.	30
7	I was given information about organizations that offer support for parents of students with disabilities.	29

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

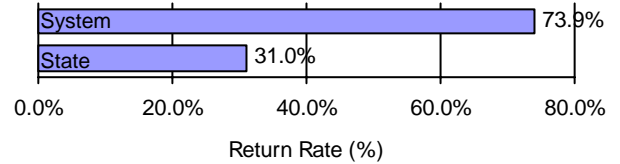
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Gordon County

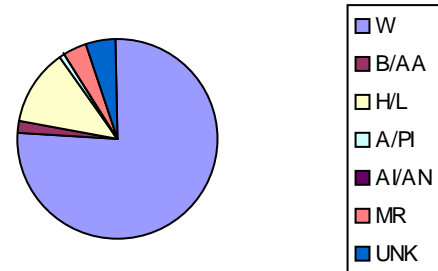
Overview

	System	State
Number of Surveys Distributed	138	30,783
Number of Valid Responses	102	9,557
Percentage Return Rate	73.9%	31.0%

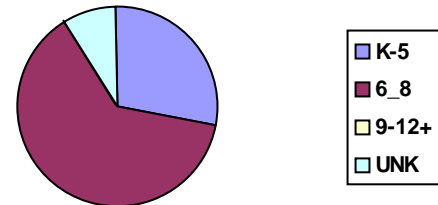


Child Demographics

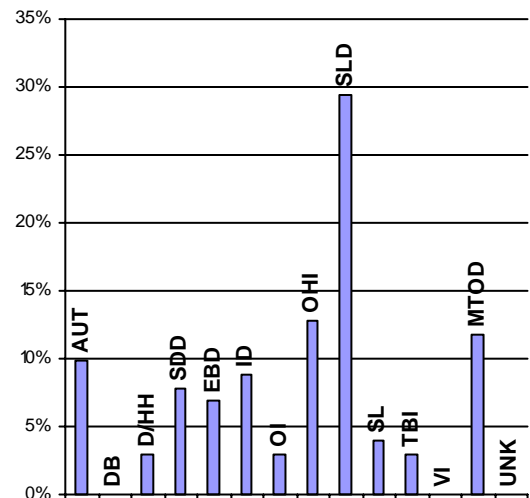
Race/Ethnicity	Count	Percent
White	77	75.5%
Black or African American (B/AA)	2	2.0%
Hispanic or Latino (H/L)	13	12.7%
Asian or Pacific Islander (A/PI)	1	1.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	4	3.9%
Unknown (UNK)	5	4.9%



Grade	Count	Percent
K-5	29	28.4%
6-8	64	62.7%
9-12+	0	0.0%
Unknown (UNK)	9	8.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	10	9.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	3	2.9%
Significant Developmental Delay (SDD)	8	7.8%
Emotional Behavioral Disorder (EBD)	7	6.9%
Intellectual Disability (ID)	9	8.8%
Orthopedic Impairment (OI)	3	2.9%
Other Health Impairment (OHI)	13	12.7%
Specific Learning Disability (SLD)	30	29.4%
Speech/Language Impairment (SL)	4	3.9%
Traumatic Brain injury (TBI)	3	2.9%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	12	11.8%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	60 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	78
15	Teachers encourage me to participate in the decision-making process.	75
12	Teachers treat me as a team member.	74
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	74
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	74
14	Teachers show sensitivity to the needs of students with disabilities and their families.	73
5	All of my concerns and recommendations were documented on the IEP.	72
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	70
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	70
9	My child's evaluation report is written in terms I understand.	70

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	65
18	The school has a person on staff who is available to answer parents' questions.	64
23	The school gives parents the help they may need to play an active role in their child's education.	63
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	62
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	57
25	The school explains what options parents have if they disagree with a decision of the school.	57
7	I was given information about organizations that offer support for parents of students with disabilities.	57
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	53
24	The school provides information on agencies that can assist my child in the transition from school.	50
21	The school offers parents training about special education issues.	48

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

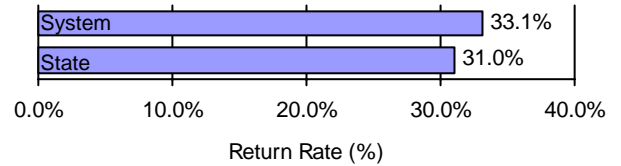
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Grady County

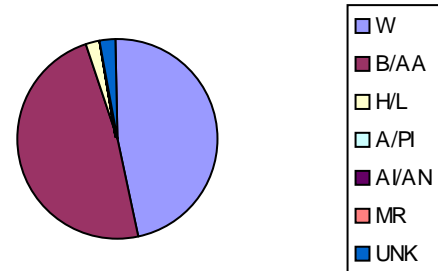
Overview

	System	State
Number of Surveys Distributed	124	30,783
Number of Valid Responses	41	9,557
Percentage Return Rate	33.1%	31.0%

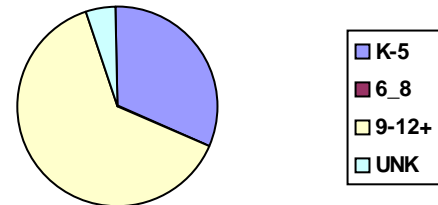


Child Demographics

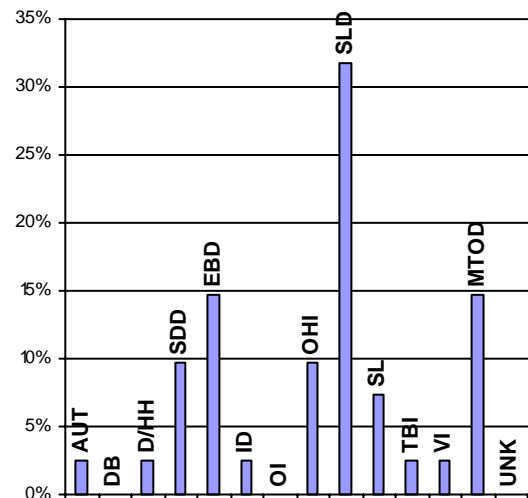
Race/Ethnicity	Count	Percent
White	19	46.3%
Black or African American (B/AA)	20	48.8%
Hispanic or Latino (H/L)	1	2.4%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	2.4%



Grade	Count	Percent
K-5	13	31.7%
6-8	0	0.0%
9-12+	26	63.4%
Unknown (UNK)	2	4.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	2.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	2.4%
Significant Developmental Delay (SDD)	4	9.8%
Emotional Behavioral Disorder (EBD)	6	14.6%
Intellectual Disability (ID)	1	2.4%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	4	9.8%
Specific Learning Disability (SLD)	13	31.7%
Speech/Language Impairment (SL)	3	7.3%
Traumatic Brain injury (TBI)	1	2.4%
Visual Impairment including Blindness (VI)	1	2.4%
More Than One Disability (MTOD)	6	14.6%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	41 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
10	Written information I receive is written in an understandable way.	64
9	My child's evaluation report is written in terms I understand.	63
12	Teachers treat me as a team member.	63
11	Teachers are available to speak with me.	60
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	58
5	All of my concerns and recommendations were documented on the IEP.	58
16	Teachers respect my cultural heritage.	56
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	55
19	The school communicates regularly with me regarding my child's progress on IEP goals.	54
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	54

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	45
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	45
20	The school gives me choices with regard to services that address my child's needs.	45
22	The school offers parents a variety of ways to communicate with teachers.	42
23	The school gives parents the help they may need to play an active role in their child's education.	41
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	39
25	The school explains what options parents have if they disagree with a decision of the school.	34
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	28
24	The school provides information on agencies that can assist my child in the transition from school.	28
21	The school offers parents training about special education issues.	23

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

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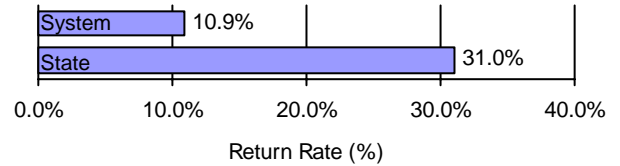
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Gwinnett County

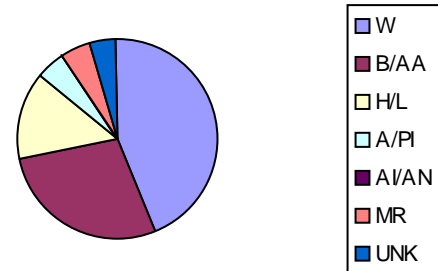
Overview

	System	State
Number of Surveys Distributed	3178	30,783
Number of Valid Responses	345	9,557
Percentage Return Rate	10.9%	31.0%

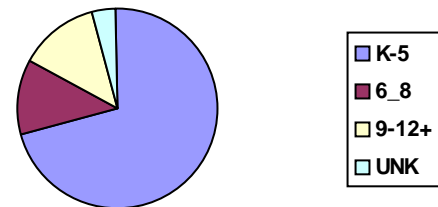


Child Demographics

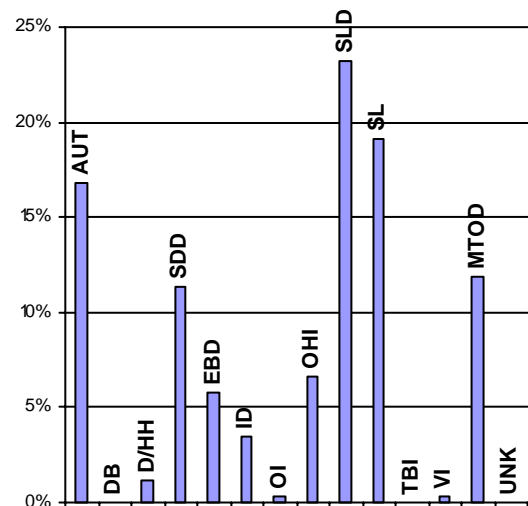
Race/Ethnicity	Count	Percent
White	150	43.5%
Black or African American (B/AA)	96	27.8%
Hispanic or Latino (H/L)	51	14.8%
Asian or Pacific Islander (A/PI)	15	4.3%
American Indian or Alaska Native (AI/AN)	1	0.3%
Multi-racial (MR)	18	5.2%
Unknown (UNK)	14	4.1%



Grade	Count	Percent
K-5	243	70.4%
6-8	43	12.5%
9-12+	46	13.3%
Unknown (UNK)	13	3.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	58	16.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	4	1.2%
Significant Developmental Delay (SDD)	39	11.3%
Emotional Behavioral Disorder (EBD)	20	5.8%
Intellectual Disability (ID)	12	3.5%
Orthopedic Impairment (OI)	1	0.3%
Other Health Impairment (OHI)	23	6.7%
Specific Learning Disability (SLD)	80	23.2%
Speech/Language Impairment (SL)	66	19.1%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	0.3%
More Than One Disability (MTOD)	41	11.9%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	32 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	63
12	Teachers treat me as a team member.	60
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	59
5	All of my concerns and recommendations were documented on the IEP.	59
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	58
15	Teachers encourage me to participate in the decision-making process.	57
14	Teachers show sensitivity to the needs of students with disabilities and their families.	57
10	Written information I receive is written in an understandable way.	54
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	53
9	My child's evaluation report is written in terms I understand.	53

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	44
23	The school gives parents the help they may need to play an active role in their child's education.	44
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	42
20	The school gives me choices with regard to services that address my child's needs.	42
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	40
25	The school explains what options parents have if they disagree with a decision of the school.	33
21	The school offers parents training about special education issues.	29
24	The school provides information on agencies that can assist my child in the transition from school.	28
7	I was given information about organizations that offer support for parents of students with disabilities.	28
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	23

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(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

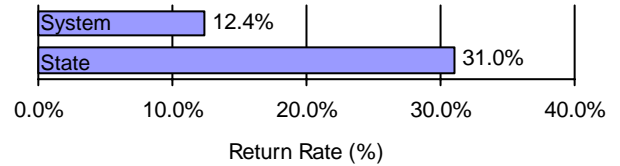
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Habersham County

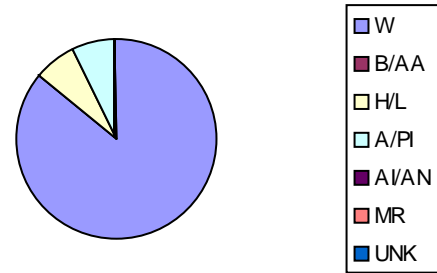
Overview

	System	State
Number of Surveys Distributed	113	30,783
Number of Valid Responses	14	9,557
Percentage Return Rate	12.4%	31.0%

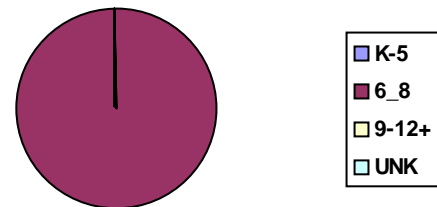


Child Demographics

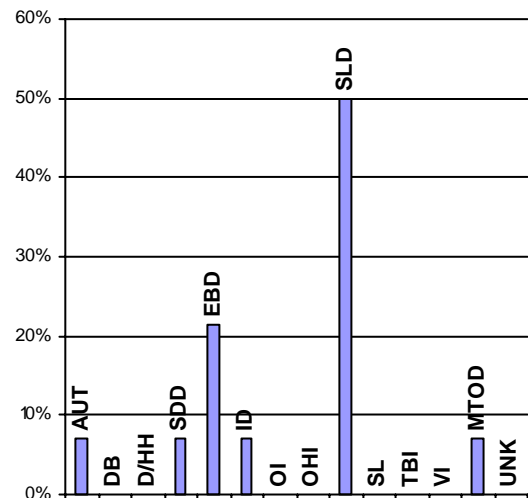
Race/Ethnicity	Count	Percent
White	12	85.7%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	1	7.1%
Asian or Pacific Islander (A/PI)	1	7.1%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	14	100.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	7.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	7.1%
Emotional Behavioral Disorder (EBD)	3	21.4%
Intellectual Disability (ID)	1	7.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	7	50.0%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	7.1%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	7 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
13	Teachers seek out parent input.	38
5	All of my concerns and recommendations were documented on the IEP.	36
12	Teachers treat me as a team member.	36
15	Teachers encourage me to participate in the decision-making process.	31
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	29
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	29
11	Teachers are available to speak with me.	29
9	My child's evaluation report is written in terms I understand.	23
10	Written information I receive is written in an understandable way.	23
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	23

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
14	Teachers show sensitivity to the needs of students with disabilities and their families.	15
16	Teachers respect my cultural heritage.	15
20	The school gives me choices with regard to services that address my child's needs.	15
22	The school offers parents a variety of ways to communicate with teachers.	15
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	14
24	The school provides information on agencies that can assist my child in the transition from school.	8
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	8
7	I was given information about organizations that offer support for parents of students with disabilities.	8
21	The school offers parents training about special education issues.	8
23	The school gives parents the help they may need to play an active role in their child's education.	8

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

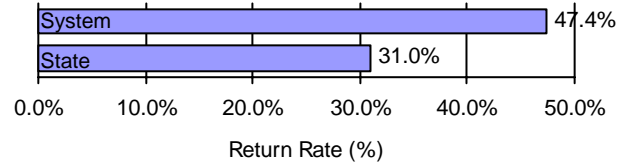
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Hall County

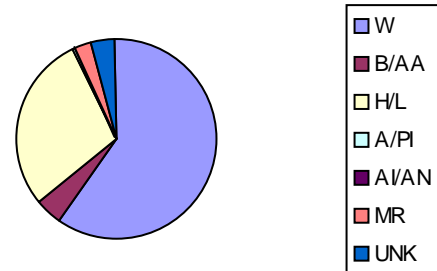
Overview

	System	State
Number of Surveys Distributed	580	30,783
Number of Valid Responses	275	9,557
Percentage Return Rate	47.4%	31.0%

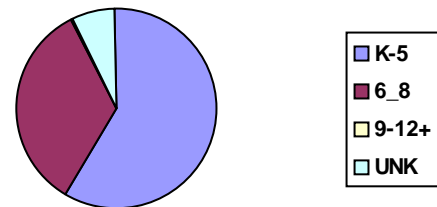


Child Demographics

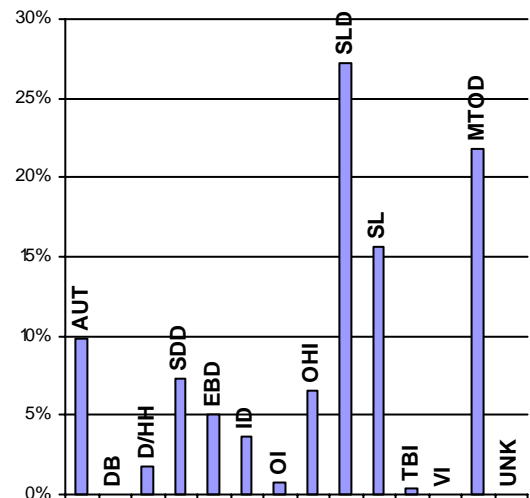
Race/Ethnicity	Count	Percent
White	163	59.3%
Black or African American (B/AA)	12	4.4%
Hispanic or Latino (H/L)	80	29.1%
Asian or Pacific Islander (A/PI)	2	0.7%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	7	2.5%
Unknown (UNK)	11	4.0%



Grade	Count	Percent
K-5	160	58.2%
6-8	94	34.2%
9-12+	1	0.4%
Unknown (UNK)	20	7.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	27	9.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	5	1.8%
Significant Developmental Delay (SDD)	20	7.3%
Emotional Behavioral Disorder (EBD)	14	5.1%
Intellectual Disability (ID)	10	3.6%
Orthopedic Impairment (OI)	2	0.7%
Other Health Impairment (OHI)	18	6.5%
Specific Learning Disability (SLD)	75	27.3%
Speech/Language Impairment (SL)	43	15.6%
Traumatic Brain injury (TBI)	1	0.4%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	60	21.8%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	43 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	68
11	Teachers are available to speak with me.	67
12	Teachers treat me as a team member.	65
5	All of my concerns and recommendations were documented on the IEP.	65
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	63
9	My child's evaluation report is written in terms I understand.	63
14	Teachers show sensitivity to the needs of students with disabilities and their families.	63
10	Written information I receive is written in an understandable way.	62
16	Teachers respect my cultural heritage.	60
15	Teachers encourage me to participate in the decision-making process.	60

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	52
19	The school communicates regularly with me regarding my child's progress on IEP goals.	51
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	51
22	The school offers parents a variety of ways to communicate with teachers.	51
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	50
25	The school explains what options parents have if they disagree with a decision of the school.	41
24	The school provides information on agencies that can assist my child in the transition from school.	37
21	The school offers parents training about special education issues.	35
7	I was given information about organizations that offer support for parents of students with disabilities.	32
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	29

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

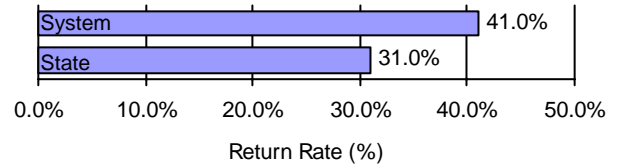
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Hancock County

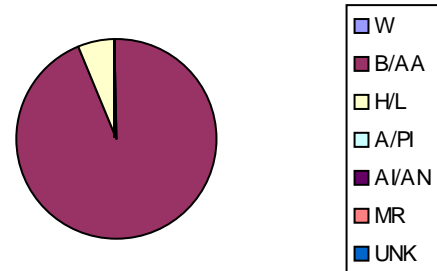
Overview

	System	State
Number of Surveys Distributed	39	30,783
Number of Valid Responses	16	9,557
Percentage Return Rate	41.0%	31.0%

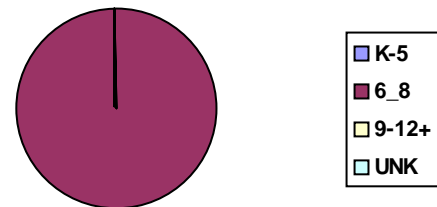


Child Demographics

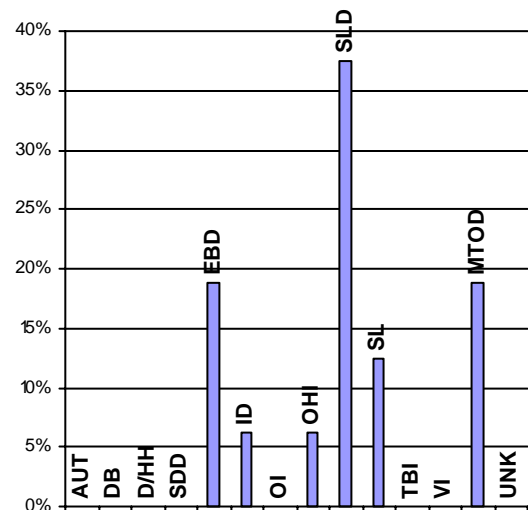
Race/Ethnicity	Count	Percent
White	0	0.0%
Black or African American (B/AA)	15	93.8%
Hispanic or Latino (H/L)	1	6.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	16	100.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	0	0.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	3	18.8%
Intellectual Disability (ID)	1	6.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	6.3%
Specific Learning Disability (SLD)	6	37.5%
Speech/Language Impairment (SL)	2	12.5%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	18.8%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	13 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	50
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	47
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	44
16	Teachers respect my cultural heritage.	40
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	38
13	Teachers seek out parent input.	33
14	Teachers show sensitivity to the needs of students with disabilities and their families.	33
15	Teachers encourage me to participate in the decision-making process.	33
5	All of my concerns and recommendations were documented on the IEP.	31
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	31

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	25
23	The school gives parents the help they may need to play an active role in their child's education.	25
25	The school explains what options parents have if they disagree with a decision of the school.	25
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	20
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	20
22	The school offers parents a variety of ways to communicate with teachers.	20
18	The school has a person on staff who is available to answer parents' questions.	19
20	The school gives me choices with regard to services that address my child's needs.	19
7	I was given information about organizations that offer support for parents of students with disabilities.	13
21	The school offers parents training about special education issues.	7

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

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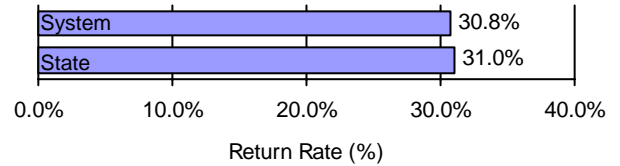
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Heard County

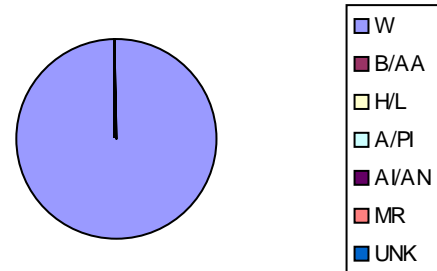
Overview

	System	State
Number of Surveys Distributed	13	30,783
Number of Valid Responses	4	9,557
Percentage Return Rate	30.8%	31.0%

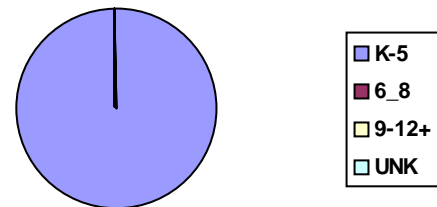


Child Demographics

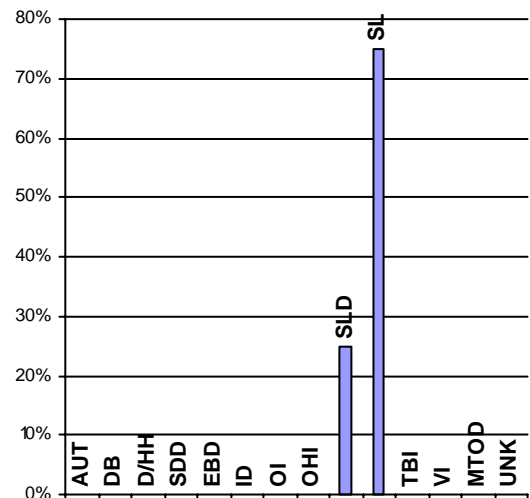
Race/Ethnicity	Count	Percent
White	4	100.0%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	4	100.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	0	0.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	1	25.0%
Speech/Language Impairment (SL)	3	75.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	25 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	75
9	My child's evaluation report is written in terms I understand.	75
10	Written information I receive is written in an understandable way.	75
19	The school communicates regularly with me regarding my child's progress on IEP goals.	75
20	The school gives me choices with regard to services that address my child's needs.	75
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	50
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	50
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	50
5	All of my concerns and recommendations were documented on the IEP.	50
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	50

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
16	Teachers respect my cultural heritage.	50
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	50
18	The school has a person on staff who is available to answer parents' questions.	50
21	The school offers parents training about special education issues.	50
22	The school offers parents a variety of ways to communicate with teachers.	50
23	The school gives parents the help they may need to play an active role in their child's education.	50
24	The school provides information on agencies that can assist my child in the transition from school.	50
25	The school explains what options parents have if they disagree with a decision of the school.	50
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	25
7	I was given information about organizations that offer support for parents of students with disabilities.	25

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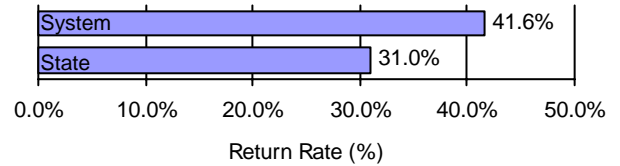
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Henry County

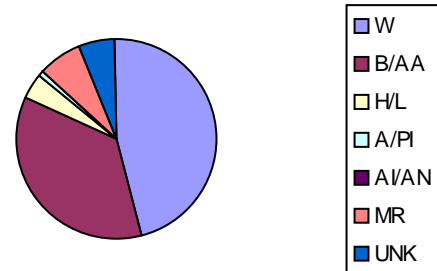
Overview

	System	State
Number of Surveys Distributed	685	30,783
Number of Valid Responses	285	9,557
Percentage Return Rate	41.6%	31.0%

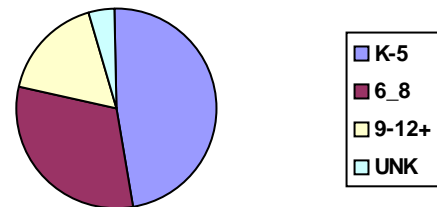


Child Demographics

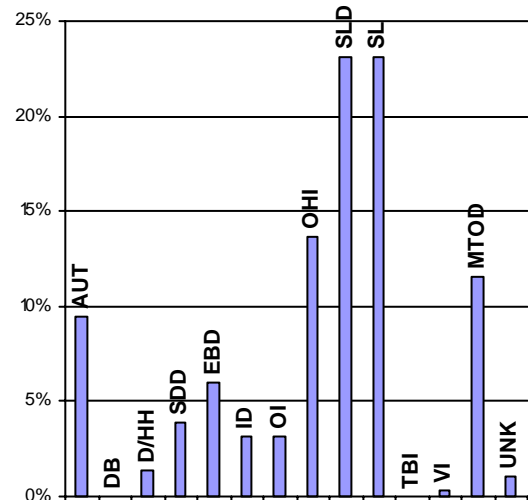
Race/Ethnicity	Count	Percent
White	131	46.0%
Black or African American (B/AA)	102	35.8%
Hispanic or Latino (H/L)	12	4.2%
Asian or Pacific Islander (A/PI)	3	1.1%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	20	7.0%
Unknown (UNK)	17	6.0%



Grade	Count	Percent
K-5	134	47.0%
6-8	89	31.2%
9-12+	50	17.5%
Unknown (UNK)	12	4.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	27	9.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	4	1.4%
Significant Developmental Delay (SDD)	11	3.9%
Emotional Behavioral Disorder (EBD)	17	6.0%
Intellectual Disability (ID)	9	3.2%
Orthopedic Impairment (OI)	9	3.2%
Other Health Impairment (OHI)	39	13.7%
Specific Learning Disability (SLD)	66	23.2%
Speech/Language Impairment (SL)	66	23.2%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	0.4%
More Than One Disability (MTOD)	33	11.6%
Unknown (UNK)	3	1.1%



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2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	43 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	67
12	Teachers treat me as a team member.	66
5	All of my concerns and recommendations were documented on the IEP.	66
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	65
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	65
16	Teachers respect my cultural heritage.	64
15	Teachers encourage me to participate in the decision-making process.	64
10	Written information I receive is written in an understandable way.	62
14	Teachers show sensitivity to the needs of students with disabilities and their families.	62
9	My child's evaluation report is written in terms I understand.	60

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	52
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	52
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	51
23	The school gives parents the help they may need to play an active role in their child's education.	48
25	The school explains what options parents have if they disagree with a decision of the school.	47
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	47
24	The school provides information on agencies that can assist my child in the transition from school.	40
21	The school offers parents training about special education issues.	37
7	I was given information about organizations that offer support for parents of students with disabilities.	34
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	22

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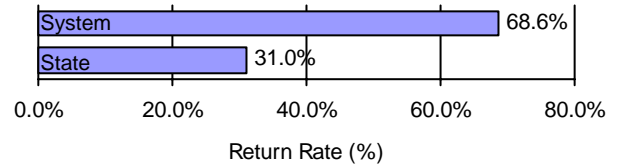
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Houston County

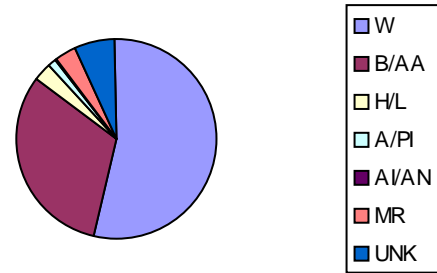
Overview

	System	State
Number of Surveys Distributed	519	30,783
Number of Valid Responses	356	9,557
Percentage Return Rate	68.6%	31.0%

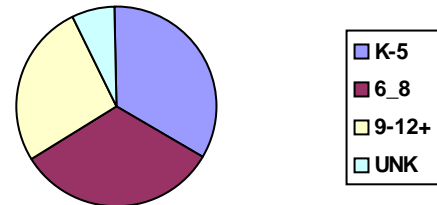


Child Demographics

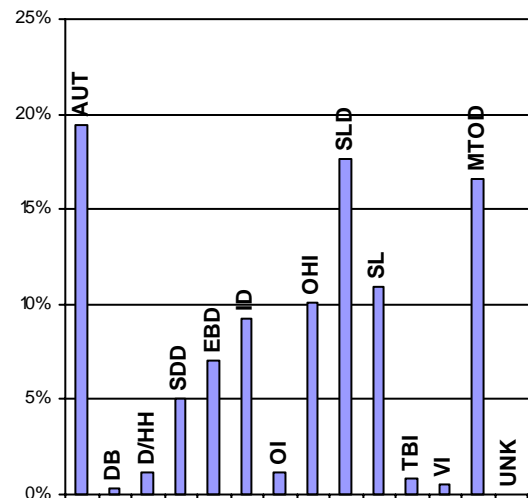
Race/Ethnicity	Count	Percent
White	190	53.4%
Black or African American (B/AA)	114	32.0%
Hispanic or Latino (H/L)	10	2.8%
Asian or Pacific Islander (A/PI)	4	1.1%
American Indian or Alaska Native (AI/AN)	1	0.3%
Multi-racial (MR)	13	3.7%
Unknown (UNK)	24	6.7%



Grade	Count	Percent
K-5	120	33.7%
6-8	114	32.0%
9-12+	97	27.2%
Unknown (UNK)	25	7.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	69	19.4%
Deaf-Blind (DB)	1	0.3%
Deaf-Hard of Hearing (D/HH)	4	1.1%
Significant Developmental Delay (SDD)	18	5.1%
Emotional Behavioral Disorder (EBD)	25	7.0%
Intellectual Disability (ID)	33	9.3%
Orthopedic Impairment (OI)	4	1.1%
Other Health Impairment (OHI)	36	10.1%
Specific Learning Disability (SLD)	63	17.7%
Speech/Language Impairment (SL)	39	11.0%
Traumatic Brain injury (TBI)	3	0.8%
Visual Impairment including Blindness (VI)	2	0.6%
More Than One Disability (MTOD)	59	16.6%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	41 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	63
5	All of my concerns and recommendations were documented on the IEP.	62
11	Teachers are available to speak with me.	61
9	My child's evaluation report is written in terms I understand.	59
10	Written information I receive is written in an understandable way.	59
15	Teachers encourage me to participate in the decision-making process.	58
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	58
12	Teachers treat me as a team member.	57
14	Teachers show sensitivity to the needs of students with disabilities and their families.	57
18	The school has a person on staff who is available to answer parents' questions.	54

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	49
20	The school gives me choices with regard to services that address my child's needs.	49
23	The school gives parents the help they may need to play an active role in their child's education.	46
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	43
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	43
24	The school provides information on agencies that can assist my child in the transition from school.	40
25	The school explains what options parents have if they disagree with a decision of the school.	39
7	I was given information about organizations that offer support for parents of students with disabilities.	37
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	35
21	The school offers parents training about special education issues.	34

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 PSolomon@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

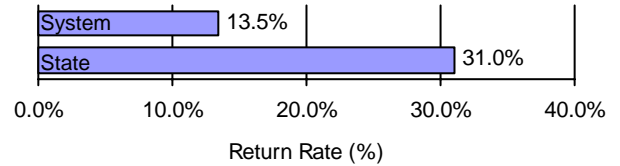
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Irwin County

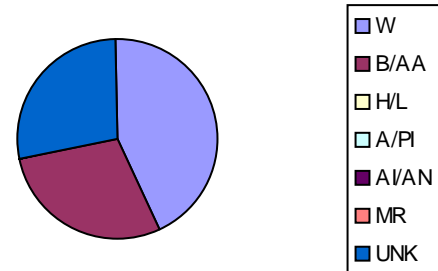
Overview

	System	State
Number of Surveys Distributed	52	30,783
Number of Valid Responses	7	9,557
Percentage Return Rate	13.5%	31.0%

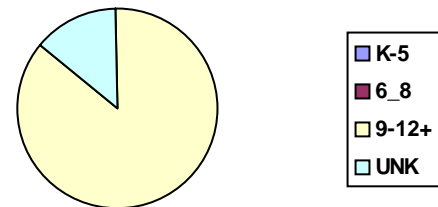


Child Demographics

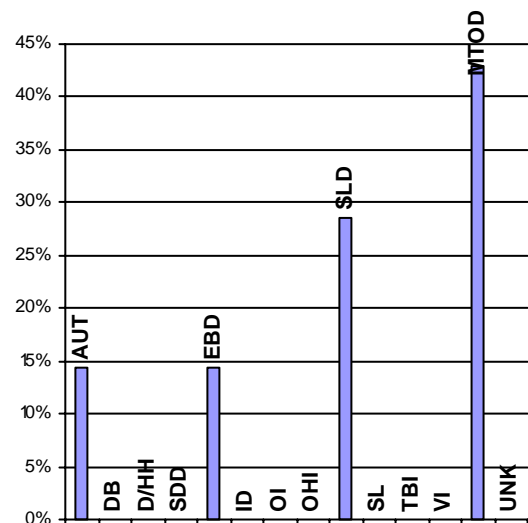
Race/Ethnicity	Count	Percent
White	3	42.9%
Black or African American (B/AA)	2	28.6%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	2	28.6%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	6	85.7%
Unknown (UNK)	1	14.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	14.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	1	14.3%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	2	28.6%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	42.9%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	43 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	71
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	71
5	All of my concerns and recommendations were documented on the IEP.	71
15	Teachers encourage me to participate in the decision-making process.	60
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	60
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	57
9	My child's evaluation report is written in terms I understand.	57
10	Written information I receive is written in an understandable way.	57
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	50
11	Teachers are available to speak with me.	50

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
12	Teachers treat me as a team member.	43
18	The school has a person on staff who is available to answer parents' questions.	43
19	The school communicates regularly with me regarding my child's progress on IEP goals.	43
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	40
13	Teachers seek out parent input.	40
14	Teachers show sensitivity to the needs of students with disabilities and their families.	40
7	I was given information about organizations that offer support for parents of students with disabilities.	29
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	29
25	The school explains what options parents have if they disagree with a decision of the school.	25
24	The school provides information on agencies that can assist my child in the transition from school.	17

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

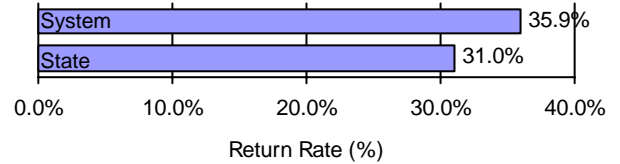
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Jackson County

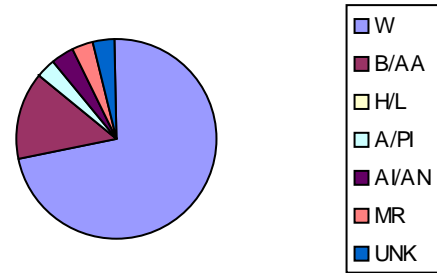
Overview

	System	State
Number of Surveys Distributed	78	30,783
Number of Valid Responses	28	9,557
Percentage Return Rate	35.9%	31.0%

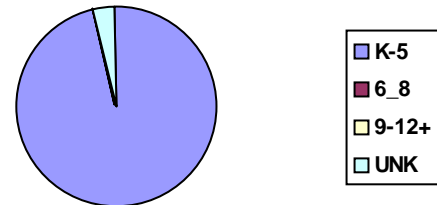


Child Demographics

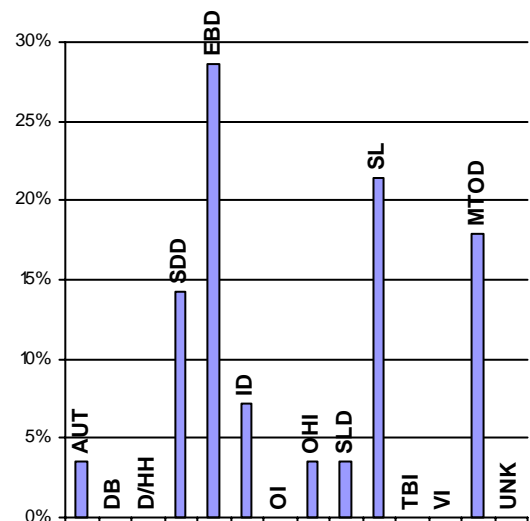
Race/Ethnicity	Count	Percent
White	20	71.4%
Black or African American (B/AA)	4	14.3%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	1	3.6%
American Indian or Alaska Native (AI/AN)	1	3.6%
Multi-racial (MR)	1	3.6%
Unknown (UNK)	1	3.6%



Grade	Count	Percent
K-5	27	96.4%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	3.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	3.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	4	14.3%
Emotional Behavioral Disorder (EBD)	8	28.6%
Intellectual Disability (ID)	2	7.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	3.6%
Specific Learning Disability (SLD)	1	3.6%
Speech/Language Impairment (SL)	6	21.4%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	5	17.9%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	68 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
13	Teachers seek out parent input.	92
11	Teachers are available to speak with me.	89
12	Teachers treat me as a team member.	89
19	The school communicates regularly with me regarding my child's progress on IEP goals.	89
14	Teachers show sensitivity to the needs of students with disabilities and their families.	88
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	86
20	The school gives me choices with regard to services that address my child's needs.	85
15	Teachers encourage me to participate in the decision-making process.	85
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	82
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	82

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
16	Teachers respect my cultural heritage.	77
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	77
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	75
9	My child's evaluation report is written in terms I understand.	75
10	Written information I receive is written in an understandable way.	75
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	65
21	The school offers parents training about special education issues.	65
24	The school provides information on agencies that can assist my child in the transition from school.	59
7	I was given information about organizations that offer support for parents of students with disabilities.	57
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	50

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

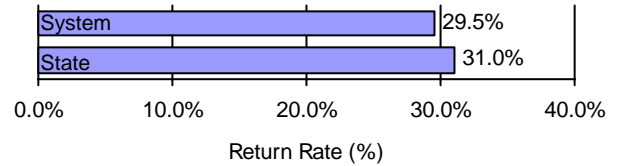
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Jasper County

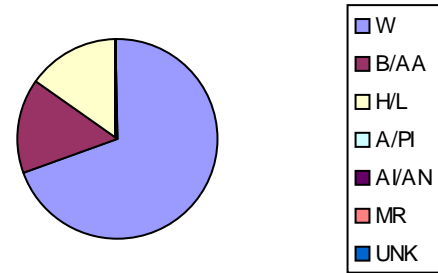
Overview

	System	State
Number of Surveys Distributed	44	30,783
Number of Valid Responses	13	9,557
Percentage Return Rate	29.5%	31.0%

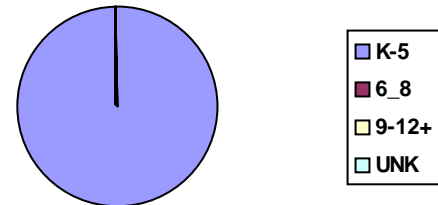


Child Demographics

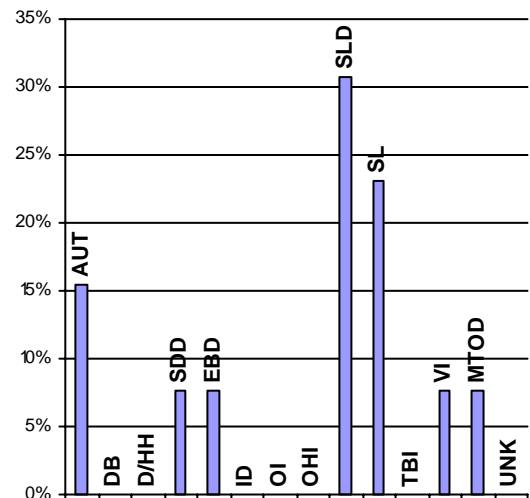
Race/Ethnicity	Count	Percent
White	9	69.2%
Black or African American (B/AA)	2	15.4%
Hispanic or Latino (H/L)	2	15.4%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	13	100.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	15.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	7.7%
Emotional Behavioral Disorder (EBD)	1	7.7%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	4	30.8%
Speech/Language Impairment (SL)	3	23.1%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	7.7%
More Than One Disability (MTOD)	1	7.7%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	31 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
16	Teachers respect my cultural heritage.	58
5	All of my concerns and recommendations were documented on the IEP.	54
11	Teachers are available to speak with me.	54
13	Teachers seek out parent input.	54
14	Teachers show sensitivity to the needs of students with disabilities and their families.	54
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	50
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	50
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	46
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	46
12	Teachers treat me as a team member.	46

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
9	My child's evaluation report is written in terms I understand.	38
10	Written information I receive is written in an understandable way.	38
15	Teachers encourage me to participate in the decision-making process.	38
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	38
18	The school has a person on staff who is available to answer parents' questions.	38
19	The school communicates regularly with me regarding my child's progress on IEP goals.	38
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	36
25	The school explains what options parents have if they disagree with a decision of the school.	36
21	The school offers parents training about special education issues.	33
7	I was given information about organizations that offer support for parents of students with disabilities.	31

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

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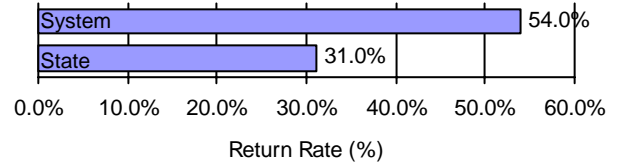
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Jeff Davis County

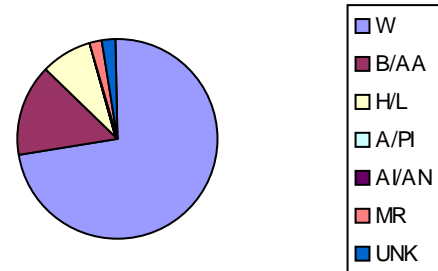
Overview

	System	State
Number of Surveys Distributed	87	30,783
Number of Valid Responses	47	9,557
Percentage Return Rate	54.0%	31.0%

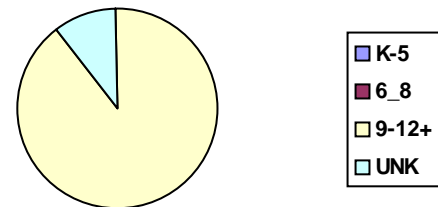


Child Demographics

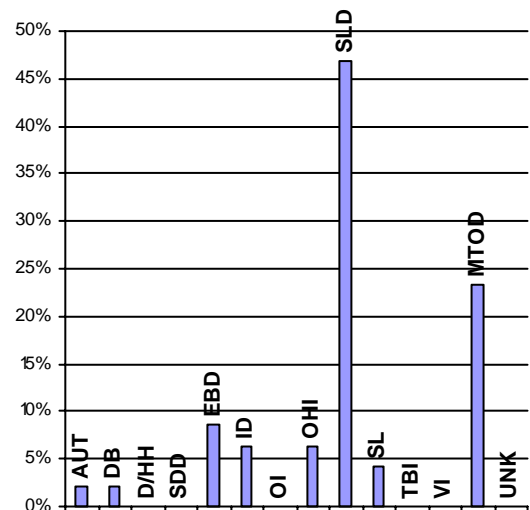
Race/Ethnicity	Count	Percent
White	34	72.3%
Black or African American (B/AA)	7	14.9%
Hispanic or Latino (H/L)	4	8.5%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	2.1%
Unknown (UNK)	1	2.1%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	42	89.4%
Unknown (UNK)	5	10.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	2.1%
Deaf-Blind (DB)	1	2.1%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	4	8.5%
Intellectual Disability (ID)	3	6.4%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	6.4%
Specific Learning Disability (SLD)	22	46.8%
Speech/Language Impairment (SL)	2	4.3%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	11	23.4%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	34 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	60
5	All of my concerns and recommendations were documented on the IEP.	55
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	54
12	Teachers treat me as a team member.	54
10	Written information I receive is written in an understandable way.	52
11	Teachers are available to speak with me.	52
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	49
7	I was given information about organizations that offer support for parents of students with disabilities.	48
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	47
9	My child's evaluation report is written in terms I understand.	47

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	42
19	The school communicates regularly with me regarding my child's progress on IEP goals.	41
20	The school gives me choices with regard to services that address my child's needs.	40
18	The school has a person on staff who is available to answer parents' questions.	36
23	The school gives parents the help they may need to play an active role in their child's education.	36
22	The school offers parents a variety of ways to communicate with teachers.	33
25	The school explains what options parents have if they disagree with a decision of the school.	33
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	33
24	The school provides information on agencies that can assist my child in the transition from school.	31
21	The school offers parents training about special education issues.	27

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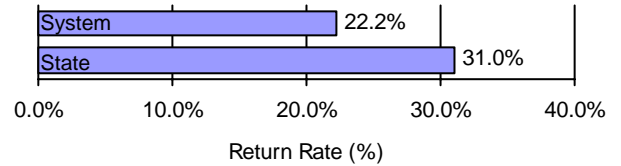
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Jenkins County

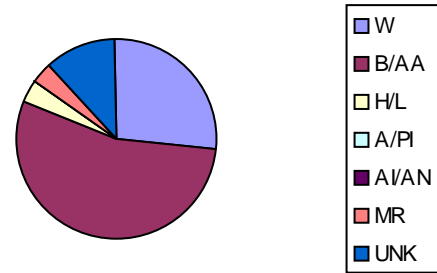
Overview

	System	State
Number of Surveys Distributed	117	30,783
Number of Valid Responses	26	9,557
Percentage Return Rate	22.2%	31.0%

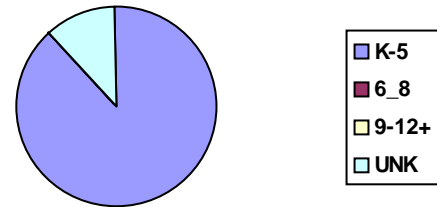


Child Demographics

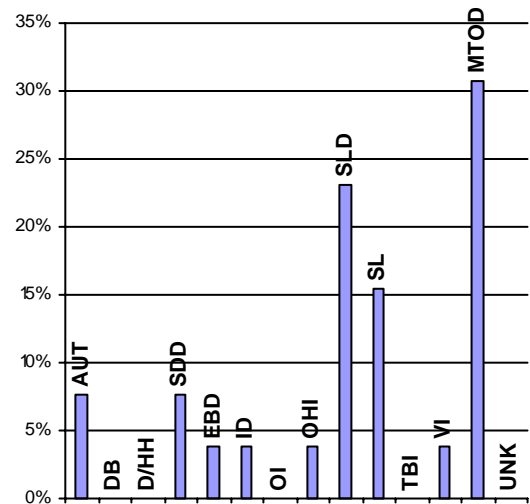
Race/Ethnicity	Count	Percent
White	7	26.9%
Black or African American (B/AA)	14	53.8%
Hispanic or Latino (H/L)	1	3.8%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	3.8%
Unknown (UNK)	3	11.5%



Grade	Count	Percent
K-5	23	88.5%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	3	11.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	7.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	7.7%
Emotional Behavioral Disorder (EBD)	1	3.8%
Intellectual Disability (ID)	1	3.8%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	3.8%
Specific Learning Disability (SLD)	6	23.1%
Speech/Language Impairment (SL)	4	15.4%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	3.8%
More Than One Disability (MTOD)	8	30.8%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	62 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
16	Teachers respect my cultural heritage.	74
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	72
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	71
10	Written information I receive is written in an understandable way.	65
12	Teachers treat me as a team member.	65
15	Teachers encourage me to participate in the decision-making process.	65
19	The school communicates regularly with me regarding my child's progress on IEP goals.	65
18	The school has a person on staff who is available to answer parents' questions.	62
20	The school gives me choices with regard to services that address my child's needs.	62
23	The school gives parents the help they may need to play an active role in their child's education.	62

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	58
22	The school offers parents a variety of ways to communicate with teachers.	57
14	Teachers show sensitivity to the needs of students with disabilities and their families.	57
24	The school provides information on agencies that can assist my child in the transition from school.	55
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	54
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	54
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	50
21	The school offers parents training about special education issues.	50
7	I was given information about organizations that offer support for parents of students with disabilities.	46
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	35

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 Georgia Department of Education
 (404) 657 – 9959
 PSolomon@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

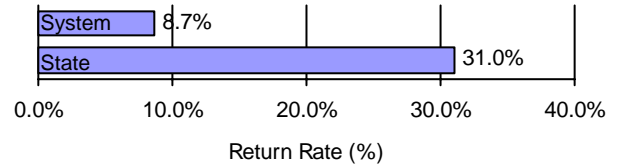
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Jones County

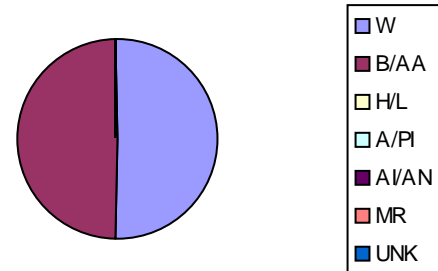
Overview

	System	State
Number of Surveys Distributed	46	30,783
Number of Valid Responses	4	9,557
Percentage Return Rate	8.7%	31.0%

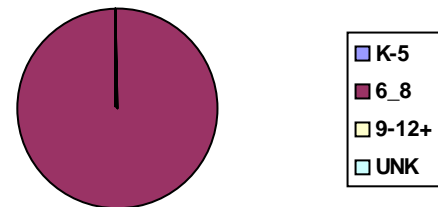


Child Demographics

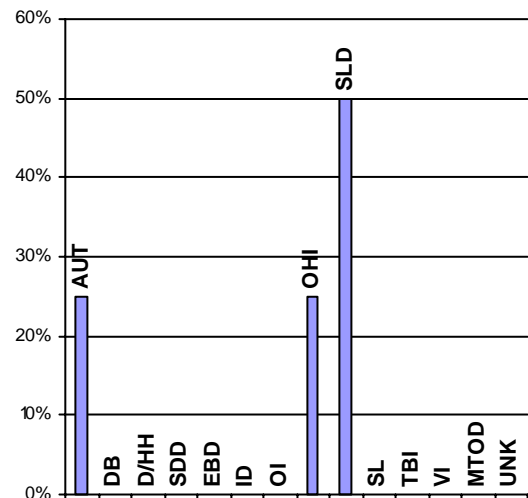
Race/Ethnicity	Count	Percent
White	2	50.0%
Black or African American (B/AA)	2	50.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	4	100.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	25.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	25.0%
Specific Learning Disability (SLD)	2	50.0%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	50 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	100
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	100
5	All of my concerns and recommendations were documented on the IEP.	100
13	Teachers seek out parent input.	100
15	Teachers encourage me to participate in the decision-making process.	100
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	75
10	Written information I receive is written in an understandable way.	75
11	Teachers are available to speak with me.	75
12	Teachers treat me as a team member.	75
14	Teachers show sensitivity to the needs of students with disabilities and their families.	75

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	50
16	Teachers respect my cultural heritage.	50
19	The school communicates regularly with me regarding my child's progress on IEP goals.	50
23	The school gives parents the help they may need to play an active role in their child's education.	50
7	I was given information about organizations that offer support for parents of students with disabilities.	25
9	My child's evaluation report is written in terms I understand.	25
25	The school explains what options parents have if they disagree with a decision of the school.	25
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	0
21	The school offers parents training about special education issues.	0
24	The school provides information on agencies that can assist my child in the transition from school.	0

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

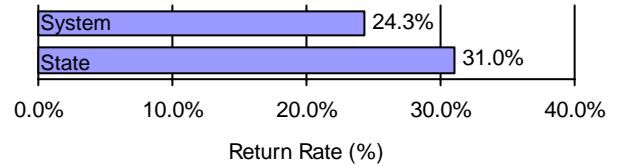
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Lamar County

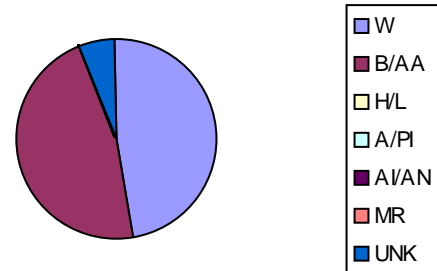
Overview

	System	State
Number of Surveys Distributed	70	30,783
Number of Valid Responses	17	9,557
Percentage Return Rate	24.3%	31.0%

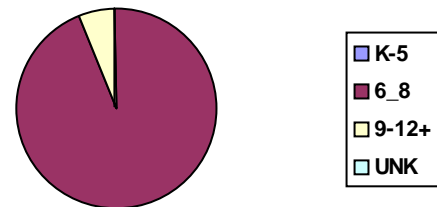


Child Demographics

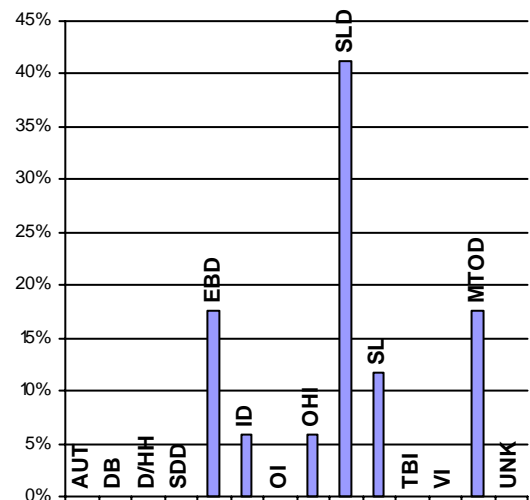
Race/Ethnicity	Count	Percent
White	8	47.1%
Black or African American (B/AA)	8	47.1%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	5.9%



Grade	Count	Percent
K-5	0	0.0%
6-8	16	94.1%
9-12+	1	5.9%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	0	0.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	3	17.6%
Intellectual Disability (ID)	1	5.9%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	5.9%
Specific Learning Disability (SLD)	7	41.2%
Speech/Language Impairment (SL)	2	11.8%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	17.6%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	24 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	56
5	All of my concerns and recommendations were documented on the IEP.	50
12	Teachers treat me as a team member.	50
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	50
13	Teachers seek out parent input.	47
15	Teachers encourage me to participate in the decision-making process.	47
16	Teachers respect my cultural heritage.	46
10	Written information I receive is written in an understandable way.	44
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	43
9	My child's evaluation report is written in terms I understand.	41

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	33
20	The school gives me choices with regard to services that address my child's needs.	33
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	29
21	The school offers parents training about special education issues.	29
23	The school gives parents the help they may need to play an active role in their child's education.	29
25	The school explains what options parents have if they disagree with a decision of the school.	29
24	The school provides information on agencies that can assist my child in the transition from school.	27
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	25
22	The school offers parents a variety of ways to communicate with teachers.	21
18	The school has a person on staff who is available to answer parents' questions.	20

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

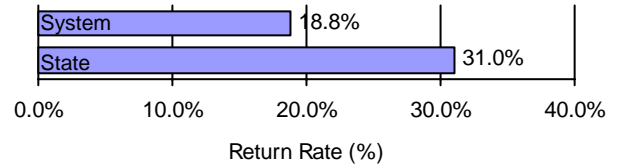
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Laurens County

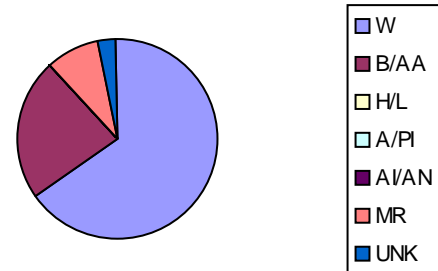
Overview

	System	State
Number of Surveys Distributed	181	30,783
Number of Valid Responses	34	9,557
Percentage Return Rate	18.8%	31.0%

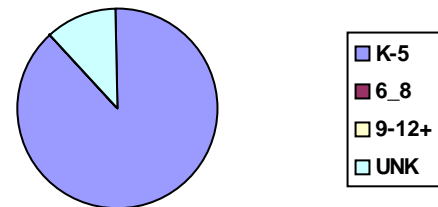


Child Demographics

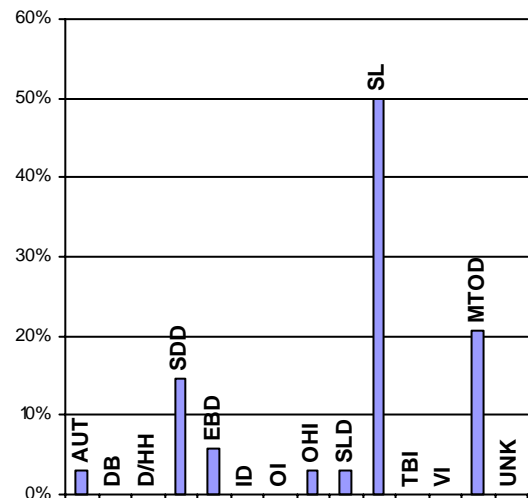
Race/Ethnicity	Count	Percent
White	22	64.7%
Black or African American (B/AA)	8	23.5%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	3	8.8%
Unknown (UNK)	1	2.9%



Grade	Count	Percent
K-5	30	88.2%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	4	11.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	2.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	5	14.7%
Emotional Behavioral Disorder (EBD)	2	5.9%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	2.9%
Specific Learning Disability (SLD)	1	2.9%
Speech/Language Impairment (SL)	17	50.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	7	20.6%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	38 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	73
9	My child's evaluation report is written in terms I understand.	65
11	Teachers are available to speak with me.	62
12	Teachers treat me as a team member.	61
10	Written information I receive is written in an understandable way.	56
15	Teachers encourage me to participate in the decision-making process.	56
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	56
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	55
14	Teachers show sensitivity to the needs of students with disabilities and their families.	55
5	All of my concerns and recommendations were documented on the IEP.	53

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
13	Teachers seek out parent input.	45
18	The school has a person on staff who is available to answer parents' questions.	45
20	The school gives me choices with regard to services that address my child's needs.	44
16	Teachers respect my cultural heritage.	44
22	The school offers parents a variety of ways to communicate with teachers.	41
24	The school provides information on agencies that can assist my child in the transition from school.	41
21	The school offers parents training about special education issues.	33
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	31
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	29
7	I was given information about organizations that offer support for parents of students with disabilities.	28

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

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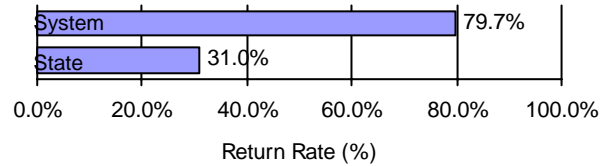
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Lee County

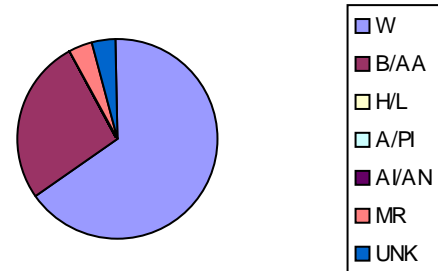
Overview

	System	State
Number of Surveys Distributed	64	30,783
Number of Valid Responses	51	9,557
Percentage Return Rate	79.7%	31.0%

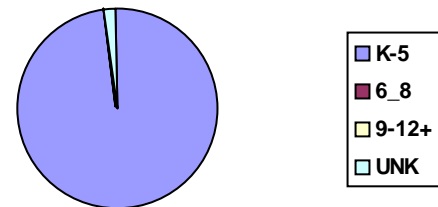


Child Demographics

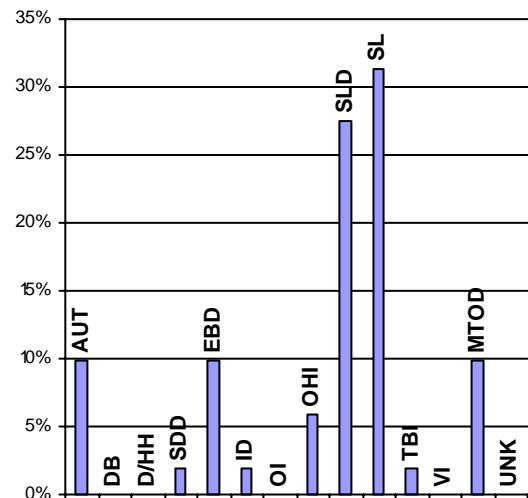
Race/Ethnicity	Count	Percent
White	33	64.7%
Black or African American (B/AA)	14	27.5%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	3.9%
Unknown (UNK)	2	3.9%



Grade	Count	Percent
K-5	50	98.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	2.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	5	9.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	2.0%
Emotional Behavioral Disorder (EBD)	5	9.8%
Intellectual Disability (ID)	1	2.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	5.9%
Specific Learning Disability (SLD)	14	27.5%
Speech/Language Impairment (SL)	16	31.4%
Traumatic Brain injury (TBI)	1	2.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	5	9.8%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	39 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	75
12	Teachers treat me as a team member.	65
15	Teachers encourage me to participate in the decision-making process.	64
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	64
5	All of my concerns and recommendations were documented on the IEP.	63
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	60
14	Teachers show sensitivity to the needs of students with disabilities and their families.	58
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	57
11	Teachers are available to speak with me.	57
13	Teachers seek out parent input.	56

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
10	Written information I receive is written in an understandable way.	50
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	49
22	The school offers parents a variety of ways to communicate with teachers.	47
20	The school gives me choices with regard to services that address my child's needs.	46
25	The school explains what options parents have if they disagree with a decision of the school.	45
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	43
21	The school offers parents training about special education issues.	36
7	I was given information about organizations that offer support for parents of students with disabilities.	33
24	The school provides information on agencies that can assist my child in the transition from school.	27
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	22

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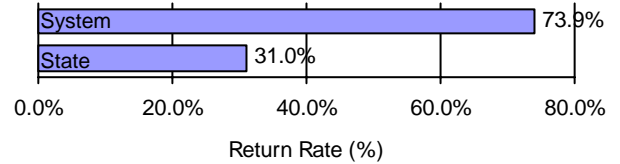
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Liberty County

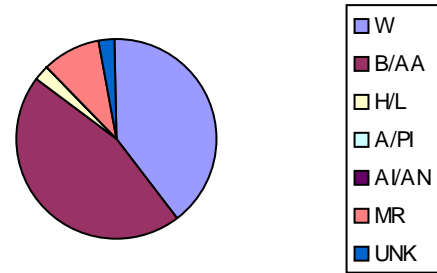
Overview

	System	State
Number of Surveys Distributed	165	30,783
Number of Valid Responses	122	9,557
Percentage Return Rate	73.9%	31.0%

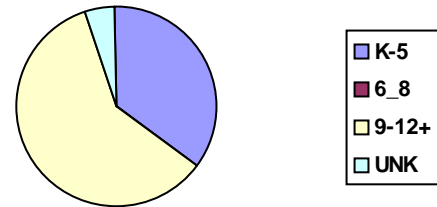


Child Demographics

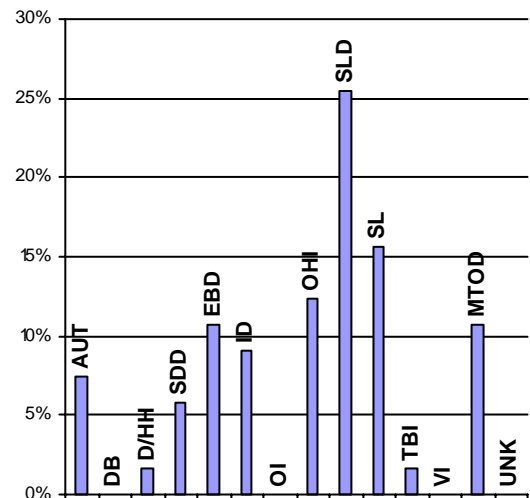
Race/Ethnicity	Count	Percent
White	48	39.3%
Black or African American (B/AA)	56	45.9%
Hispanic or Latino (H/L)	3	2.5%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	12	9.8%
Unknown (UNK)	3	2.5%



Grade	Count	Percent
K-5	43	35.2%
6-8	0	0.0%
9-12+	73	59.8%
Unknown (UNK)	6	4.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	9	7.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	1.6%
Significant Developmental Delay (SDD)	7	5.7%
Emotional Behavioral Disorder (EBD)	13	10.7%
Intellectual Disability (ID)	11	9.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	15	12.3%
Specific Learning Disability (SLD)	31	25.4%
Speech/Language Impairment (SL)	19	15.6%
Traumatic Brain injury (TBI)	2	1.6%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	13	10.7%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	41 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	67
9	My child's evaluation report is written in terms I understand.	66
11	Teachers are available to speak with me.	65
5	All of my concerns and recommendations were documented on the IEP.	64
10	Written information I receive is written in an understandable way.	63
16	Teachers respect my cultural heritage.	62
15	Teachers encourage me to participate in the decision-making process.	62
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	61
12	Teachers treat me as a team member.	59
22	The school offers parents a variety of ways to communicate with teachers.	58

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
14	Teachers show sensitivity to the needs of students with disabilities and their families.	55
19	The school communicates regularly with me regarding my child's progress on IEP goals.	54
20	The school gives me choices with regard to services that address my child's needs.	54
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	53
13	Teachers seek out parent input.	50
25	The school explains what options parents have if they disagree with a decision of the school.	46
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	46
7	I was given information about organizations that offer support for parents of students with disabilities.	44
21	The school offers parents training about special education issues.	42
24	The school provides information on agencies that can assist my child in the transition from school.	41

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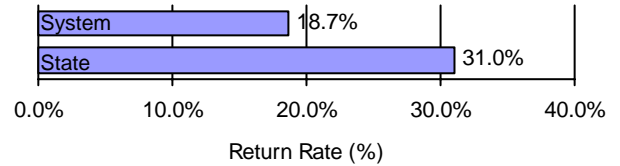
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Lincoln County

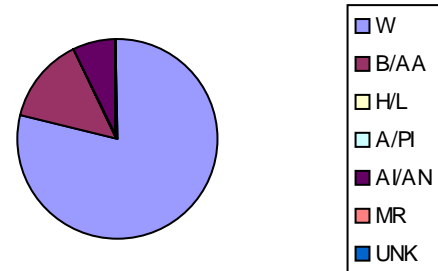
Overview

	System	State
Number of Surveys Distributed	75	30,783
Number of Valid Responses	14	9,557
Percentage Return Rate	18.7%	31.0%

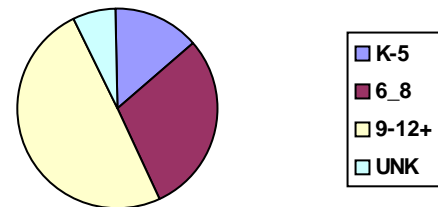


Child Demographics

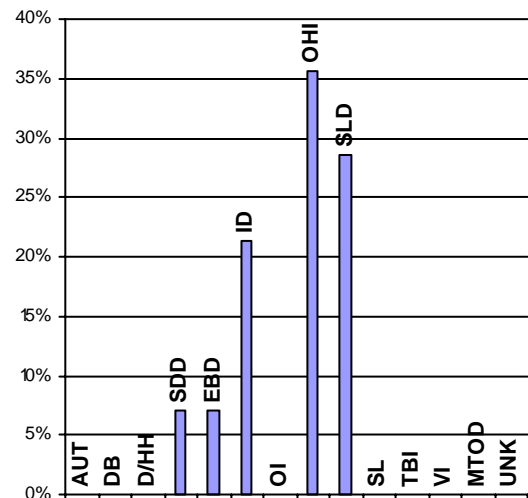
Race/Ethnicity	Count	Percent
White	11	78.6%
Black or African American (B/AA)	2	14.3%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	7.1%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	2	14.3%
6-8	4	28.6%
9-12+	7	50.0%
Unknown (UNK)	1	7.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	0	0.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	7.1%
Emotional Behavioral Disorder (EBD)	1	7.1%
Intellectual Disability (ID)	3	21.4%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	5	35.7%
Specific Learning Disability (SLD)	4	28.6%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	36 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	75
9	My child's evaluation report is written in terms I understand.	75
10	Written information I receive is written in an understandable way.	69
12	Teachers treat me as a team member.	69
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	64
18	The school has a person on staff who is available to answer parents' questions.	64
11	Teachers are available to speak with me.	62
15	Teachers encourage me to participate in the decision-making process.	62
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	62
5	All of my concerns and recommendations were documented on the IEP.	58

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
16	Teachers respect my cultural heritage.	50
23	The school gives parents the help they may need to play an active role in their child's education.	50
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	46
22	The school offers parents a variety of ways to communicate with teachers.	46
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	42
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	36
7	I was given information about organizations that offer support for parents of students with disabilities.	36
24	The school provides information on agencies that can assist my child in the transition from school.	33
21	The school offers parents training about special education issues.	23
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	15

For questions regarding district results, please contact Patti Solomon:

Division for Special Education Services and Supports
 Georgia Department of Education
 (404) 657 – 9959
 PSolomon@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

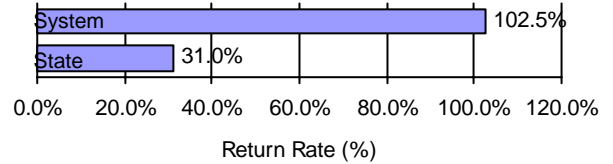
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Long County

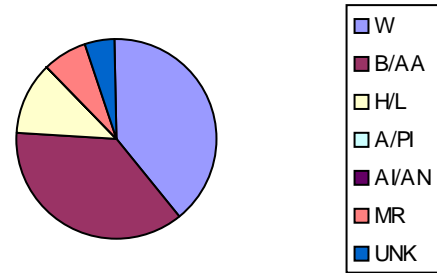
Overview

	System	State
Number of Surveys Distributed	40	30,783
Number of Valid Responses	41	9,557
Percentage Return Rate	102.5%	31.0%

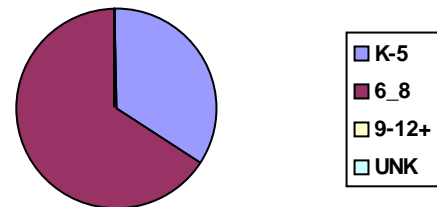


Child Demographics

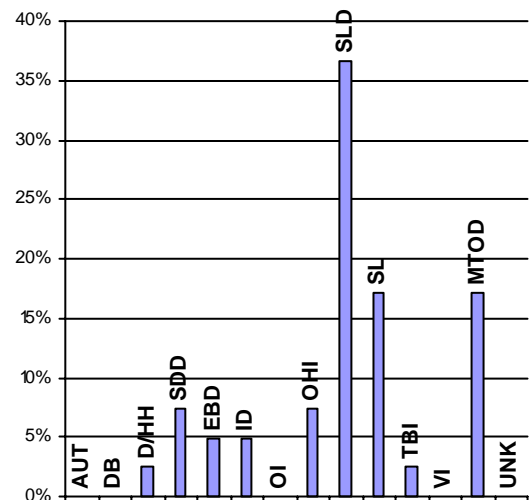
Race/Ethnicity	Count	Percent
White	16	39.0%
Black or African American (B/AA)	15	36.6%
Hispanic or Latino (H/L)	5	12.2%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	3	7.3%
Unknown (UNK)	2	4.9%



Grade	Count	Percent
K-5	14	34.1%
6-8	27	65.9%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	0	0.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	2.4%
Significant Developmental Delay (SDD)	3	7.3%
Emotional Behavioral Disorder (EBD)	2	4.9%
Intellectual Disability (ID)	2	4.9%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	7.3%
Specific Learning Disability (SLD)	15	36.6%
Speech/Language Impairment (SL)	7	17.1%
Traumatic Brain injury (TBI)	1	2.4%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	7	17.1%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	22 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
10	Written information I receive is written in an understandable way.	41
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	39
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	37
11	Teachers are available to speak with me.	36
9	My child's evaluation report is written in terms I understand.	34
12	Teachers treat me as a team member.	33
18	The school has a person on staff who is available to answer parents' questions.	32
19	The school communicates regularly with me regarding my child's progress on IEP goals.	32
22	The school offers parents a variety of ways to communicate with teachers.	32
5	All of my concerns and recommendations were documented on the IEP.	32

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
13	Teachers seek out parent input.	26
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	26
15	Teachers encourage me to participate in the decision-making process.	23
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	23
25	The school explains what options parents have if they disagree with a decision of the school.	22
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	18
24	The school provides information on agencies that can assist my child in the transition from school.	15
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	10
7	I was given information about organizations that offer support for parents of students with disabilities.	10
21	The school offers parents training about special education issues.	8

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

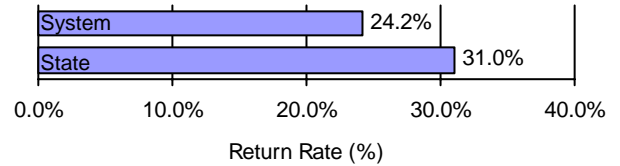
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Lowndes County

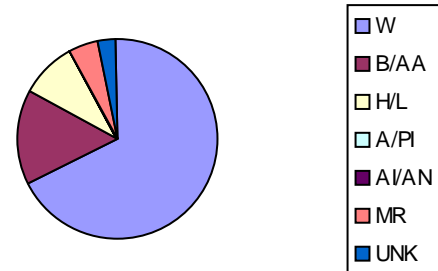
Overview

	System	State
Number of Surveys Distributed	264	30,783
Number of Valid Responses	64	9,557
Percentage Return Rate	24.2%	31.0%

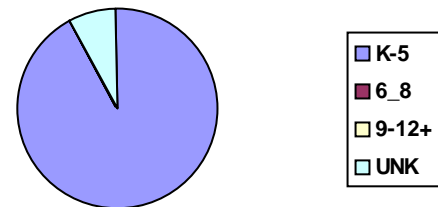


Child Demographics

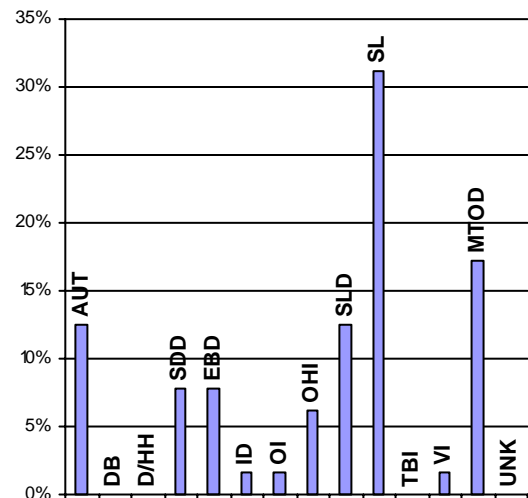
Race/Ethnicity	Count	Percent
White	43	67.2%
Black or African American (B/AA)	10	15.6%
Hispanic or Latino (H/L)	6	9.4%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	3	4.7%
Unknown (UNK)	2	3.1%



Grade	Count	Percent
K-5	59	92.2%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	5	7.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	8	12.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	5	7.8%
Emotional Behavioral Disorder (EBD)	5	7.8%
Intellectual Disability (ID)	1	1.6%
Orthopedic Impairment (OI)	1	1.6%
Other Health Impairment (OHI)	4	6.3%
Specific Learning Disability (SLD)	8	12.5%
Speech/Language Impairment (SL)	20	31.3%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	1.6%
More Than One Disability (MTOD)	11	17.2%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	36 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	69
12	Teachers treat me as a team member.	65
15	Teachers encourage me to participate in the decision-making process.	64
9	My child's evaluation report is written in terms I understand.	64
14	Teachers show sensitivity to the needs of students with disabilities and their families.	63
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	63
10	Written information I receive is written in an understandable way.	63
22	The school offers parents a variety of ways to communicate with teachers.	60
13	Teachers seek out parent input.	59
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	58

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	49
20	The school gives me choices with regard to services that address my child's needs.	49
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	45
23	The school gives parents the help they may need to play an active role in their child's education.	43
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	41
24	The school provides information on agencies that can assist my child in the transition from school.	37
7	I was given information about organizations that offer support for parents of students with disabilities.	37
25	The school explains what options parents have if they disagree with a decision of the school.	36
21	The school offers parents training about special education issues.	34
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	28

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

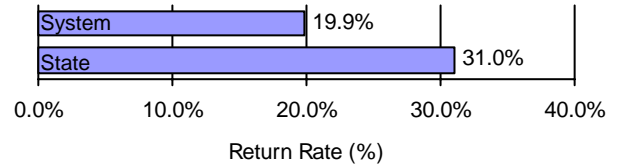
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Lumpkin County

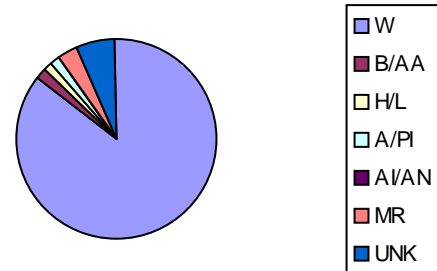
Overview

	System	State
Number of Surveys Distributed	312	30,783
Number of Valid Responses	62	9,557
Percentage Return Rate	19.9%	31.0%

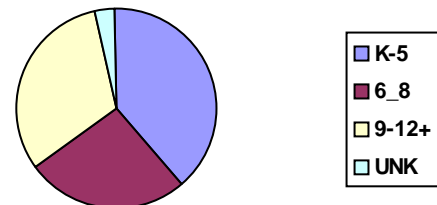


Child Demographics

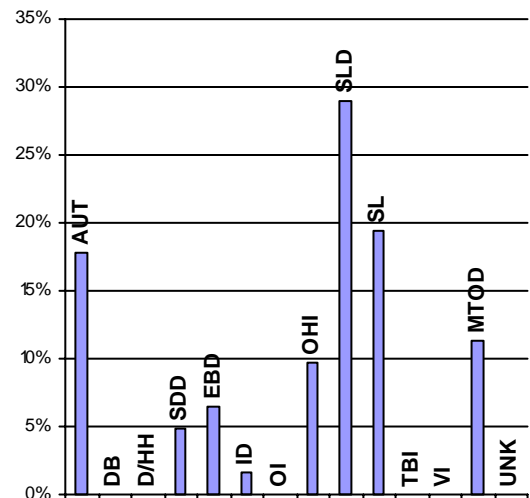
Race/Ethnicity	Count	Percent
White	53	85.5%
Black or African American (B/AA)	1	1.6%
Hispanic or Latino (H/L)	1	1.6%
Asian or Pacific Islander (A/PI)	1	1.6%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	3.2%
Unknown (UNK)	4	6.5%



Grade	Count	Percent
K-5	24	38.7%
6-8	16	25.8%
9-12+	20	32.3%
Unknown (UNK)	2	3.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	11	17.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	3	4.8%
Emotional Behavioral Disorder (EBD)	4	6.5%
Intellectual Disability (ID)	1	1.6%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	6	9.7%
Specific Learning Disability (SLD)	18	29.0%
Speech/Language Impairment (SL)	12	19.4%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	7	11.3%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	26 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	50
5	All of my concerns and recommendations were documented on the IEP.	45
11	Teachers are available to speak with me.	42
12	Teachers treat me as a team member.	42
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	41
15	Teachers encourage me to participate in the decision-making process.	41
16	Teachers respect my cultural heritage.	40
14	Teachers show sensitivity to the needs of students with disabilities and their families.	40
10	Written information I receive is written in an understandable way.	38
9	My child's evaluation report is written in terms I understand.	37

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	30
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	27
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	25
23	The school gives parents the help they may need to play an active role in their child's education.	25
20	The school gives me choices with regard to services that address my child's needs.	23
25	The school explains what options parents have if they disagree with a decision of the school.	19
24	The school provides information on agencies that can assist my child in the transition from school.	14
7	I was given information about organizations that offer support for parents of students with disabilities.	12
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	9
21	The school offers parents training about special education issues.	9

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

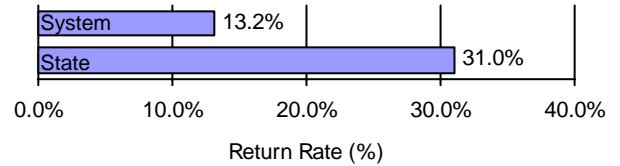
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Macon County

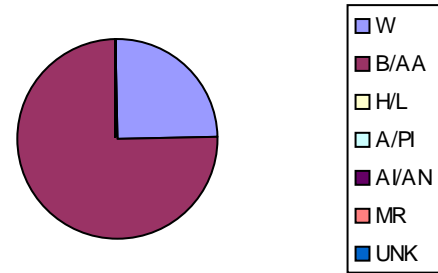
Overview

	System	State
Number of Surveys Distributed	91	30,783
Number of Valid Responses	12	9,557
Percentage Return Rate	13.2%	31.0%

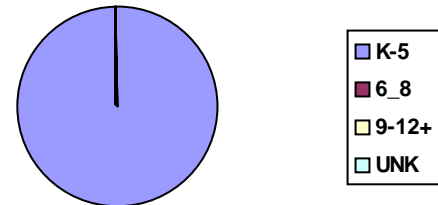


Child Demographics

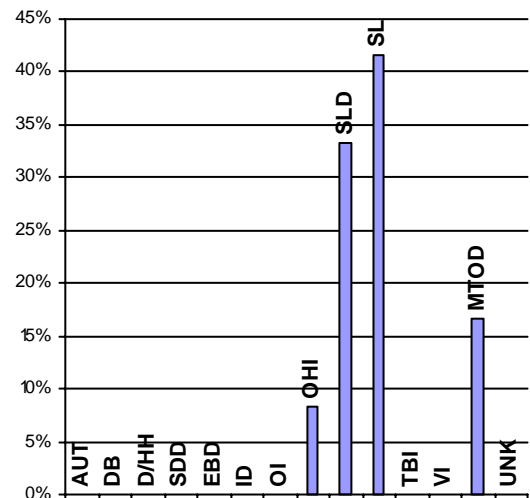
Race/Ethnicity	Count	Percent
White	3	25.0%
Black or African American (B/AA)	9	75.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	12	100.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	0	0.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	8.3%
Specific Learning Disability (SLD)	4	33.3%
Speech/Language Impairment (SL)	5	41.7%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	16.7%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	42 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
14	Teachers show sensitivity to the needs of students with disabilities and their families.	80
9	My child's evaluation report is written in terms I understand.	75
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	73
10	Written information I receive is written in an understandable way.	73
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	67
11	Teachers are available to speak with me.	67
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	64
13	Teachers seek out parent input.	64
15	Teachers encourage me to participate in the decision-making process.	64
16	Teachers respect my cultural heritage.	60

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	50
7	I was given information about organizations that offer support for parents of students with disabilities.	50
18	The school has a person on staff who is available to answer parents' questions.	50
19	The school communicates regularly with me regarding my child's progress on IEP goals.	50
21	The school offers parents training about special education issues.	50
24	The school provides information on agencies that can assist my child in the transition from school.	50
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	45
22	The school offers parents a variety of ways to communicate with teachers.	42
25	The school explains what options parents have if they disagree with a decision of the school.	42
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	33

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

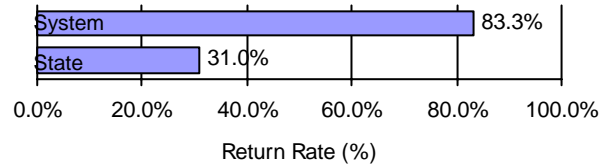
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Madison County

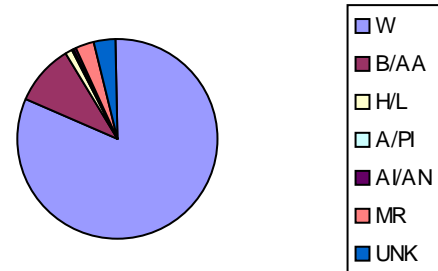
Overview

	System	State
Number of Surveys Distributed	305	30,783
Number of Valid Responses	254	9,557
Percentage Return Rate	83.3%	31.0%

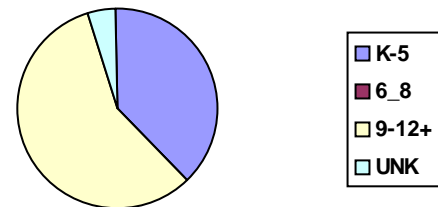


Child Demographics

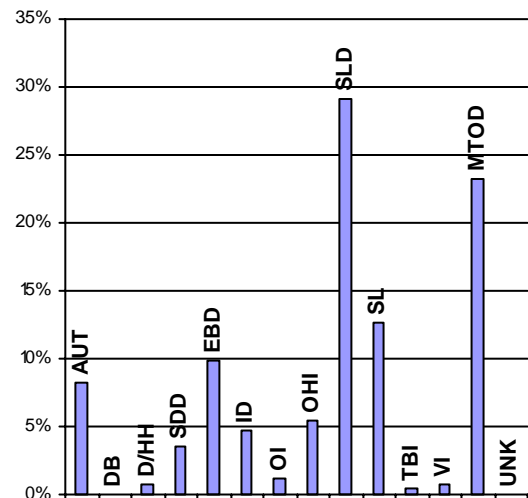
Race/Ethnicity	Count	Percent
White	207	81.5%
Black or African American (B/AA)	26	10.2%
Hispanic or Latino (H/L)	2	0.8%
Asian or Pacific Islander (A/PI)	1	0.4%
American Indian or Alaska Native (AI/AN)	1	0.4%
Multi-racial (MR)	8	3.1%
Unknown (UNK)	9	3.5%



Grade	Count	Percent
K-5	96	37.8%
6-8	0	0.0%
9-12+	147	57.9%
Unknown (UNK)	11	4.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	21	8.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	0.8%
Significant Developmental Delay (SDD)	9	3.5%
Emotional Behavioral Disorder (EBD)	25	9.8%
Intellectual Disability (ID)	12	4.7%
Orthopedic Impairment (OI)	3	1.2%
Other Health Impairment (OHI)	14	5.5%
Specific Learning Disability (SLD)	74	29.1%
Speech/Language Impairment (SL)	32	12.6%
Traumatic Brain injury (TBI)	1	0.4%
Visual Impairment including Blindness (VI)	2	0.8%
More Than One Disability (MTOD)	59	23.2%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	35 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
5	All of my concerns and recommendations were documented on the IEP.	60
11	Teachers are available to speak with me.	59
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	59
12	Teachers treat me as a team member.	58
10	Written information I receive is written in an understandable way.	55
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	55
15	Teachers encourage me to participate in the decision-making process.	53
9	My child's evaluation report is written in terms I understand.	52
14	Teachers show sensitivity to the needs of students with disabilities and their families.	52
22	The school offers parents a variety of ways to communicate with teachers.	51

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
13	Teachers seek out parent input.	47
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	47
20	The school gives me choices with regard to services that address my child's needs.	46
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	46
25	The school explains what options parents have if they disagree with a decision of the school.	40
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	39
24	The school provides information on agencies that can assist my child in the transition from school.	36
7	I was given information about organizations that offer support for parents of students with disabilities.	34
21	The school offers parents training about special education issues.	31
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	30

For questions regarding district results, please contact Patti Solomon:

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 Georgia Department of Education
 (404) 657 – 9959
 PSolomon@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

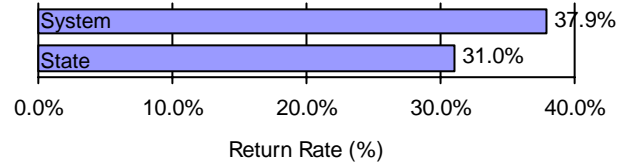
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Marion County

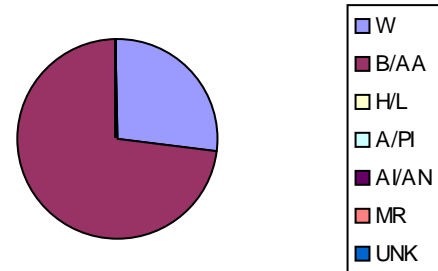
Overview

	System	State
Number of Surveys Distributed	29	30,783
Number of Valid Responses	11	9,557
Percentage Return Rate	37.9%	31.0%

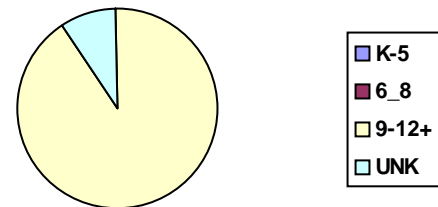


Child Demographics

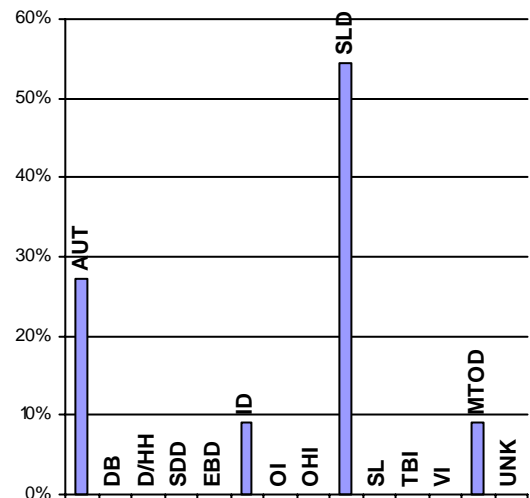
Race/Ethnicity	Count	Percent
White	3	27.3%
Black or African American (B/AA)	8	72.7%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	10	90.9%
Unknown (UNK)	1	9.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	27.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	1	9.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	6	54.5%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	9.1%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	27 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	40
10	Written information I receive is written in an understandable way.	40
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	36
9	My child's evaluation report is written in terms I understand.	36
18	The school has a person on staff who is available to answer parents' questions.	36
21	The school offers parents training about special education issues.	36
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	30
16	Teachers respect my cultural heritage.	30
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	27
5	All of my concerns and recommendations were documented on the IEP.	27

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	27
19	The school communicates regularly with me regarding my child's progress on IEP goals.	27
20	The school gives me choices with regard to services that address my child's needs.	27
22	The school offers parents a variety of ways to communicate with teachers.	27
23	The school gives parents the help they may need to play an active role in their child's education.	27
24	The school provides information on agencies that can assist my child in the transition from school.	27
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	20
7	I was given information about organizations that offer support for parents of students with disabilities.	20
25	The school explains what options parents have if they disagree with a decision of the school.	18
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	11

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

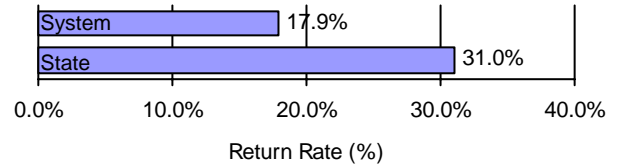
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report McIntosh County

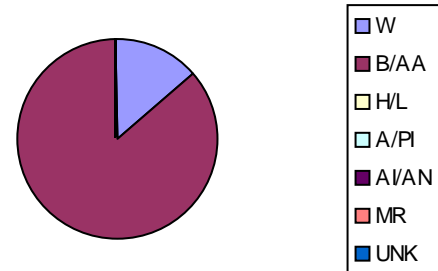
Overview

	System	State
Number of Surveys Distributed	39	30,783
Number of Valid Responses	7	9,557
Percentage Return Rate	17.9%	31.0%

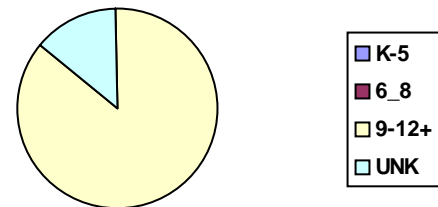


Child Demographics

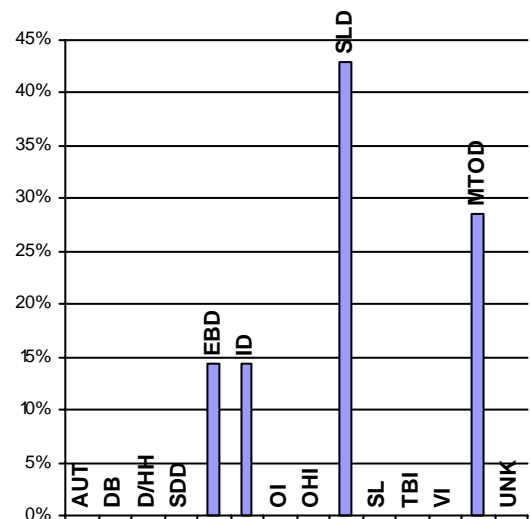
Race/Ethnicity	Count	Percent
White	1	14.3%
Black or African American (B/AA)	6	85.7%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	6	85.7%
Unknown (UNK)	1	14.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	0	0.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	1	14.3%
Intellectual Disability (ID)	1	14.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	3	42.9%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	28.6%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	86 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	100
10	Written information I receive is written in an understandable way.	100
15	Teachers encourage me to participate in the decision-making process.	100
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	100
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	86
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	86
5	All of my concerns and recommendations were documented on the IEP.	86
9	My child's evaluation report is written in terms I understand.	86
12	Teachers treat me as a team member.	86
20	The school gives me choices with regard to services that address my child's needs.	86

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	71
7	I was given information about organizations that offer support for parents of students with disabilities.	71
18	The school has a person on staff who is available to answer parents' questions.	71
19	The school communicates regularly with me regarding my child's progress on IEP goals.	71
22	The school offers parents a variety of ways to communicate with teachers.	71
23	The school gives parents the help they may need to play an active role in their child's education.	71
25	The school explains what options parents have if they disagree with a decision of the school.	71
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	67
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	67
21	The school offers parents training about special education issues.	57

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

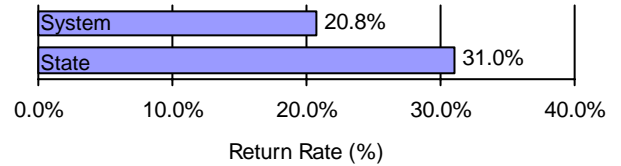
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Meriwether County

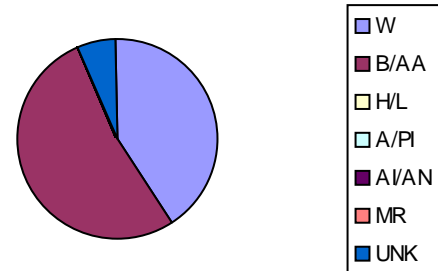
Overview

	System	State
Number of Surveys Distributed	226	30,783
Number of Valid Responses	47	9,557
Percentage Return Rate	20.8%	31.0%

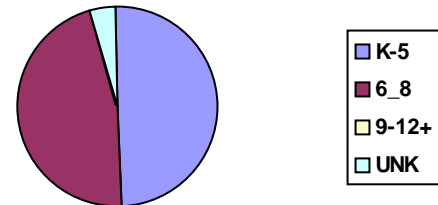


Child Demographics

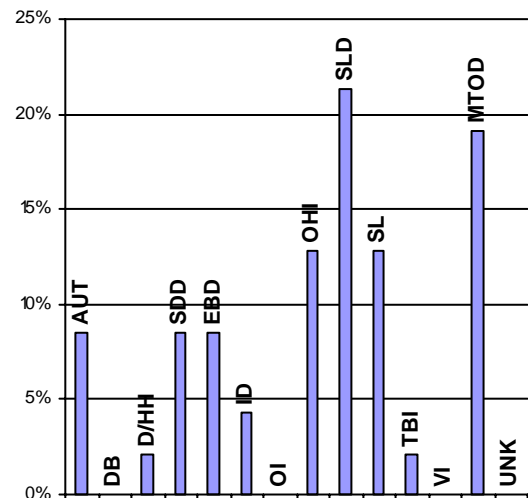
Race/Ethnicity	Count	Percent
White	19	40.4%
Black or African American (B/AA)	25	53.2%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	3	6.4%



Grade	Count	Percent
K-5	23	48.9%
6-8	22	46.8%
9-12+	0	0.0%
Unknown (UNK)	2	4.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	4	8.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	2.1%
Significant Developmental Delay (SDD)	4	8.5%
Emotional Behavioral Disorder (EBD)	4	8.5%
Intellectual Disability (ID)	2	4.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	6	12.8%
Specific Learning Disability (SLD)	10	21.3%
Speech/Language Impairment (SL)	6	12.8%
Traumatic Brain injury (TBI)	1	2.1%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	9	19.1%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	38 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	64
12	Teachers treat me as a team member.	60
5	All of my concerns and recommendations were documented on the IEP.	59
11	Teachers are available to speak with me.	57
13	Teachers seek out parent input.	54
15	Teachers encourage me to participate in the decision-making process.	54
16	Teachers respect my cultural heritage.	53
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	52
9	My child's evaluation report is written in terms I understand.	51
10	Written information I receive is written in an understandable way.	51

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	43
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	42
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	41
22	The school offers parents a variety of ways to communicate with teachers.	41
23	The school gives parents the help they may need to play an active role in their child's education.	41
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	40
7	I was given information about organizations that offer support for parents of students with disabilities.	35
25	The school explains what options parents have if they disagree with a decision of the school.	30
21	The school offers parents training about special education issues.	25
24	The school provides information on agencies that can assist my child in the transition from school.	21

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

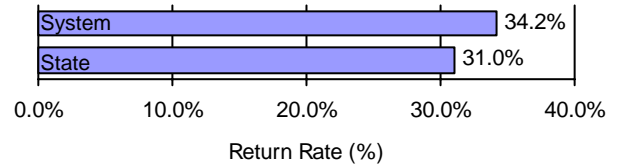
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Monroe County

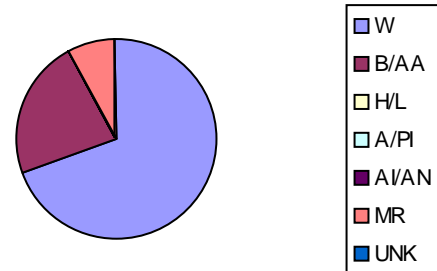
Overview

	System	State
Number of Surveys Distributed	38	30,783
Number of Valid Responses	13	9,557
Percentage Return Rate	34.2%	31.0%

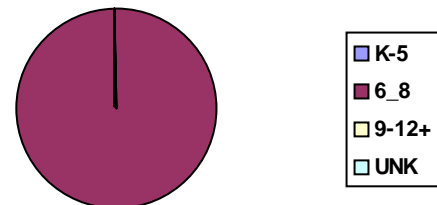


Child Demographics

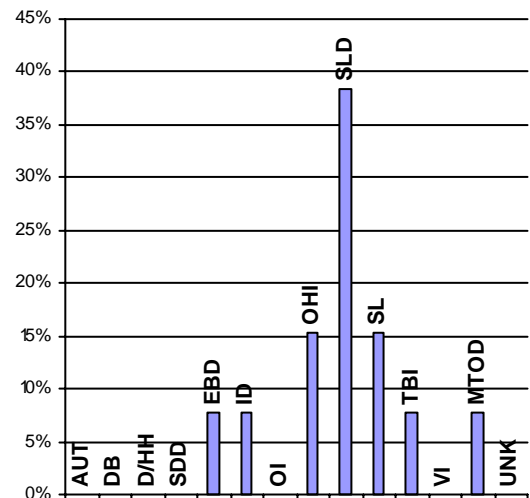
Race/Ethnicity	Count	Percent
White	9	69.2%
Black or African American (B/AA)	3	23.1%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	7.7%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	13	100.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	0	0.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	1	7.7%
Intellectual Disability (ID)	1	7.7%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	15.4%
Specific Learning Disability (SLD)	5	38.5%
Speech/Language Impairment (SL)	2	15.4%
Traumatic Brain injury (TBI)	1	7.7%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	7.7%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	38 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	67
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	64
9	My child's evaluation report is written in terms I understand.	62
10	Written information I receive is written in an understandable way.	62
11	Teachers are available to speak with me.	62
15	Teachers encourage me to participate in the decision-making process.	62
18	The school has a person on staff who is available to answer parents' questions.	62
22	The school offers parents a variety of ways to communicate with teachers.	62
5	All of my concerns and recommendations were documented on the IEP.	58
12	Teachers treat me as a team member.	58

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	50
16	Teachers respect my cultural heritage.	50
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	46
19	The school communicates regularly with me regarding my child's progress on IEP goals.	46
20	The school gives me choices with regard to services that address my child's needs.	38
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	38
7	I was given information about organizations that offer support for parents of students with disabilities.	33
24	The school provides information on agencies that can assist my child in the transition from school.	33
25	The school explains what options parents have if they disagree with a decision of the school.	31
21	The school offers parents training about special education issues.	0

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(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

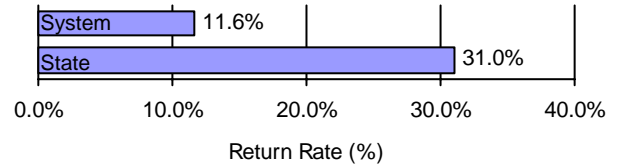
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Morgan County

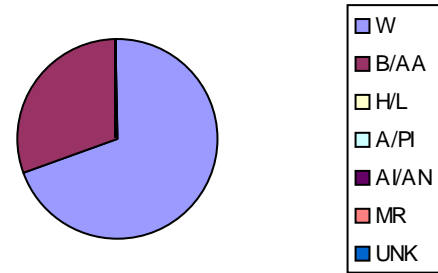
Overview

	System	State
Number of Surveys Distributed	112	30,783
Number of Valid Responses	13	9,557
Percentage Return Rate	11.6%	31.0%

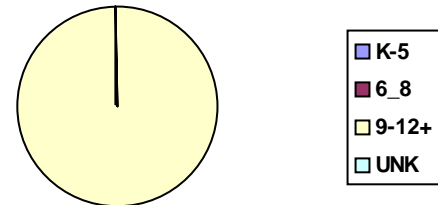


Child Demographics

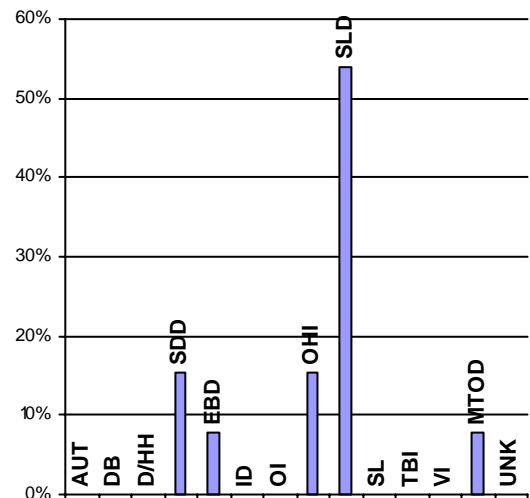
Race/Ethnicity	Count	Percent
White	9	69.2%
Black or African American (B/AA)	4	30.8%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	13	100.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	0	0.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	15.4%
Emotional Behavioral Disorder (EBD)	1	7.7%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	15.4%
Specific Learning Disability (SLD)	7	53.8%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	7.7%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	8 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	54
9	My child's evaluation report is written in terms I understand.	38
10	Written information I receive is written in an understandable way.	38
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	36
11	Teachers are available to speak with me.	31
14	Teachers show sensitivity to the needs of students with disabilities and their families.	27
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	23
16	Teachers respect my cultural heritage.	20
12	Teachers treat me as a team member.	18
15	Teachers encourage me to participate in the decision-making process.	17

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	15
25	The school explains what options parents have if they disagree with a decision of the school.	10
21	The school offers parents training about special education issues.	9
24	The school provides information on agencies that can assist my child in the transition from school.	9
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	8
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	8
13	Teachers seek out parent input.	8
18	The school has a person on staff who is available to answer parents' questions.	8
19	The school communicates regularly with me regarding my child's progress on IEP goals.	8
7	I was given information about organizations that offer support for parents of students with disabilities.	8

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 Georgia Department of Education
 (404) 657 – 9959
 PSolomon@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

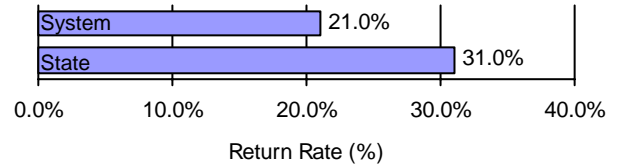
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Murray County

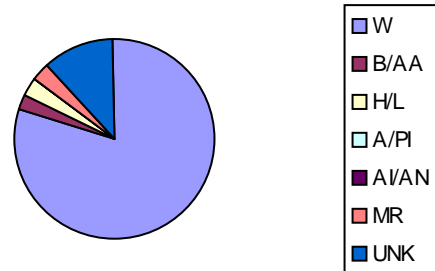
Overview

	System	State
Number of Surveys Distributed	162	30,783
Number of Valid Responses	34	9,557
Percentage Return Rate	21.0%	31.0%

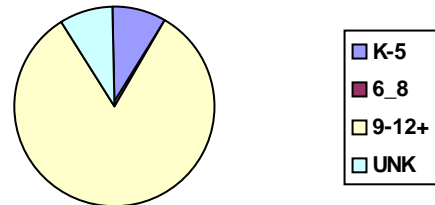


Child Demographics

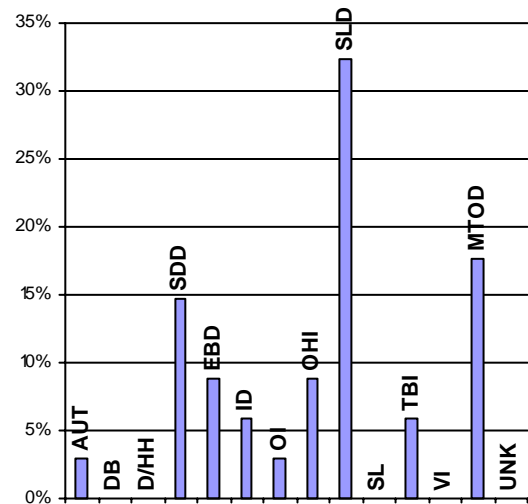
Race/Ethnicity	Count	Percent
White	27	79.4%
Black or African American (B/AA)	1	2.9%
Hispanic or Latino (H/L)	1	2.9%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	2.9%
Unknown (UNK)	4	11.8%



Grade	Count	Percent
K-5	3	8.8%
6-8	0	0.0%
9-12+	28	82.4%
Unknown (UNK)	3	8.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	2.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	5	14.7%
Emotional Behavioral Disorder (EBD)	3	8.8%
Intellectual Disability (ID)	2	5.9%
Orthopedic Impairment (OI)	1	2.9%
Other Health Impairment (OHI)	3	8.8%
Specific Learning Disability (SLD)	11	32.4%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	2	5.9%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	6	17.6%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	38 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	55
5	All of my concerns and recommendations were documented on the IEP.	48
9	My child's evaluation report is written in terms I understand.	45
10	Written information I receive is written in an understandable way.	45
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	44
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	42
11	Teachers are available to speak with me.	42
12	Teachers treat me as a team member.	42
19	The school communicates regularly with me regarding my child's progress on IEP goals.	42
24	The school provides information on agencies that can assist my child in the transition from school.	42

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
18	The school has a person on staff who is available to answer parents' questions.	37
23	The school gives parents the help they may need to play an active role in their child's education.	37
20	The school gives me choices with regard to services that address my child's needs.	35
21	The school offers parents training about special education issues.	35
22	The school offers parents a variety of ways to communicate with teachers.	35
25	The school explains what options parents have if they disagree with a decision of the school.	35
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	33
14	Teachers show sensitivity to the needs of students with disabilities and their families.	33
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	31
7	I was given information about organizations that offer support for parents of students with disabilities.	26

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

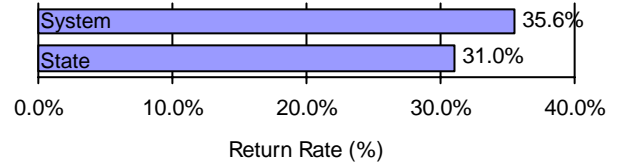
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Muscogee County

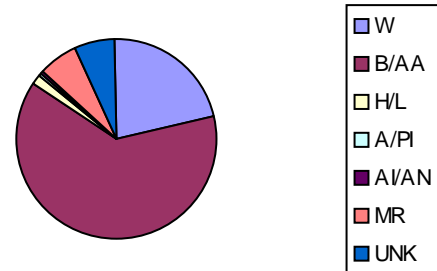
Overview

	System	State
Number of Surveys Distributed	832	30,783
Number of Valid Responses	296	9,557
Percentage Return Rate	35.6%	31.0%

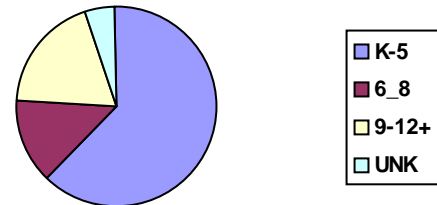


Child Demographics

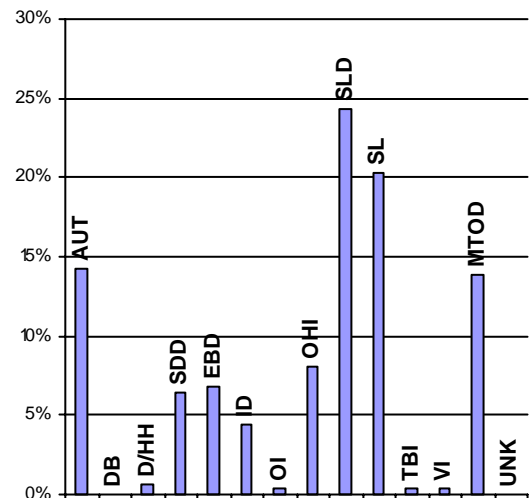
Race/Ethnicity	Count	Percent
White	64	21.6%
Black or African American (B/AA)	186	62.8%
Hispanic or Latino (H/L)	4	1.4%
Asian or Pacific Islander (A/PI)	2	0.7%
American Indian or Alaska Native (AI/AN)	1	0.3%
Multi-racial (MR)	19	6.4%
Unknown (UNK)	20	6.8%



Grade	Count	Percent
K-5	183	61.8%
6-8	41	13.9%
9-12+	57	19.3%
Unknown (UNK)	15	5.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	42	14.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	0.7%
Significant Developmental Delay (SDD)	19	6.4%
Emotional Behavioral Disorder (EBD)	20	6.8%
Intellectual Disability (ID)	13	4.4%
Orthopedic Impairment (OI)	1	0.3%
Other Health Impairment (OHI)	24	8.1%
Specific Learning Disability (SLD)	72	24.3%
Speech/Language Impairment (SL)	60	20.3%
Traumatic Brain injury (TBI)	1	0.3%
Visual Impairment including Blindness (VI)	1	0.3%
More Than One Disability (MTOD)	41	13.9%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	29 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	57
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	56
5	All of my concerns and recommendations were documented on the IEP.	53
12	Teachers treat me as a team member.	52
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	50
15	Teachers encourage me to participate in the decision-making process.	49
9	My child's evaluation report is written in terms I understand.	48
10	Written information I receive is written in an understandable way.	48
14	Teachers show sensitivity to the needs of students with disabilities and their families.	47
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	45

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	38
20	The school gives me choices with regard to services that address my child's needs.	38
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	36
23	The school gives parents the help they may need to play an active role in their child's education.	35
22	The school offers parents a variety of ways to communicate with teachers.	35
25	The school explains what options parents have if they disagree with a decision of the school.	29
7	I was given information about organizations that offer support for parents of students with disabilities.	28
21	The school offers parents training about special education issues.	27
24	The school provides information on agencies that can assist my child in the transition from school.	25
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	19

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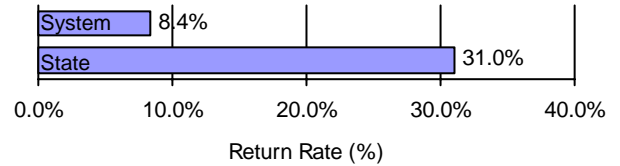
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Newton County

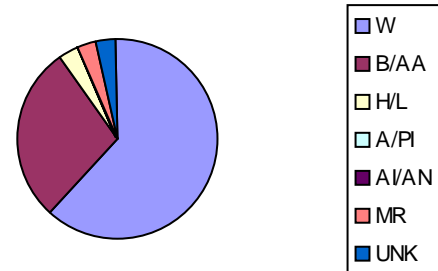
Overview

	System	State
Number of Surveys Distributed	371	30,783
Number of Valid Responses	31	9,557
Percentage Return Rate	8.4%	31.0%

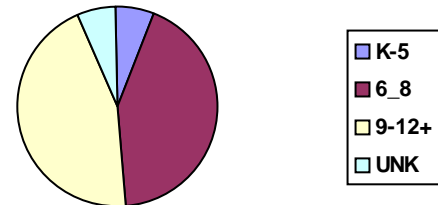


Child Demographics

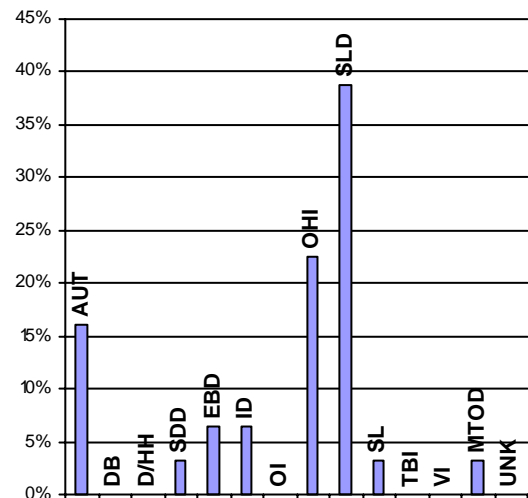
Race/Ethnicity	Count	Percent
White	19	61.3%
Black or African American (B/AA)	9	29.0%
Hispanic or Latino (H/L)	1	3.2%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	3.2%
Unknown (UNK)	1	3.2%



Grade	Count	Percent
K-5	2	6.5%
6-8	13	41.9%
9-12+	14	45.2%
Unknown (UNK)	2	6.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	5	16.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	3.2%
Emotional Behavioral Disorder (EBD)	2	6.5%
Intellectual Disability (ID)	2	6.5%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	7	22.6%
Specific Learning Disability (SLD)	12	38.7%
Speech/Language Impairment (SL)	1	3.2%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	3.2%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	13 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
5	All of my concerns and recommendations were documented on the IEP.	52
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	45
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	45
10	Written information I receive is written in an understandable way.	45
11	Teachers are available to speak with me.	45
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	40
12	Teachers treat me as a team member.	40
9	My child's evaluation report is written in terms I understand.	39
14	Teachers show sensitivity to the needs of students with disabilities and their families.	37
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	37

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	24
16	Teachers respect my cultural heritage.	22
18	The school has a person on staff who is available to answer parents' questions.	21
21	The school offers parents training about special education issues.	21
7	I was given information about organizations that offer support for parents of students with disabilities.	20
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	19
25	The school explains what options parents have if they disagree with a decision of the school.	17
20	The school gives me choices with regard to services that address my child's needs.	14
19	The school communicates regularly with me regarding my child's progress on IEP goals.	14
24	The school provides information on agencies that can assist my child in the transition from school.	13

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

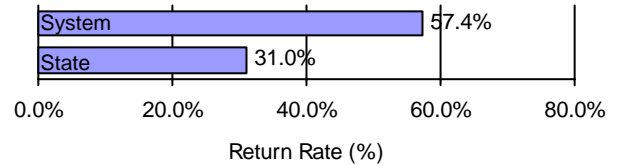
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Oconee County

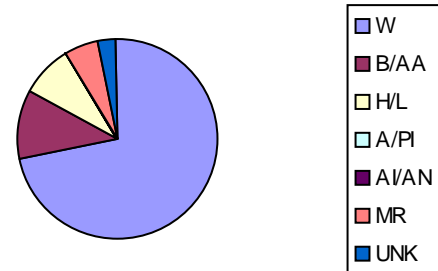
Overview

	System	State
Number of Surveys Distributed	61	30,783
Number of Valid Responses	35	9,557
Percentage Return Rate	57.4%	31.0%

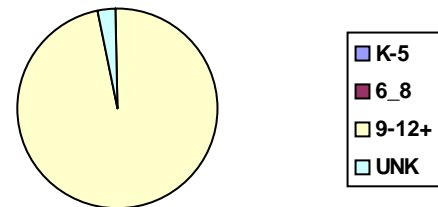


Child Demographics

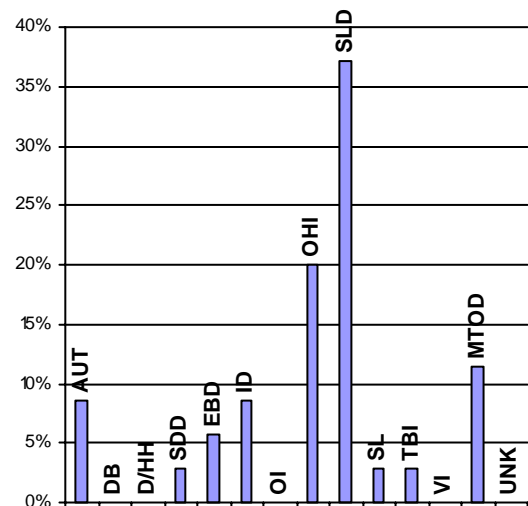
Race/Ethnicity	Count	Percent
White	25	71.4%
Black or African American (B/AA)	4	11.4%
Hispanic or Latino (H/L)	3	8.6%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	5.7%
Unknown (UNK)	1	2.9%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	34	97.1%
Unknown (UNK)	1	2.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	8.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	2.9%
Emotional Behavioral Disorder (EBD)	2	5.7%
Intellectual Disability (ID)	3	8.6%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	7	20.0%
Specific Learning Disability (SLD)	13	37.1%
Speech/Language Impairment (SL)	1	2.9%
Traumatic Brain injury (TBI)	1	2.9%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	4	11.4%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	57 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	80
11	Teachers are available to speak with me.	79
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	77
9	My child's evaluation report is written in terms I understand.	77
10	Written information I receive is written in an understandable way.	77
15	Teachers encourage me to participate in the decision-making process.	77
12	Teachers treat me as a team member.	76
18	The school has a person on staff who is available to answer parents' questions.	76
5	All of my concerns and recommendations were documented on the IEP.	74
19	The school communicates regularly with me regarding my child's progress on IEP goals.	74

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
14	Teachers show sensitivity to the needs of students with disabilities and their families.	68
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	67
23	The school gives parents the help they may need to play an active role in their child's education.	66
24	The school provides information on agencies that can assist my child in the transition from school.	62
13	Teachers seek out parent input.	62
21	The school offers parents training about special education issues.	59
7	I was given information about organizations that offer support for parents of students with disabilities.	53
25	The school explains what options parents have if they disagree with a decision of the school.	47
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	44
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	38

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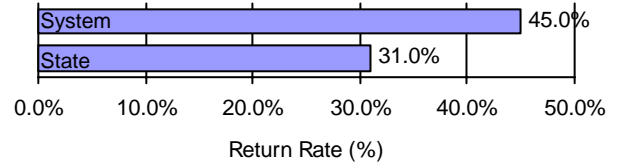
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Oglethorpe County

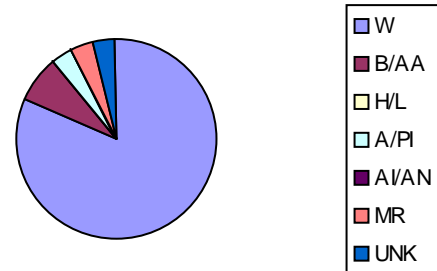
Overview

	System	State
Number of Surveys Distributed	60	30,783
Number of Valid Responses	27	9,557
Percentage Return Rate	45.0%	31.0%

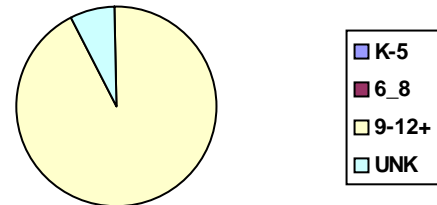


Child Demographics

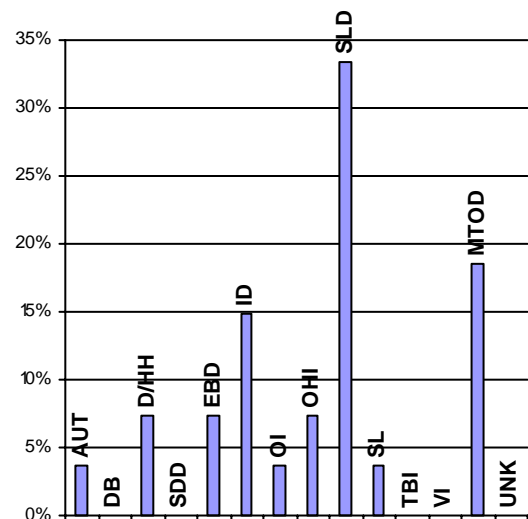
Race/Ethnicity	Count	Percent
White	22	81.5%
Black or African American (B/AA)	2	7.4%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	1	3.7%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	3.7%
Unknown (UNK)	1	3.7%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	25	92.6%
Unknown (UNK)	2	7.4%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	3.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	7.4%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	2	7.4%
Intellectual Disability (ID)	4	14.8%
Orthopedic Impairment (OI)	1	3.7%
Other Health Impairment (OHI)	2	7.4%
Specific Learning Disability (SLD)	9	33.3%
Speech/Language Impairment (SL)	1	3.7%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	5	18.5%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	22 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	65
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	54
12	Teachers treat me as a team member.	54
5	All of my concerns and recommendations were documented on the IEP.	52
16	Teachers respect my cultural heritage.	50
11	Teachers are available to speak with me.	48
10	Written information I receive is written in an understandable way.	46
15	Teachers encourage me to participate in the decision-making process.	46
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	45
9	My child's evaluation report is written in terms I understand.	44

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	33
13	Teachers seek out parent input.	33
22	The school offers parents a variety of ways to communicate with teachers.	33
23	The school gives parents the help they may need to play an active role in their child's education.	33
7	I was given information about organizations that offer support for parents of students with disabilities.	26
19	The school communicates regularly with me regarding my child's progress on IEP goals.	25
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	24
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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

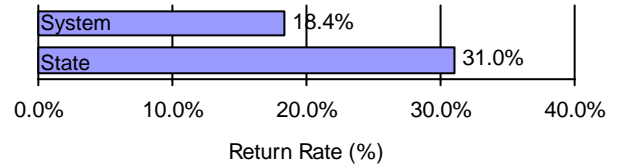
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Paulding County

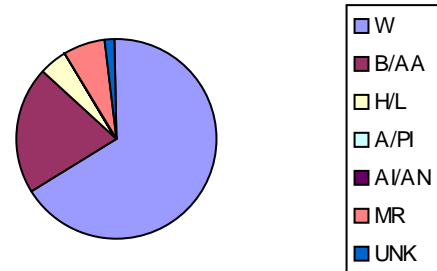
Overview

	System	State
Number of Surveys Distributed	331	30,783
Number of Valid Responses	61	9,557
Percentage Return Rate	18.4%	31.0%

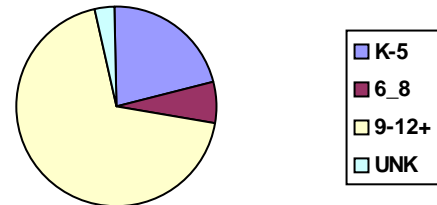


Child Demographics

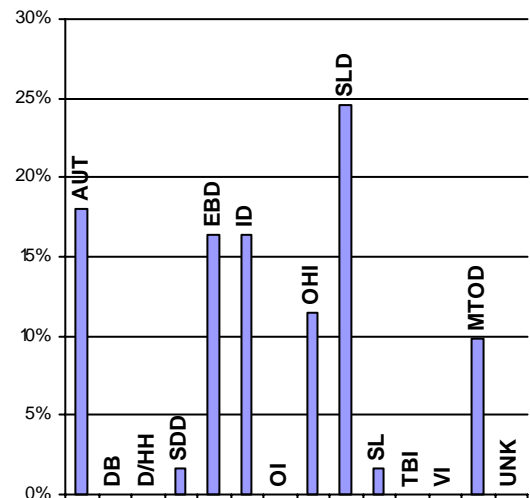
Race/Ethnicity	Count	Percent
White	40	65.6%
Black or African American (B/AA)	13	21.3%
Hispanic or Latino (H/L)	3	4.9%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	4	6.6%
Unknown (UNK)	1	1.6%



Grade	Count	Percent
K-5	13	21.3%
6-8	4	6.6%
9-12+	42	68.9%
Unknown (UNK)	2	3.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	11	18.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	1.6%
Emotional Behavioral Disorder (EBD)	10	16.4%
Intellectual Disability (ID)	10	16.4%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	7	11.5%
Specific Learning Disability (SLD)	15	24.6%
Speech/Language Impairment (SL)	1	1.6%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	6	9.8%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	28 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	59
11	Teachers are available to speak with me.	57
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	55
12	Teachers treat me as a team member.	55
5	All of my concerns and recommendations were documented on the IEP.	50
9	My child's evaluation report is written in terms I understand.	49
15	Teachers encourage me to participate in the decision-making process.	49
10	Written information I receive is written in an understandable way.	48
14	Teachers show sensitivity to the needs of students with disabilities and their families.	46
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	44

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	39
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	36
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	35
25	The school explains what options parents have if they disagree with a decision of the school.	35
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	34
23	The school gives parents the help they may need to play an active role in their child's education.	34
24	The school provides information on agencies that can assist my child in the transition from school.	29
7	I was given information about organizations that offer support for parents of students with disabilities.	28
21	The school offers parents training about special education issues.	27
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	16

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 Georgia Department of Education
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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

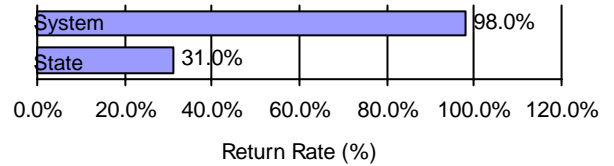
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Peach County

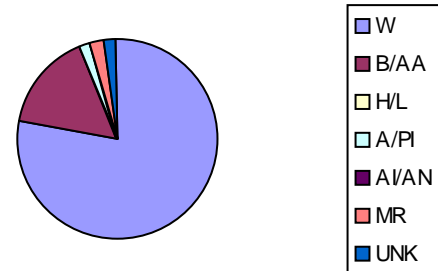
Overview

	System	State
Number of Surveys Distributed	50	30,783
Number of Valid Responses	49	9,557
Percentage Return Rate	98.0%	31.0%

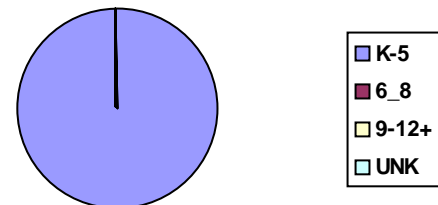


Child Demographics

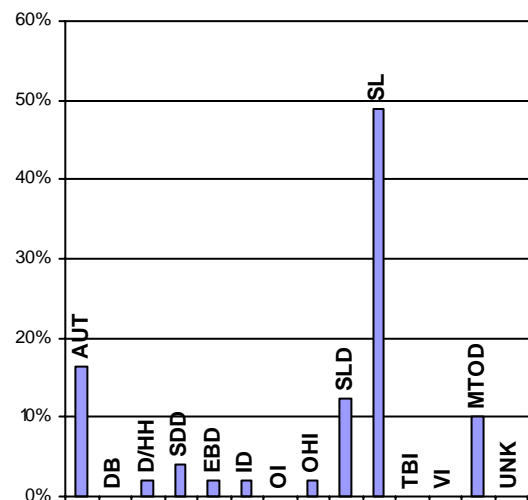
Race/Ethnicity	Count	Percent
White	38	77.6%
Black or African American (B/AA)	8	16.3%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	1	2.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	2.0%
Unknown (UNK)	1	2.0%



Grade	Count	Percent
K-5	49	100.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	8	16.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	2.0%
Significant Developmental Delay (SDD)	2	4.1%
Emotional Behavioral Disorder (EBD)	1	2.0%
Intellectual Disability (ID)	1	2.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	2.0%
Specific Learning Disability (SLD)	6	12.2%
Speech/Language Impairment (SL)	24	49.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	5	10.2%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	51 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	83
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	83
5	All of my concerns and recommendations were documented on the IEP.	80
15	Teachers encourage me to participate in the decision-making process.	78
12	Teachers treat me as a team member.	77
16	Teachers respect my cultural heritage.	76
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	76
13	Teachers seek out parent input.	74
14	Teachers show sensitivity to the needs of students with disabilities and their families.	74
10	Written information I receive is written in an understandable way.	73

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	57
19	The school communicates regularly with me regarding my child's progress on IEP goals.	56
22	The school offers parents a variety of ways to communicate with teachers.	56
23	The school gives parents the help they may need to play an active role in their child's education.	56
7	I was given information about organizations that offer support for parents of students with disabilities.	54
25	The school explains what options parents have if they disagree with a decision of the school.	50
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	48
24	The school provides information on agencies that can assist my child in the transition from school.	45
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	38
21	The school offers parents training about special education issues.	36

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

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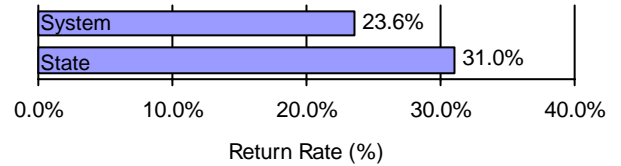
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Pickens County

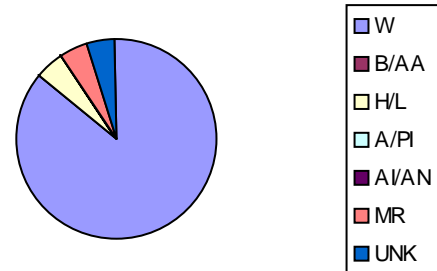
Overview

	System	State
Number of Surveys Distributed	89	30,783
Number of Valid Responses	21	9,557
Percentage Return Rate	23.6%	31.0%

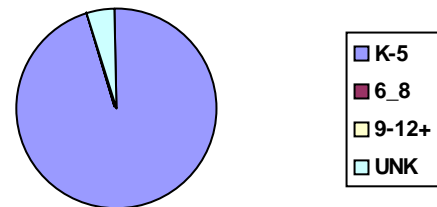


Child Demographics

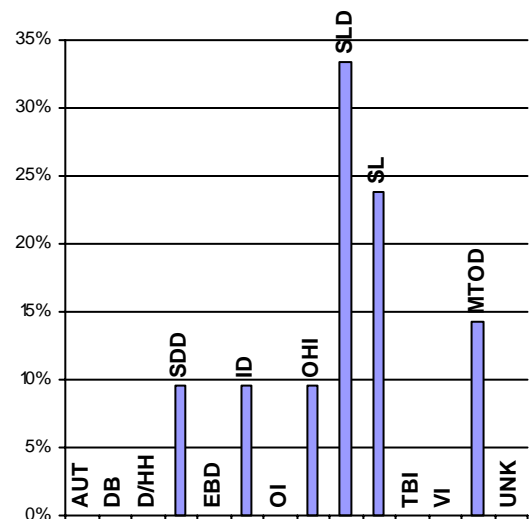
Race/Ethnicity	Count	Percent
White	18	85.7%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	1	4.8%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	4.8%
Unknown (UNK)	1	4.8%



Grade	Count	Percent
K-5	20	95.2%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	4.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	0	0.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	9.5%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	2	9.5%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	9.5%
Specific Learning Disability (SLD)	7	33.3%
Speech/Language Impairment (SL)	5	23.8%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	14.3%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	48 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	76
13	Teachers seek out parent input.	76
15	Teachers encourage me to participate in the decision-making process.	75
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	71
11	Teachers are available to speak with me.	71
12	Teachers treat me as a team member.	71
14	Teachers show sensitivity to the needs of students with disabilities and their families.	71
5	All of my concerns and recommendations were documented on the IEP.	67
10	Written information I receive is written in an understandable way.	67
18	The school has a person on staff who is available to answer parents' questions.	67

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	60
23	The school gives parents the help they may need to play an active role in their child's education.	57
25	The school explains what options parents have if they disagree with a decision of the school.	55
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	53
16	Teachers respect my cultural heritage.	53
7	I was given information about organizations that offer support for parents of students with disabilities.	45
21	The school offers parents training about special education issues.	44
24	The school provides information on agencies that can assist my child in the transition from school.	44
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	43
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	43

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

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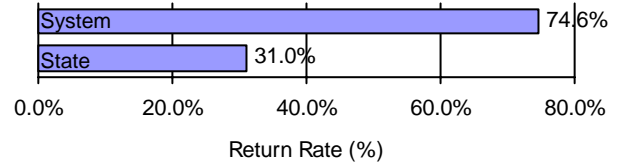
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Pierce County

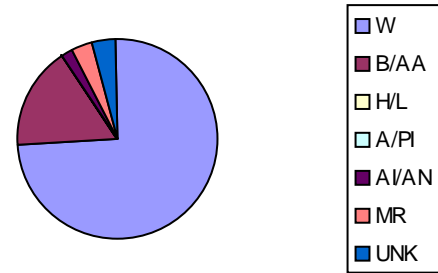
Overview

	System	State
Number of Surveys Distributed	71	30,783
Number of Valid Responses	53	9,557
Percentage Return Rate	74.6%	31.0%

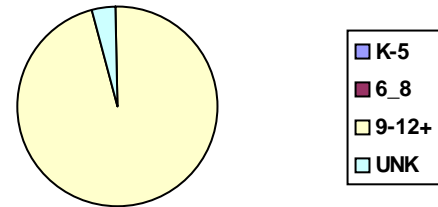


Child Demographics

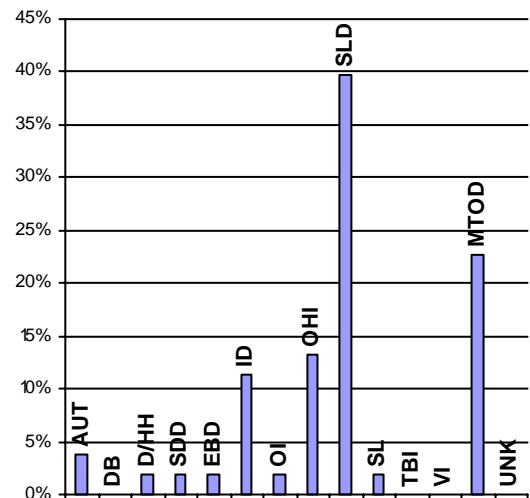
Race/Ethnicity	Count	Percent
White	39	73.6%
Black or African American (B/AA)	9	17.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	1.9%
Multi-racial (MR)	2	3.8%
Unknown (UNK)	2	3.8%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	51	96.2%
Unknown (UNK)	2	3.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	3.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.9%
Significant Developmental Delay (SDD)	1	1.9%
Emotional Behavioral Disorder (EBD)	1	1.9%
Intellectual Disability (ID)	6	11.3%
Orthopedic Impairment (OI)	1	1.9%
Other Health Impairment (OHI)	7	13.2%
Specific Learning Disability (SLD)	21	39.6%
Speech/Language Impairment (SL)	1	1.9%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	12	22.6%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	42 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	75
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	74
5	All of my concerns and recommendations were documented on the IEP.	71
15	Teachers encourage me to participate in the decision-making process.	69
14	Teachers show sensitivity to the needs of students with disabilities and their families.	68
12	Teachers treat me as a team member.	68
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	67
19	The school communicates regularly with me regarding my child's progress on IEP goals.	66
10	Written information I receive is written in an understandable way.	65
11	Teachers are available to speak with me.	65

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
13	Teachers seek out parent input.	58
20	The school gives me choices with regard to services that address my child's needs.	57
22	The school offers parents a variety of ways to communicate with teachers.	55
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	53
25	The school explains what options parents have if they disagree with a decision of the school.	53
21	The school offers parents training about special education issues.	52
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	51
24	The school provides information on agencies that can assist my child in the transition from school.	50
7	I was given information about organizations that offer support for parents of students with disabilities.	46
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	40

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

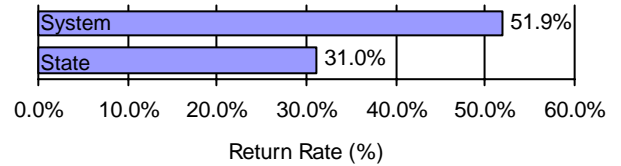
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Polk County

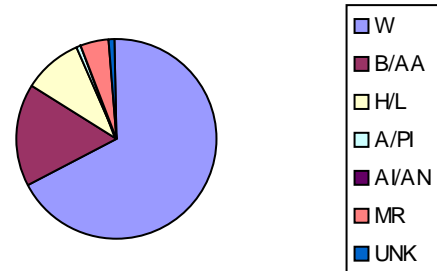
Overview

	System	State
Number of Surveys Distributed	239	30,783
Number of Valid Responses	124	9,557
Percentage Return Rate	51.9%	31.0%

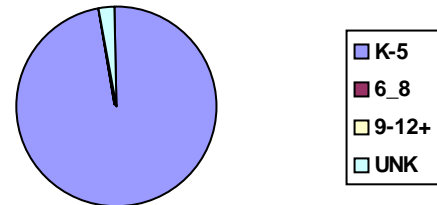


Child Demographics

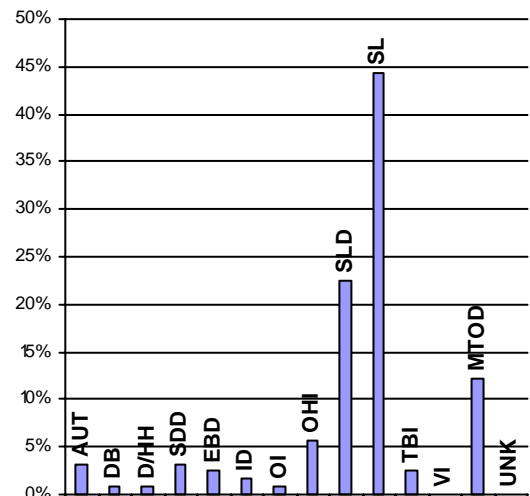
Race/Ethnicity	Count	Percent
White	83	66.9%
Black or African American (B/AA)	21	16.9%
Hispanic or Latino (H/L)	12	9.7%
Asian or Pacific Islander (A/PI)	1	0.8%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	6	4.8%
Unknown (UNK)	1	0.8%



Grade	Count	Percent
K-5	121	97.6%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	3	2.4%



Primary Exceptionality	Count	Percent
Autism (AUT)	4	3.2%
Deaf-Blind (DB)	1	0.8%
Deaf-Hard of Hearing (D/HH)	1	0.8%
Significant Developmental Delay (SDD)	4	3.2%
Emotional Behavioral Disorder (EBD)	3	2.4%
Intellectual Disability (ID)	2	1.6%
Orthopedic Impairment (OI)	1	0.8%
Other Health Impairment (OHI)	7	5.6%
Specific Learning Disability (SLD)	28	22.6%
Speech/Language Impairment (SL)	55	44.4%
Traumatic Brain injury (TBI)	3	2.4%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	15	12.1%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	36 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	66
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	63
5	All of my concerns and recommendations were documented on the IEP.	63
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	62
12	Teachers treat me as a team member.	61
9	My child's evaluation report is written in terms I understand.	58
15	Teachers encourage me to participate in the decision-making process.	58
10	Written information I receive is written in an understandable way.	57
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	54
14	Teachers show sensitivity to the needs of students with disabilities and their families.	53

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
23	The school gives parents the help they may need to play an active role in their child's education.	49
18	The school has a person on staff who is available to answer parents' questions.	48
20	The school gives me choices with regard to services that address my child's needs.	48
13	Teachers seek out parent input.	46
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	44
25	The school explains what options parents have if they disagree with a decision of the school.	40
24	The school provides information on agencies that can assist my child in the transition from school.	39
7	I was given information about organizations that offer support for parents of students with disabilities.	35
21	The school offers parents training about special education issues.	33
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	29

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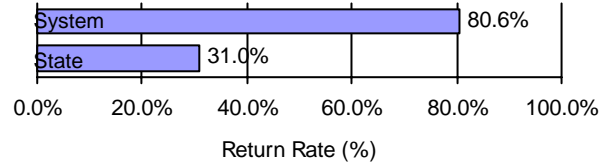
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Pulaski County

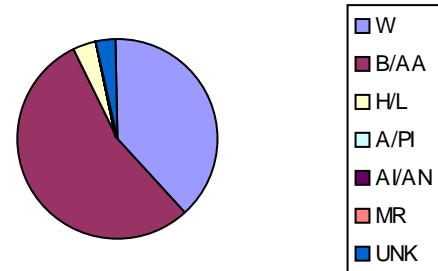
Overview

	System	State
Number of Surveys Distributed	36	30,783
Number of Valid Responses	29	9,557
Percentage Return Rate	80.6%	31.0%

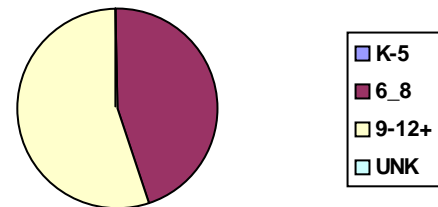


Child Demographics

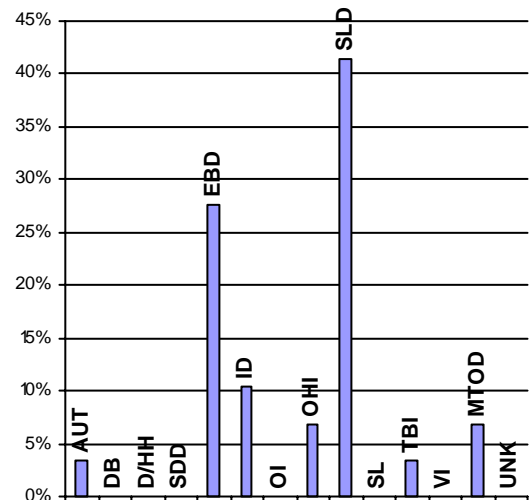
Race/Ethnicity	Count	Percent
White	11	37.9%
Black or African American (B/AA)	16	55.2%
Hispanic or Latino (H/L)	1	3.4%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	3.4%



Grade	Count	Percent
K-5	0	0.0%
6-8	13	44.8%
9-12+	16	55.2%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	3.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	8	27.6%
Intellectual Disability (ID)	3	10.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	6.9%
Specific Learning Disability (SLD)	12	41.4%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	1	3.4%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	6.9%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	17 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	41
10	Written information I receive is written in an understandable way.	34
11	Teachers are available to speak with me.	34
12	Teachers treat me as a team member.	34
5	All of my concerns and recommendations were documented on the IEP.	31
13	Teachers seek out parent input.	31
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	28
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	28
9	My child's evaluation report is written in terms I understand.	28
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	24

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	21
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	18
16	Teachers respect my cultural heritage.	18
23	The school gives parents the help they may need to play an active role in their child's education.	18
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	17
18	The school has a person on staff who is available to answer parents' questions.	17
20	The school gives me choices with regard to services that address my child's needs.	14
24	The school provides information on agencies that can assist my child in the transition from school.	14
21	The school offers parents training about special education issues.	10
25	The school explains what options parents have if they disagree with a decision of the school.	10

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

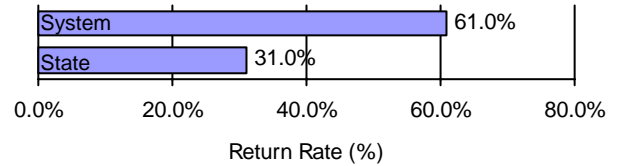
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Putnam County

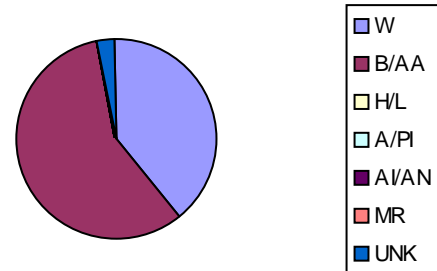
Overview

	System	State
Number of Surveys Distributed	105	30,783
Number of Valid Responses	64	9,557
Percentage Return Rate	61.0%	31.0%

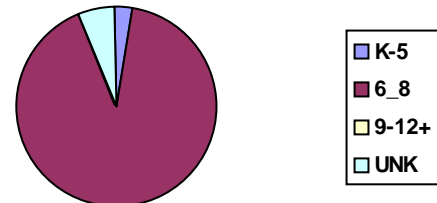


Child Demographics

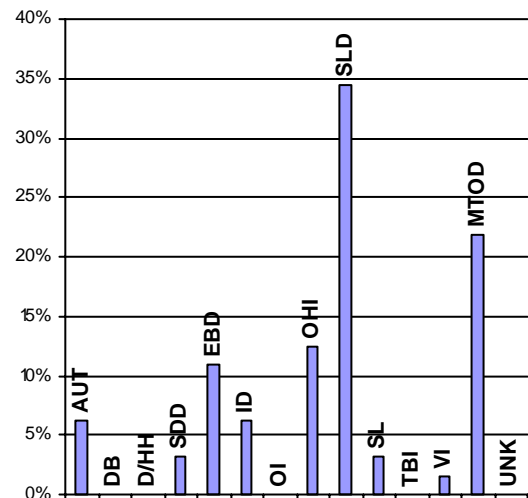
Race/Ethnicity	Count	Percent
White	25	39.1%
Black or African American (B/AA)	37	57.8%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	2	3.1%



Grade	Count	Percent
K-5	2	3.1%
6-8	58	90.6%
9-12+	0	0.0%
Unknown (UNK)	4	6.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	4	6.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	3.1%
Emotional Behavioral Disorder (EBD)	7	10.9%
Intellectual Disability (ID)	4	6.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	8	12.5%
Specific Learning Disability (SLD)	22	34.4%
Speech/Language Impairment (SL)	2	3.1%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	1.6%
More Than One Disability (MTOD)	14	21.9%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	41 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	60
14	Teachers show sensitivity to the needs of students with disabilities and their families.	59
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	57
12	Teachers treat me as a team member.	56
15	Teachers encourage me to participate in the decision-making process.	53
19	The school communicates regularly with me regarding my child's progress on IEP goals.	53
11	Teachers are available to speak with me.	52
16	Teachers respect my cultural heritage.	51
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	50
9	My child's evaluation report is written in terms I understand.	49

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
10	Written information I receive is written in an understandable way.	47
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	46
23	The school gives parents the help they may need to play an active role in their child's education.	46
25	The school explains what options parents have if they disagree with a decision of the school.	45
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	43
24	The school provides information on agencies that can assist my child in the transition from school.	41
21	The school offers parents training about special education issues.	40
7	I was given information about organizations that offer support for parents of students with disabilities.	34
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	28
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	28

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

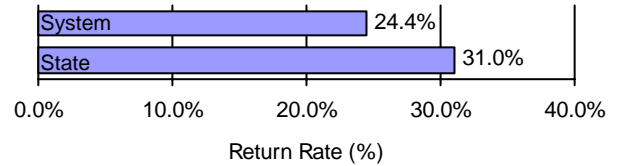
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Rabun County

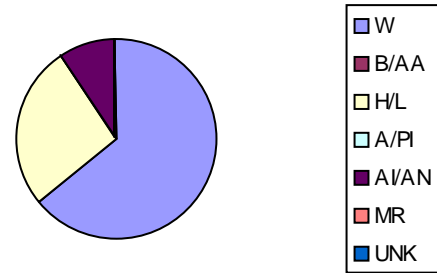
Overview

	System	State
Number of Surveys Distributed	45	30,783
Number of Valid Responses	11	9,557
Percentage Return Rate	24.4%	31.0%

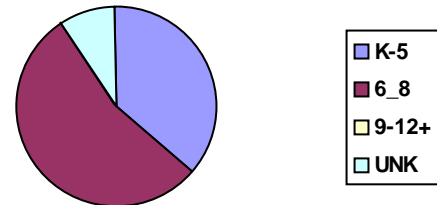


Child Demographics

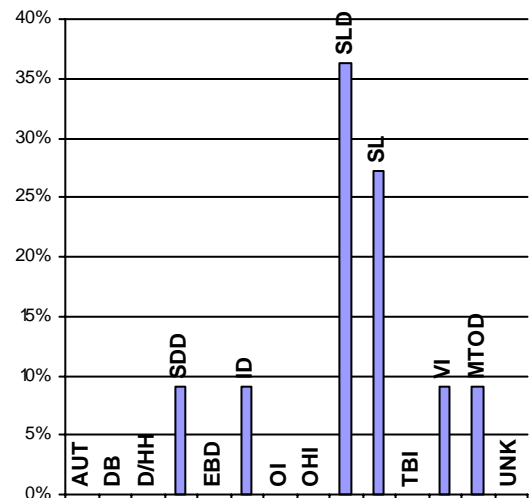
Race/Ethnicity	Count	Percent
White	7	63.6%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	3	27.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	9.1%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	4	36.4%
6-8	6	54.5%
9-12+	0	0.0%
Unknown (UNK)	1	9.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	0	0.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	9.1%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	1	9.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	4	36.4%
Speech/Language Impairment (SL)	3	27.3%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	9.1%
More Than One Disability (MTOD)	1	9.1%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	55 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	82
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	80
12	Teachers treat me as a team member.	80
13	Teachers seek out parent input.	80
14	Teachers show sensitivity to the needs of students with disabilities and their families.	80
15	Teachers encourage me to participate in the decision-making process.	80
16	Teachers respect my cultural heritage.	80
5	All of my concerns and recommendations were documented on the IEP.	73
11	Teachers are available to speak with me.	73
9	My child's evaluation report is written in terms I understand.	64

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	56
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	55
20	The school gives me choices with regard to services that address my child's needs.	55
22	The school offers parents a variety of ways to communicate with teachers.	55
23	The school gives parents the help they may need to play an active role in their child's education.	55
25	The school explains what options parents have if they disagree with a decision of the school.	30
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	27
21	The school offers parents training about special education issues.	27
24	The school provides information on agencies that can assist my child in the transition from school.	27
7	I was given information about organizations that offer support for parents of students with disabilities.	20

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

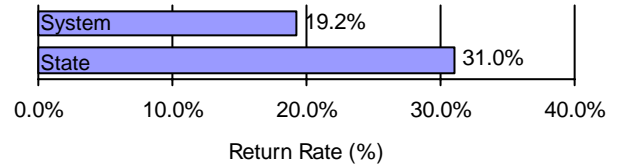
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Randolph County

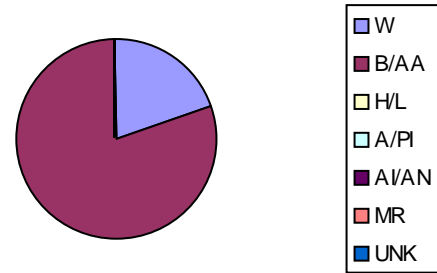
Overview

	System	State
Number of Surveys Distributed	26	30,783
Number of Valid Responses	5	9,557
Percentage Return Rate	19.2%	31.0%

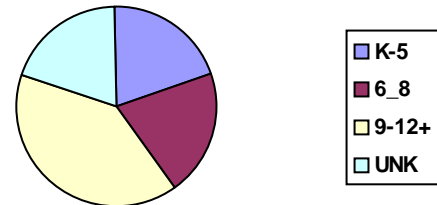


Child Demographics

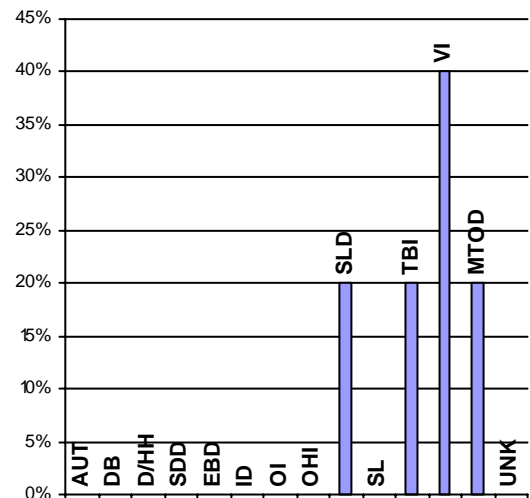
Race/Ethnicity	Count	Percent
White	1	20.0%
Black or African American (B/AA)	4	80.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	1	20.0%
6-8	1	20.0%
9-12+	2	40.0%
Unknown (UNK)	1	20.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	0	0.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	1	20.0%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	1	20.0%
Visual Impairment including Blindness (VI)	2	40.0%
More Than One Disability (MTOD)	1	20.0%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	0 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	60
15	Teachers encourage me to participate in the decision-making process.	50
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	50
18	The school has a person on staff who is available to answer parents' questions.	50
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	40
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	40
9	My child's evaluation report is written in terms I understand.	40
10	Written information I receive is written in an understandable way.	40
12	Teachers treat me as a team member.	40
20	The school gives me choices with regard to services that address my child's needs.	25

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
5	All of my concerns and recommendations were documented on the IEP.	20
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	0
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	0
7	I was given information about organizations that offer support for parents of students with disabilities.	0
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	0
13	Teachers seek out parent input.	0
14	Teachers show sensitivity to the needs of students with disabilities and their families.	0
16	Teachers respect my cultural heritage.	0
19	The school communicates regularly with me regarding my child's progress on IEP goals.	0
21	The school offers parents training about special education issues.	0

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

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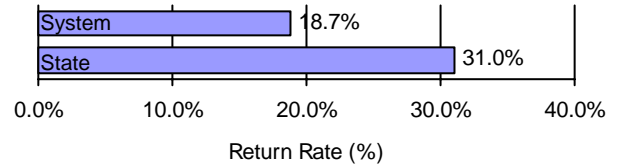
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Richmond County

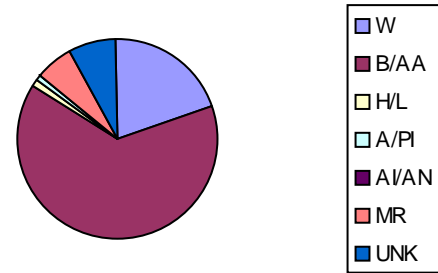
Overview

	System	State
Number of Surveys Distributed	822	30,783
Number of Valid Responses	154	9,557
Percentage Return Rate	18.7%	31.0%

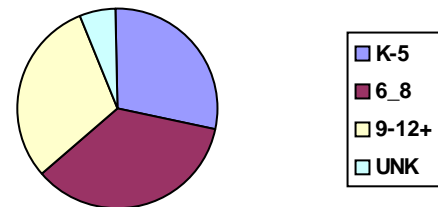


Child Demographics

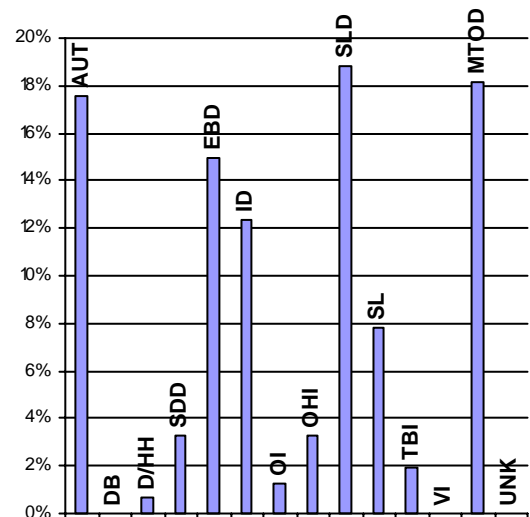
Race/Ethnicity	Count	Percent
White	31	20.1%
Black or African American (B/AA)	98	63.6%
Hispanic or Latino (H/L)	2	1.3%
Asian or Pacific Islander (A/PI)	1	0.6%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	10	6.5%
Unknown (UNK)	12	7.8%



Grade	Count	Percent
K-5	44	28.6%
6-8	53	34.4%
9-12+	48	31.2%
Unknown (UNK)	9	5.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	27	17.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.6%
Significant Developmental Delay (SDD)	5	3.2%
Emotional Behavioral Disorder (EBD)	23	14.9%
Intellectual Disability (ID)	19	12.3%
Orthopedic Impairment (OI)	2	1.3%
Other Health Impairment (OHI)	5	3.2%
Specific Learning Disability (SLD)	29	18.8%
Speech/Language Impairment (SL)	12	7.8%
Traumatic Brain injury (TBI)	3	1.9%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	28	18.2%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	31 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
9	My child's evaluation report is written in terms I understand.	53
10	Written information I receive is written in an understandable way.	52
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	52
5	All of my concerns and recommendations were documented on the IEP.	50
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	49
11	Teachers are available to speak with me.	48
13	Teachers seek out parent input.	48
12	Teachers treat me as a team member.	47
15	Teachers encourage me to participate in the decision-making process.	47
19	The school communicates regularly with me regarding my child's progress on IEP goals.	45

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	38
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	37
20	The school gives me choices with regard to services that address my child's needs.	37
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	36
23	The school gives parents the help they may need to play an active role in their child's education.	35
25	The school explains what options parents have if they disagree with a decision of the school.	34
7	I was given information about organizations that offer support for parents of students with disabilities.	34
21	The school offers parents training about special education issues.	31
24	The school provides information on agencies that can assist my child in the transition from school.	30
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	22

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

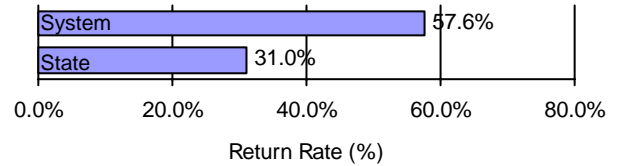
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Rockdale County

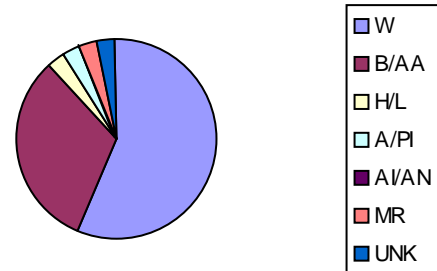
Overview

	System	State
Number of Surveys Distributed	59	30,783
Number of Valid Responses	34	9,557
Percentage Return Rate	57.6%	31.0%

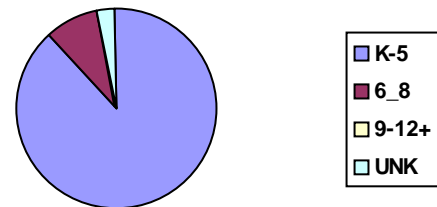


Child Demographics

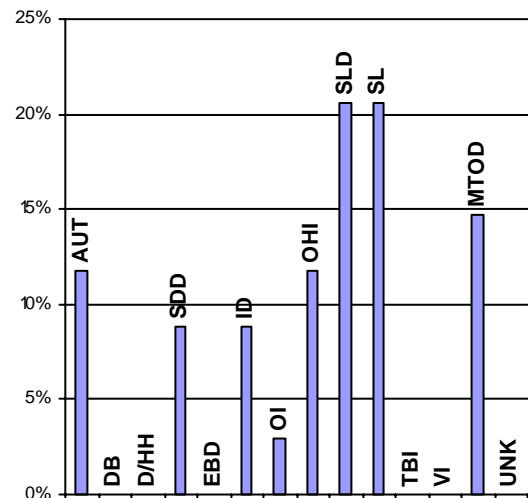
Race/Ethnicity	Count	Percent
White	19	55.9%
Black or African American (B/AA)	11	32.4%
Hispanic or Latino (H/L)	1	2.9%
Asian or Pacific Islander (A/PI)	1	2.9%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	2.9%
Unknown (UNK)	1	2.9%



Grade	Count	Percent
K-5	30	88.2%
6-8	3	8.8%
9-12+	0	0.0%
Unknown (UNK)	1	2.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	4	11.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	3	8.8%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	3	8.8%
Orthopedic Impairment (OI)	1	2.9%
Other Health Impairment (OHI)	4	11.8%
Specific Learning Disability (SLD)	7	20.6%
Speech/Language Impairment (SL)	7	20.6%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	5	14.7%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	50 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
13	Teachers seek out parent input.	74
19	The school communicates regularly with me regarding my child's progress on IEP goals.	74
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	74
15	Teachers encourage me to participate in the decision-making process.	73
5	All of my concerns and recommendations were documented on the IEP.	73
18	The school has a person on staff who is available to answer parents' questions.	70
14	Teachers show sensitivity to the needs of students with disabilities and their families.	69
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	69
16	Teachers respect my cultural heritage.	67
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	67

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
25	The school explains what options parents have if they disagree with a decision of the school.	60
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	56
9	My child's evaluation report is written in terms I understand.	56
22	The school offers parents a variety of ways to communicate with teachers.	54
24	The school provides information on agencies that can assist my child in the transition from school.	54
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	53
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	52
21	The school offers parents training about special education issues.	41
7	I was given information about organizations that offer support for parents of students with disabilities.	41
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	33

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

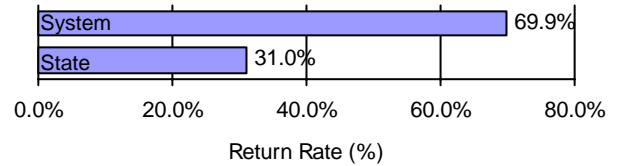
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Screven County

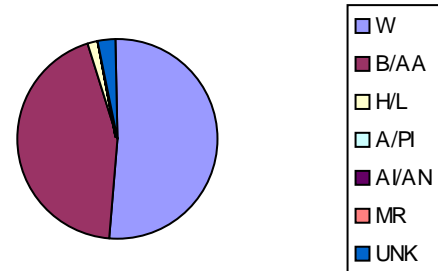
Overview

	System	State
Number of Surveys Distributed	93	30,783
Number of Valid Responses	65	9,557
Percentage Return Rate	69.9%	31.0%

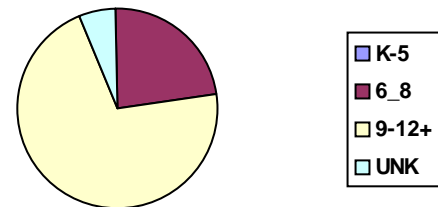


Child Demographics

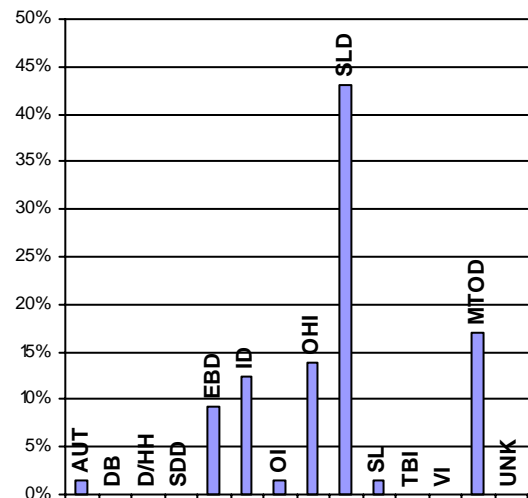
Race/Ethnicity	Count	Percent
White	33	50.8%
Black or African American (B/AA)	29	44.6%
Hispanic or Latino (H/L)	1	1.5%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	2	3.1%



Grade	Count	Percent
K-5	0	0.0%
6-8	15	23.1%
9-12+	46	70.8%
Unknown (UNK)	4	6.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	1.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	6	9.2%
Intellectual Disability (ID)	8	12.3%
Orthopedic Impairment (OI)	1	1.5%
Other Health Impairment (OHI)	9	13.8%
Specific Learning Disability (SLD)	28	43.1%
Speech/Language Impairment (SL)	1	1.5%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	11	16.9%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	54 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	73
12	Teachers treat me as a team member.	71
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	69
9	My child's evaluation report is written in terms I understand.	69
10	Written information I receive is written in an understandable way.	68
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	66
19	The school communicates regularly with me regarding my child's progress on IEP goals.	65
13	Teachers seek out parent input.	64
15	Teachers encourage me to participate in the decision-making process.	64
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	64

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
23	The school gives parents the help they may need to play an active role in their child's education.	59
14	Teachers show sensitivity to the needs of students with disabilities and their families.	59
22	The school offers parents a variety of ways to communicate with teachers.	59
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	58
7	I was given information about organizations that offer support for parents of students with disabilities.	58
25	The school explains what options parents have if they disagree with a decision of the school.	55
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	52
21	The school offers parents training about special education issues.	52
24	The school provides information on agencies that can assist my child in the transition from school.	52
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	39

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

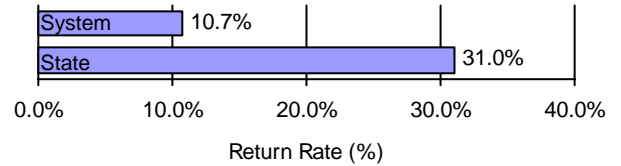
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Spalding County

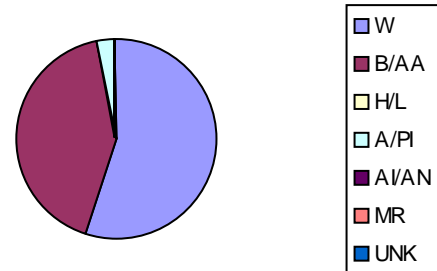
Overview

	System	State
Number of Surveys Distributed	309	30,783
Number of Valid Responses	33	9,557
Percentage Return Rate	10.7%	31.0%

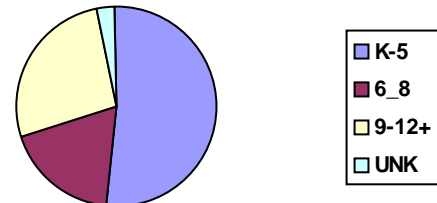


Child Demographics

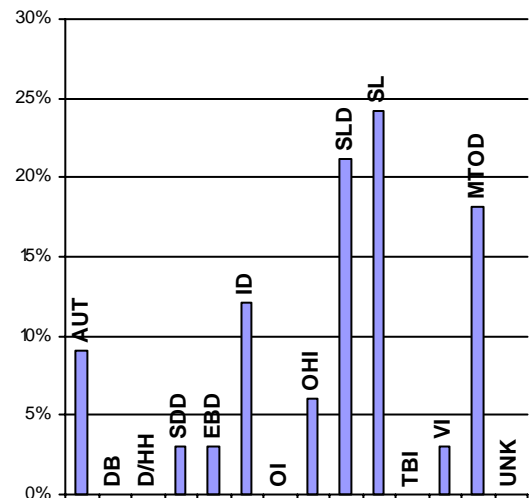
Race/Ethnicity	Count	Percent
White	18	54.5%
Black or African American (B/AA)	14	42.4%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	1	3.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	17	51.5%
6-8	6	18.2%
9-12+	9	27.3%
Unknown (UNK)	1	3.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	9.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	3.0%
Emotional Behavioral Disorder (EBD)	1	3.0%
Intellectual Disability (ID)	4	12.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	6.1%
Specific Learning Disability (SLD)	7	21.2%
Speech/Language Impairment (SL)	8	24.2%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	3.0%
More Than One Disability (MTOD)	6	18.2%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	36 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
5	All of my concerns and recommendations were documented on the IEP.	61
13	Teachers seek out parent input.	59
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	58
12	Teachers treat me as a team member.	58
9	My child's evaluation report is written in terms I understand.	56
10	Written information I receive is written in an understandable way.	56
11	Teachers are available to speak with me.	56
19	The school communicates regularly with me regarding my child's progress on IEP goals.	55
14	Teachers show sensitivity to the needs of students with disabilities and their families.	53
15	Teachers encourage me to participate in the decision-making process.	53

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
18	The school has a person on staff who is available to answer parents' questions.	44
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	43
16	Teachers respect my cultural heritage.	43
24	The school provides information on agencies that can assist my child in the transition from school.	42
21	The school offers parents training about special education issues.	41
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	39
20	The school gives me choices with regard to services that address my child's needs.	34
7	I was given information about organizations that offer support for parents of students with disabilities.	32
25	The school explains what options parents have if they disagree with a decision of the school.	31
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	16

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

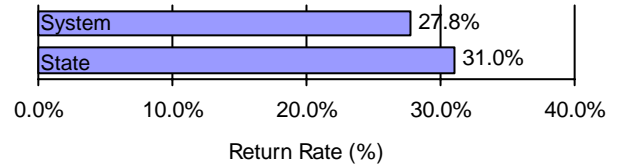
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Stephens County

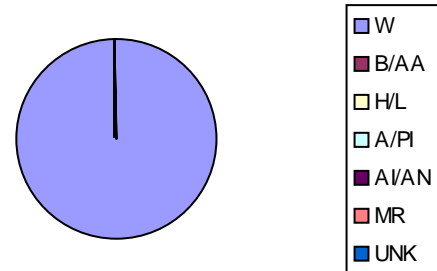
Overview

	System	State
Number of Surveys Distributed	36	30,783
Number of Valid Responses	10	9,557
Percentage Return Rate	27.8%	31.0%

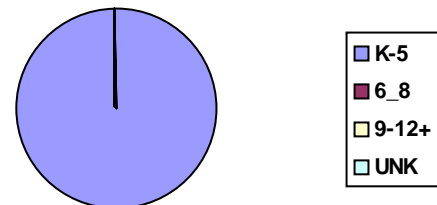


Child Demographics

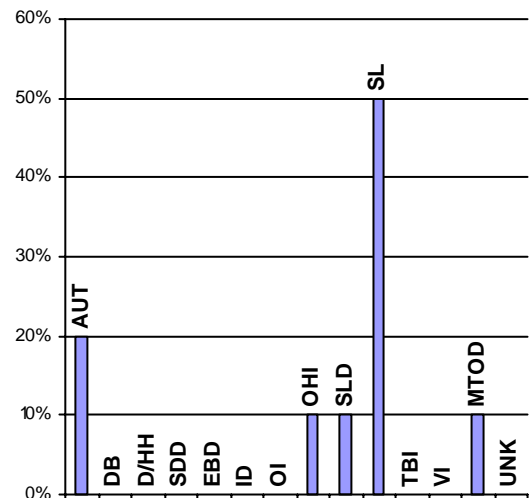
Race/Ethnicity	Count	Percent
White	10	100.0%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	10	100.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	20.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	10.0%
Specific Learning Disability (SLD)	1	10.0%
Speech/Language Impairment (SL)	5	50.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	10.0%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	50 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
18	The school has a person on staff who is available to answer parents' questions.	80
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	70
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	70
5	All of my concerns and recommendations were documented on the IEP.	70
9	My child's evaluation report is written in terms I understand.	70
10	Written information I receive is written in an understandable way.	70
11	Teachers are available to speak with me.	70
12	Teachers treat me as a team member.	70
13	Teachers seek out parent input.	70
14	Teachers show sensitivity to the needs of students with disabilities and their families.	70

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	60
16	Teachers respect my cultural heritage.	60
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	60
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	56
24	The school provides information on agencies that can assist my child in the transition from school.	50
25	The school explains what options parents have if they disagree with a decision of the school.	50
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	40
7	I was given information about organizations that offer support for parents of students with disabilities.	40
21	The school offers parents training about special education issues.	40
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	30

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

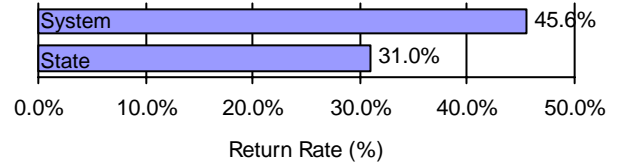
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Sumter County

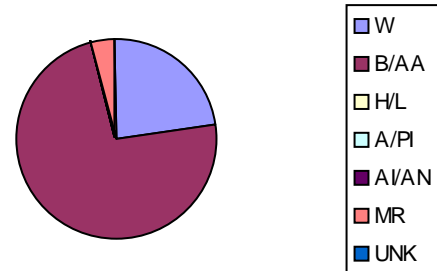
Overview

	System	State
Number of Surveys Distributed	57	30,783
Number of Valid Responses	26	9,557
Percentage Return Rate	45.6%	31.0%

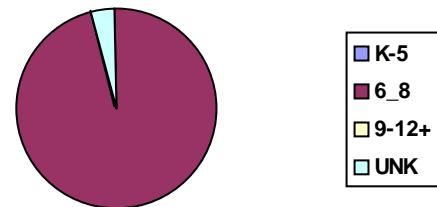


Child Demographics

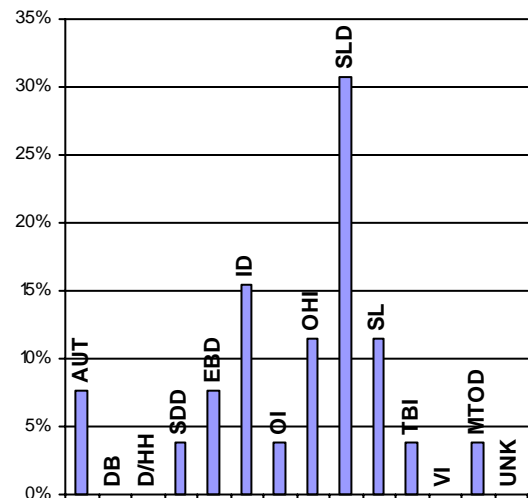
Race/Ethnicity	Count	Percent
White	6	23.1%
Black or African American (B/AA)	19	73.1%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	3.8%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	25	96.2%
9-12+	0	0.0%
Unknown (UNK)	1	3.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	7.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	3.8%
Emotional Behavioral Disorder (EBD)	2	7.7%
Intellectual Disability (ID)	4	15.4%
Orthopedic Impairment (OI)	1	3.8%
Other Health Impairment (OHI)	3	11.5%
Specific Learning Disability (SLD)	8	30.8%
Speech/Language Impairment (SL)	3	11.5%
Traumatic Brain injury (TBI)	1	3.8%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	3.8%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	38 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	74
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	74
11	Teachers are available to speak with me.	68
12	Teachers treat me as a team member.	68
15	Teachers encourage me to participate in the decision-making process.	68
14	Teachers show sensitivity to the needs of students with disabilities and their families.	64
16	Teachers respect my cultural heritage.	64
19	The school communicates regularly with me regarding my child's progress on IEP goals.	64
5	All of my concerns and recommendations were documented on the IEP.	63
10	Written information I receive is written in an understandable way.	60

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
18	The school has a person on staff who is available to answer parents' questions.	56
20	The school gives me choices with regard to services that address my child's needs.	56
23	The school gives parents the help they may need to play an active role in their child's education.	56
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	52
25	The school explains what options parents have if they disagree with a decision of the school.	46
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	40
7	I was given information about organizations that offer support for parents of students with disabilities.	39
21	The school offers parents training about special education issues.	36
24	The school provides information on agencies that can assist my child in the transition from school.	33
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	13

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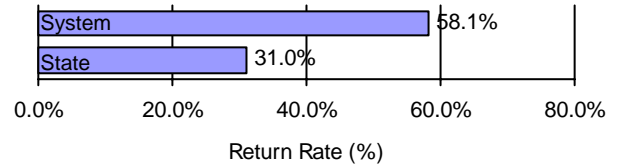
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Telfair County

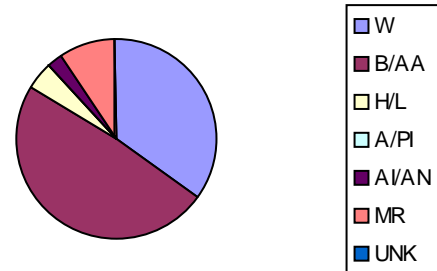
Overview

	System	State
Number of Surveys Distributed	74	30,783
Number of Valid Responses	43	9,557
Percentage Return Rate	58.1%	31.0%

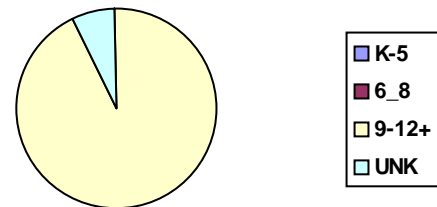


Child Demographics

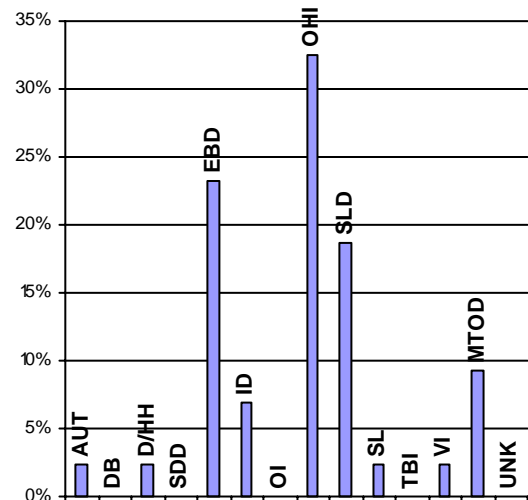
Race/Ethnicity	Count	Percent
White	15	34.9%
Black or African American (B/AA)	21	48.8%
Hispanic or Latino (H/L)	2	4.7%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	2.3%
Multi-racial (MR)	4	9.3%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	40	93.0%
Unknown (UNK)	3	7.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	2.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	2.3%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	10	23.3%
Intellectual Disability (ID)	3	7.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	14	32.6%
Specific Learning Disability (SLD)	8	18.6%
Speech/Language Impairment (SL)	1	2.3%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	2.3%
More Than One Disability (MTOD)	4	9.3%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	21 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
9	My child's evaluation report is written in terms I understand.	41
10	Written information I receive is written in an understandable way.	40
11	Teachers are available to speak with me.	37
16	Teachers respect my cultural heritage.	37
12	Teachers treat me as a team member.	32
14	Teachers show sensitivity to the needs of students with disabilities and their families.	32
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	32
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	30
15	Teachers encourage me to participate in the decision-making process.	30
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	29

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	26
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	24
20	The school gives me choices with regard to services that address my child's needs.	24
23	The school gives parents the help they may need to play an active role in their child's education.	24
5	All of my concerns and recommendations were documented on the IEP.	22
21	The school offers parents training about special education issues.	22
24	The school provides information on agencies that can assist my child in the transition from school.	21
7	I was given information about organizations that offer support for parents of students with disabilities.	20
25	The school explains what options parents have if they disagree with a decision of the school.	19
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	13

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 PSolomon@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

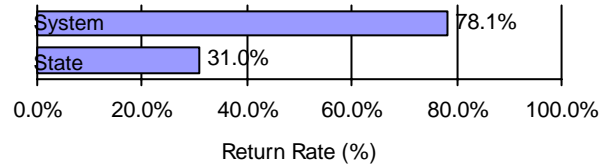
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Terrell County

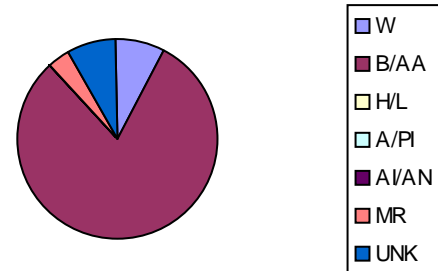
Overview

	System	State
Number of Surveys Distributed	32	30,783
Number of Valid Responses	25	9,557
Percentage Return Rate	78.1%	31.0%

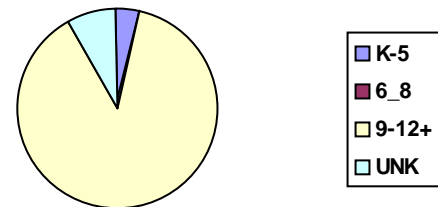


Child Demographics

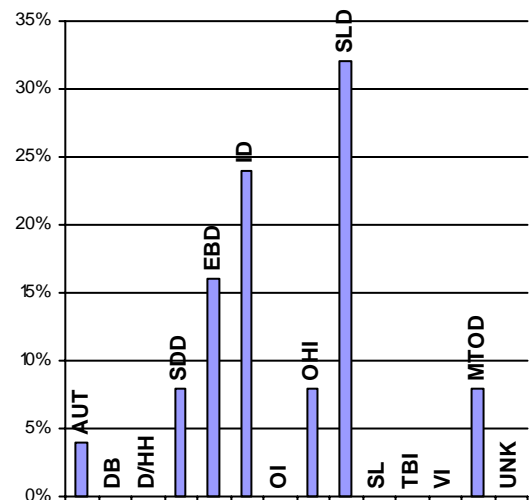
Race/Ethnicity	Count	Percent
White	2	8.0%
Black or African American (B/AA)	20	80.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	4.0%
Unknown (UNK)	2	8.0%



Grade	Count	Percent
K-5	1	4.0%
6-8	0	0.0%
9-12+	22	88.0%
Unknown (UNK)	2	8.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	4.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	8.0%
Emotional Behavioral Disorder (EBD)	4	16.0%
Intellectual Disability (ID)	6	24.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	8.0%
Specific Learning Disability (SLD)	8	32.0%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	8.0%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	28 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
14	Teachers show sensitivity to the needs of students with disabilities and their families.	64
11	Teachers are available to speak with me.	63
12	Teachers treat me as a team member.	63
13	Teachers seek out parent input.	60
16	Teachers respect my cultural heritage.	60
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	60
15	Teachers encourage me to participate in the decision-making process.	56
7	I was given information about organizations that offer support for parents of students with disabilities.	52
5	All of my concerns and recommendations were documented on the IEP.	52
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	50

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	39
22	The school offers parents a variety of ways to communicate with teachers.	36
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	32
20	The school gives me choices with regard to services that address my child's needs.	32
25	The school explains what options parents have if they disagree with a decision of the school.	30
10	Written information I receive is written in an understandable way.	28
23	The school gives parents the help they may need to play an active role in their child's education.	26
9	My child's evaluation report is written in terms I understand.	24
21	The school offers parents training about special education issues.	18
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	12

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

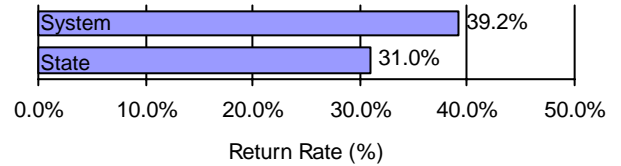
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Thomas County

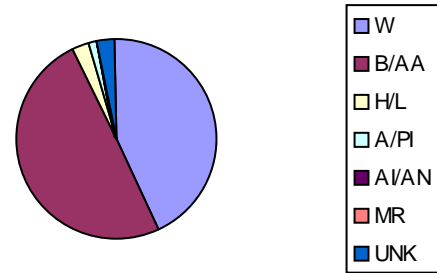
Overview

	System	State
Number of Surveys Distributed	250	30,783
Number of Valid Responses	98	9,557
Percentage Return Rate	39.2%	31.0%

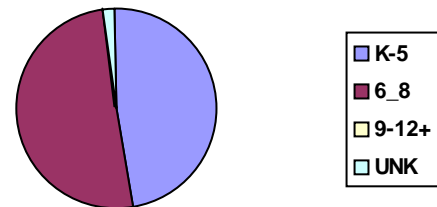


Child Demographics

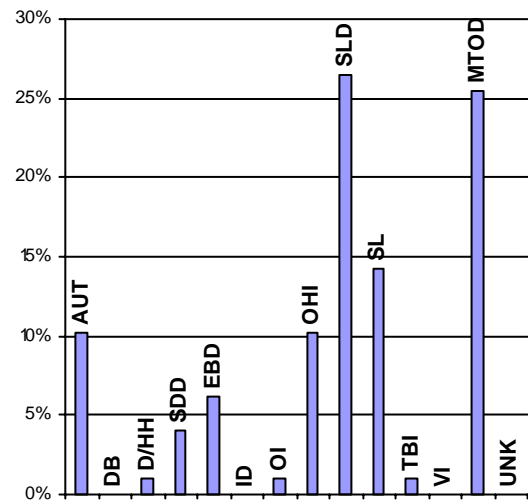
Race/Ethnicity	Count	Percent
White	42	42.9%
Black or African American (B/AA)	49	50.0%
Hispanic or Latino (H/L)	3	3.1%
Asian or Pacific Islander (A/PI)	1	1.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	3	3.1%



Grade	Count	Percent
K-5	46	46.9%
6-8	50	51.0%
9-12+	0	0.0%
Unknown (UNK)	2	2.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	10	10.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.0%
Significant Developmental Delay (SDD)	4	4.1%
Emotional Behavioral Disorder (EBD)	6	6.1%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	1	1.0%
Other Health Impairment (OHI)	10	10.2%
Specific Learning Disability (SLD)	26	26.5%
Speech/Language Impairment (SL)	14	14.3%
Traumatic Brain injury (TBI)	1	1.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	25	25.5%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	29 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	56
5	All of my concerns and recommendations were documented on the IEP.	53
11	Teachers are available to speak with me.	52
16	Teachers respect my cultural heritage.	51
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	50
9	My child's evaluation report is written in terms I understand.	48
14	Teachers show sensitivity to the needs of students with disabilities and their families.	47
10	Written information I receive is written in an understandable way.	47
13	Teachers seek out parent input.	47
12	Teachers treat me as a team member.	45

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	43
18	The school has a person on staff who is available to answer parents' questions.	41
23	The school gives parents the help they may need to play an active role in their child's education.	41
22	The school offers parents a variety of ways to communicate with teachers.	38
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	36
21	The school offers parents training about special education issues.	35
25	The school explains what options parents have if they disagree with a decision of the school.	32
7	I was given information about organizations that offer support for parents of students with disabilities.	31
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	29
24	The school provides information on agencies that can assist my child in the transition from school.	29

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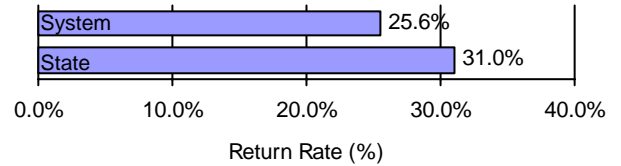
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Tift County

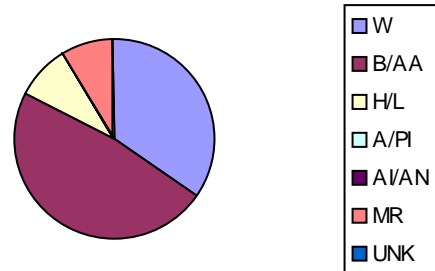
Overview

	System	State
Number of Surveys Distributed	90	30,783
Number of Valid Responses	23	9,557
Percentage Return Rate	25.6%	31.0%

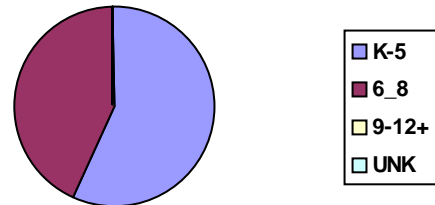


Child Demographics

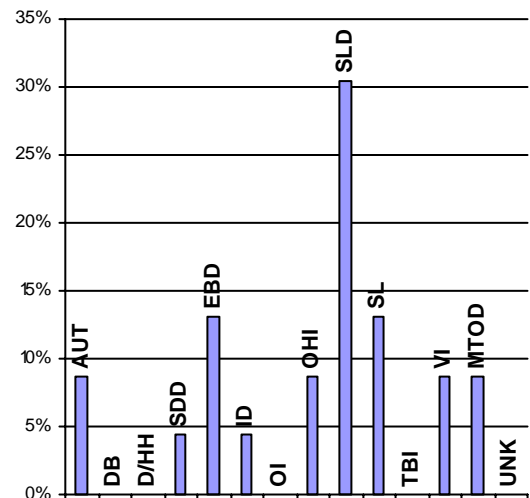
Race/Ethnicity	Count	Percent
White	8	34.8%
Black or African American (B/AA)	11	47.8%
Hispanic or Latino (H/L)	2	8.7%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	8.7%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	13	56.5%
6-8	10	43.5%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	8.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	4.3%
Emotional Behavioral Disorder (EBD)	3	13.0%
Intellectual Disability (ID)	1	4.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	8.7%
Specific Learning Disability (SLD)	7	30.4%
Speech/Language Impairment (SL)	3	13.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	2	8.7%
More Than One Disability (MTOD)	2	8.7%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	43 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	70
12	Teachers treat me as a team member.	68
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	65
9	My child's evaluation report is written in terms I understand.	64
20	The school gives me choices with regard to services that address my child's needs.	62
10	Written information I receive is written in an understandable way.	61
11	Teachers are available to speak with me.	61
13	Teachers seek out parent input.	61
18	The school has a person on staff who is available to answer parents' questions.	59
5	All of my concerns and recommendations were documented on the IEP.	57

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	52
16	Teachers respect my cultural heritage.	50
23	The school gives parents the help they may need to play an active role in their child's education.	50
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	44
25	The school explains what options parents have if they disagree with a decision of the school.	43
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	39
21	The school offers parents training about special education issues.	38
7	I was given information about organizations that offer support for parents of students with disabilities.	35
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	27
24	The school provides information on agencies that can assist my child in the transition from school.	26

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

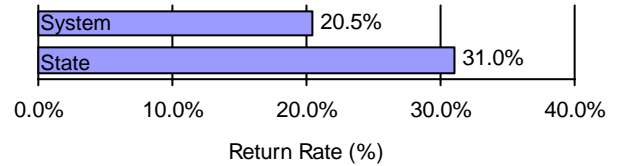
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Trentlen County

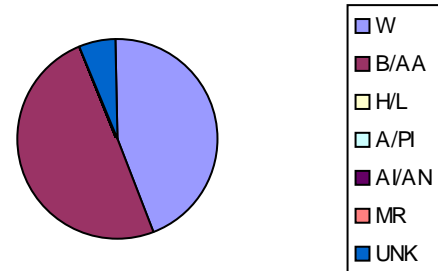
Overview

	System	State
Number of Surveys Distributed	78	30,783
Number of Valid Responses	16	9,557
Percentage Return Rate	20.5%	31.0%

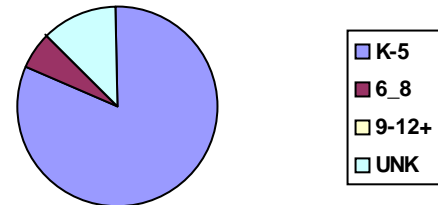


Child Demographics

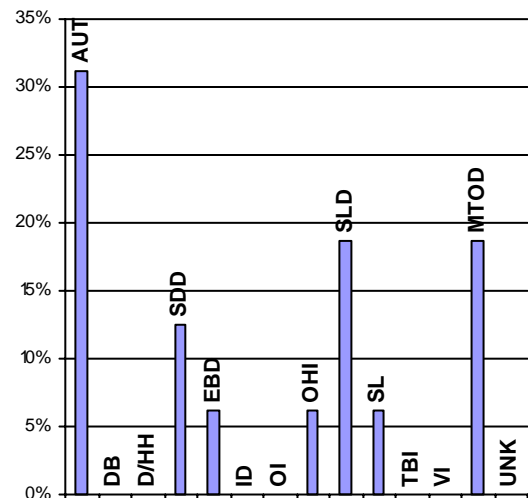
Race/Ethnicity	Count	Percent
White	7	43.8%
Black or African American (B/AA)	8	50.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	6.3%



Grade	Count	Percent
K-5	13	81.3%
6-8	1	6.3%
9-12+	0	0.0%
Unknown (UNK)	2	12.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	5	31.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	12.5%
Emotional Behavioral Disorder (EBD)	1	6.3%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	6.3%
Specific Learning Disability (SLD)	3	18.8%
Speech/Language Impairment (SL)	1	6.3%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	18.8%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	19 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	50
11	Teachers are available to speak with me.	44
19	The school communicates regularly with me regarding my child's progress on IEP goals.	43
18	The school has a person on staff who is available to answer parents' questions.	40
22	The school offers parents a variety of ways to communicate with teachers.	40
13	Teachers seek out parent input.	38
15	Teachers encourage me to participate in the decision-making process.	38
23	The school gives parents the help they may need to play an active role in their child's education.	33
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	31
9	My child's evaluation report is written in terms I understand.	31

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
24	The school provides information on agencies that can assist my child in the transition from school.	29
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	27
5	All of my concerns and recommendations were documented on the IEP.	27
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	27
20	The school gives me choices with regard to services that address my child's needs.	27
21	The school offers parents training about special education issues.	27
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	25
25	The school explains what options parents have if they disagree with a decision of the school.	20
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	19
7	I was given information about organizations that offer support for parents of students with disabilities.	19

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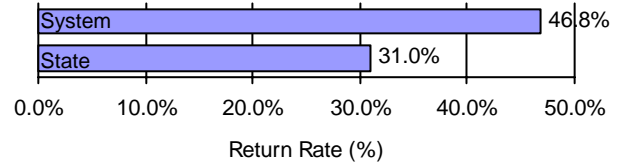
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Troup County

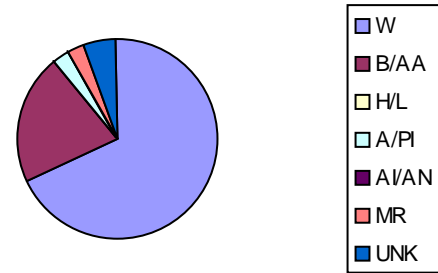
Overview

	System	State
Number of Surveys Distributed	79	30,783
Number of Valid Responses	37	9,557
Percentage Return Rate	46.8%	31.0%

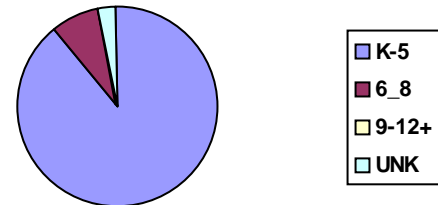


Child Demographics

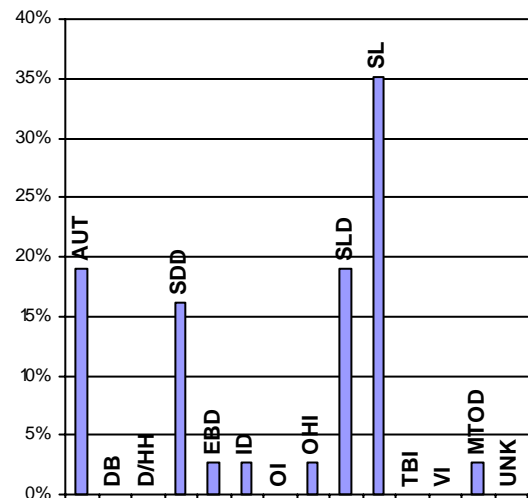
Race/Ethnicity	Count	Percent
White	25	67.6%
Black or African American (B/AA)	8	21.6%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	1	2.7%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	2.7%
Unknown (UNK)	2	5.4%



Grade	Count	Percent
K-5	33	89.2%
6-8	3	8.1%
9-12+	0	0.0%
Unknown (UNK)	1	2.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	7	18.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	6	16.2%
Emotional Behavioral Disorder (EBD)	1	2.7%
Intellectual Disability (ID)	1	2.7%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	2.7%
Specific Learning Disability (SLD)	7	18.9%
Speech/Language Impairment (SL)	13	35.1%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	2.7%
Unknown (UNK)	0	0.0%



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2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	59 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	76
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	75
16	Teachers respect my cultural heritage.	74
5	All of my concerns and recommendations were documented on the IEP.	73
9	My child's evaluation report is written in terms I understand.	73
10	Written information I receive is written in an understandable way.	73
11	Teachers are available to speak with me.	73
12	Teachers treat me as a team member.	73
13	Teachers seek out parent input.	72
14	Teachers show sensitivity to the needs of students with disabilities and their families.	72

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	65
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	62
20	The school gives me choices with regard to services that address my child's needs.	62
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	61
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	56
21	The school offers parents training about special education issues.	56
25	The school explains what options parents have if they disagree with a decision of the school.	51
24	The school provides information on agencies that can assist my child in the transition from school.	46
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	41
7	I was given information about organizations that offer support for parents of students with disabilities.	39

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

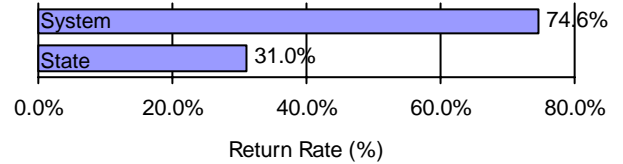
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Twiggs County

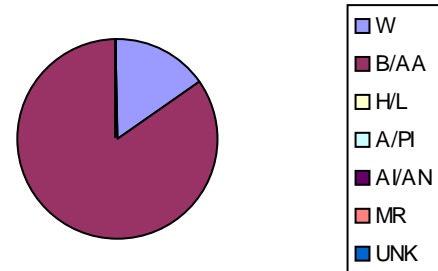
Overview

	System	State
Number of Surveys Distributed	59	30,783
Number of Valid Responses	44	9,557
Percentage Return Rate	74.6%	31.0%

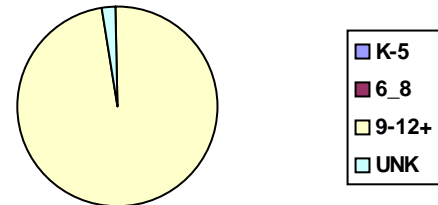


Child Demographics

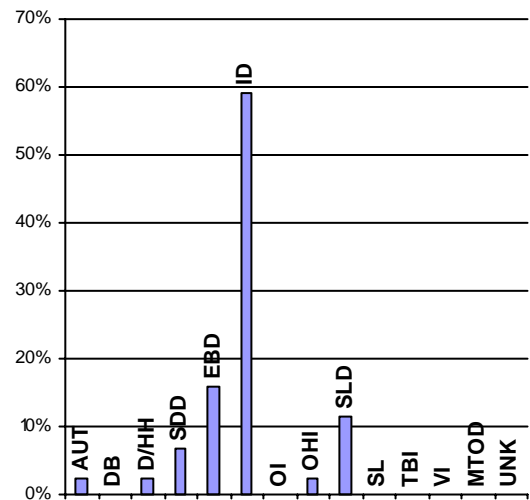
Race/Ethnicity	Count	Percent
White	7	15.9%
Black or African American (B/AA)	37	84.1%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	43	97.7%
Unknown (UNK)	1	2.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	2.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	2.3%
Significant Developmental Delay (SDD)	3	6.8%
Emotional Behavioral Disorder (EBD)	7	15.9%
Intellectual Disability (ID)	26	59.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	2.3%
Specific Learning Disability (SLD)	5	11.4%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	14 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
24	The school provides information on agencies that can assist my child in the transition from school.	52
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	50
23	The school gives parents the help they may need to play an active role in their child's education.	49
10	Written information I receive is written in an understandable way.	48
11	Teachers are available to speak with me.	48
21	The school offers parents training about special education issues.	48
13	Teachers seek out parent input.	47
7	I was given information about organizations that offer support for parents of students with disabilities.	45
22	The school offers parents a variety of ways to communicate with teachers.	45
14	Teachers show sensitivity to the needs of students with disabilities and their families.	44

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
15	Teachers encourage me to participate in the decision-making process.	40
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	39
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	37
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	36
12	Teachers treat me as a team member.	36
18	The school has a person on staff who is available to answer parents' questions.	36
5	All of my concerns and recommendations were documented on the IEP.	35
19	The school communicates regularly with me regarding my child's progress on IEP goals.	34
20	The school gives me choices with regard to services that address my child's needs.	34
16	Teachers respect my cultural heritage.	30

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 Georgia Department of Education
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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

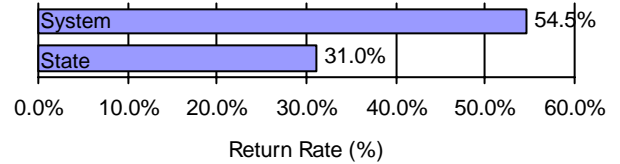
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Walker County

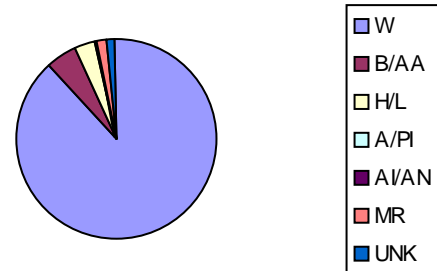
Overview

	System	State
Number of Surveys Distributed	275	30,783
Number of Valid Responses	150	9,557
Percentage Return Rate	54.5%	31.0%

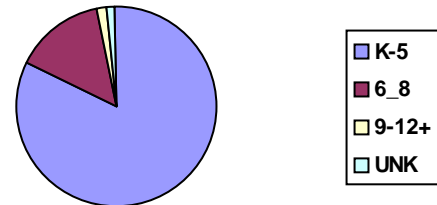


Child Demographics

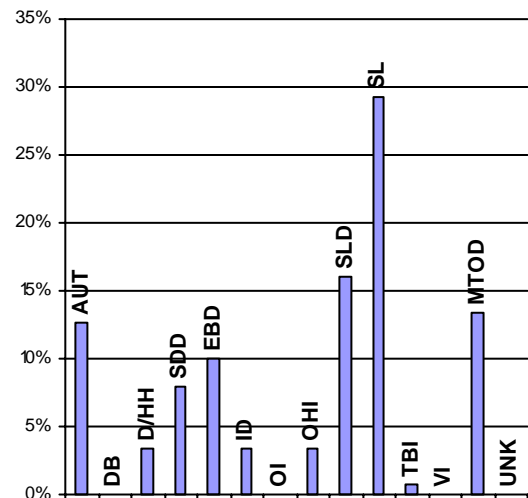
Race/Ethnicity	Count	Percent
White	132	88.0%
Black or African American (B/AA)	8	5.3%
Hispanic or Latino (H/L)	5	3.3%
Asian or Pacific Islander (A/PI)	1	0.7%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	1.3%
Unknown (UNK)	2	1.3%



Grade	Count	Percent
K-5	123	82.0%
6-8	23	15.3%
9-12+	2	1.3%
Unknown (UNK)	2	1.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	19	12.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	5	3.3%
Significant Developmental Delay (SDD)	12	8.0%
Emotional Behavioral Disorder (EBD)	15	10.0%
Intellectual Disability (ID)	5	3.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	5	3.3%
Specific Learning Disability (SLD)	24	16.0%
Speech/Language Impairment (SL)	44	29.3%
Traumatic Brain injury (TBI)	1	0.7%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	20	13.3%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	47 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	69
14	Teachers show sensitivity to the needs of students with disabilities and their families.	68
15	Teachers encourage me to participate in the decision-making process.	67
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	66
12	Teachers treat me as a team member.	65
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	65
5	All of my concerns and recommendations were documented on the IEP.	64
18	The school has a person on staff who is available to answer parents' questions.	63
13	Teachers seek out parent input.	63
19	The school communicates regularly with me regarding my child's progress on IEP goals.	62

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	59
9	My child's evaluation report is written in terms I understand.	55
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	54
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	54
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	47
25	The school explains what options parents have if they disagree with a decision of the school.	47
21	The school offers parents training about special education issues.	43
7	I was given information about organizations that offer support for parents of students with disabilities.	43
24	The school provides information on agencies that can assist my child in the transition from school.	38
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	32

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

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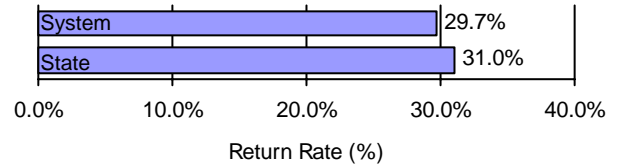
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Walton County

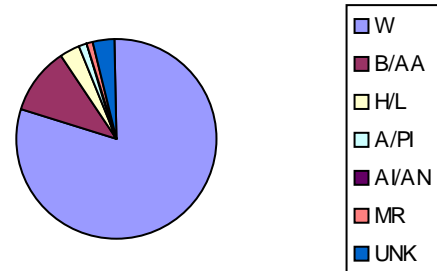
Overview

	System	State
Number of Surveys Distributed	283	30,783
Number of Valid Responses	84	9,557
Percentage Return Rate	29.7%	31.0%

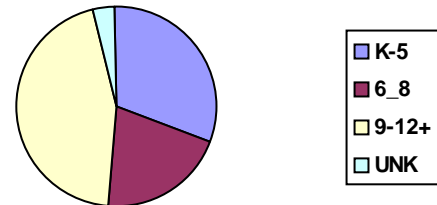


Child Demographics

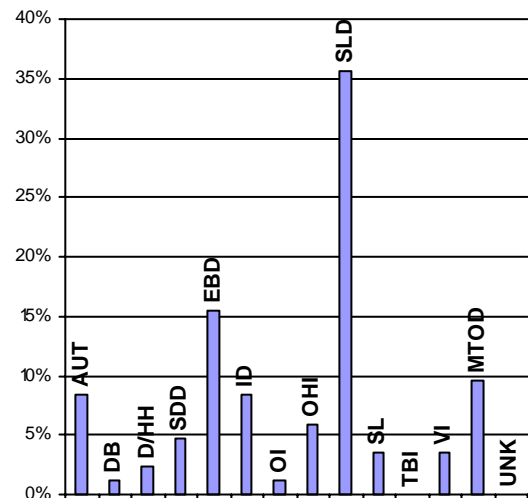
Race/Ethnicity	Count	Percent
White	67	79.8%
Black or African American (B/AA)	9	10.7%
Hispanic or Latino (H/L)	3	3.6%
Asian or Pacific Islander (A/PI)	1	1.2%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	1.2%
Unknown (UNK)	3	3.6%



Grade	Count	Percent
K-5	26	31.0%
6-8	17	20.2%
9-12+	38	45.2%
Unknown (UNK)	3	3.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	7	8.3%
Deaf-Blind (DB)	1	1.2%
Deaf-Hard of Hearing (D/HH)	2	2.4%
Significant Developmental Delay (SDD)	4	4.8%
Emotional Behavioral Disorder (EBD)	13	15.5%
Intellectual Disability (ID)	7	8.3%
Orthopedic Impairment (OI)	1	1.2%
Other Health Impairment (OHI)	5	6.0%
Specific Learning Disability (SLD)	30	35.7%
Speech/Language Impairment (SL)	3	3.6%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	3	3.6%
More Than One Disability (MTOD)	8	9.5%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	45 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
12	Teachers treat me as a team member.	69
11	Teachers are available to speak with me.	67
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	66
5	All of my concerns and recommendations were documented on the IEP.	65
18	The school has a person on staff who is available to answer parents' questions.	64
10	Written information I receive is written in an understandable way.	64
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	63
9	My child's evaluation report is written in terms I understand.	62
16	Teachers respect my cultural heritage.	62
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	62

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	58
23	The school gives parents the help they may need to play an active role in their child's education.	56
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	54
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	54
21	The school offers parents training about special education issues.	53
7	I was given information about organizations that offer support for parents of students with disabilities.	51
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	49
24	The school provides information on agencies that can assist my child in the transition from school.	49
25	The school explains what options parents have if they disagree with a decision of the school.	45
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	37

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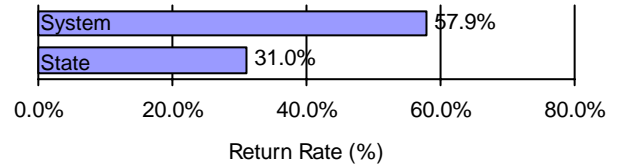
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Ware County

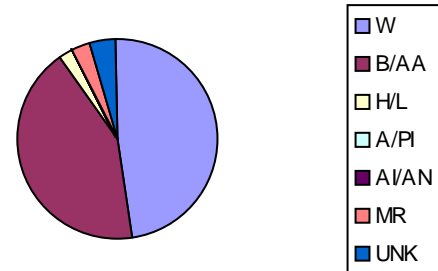
Overview

	System	State
Number of Surveys Distributed	299	30,783
Number of Valid Responses	173	9,557
Percentage Return Rate	57.9%	31.0%

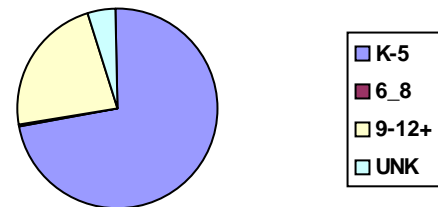


Child Demographics

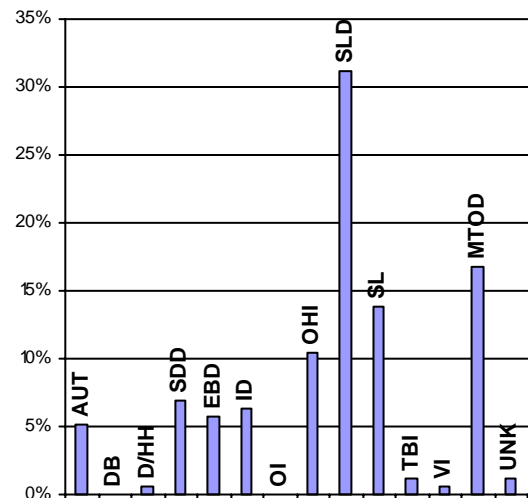
Race/Ethnicity	Count	Percent
White	82	47.4%
Black or African American (B/AA)	74	42.8%
Hispanic or Latino (H/L)	4	2.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	6	3.5%
Unknown (UNK)	7	4.0%



Grade	Count	Percent
K-5	124	71.7%
6-8	1	0.6%
9-12+	40	23.1%
Unknown (UNK)	8	4.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	9	5.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.6%
Significant Developmental Delay (SDD)	12	6.9%
Emotional Behavioral Disorder (EBD)	10	5.8%
Intellectual Disability (ID)	11	6.4%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	18	10.4%
Specific Learning Disability (SLD)	54	31.2%
Speech/Language Impairment (SL)	24	13.9%
Traumatic Brain injury (TBI)	2	1.2%
Visual Impairment including Blindness (VI)	1	0.6%
More Than One Disability (MTOD)	29	16.8%
Unknown (UNK)	2	1.2%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	41 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	61
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	61
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	61
5	All of my concerns and recommendations were documented on the IEP.	59
15	Teachers encourage me to participate in the decision-making process.	58
12	Teachers treat me as a team member.	58
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	57
10	Written information I receive is written in an understandable way.	57
16	Teachers respect my cultural heritage.	57
14	Teachers show sensitivity to the needs of students with disabilities and their families.	56

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	53
20	The school gives me choices with regard to services that address my child's needs.	52
23	The school gives parents the help they may need to play an active role in their child's education.	52
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	51
25	The school explains what options parents have if they disagree with a decision of the school.	47
24	The school provides information on agencies that can assist my child in the transition from school.	45
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	44
7	I was given information about organizations that offer support for parents of students with disabilities.	43
21	The school offers parents training about special education issues.	40
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	29

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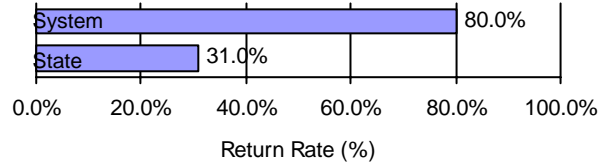
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Warren County

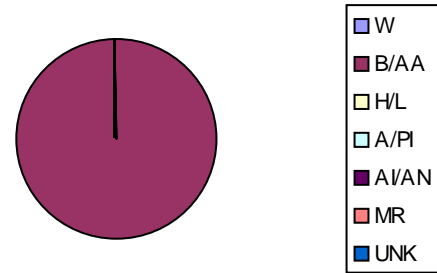
Overview

	System	State
Number of Surveys Distributed	10	30,783
Number of Valid Responses	8	9,557
Percentage Return Rate	80.0%	31.0%

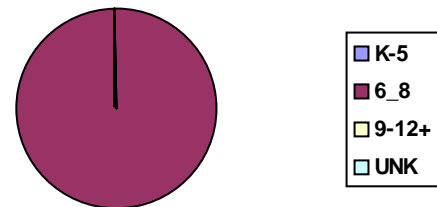


Child Demographics

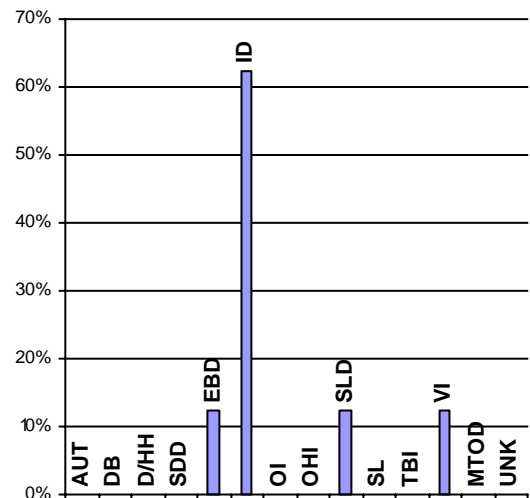
Race/Ethnicity	Count	Percent
White	0	0.0%
Black or African American (B/AA)	8	100.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	8	100.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	0	0.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	1	12.5%
Intellectual Disability (ID)	5	62.5%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	1	12.5%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	12.5%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	50 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
25	The school explains what options parents have if they disagree with a decision of the school.	86
5	All of my concerns and recommendations were documented on the IEP.	75
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	75
18	The school has a person on staff who is available to answer parents' questions.	71
19	The school communicates regularly with me regarding my child's progress on IEP goals.	71
20	The school gives me choices with regard to services that address my child's needs.	71
22	The school offers parents a variety of ways to communicate with teachers.	71
14	Teachers show sensitivity to the needs of students with disabilities and their families.	67
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	63
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	63

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
23	The school gives parents the help they may need to play an active role in their child's education.	57
9	My child's evaluation report is written in terms I understand.	50
10	Written information I receive is written in an understandable way.	50
11	Teachers are available to speak with me.	50
16	Teachers respect my cultural heritage.	50
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	33
24	The school provides information on agencies that can assist my child in the transition from school.	33
7	I was given information about organizations that offer support for parents of students with disabilities.	14
21	The school offers parents training about special education issues.	14
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	0

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

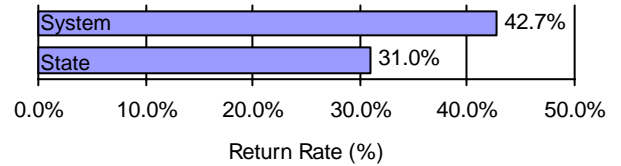
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Washington County

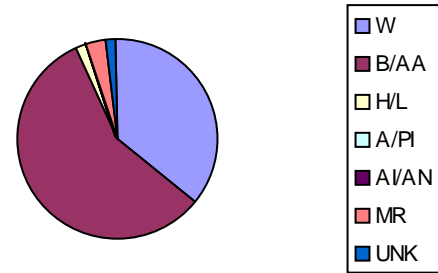
Overview

	System	State
Number of Surveys Distributed	143	30,783
Number of Valid Responses	61	9,557
Percentage Return Rate	42.7%	31.0%

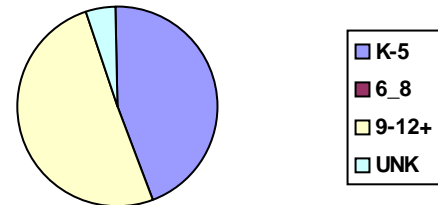


Child Demographics

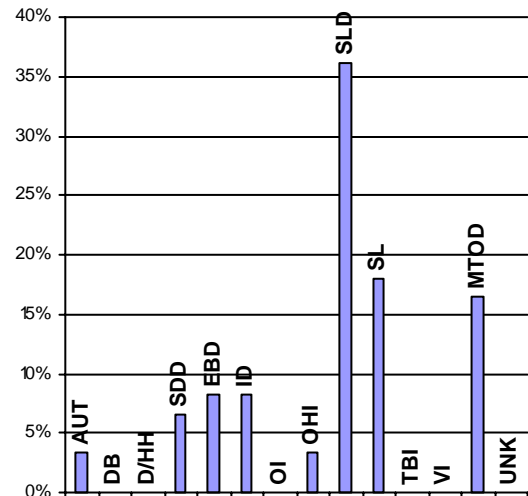
Race/Ethnicity	Count	Percent
White	22	36.1%
Black or African American (B/AA)	35	57.4%
Hispanic or Latino (H/L)	1	1.6%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	3.3%
Unknown (UNK)	1	1.6%



Grade	Count	Percent
K-5	27	44.3%
6-8	0	0.0%
9-12+	31	50.8%
Unknown (UNK)	3	4.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	3.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	4	6.6%
Emotional Behavioral Disorder (EBD)	5	8.2%
Intellectual Disability (ID)	5	8.2%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	3.3%
Specific Learning Disability (SLD)	22	36.1%
Speech/Language Impairment (SL)	11	18.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	10	16.4%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	46 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	72
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	69
9	My child's evaluation report is written in terms I understand.	68
11	Teachers are available to speak with me.	67
5	All of my concerns and recommendations were documented on the IEP.	66
10	Written information I receive is written in an understandable way.	66
12	Teachers treat me as a team member.	66
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	61
22	The school offers parents a variety of ways to communicate with teachers.	61
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	61

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	53
23	The school gives parents the help they may need to play an active role in their child's education.	53
18	The school has a person on staff who is available to answer parents' questions.	53
24	The school provides information on agencies that can assist my child in the transition from school.	48
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	47
19	The school communicates regularly with me regarding my child's progress on IEP goals.	47
25	The school explains what options parents have if they disagree with a decision of the school.	46
7	I was given information about organizations that offer support for parents of students with disabilities.	45
21	The school offers parents training about special education issues.	38
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	28

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

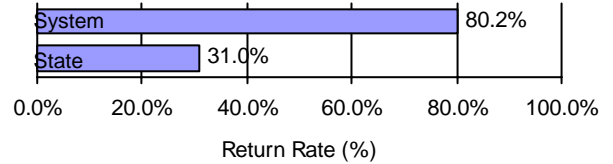
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Wayne County

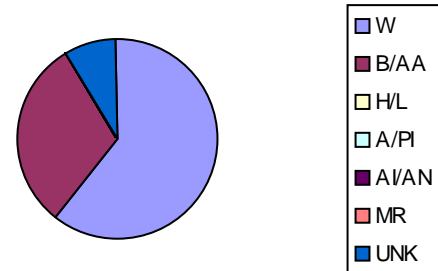
Overview

	System	State
Number of Surveys Distributed	91	30,783
Number of Valid Responses	73	9,557
Percentage Return Rate	80.2%	31.0%

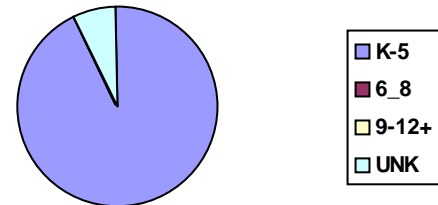


Child Demographics

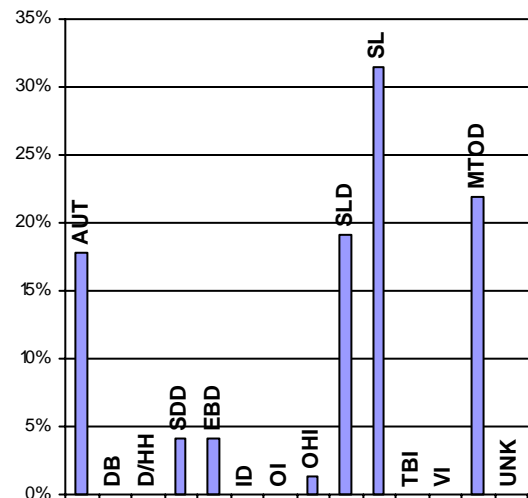
Race/Ethnicity	Count	Percent
White	44	60.3%
Black or African American (B/AA)	23	31.5%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	6	8.2%



Grade	Count	Percent
K-5	68	93.2%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	5	6.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	13	17.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	3	4.1%
Emotional Behavioral Disorder (EBD)	3	4.1%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	1.4%
Specific Learning Disability (SLD)	14	19.2%
Speech/Language Impairment (SL)	23	31.5%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	16	21.9%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	41 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	66
12	Teachers treat me as a team member.	66
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	63
15	Teachers encourage me to participate in the decision-making process.	62
16	Teachers respect my cultural heritage.	61
9	My child's evaluation report is written in terms I understand.	59
10	Written information I receive is written in an understandable way.	59
5	All of my concerns and recommendations were documented on the IEP.	58
14	Teachers show sensitivity to the needs of students with disabilities and their families.	58
13	Teachers seek out parent input.	55

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	48
23	The school gives parents the help they may need to play an active role in their child's education.	48
25	The school explains what options parents have if they disagree with a decision of the school.	46
24	The school provides information on agencies that can assist my child in the transition from school.	42
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	42
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	41
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	37
21	The school offers parents training about special education issues.	37
7	I was given information about organizations that offer support for parents of students with disabilities.	32
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	32

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

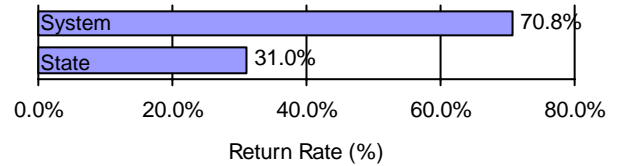
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report White County

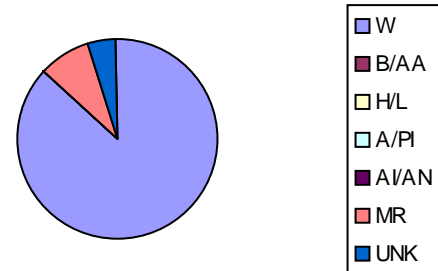
Overview

	System	State
Number of Surveys Distributed	65	30,783
Number of Valid Responses	46	9,557
Percentage Return Rate	70.8%	31.0%

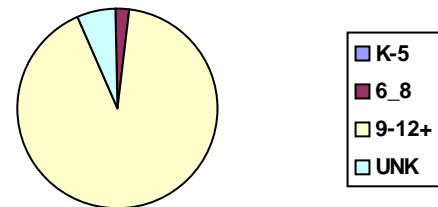


Child Demographics

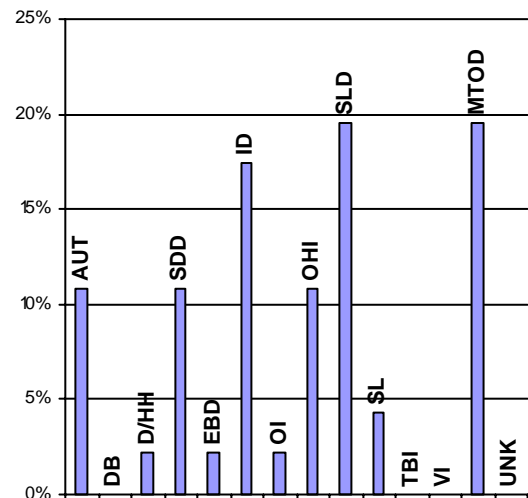
Race/Ethnicity	Count	Percent
White	40	87.0%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	4	8.7%
Unknown (UNK)	2	4.3%



Grade	Count	Percent
K-5	0	0.0%
6-8	1	2.2%
9-12+	42	91.3%
Unknown (UNK)	3	6.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	5	10.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	2.2%
Significant Developmental Delay (SDD)	5	10.9%
Emotional Behavioral Disorder (EBD)	1	2.2%
Intellectual Disability (ID)	8	17.4%
Orthopedic Impairment (OI)	1	2.2%
Other Health Impairment (OHI)	5	10.9%
Specific Learning Disability (SLD)	9	19.6%
Speech/Language Impairment (SL)	2	4.3%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	9	19.6%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	46 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	63
11	Teachers are available to speak with me.	63
12	Teachers treat me as a team member.	63
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	61
5	All of my concerns and recommendations were documented on the IEP.	61
10	Written information I receive is written in an understandable way.	61
14	Teachers show sensitivity to the needs of students with disabilities and their families.	60
9	My child's evaluation report is written in terms I understand.	60
15	Teachers encourage me to participate in the decision-making process.	60
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	60

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	51
16	Teachers respect my cultural heritage.	50
24	The school provides information on agencies that can assist my child in the transition from school.	49
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	48
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	48
20	The school gives me choices with regard to services that address my child's needs.	48
25	The school explains what options parents have if they disagree with a decision of the school.	46
7	I was given information about organizations that offer support for parents of students with disabilities.	40
21	The school offers parents training about special education issues.	36
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	15

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

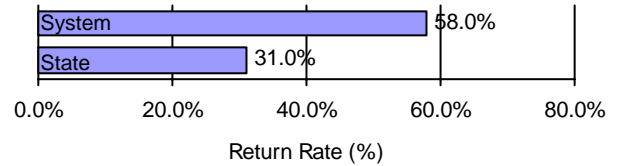
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Whitfield County

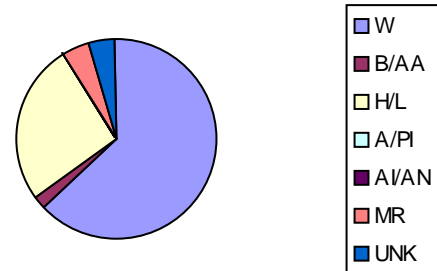
Overview

	System	State
Number of Surveys Distributed	367	30,783
Number of Valid Responses	213	9,557
Percentage Return Rate	58.0%	31.0%

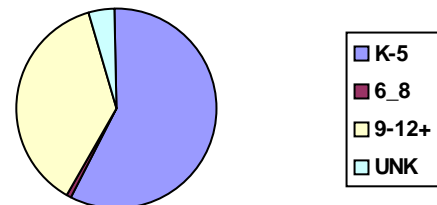


Child Demographics

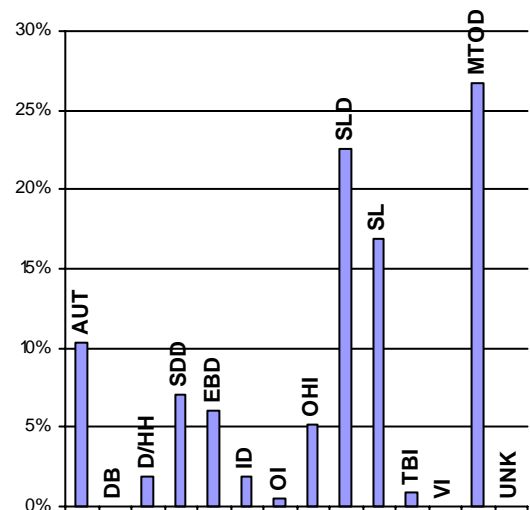
Race/Ethnicity	Count	Percent
White	133	62.4%
Black or African American (B/AA)	4	1.9%
Hispanic or Latino (H/L)	57	26.8%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	10	4.7%
Unknown (UNK)	9	4.2%



Grade	Count	Percent
K-5	122	57.3%
6-8	1	0.5%
9-12+	81	38.0%
Unknown (UNK)	9	4.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	22	10.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	4	1.9%
Significant Developmental Delay (SDD)	15	7.0%
Emotional Behavioral Disorder (EBD)	13	6.1%
Intellectual Disability (ID)	4	1.9%
Orthopedic Impairment (OI)	1	0.5%
Other Health Impairment (OHI)	11	5.2%
Specific Learning Disability (SLD)	48	22.5%
Speech/Language Impairment (SL)	36	16.9%
Traumatic Brain injury (TBI)	2	0.9%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	57	26.8%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	38 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	60
11	Teachers are available to speak with me.	60
12	Teachers treat me as a team member.	58
14	Teachers show sensitivity to the needs of students with disabilities and their families.	58
5	All of my concerns and recommendations were documented on the IEP.	55
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	54
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	54
9	My child's evaluation report is written in terms I understand.	53
10	Written information I receive is written in an understandable way.	53
15	Teachers encourage me to participate in the decision-making process.	52

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	47
20	The school gives me choices with regard to services that address my child's needs.	47
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	47
23	The school gives parents the help they may need to play an active role in their child's education.	46
22	The school offers parents a variety of ways to communicate with teachers.	45
25	The school explains what options parents have if they disagree with a decision of the school.	39
24	The school provides information on agencies that can assist my child in the transition from school.	36
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	34
7	I was given information about organizations that offer support for parents of students with disabilities.	32
21	The school offers parents training about special education issues.	28

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

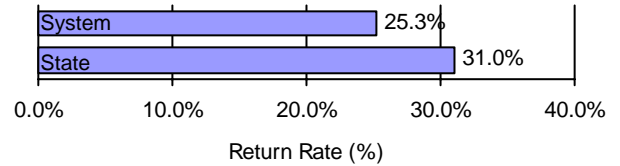
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Wilkes County

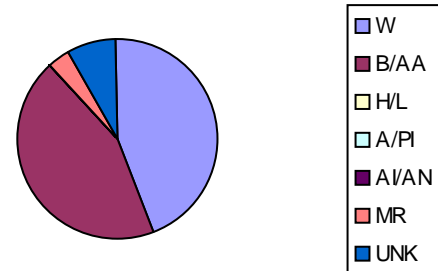
Overview

	System	State
Number of Surveys Distributed	99	30,783
Number of Valid Responses	25	9,557
Percentage Return Rate	25.3%	31.0%

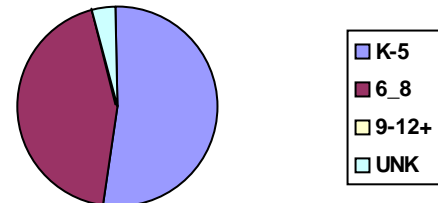


Child Demographics

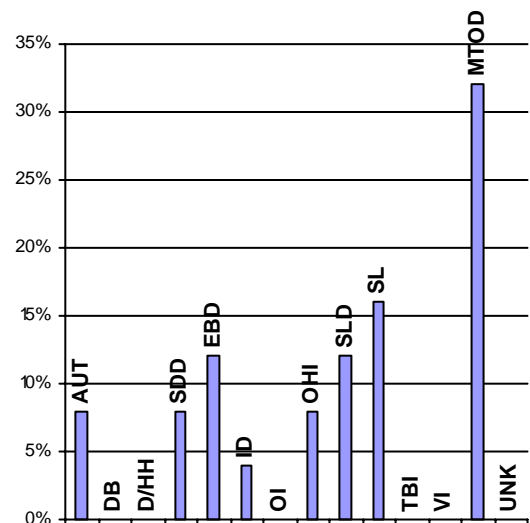
Race/Ethnicity	Count	Percent
White	11	44.0%
Black or African American (B/AA)	11	44.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	4.0%
Unknown (UNK)	2	8.0%



Grade	Count	Percent
K-5	13	52.0%
6-8	11	44.0%
9-12+	0	0.0%
Unknown (UNK)	1	4.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	8.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	8.0%
Emotional Behavioral Disorder (EBD)	3	12.0%
Intellectual Disability (ID)	1	4.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	8.0%
Specific Learning Disability (SLD)	3	12.0%
Speech/Language Impairment (SL)	4	16.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	8	32.0%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	48 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
15	Teachers encourage me to participate in the decision-making process.	83
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	80
12	Teachers treat me as a team member.	79
11	Teachers are available to speak with me.	76
14	Teachers show sensitivity to the needs of students with disabilities and their families.	75
13	Teachers seek out parent input.	74
16	Teachers respect my cultural heritage.	74
18	The school has a person on staff who is available to answer parents' questions.	73
23	The school gives parents the help they may need to play an active role in their child's education.	72
19	The school communicates regularly with me regarding my child's progress on IEP goals.	68

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	65
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	64
20	The school gives me choices with regard to services that address my child's needs.	62
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	61
24	The school provides information on agencies that can assist my child in the transition from school.	58
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	50
7	I was given information about organizations that offer support for parents of students with disabilities.	50
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	43
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	40
21	The school offers parents training about special education issues.	37

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

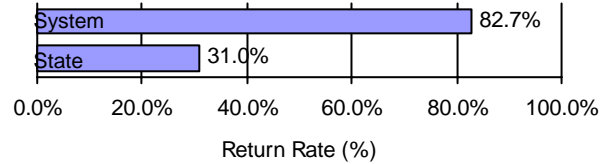
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Worth County

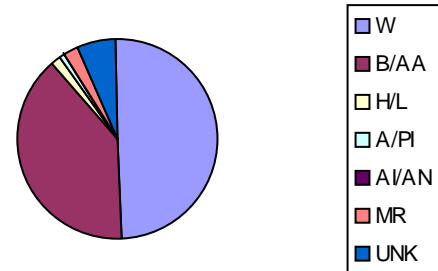
Overview

	System	State
Number of Surveys Distributed	150	30,783
Number of Valid Responses	124	9,557
Percentage Return Rate	82.7%	31.0%

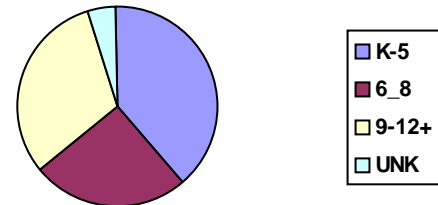


Child Demographics

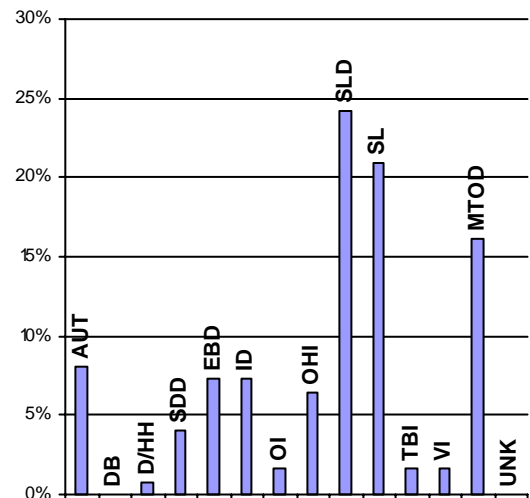
Race/Ethnicity	Count	Percent
White	61	49.2%
Black or African American (B/AA)	49	39.5%
Hispanic or Latino (H/L)	2	1.6%
Asian or Pacific Islander (A/PI)	1	0.8%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	3	2.4%
Unknown (UNK)	8	6.5%



Grade	Count	Percent
K-5	48	38.7%
6-8	31	25.0%
9-12+	39	31.5%
Unknown (UNK)	6	4.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	10	8.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.8%
Significant Developmental Delay (SDD)	5	4.0%
Emotional Behavioral Disorder (EBD)	9	7.3%
Intellectual Disability (ID)	9	7.3%
Orthopedic Impairment (OI)	2	1.6%
Other Health Impairment (OHI)	8	6.5%
Specific Learning Disability (SLD)	30	24.2%
Speech/Language Impairment (SL)	26	21.0%
Traumatic Brain injury (TBI)	2	1.6%
Visual Impairment including Blindness (VI)	2	1.6%
More Than One Disability (MTOD)	20	16.1%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	40 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	61
11	Teachers are available to speak with me.	58
12	Teachers treat me as a team member.	56
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	56
5	All of my concerns and recommendations were documented on the IEP.	55
10	Written information I receive is written in an understandable way.	55
9	My child's evaluation report is written in terms I understand.	54
18	The school has a person on staff who is available to answer parents' questions.	54
19	The school communicates regularly with me regarding my child's progress on IEP goals.	54
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	53

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
23	The school gives parents the help they may need to play an active role in their child's education.	50
14	Teachers show sensitivity to the needs of students with disabilities and their families.	49
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	48
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	47
25	The school explains what options parents have if they disagree with a decision of the school.	44
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	40
24	The school provides information on agencies that can assist my child in the transition from school.	40
21	The school offers parents training about special education issues.	35
7	I was given information about organizations that offer support for parents of students with disabilities.	32
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	26

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

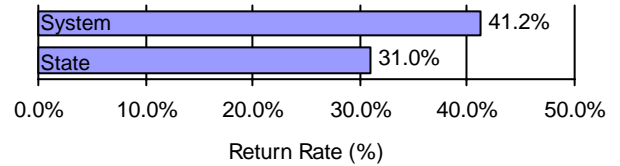
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Atlanta Public School

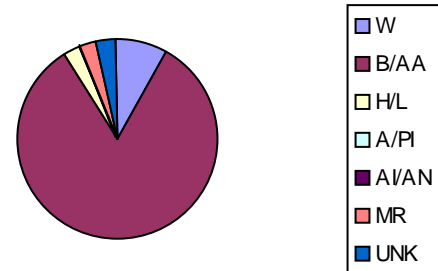
Overview

	System	State
Number of Surveys Distributed	808	30,783
Number of Valid Responses	333	9,557
Percentage Return Rate	41.2%	31.0%

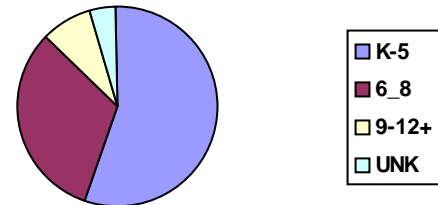


Child Demographics

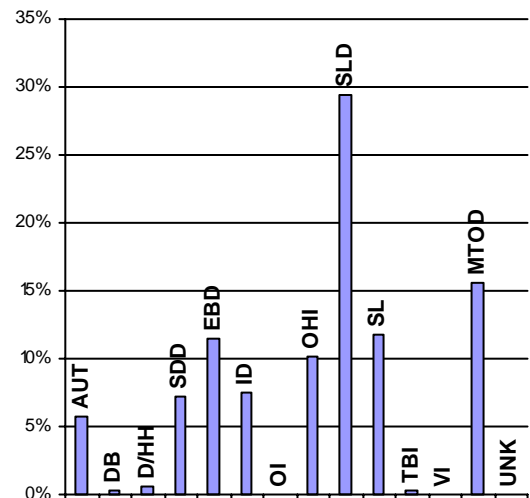
Race/Ethnicity	Count	Percent
White	29	8.7%
Black or African American (B/AA)	274	82.3%
Hispanic or Latino (H/L)	10	3.0%
Asian or Pacific Islander (A/PI)	1	0.3%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	8	2.4%
Unknown (UNK)	11	3.3%



Grade	Count	Percent
K-5	183	55.0%
6-8	107	32.1%
9-12+	29	8.7%
Unknown (UNK)	14	4.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	19	5.7%
Deaf-Blind (DB)	1	0.3%
Deaf-Hard of Hearing (D/HH)	2	0.6%
Significant Developmental Delay (SDD)	24	7.2%
Emotional Behavioral Disorder (EBD)	38	11.4%
Intellectual Disability (ID)	25	7.5%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	34	10.2%
Specific Learning Disability (SLD)	98	29.4%
Speech/Language Impairment (SL)	39	11.7%
Traumatic Brain injury (TBI)	1	0.3%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	52	15.6%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	36 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	58
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	53
12	Teachers treat me as a team member.	53
10	Written information I receive is written in an understandable way.	53
15	Teachers encourage me to participate in the decision-making process.	52
18	The school has a person on staff who is available to answer parents' questions.	52
5	All of my concerns and recommendations were documented on the IEP.	52
19	The school communicates regularly with me regarding my child's progress on IEP goals.	51
14	Teachers show sensitivity to the needs of students with disabilities and their families.	51
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	50

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
23	The school gives parents the help they may need to play an active role in their child's education.	46
22	The school offers parents a variety of ways to communicate with teachers.	44
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	41
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	39
25	The school explains what options parents have if they disagree with a decision of the school.	38
7	I was given information about organizations that offer support for parents of students with disabilities.	34
21	The school offers parents training about special education issues.	33
24	The school provides information on agencies that can assist my child in the transition from school.	33
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	32
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	23

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

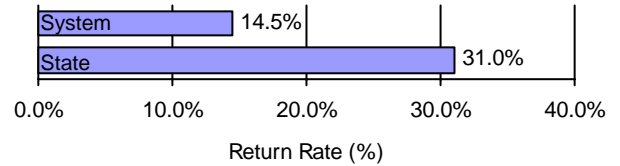
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Bremen City

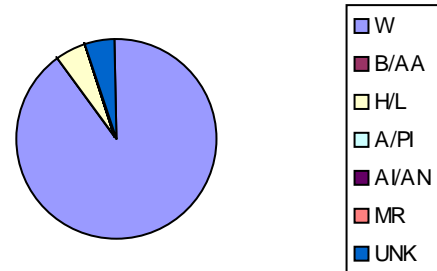
Overview

	System	State
Number of Surveys Distributed	138	30,783
Number of Valid Responses	20	9,557
Percentage Return Rate	14.5%	31.0%

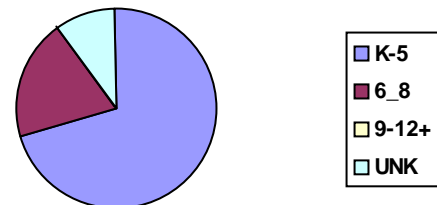


Child Demographics

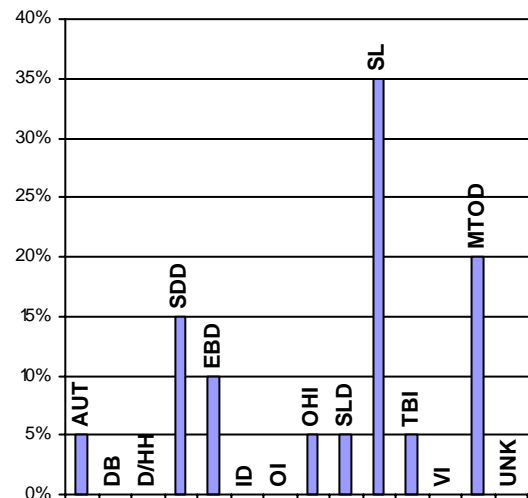
Race/Ethnicity	Count	Percent
White	18	90.0%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	1	5.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	5.0%



Grade	Count	Percent
K-5	14	70.0%
6-8	4	20.0%
9-12+	0	0.0%
Unknown (UNK)	2	10.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	5.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	3	15.0%
Emotional Behavioral Disorder (EBD)	2	10.0%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	5.0%
Specific Learning Disability (SLD)	1	5.0%
Speech/Language Impairment (SL)	7	35.0%
Traumatic Brain injury (TBI)	1	5.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	4	20.0%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	50 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	85
9	My child's evaluation report is written in terms I understand.	80
10	Written information I receive is written in an understandable way.	80
12	Teachers treat me as a team member.	80
14	Teachers show sensitivity to the needs of students with disabilities and their families.	75
15	Teachers encourage me to participate in the decision-making process.	75
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	75
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	74
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	74
5	All of my concerns and recommendations were documented on the IEP.	70

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	55
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	53
22	The school offers parents a variety of ways to communicate with teachers.	53
23	The school gives parents the help they may need to play an active role in their child's education.	53
25	The school explains what options parents have if they disagree with a decision of the school.	53
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	42
7	I was given information about organizations that offer support for parents of students with disabilities.	38
24	The school provides information on agencies that can assist my child in the transition from school.	38
21	The school offers parents training about special education issues.	29
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	25

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

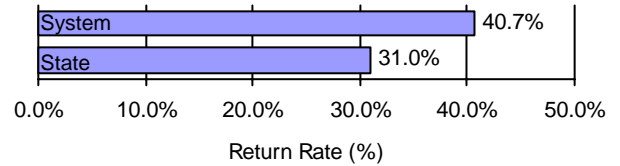
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Buford City

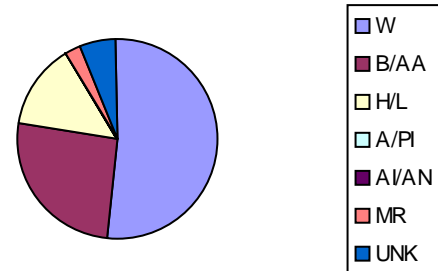
Overview

	System	State
Number of Surveys Distributed	86	30,783
Number of Valid Responses	35	9,557
Percentage Return Rate	40.7%	31.0%

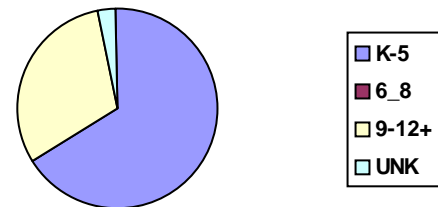


Child Demographics

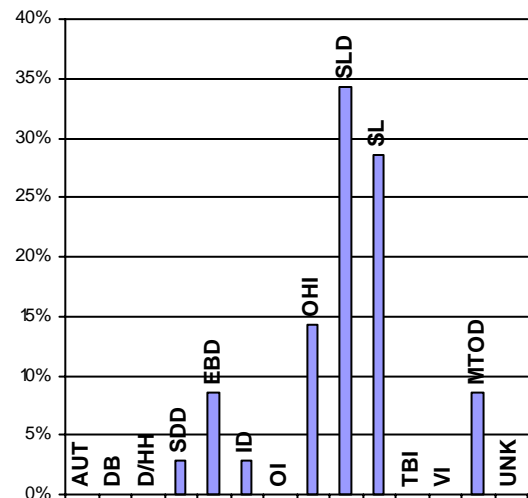
Race/Ethnicity	Count	Percent
White	18	51.4%
Black or African American (B/AA)	9	25.7%
Hispanic or Latino (H/L)	5	14.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	2.9%
Unknown (UNK)	2	5.7%



Grade	Count	Percent
K-5	23	65.7%
6-8	0	0.0%
9-12+	11	31.4%
Unknown (UNK)	1	2.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	0	0.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	2.9%
Emotional Behavioral Disorder (EBD)	3	8.6%
Intellectual Disability (ID)	1	2.9%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	5	14.3%
Specific Learning Disability (SLD)	12	34.3%
Speech/Language Impairment (SL)	10	28.6%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	8.6%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	54 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	97
12	Teachers treat me as a team member.	86
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	83
9	My child's evaluation report is written in terms I understand.	83
10	Written information I receive is written in an understandable way.	83
15	Teachers encourage me to participate in the decision-making process.	83
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	80
19	The school communicates regularly with me regarding my child's progress on IEP goals.	79
5	All of my concerns and recommendations were documented on the IEP.	77
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	77

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	69
23	The school gives parents the help they may need to play an active role in their child's education.	69
20	The school gives me choices with regard to services that address my child's needs.	68
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	66
7	I was given information about organizations that offer support for parents of students with disabilities.	64
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	63
25	The school explains what options parents have if they disagree with a decision of the school.	53
24	The school provides information on agencies that can assist my child in the transition from school.	52
21	The school offers parents training about special education issues.	41
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	31

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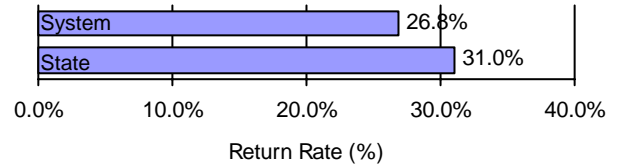
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Carrollton City

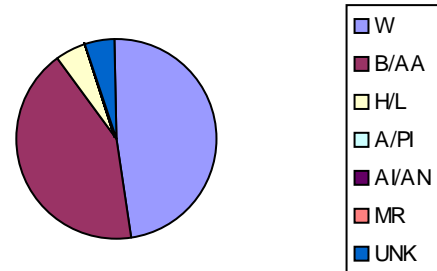
Overview

	System	State
Number of Surveys Distributed	149	30,783
Number of Valid Responses	40	9,557
Percentage Return Rate	26.8%	31.0%

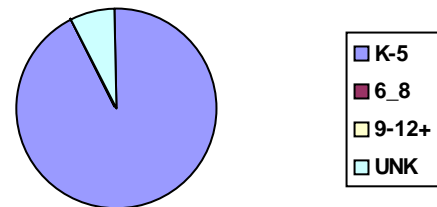


Child Demographics

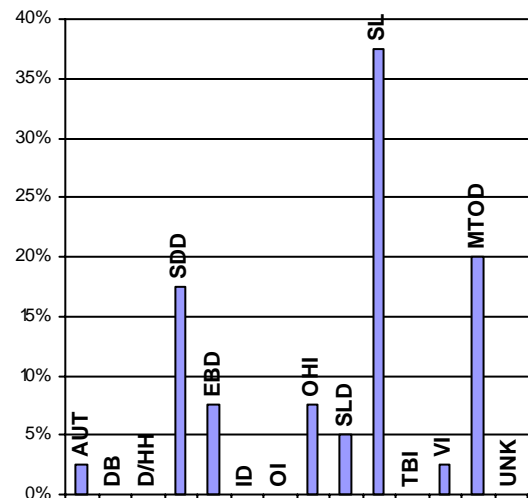
Race/Ethnicity	Count	Percent
White	19	47.5%
Black or African American (B/AA)	17	42.5%
Hispanic or Latino (H/L)	2	5.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	2	5.0%



Grade	Count	Percent
K-5	37	92.5%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	3	7.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	2.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	7	17.5%
Emotional Behavioral Disorder (EBD)	3	7.5%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	7.5%
Specific Learning Disability (SLD)	2	5.0%
Speech/Language Impairment (SL)	15	37.5%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	2.5%
More Than One Disability (MTOD)	8	20.0%
Unknown (UNK)	0	0.0%



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2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	50 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
12	Teachers treat me as a team member.	79
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	79
11	Teachers are available to speak with me.	75
10	Written information I receive is written in an understandable way.	74
15	Teachers encourage me to participate in the decision-making process.	74
14	Teachers show sensitivity to the needs of students with disabilities and their families.	73
13	Teachers seek out parent input.	72
16	Teachers respect my cultural heritage.	70
9	My child's evaluation report is written in terms I understand.	70
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	68

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	59
20	The school gives me choices with regard to services that address my child's needs.	57
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	57
18	The school has a person on staff who is available to answer parents' questions.	57
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	50
24	The school provides information on agencies that can assist my child in the transition from school.	50
25	The school explains what options parents have if they disagree with a decision of the school.	50
7	I was given information about organizations that offer support for parents of students with disabilities.	44
21	The school offers parents training about special education issues.	43
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	28

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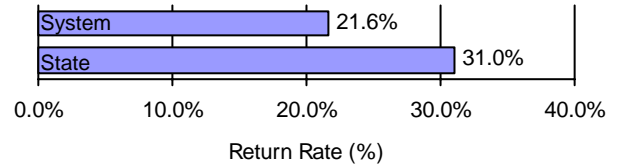
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Cartersville City

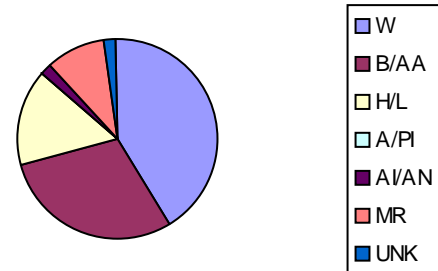
Overview

	System	State
Number of Surveys Distributed	236	30,783
Number of Valid Responses	51	9,557
Percentage Return Rate	21.6%	31.0%

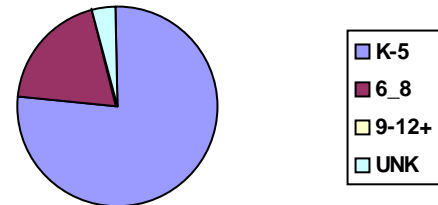


Child Demographics

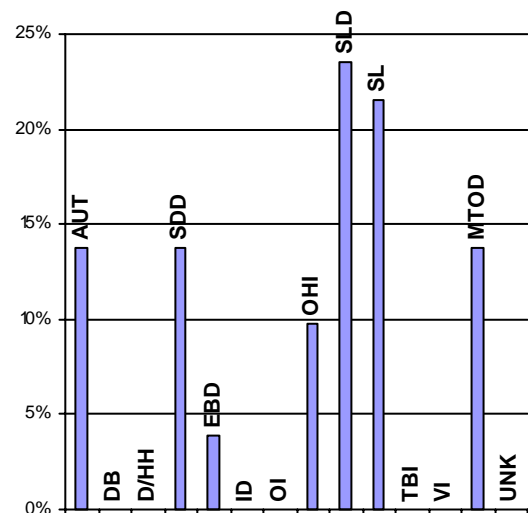
Race/Ethnicity	Count	Percent
White	21	41.2%
Black or African American (B/AA)	15	29.4%
Hispanic or Latino (H/L)	8	15.7%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	2.0%
Multi-racial (MR)	5	9.8%
Unknown (UNK)	1	2.0%



Grade	Count	Percent
K-5	39	76.5%
6-8	10	19.6%
9-12+	0	0.0%
Unknown (UNK)	2	3.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	7	13.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	7	13.7%
Emotional Behavioral Disorder (EBD)	2	3.9%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	5	9.8%
Specific Learning Disability (SLD)	12	23.5%
Speech/Language Impairment (SL)	11	21.6%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	7	13.7%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	41 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	69
11	Teachers are available to speak with me.	61
5	All of my concerns and recommendations were documented on the IEP.	59
14	Teachers show sensitivity to the needs of students with disabilities and their families.	58
10	Written information I receive is written in an understandable way.	56
15	Teachers encourage me to participate in the decision-making process.	56
12	Teachers treat me as a team member.	55
16	Teachers respect my cultural heritage.	54
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	54
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	54

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	49
13	Teachers seek out parent input.	48
22	The school offers parents a variety of ways to communicate with teachers.	48
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	46
18	The school has a person on staff who is available to answer parents' questions.	44
25	The school explains what options parents have if they disagree with a decision of the school.	44
24	The school provides information on agencies that can assist my child in the transition from school.	36
7	I was given information about organizations that offer support for parents of students with disabilities.	35
21	The school offers parents training about special education issues.	31
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	26

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

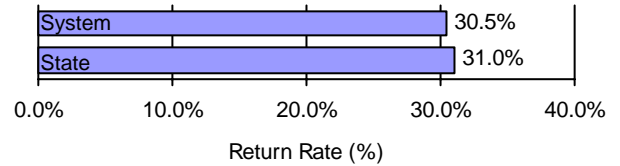
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Dalton City

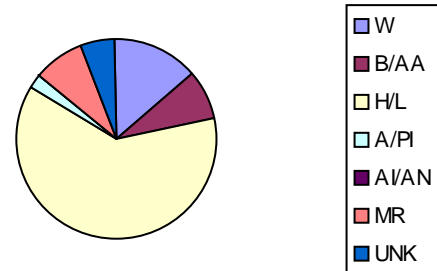
Overview

	System	State
Number of Surveys Distributed	118	30,783
Number of Valid Responses	36	9,557
Percentage Return Rate	30.5%	31.0%

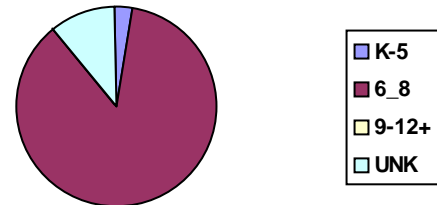


Child Demographics

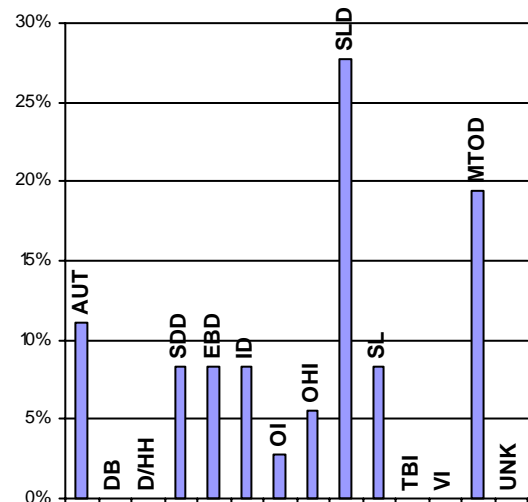
Race/Ethnicity	Count	Percent
White	5	13.9%
Black or African American (B/AA)	3	8.3%
Hispanic or Latino (H/L)	22	61.1%
Asian or Pacific Islander (A/PI)	1	2.8%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	3	8.3%
Unknown (UNK)	2	5.6%



Grade	Count	Percent
K-5	1	2.8%
6-8	31	86.1%
9-12+	0	0.0%
Unknown (UNK)	4	11.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	4	11.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	3	8.3%
Emotional Behavioral Disorder (EBD)	3	8.3%
Intellectual Disability (ID)	3	8.3%
Orthopedic Impairment (OI)	1	2.8%
Other Health Impairment (OHI)	2	5.6%
Specific Learning Disability (SLD)	10	27.8%
Speech/Language Impairment (SL)	3	8.3%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	7	19.4%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	33 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
12	Teachers treat me as a team member.	59
13	Teachers seek out parent input.	53
14	Teachers show sensitivity to the needs of students with disabilities and their families.	50
9	My child's evaluation report is written in terms I understand.	49
11	Teachers are available to speak with me.	49
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	47
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	47
16	Teachers respect my cultural heritage.	47
10	Written information I receive is written in an understandable way.	46
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	44

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	39
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	36
19	The school communicates regularly with me regarding my child's progress on IEP goals.	36
20	The school gives me choices with regard to services that address my child's needs.	36
5	All of my concerns and recommendations were documented on the IEP.	35
7	I was given information about organizations that offer support for parents of students with disabilities.	35
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	35
24	The school provides information on agencies that can assist my child in the transition from school.	35
23	The school gives parents the help they may need to play an active role in their child's education.	33
25	The school explains what options parents have if they disagree with a decision of the school.	32

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

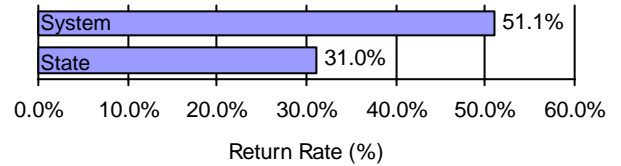
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Gainesville City

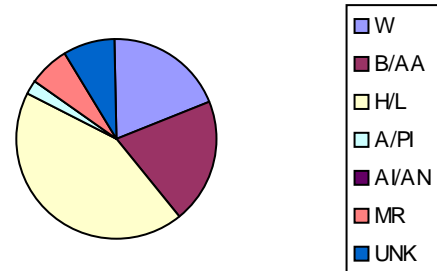
Overview

	System	State
Number of Surveys Distributed	90	30,783
Number of Valid Responses	46	9,557
Percentage Return Rate	51.1%	31.0%

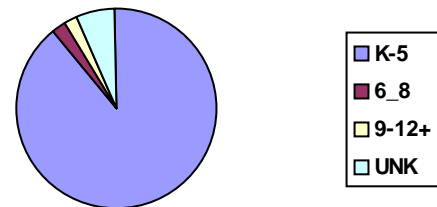


Child Demographics

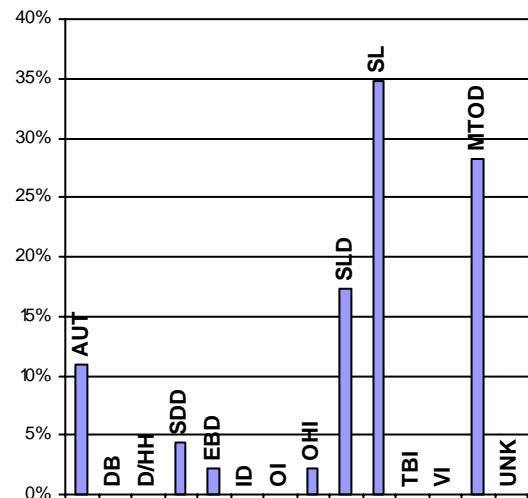
Race/Ethnicity	Count	Percent
White	9	19.6%
Black or African American (B/AA)	9	19.6%
Hispanic or Latino (H/L)	20	43.5%
Asian or Pacific Islander (A/PI)	1	2.2%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	3	6.5%
Unknown (UNK)	4	8.7%



Grade	Count	Percent
K-5	41	89.1%
6-8	1	2.2%
9-12+	1	2.2%
Unknown (UNK)	3	6.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	5	10.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	4.3%
Emotional Behavioral Disorder (EBD)	1	2.2%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	2.2%
Specific Learning Disability (SLD)	8	17.4%
Speech/Language Impairment (SL)	16	34.8%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	13	28.3%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	50 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	67
5	All of my concerns and recommendations were documented on the IEP.	66
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	61
14	Teachers show sensitivity to the needs of students with disabilities and their families.	61
15	Teachers encourage me to participate in the decision-making process.	61
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	61
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	61
12	Teachers treat me as a team member.	61
10	Written information I receive is written in an understandable way.	60
13	Teachers seek out parent input.	60

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
23	The school gives parents the help they may need to play an active role in their child's education.	54
20	The school gives me choices with regard to services that address my child's needs.	51
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	50
25	The school explains what options parents have if they disagree with a decision of the school.	50
19	The school communicates regularly with me regarding my child's progress on IEP goals.	49
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	48
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	44
21	The school offers parents training about special education issues.	41
7	I was given information about organizations that offer support for parents of students with disabilities.	36
24	The school provides information on agencies that can assist my child in the transition from school.	34

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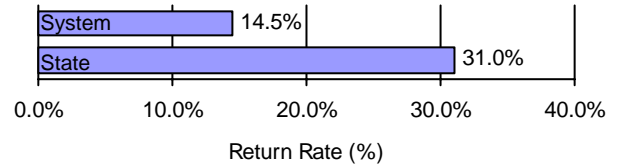
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Jefferson City

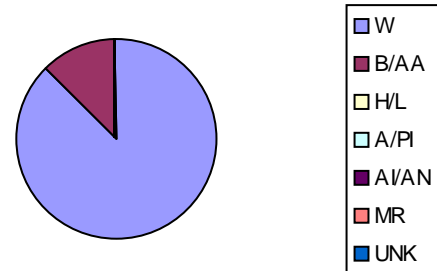
Overview

	System	State
Number of Surveys Distributed	55	30,783
Number of Valid Responses	8	9,557
Percentage Return Rate	14.5%	31.0%

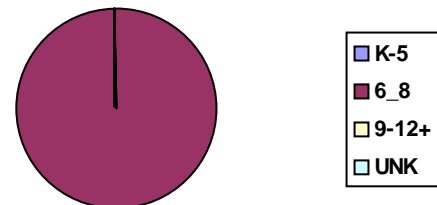


Child Demographics

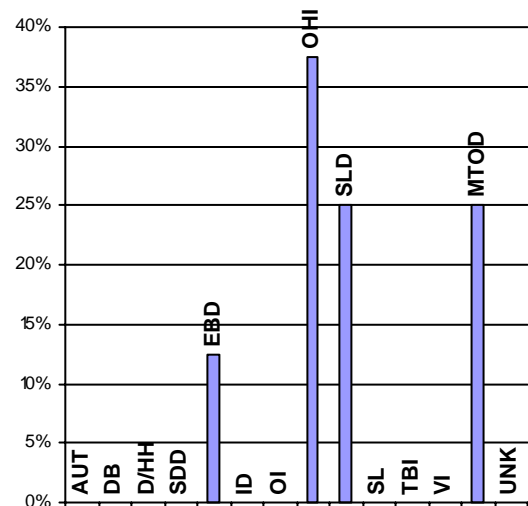
Race/Ethnicity	Count	Percent
White	7	87.5%
Black or African American (B/AA)	1	12.5%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	8	100.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	0	0.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	1	12.5%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	37.5%
Specific Learning Disability (SLD)	2	25.0%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	25.0%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	50 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	100
5	All of my concerns and recommendations were documented on the IEP.	88
12	Teachers treat me as a team member.	88
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	75
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	75
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	75
16	Teachers respect my cultural heritage.	75
22	The school offers parents a variety of ways to communicate with teachers.	75
14	Teachers show sensitivity to the needs of students with disabilities and their families.	63
15	Teachers encourage me to participate in the decision-making process.	63

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
18	The school has a person on staff who is available to answer parents' questions.	50
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	43
13	Teachers seek out parent input.	38
23	The school gives parents the help they may need to play an active role in their child's education.	38
25	The school explains what options parents have if they disagree with a decision of the school.	38
7	I was given information about organizations that offer support for parents of students with disabilities.	25
19	The school communicates regularly with me regarding my child's progress on IEP goals.	25
21	The school offers parents training about special education issues.	25
24	The school provides information on agencies that can assist my child in the transition from school.	25
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	14

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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

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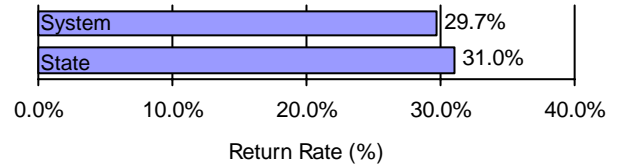
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Marietta City

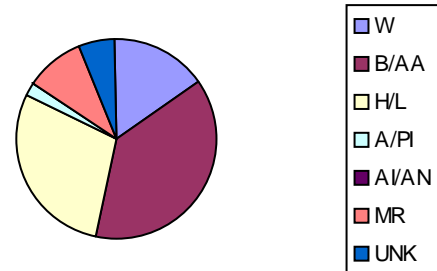
Overview

	System	State
Number of Surveys Distributed	172	30,783
Number of Valid Responses	51	9,557
Percentage Return Rate	29.7%	31.0%

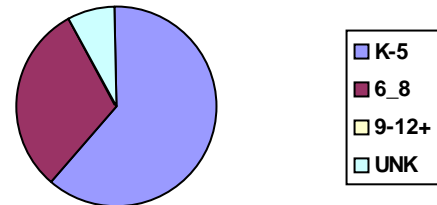


Child Demographics

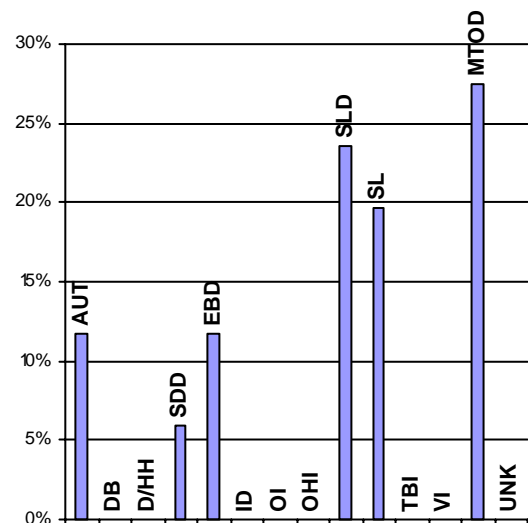
Race/Ethnicity	Count	Percent
White	8	15.7%
Black or African American (B/AA)	19	37.3%
Hispanic or Latino (H/L)	15	29.4%
Asian or Pacific Islander (A/PI)	1	2.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	5	9.8%
Unknown (UNK)	3	5.9%



Grade	Count	Percent
K-5	31	60.8%
6-8	16	31.4%
9-12+	0	0.0%
Unknown (UNK)	4	7.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	6	11.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	3	5.9%
Emotional Behavioral Disorder (EBD)	6	11.8%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	12	23.5%
Speech/Language Impairment (SL)	10	19.6%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	14	27.5%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	41 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	78
11	Teachers are available to speak with me.	75
12	Teachers treat me as a team member.	74
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	73
16	Teachers respect my cultural heritage.	70
5	All of my concerns and recommendations were documented on the IEP.	69
15	Teachers encourage me to participate in the decision-making process.	69
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	68
14	Teachers show sensitivity to the needs of students with disabilities and their families.	67
13	Teachers seek out parent input.	67

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
9	My child's evaluation report is written in terms I understand.	57
22	The school offers parents a variety of ways to communicate with teachers.	56
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	56
25	The school explains what options parents have if they disagree with a decision of the school.	54
10	Written information I receive is written in an understandable way.	51
23	The school gives parents the help they may need to play an active role in their child's education.	51
21	The school offers parents training about special education issues.	40
7	I was given information about organizations that offer support for parents of students with disabilities.	39
24	The school provides information on agencies that can assist my child in the transition from school.	36
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	33

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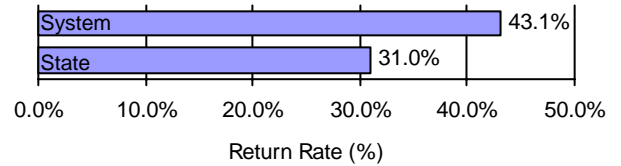
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Social Circle City

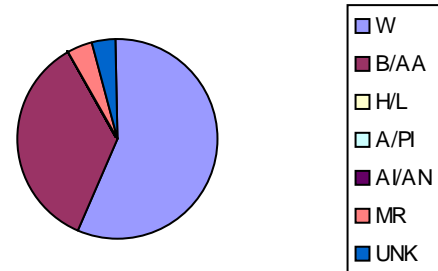
Overview

	System	State
Number of Surveys Distributed	58	30,783
Number of Valid Responses	25	9,557
Percentage Return Rate	43.1%	31.0%

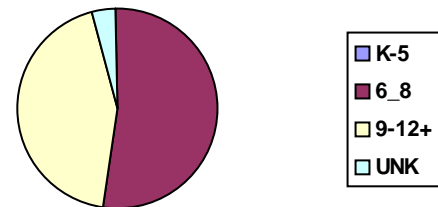


Child Demographics

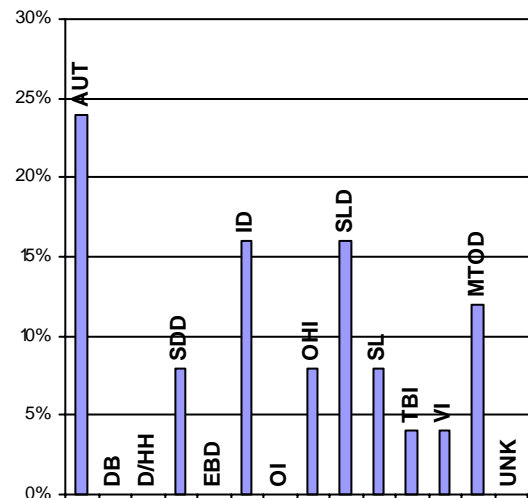
Race/Ethnicity	Count	Percent
White	14	56.0%
Black or African American (B/AA)	9	36.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	4.0%
Unknown (UNK)	1	4.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	13	52.0%
9-12+	11	44.0%
Unknown (UNK)	1	4.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	6	24.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	8.0%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	4	16.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	8.0%
Specific Learning Disability (SLD)	4	16.0%
Speech/Language Impairment (SL)	2	8.0%
Traumatic Brain injury (TBI)	1	4.0%
Visual Impairment including Blindness (VI)	1	4.0%
More Than One Disability (MTOD)	3	12.0%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	52 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	72
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	71
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	68
11	Teachers are available to speak with me.	68
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	65
19	The school communicates regularly with me regarding my child's progress on IEP goals.	65
9	My child's evaluation report is written in terms I understand.	64
10	Written information I receive is written in an understandable way.	64
15	Teachers encourage me to participate in the decision-making process.	64
16	Teachers respect my cultural heritage.	61

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
13	Teachers seek out parent input.	52
18	The school has a person on staff who is available to answer parents' questions.	52
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	52
12	Teachers treat me as a team member.	52
25	The school explains what options parents have if they disagree with a decision of the school.	50
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	45
24	The school provides information on agencies that can assist my child in the transition from school.	45
7	I was given information about organizations that offer support for parents of students with disabilities.	40
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	35
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 Georgia Department of Education
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 PSolomon@doe.K12.ga.us

(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

(2) Ten highest ranked items based on percentage of parents answering either Strongly Agree or Very Strongly Agree for a particular item.

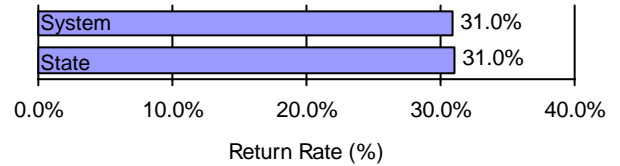
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2011 Special Education Parent Survey Report Thomasville City

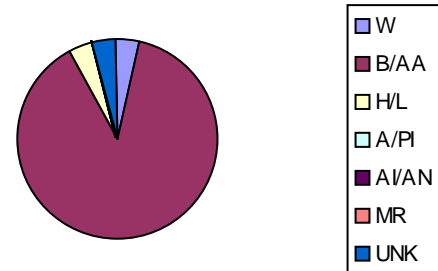
Overview

	System	State
Number of Surveys Distributed	84	30,783
Number of Valid Responses	26	9,557
Percentage Return Rate	31.0%	31.0%

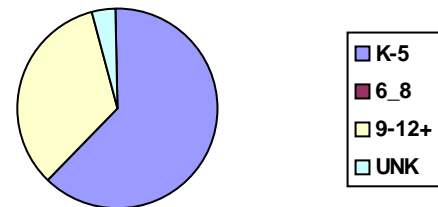


Child Demographics

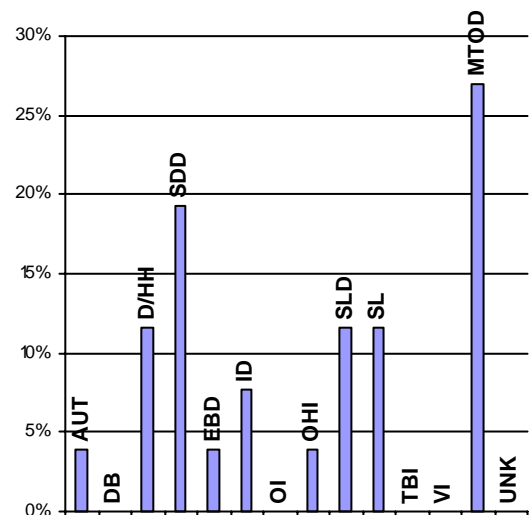
Race/Ethnicity	Count	Percent
White	1	3.8%
Black or African American (B/AA)	23	88.5%
Hispanic or Latino (H/L)	1	3.8%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	3.8%



Grade	Count	Percent
K-5	16	61.5%
6-8	0	0.0%
9-12+	9	34.6%
Unknown (UNK)	1	3.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	3.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	3	11.5%
Significant Developmental Delay (SDD)	5	19.2%
Emotional Behavioral Disorder (EBD)	1	3.8%
Intellectual Disability (ID)	2	7.7%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	3.8%
Specific Learning Disability (SLD)	3	11.5%
Speech/Language Impairment (SL)	3	11.5%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	7	26.9%
Unknown (UNK)	0	0.0%



* Percentages have been rounded and as a result may not add to exactly 100%

2011 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	27 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
5	All of my concerns and recommendations were documented on the IEP.	52
19	The school communicates regularly with me regarding my child's progress on IEP goals.	50
11	Teachers are available to speak with me.	46
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	46
18	The school has a person on staff who is available to answer parents' questions.	45
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	44
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	44
9	My child's evaluation report is written in terms I understand.	42
12	Teachers treat me as a team member.	42
14	Teachers show sensitivity to the needs of students with disabilities and their families.	42

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
10	Written information I receive is written in an understandable way.	38
13	Teachers seek out parent input.	38
16	Teachers respect my cultural heritage.	38
20	The school gives me choices with regard to services that address my child's needs.	36
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	33
7	I was given information about organizations that offer support for parents of students with disabilities.	33
22	The school offers parents a variety of ways to communicate with teachers.	29
21	The school offers parents training about special education issues.	24
24	The school provides information on agencies that can assist my child in the transition from school.	21
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	17

For questions regarding district results, please contact Patti Solomon:

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