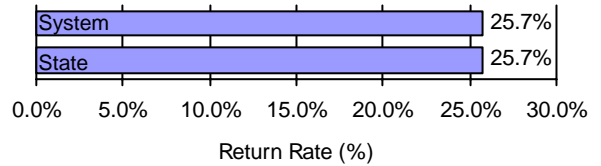




2012 Special Education Parent Survey Report Georgia

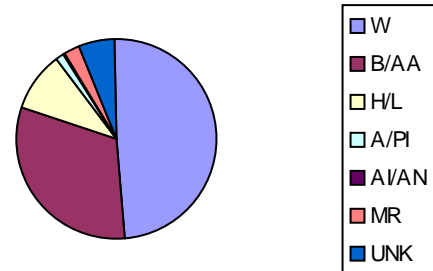
Overview

	System	State
Number of Surveys Distributed	41065	41,065
Number of Valid Responses	10543	10,543
Percentage Return Rate	25.7%	25.7%

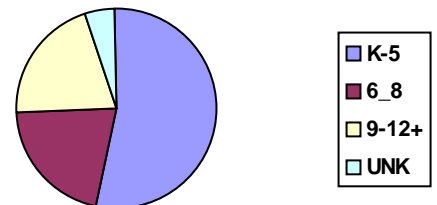


Child Demographics

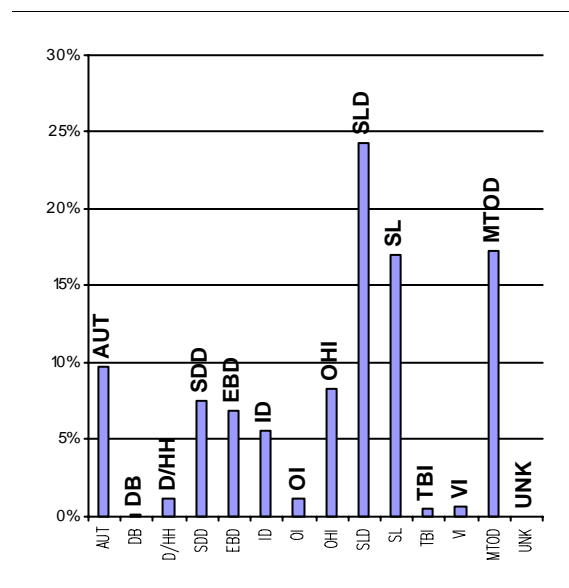
Race/Ethnicity	Count	Percent
White	5,105	48.4%
Black or African American (B/AA)	3,344	31.7%
Hispanic or Latino (H/L)	1,018	9.7%
Asian or Pacific Islander (A/PI)	140	1.3%
American Indian or Alaska Native (AI/AN)	42	0.4%
Multi-racial (MR)	272	2.6%
Unknown (UNK)	622	5.9%



Grade	Count	Percent
K-5	5,552	52.7%
6-8	2,263	21.5%
9-12+	2,202	20.9%
Unknown (UNK)	526	5.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	1,034	9.8%
Deaf-Blind (DB)	7	0.1%
Deaf-Hard of Hearing (D/HH)	126	1.2%
Significant Developmental Delay (SDD)	792	7.5%
Emotional Behavioral Disorder (EBD)	726	6.9%
Intellectual Disability (ID)	588	5.6%
Orthopedic Impairment (OI)	121	1.1%
Other Health Impairment (OHI)	870	8.3%
Specific Learning Disability (SLD)	2,555	24.2%
Speech/Language Impairment (SL)	1,786	16.9%
Traumatic Brain injury (TBI)	60	0.6%
Visual Impairment including Blindness (VI)	62	0.6%
More Than One Disability (MTOD)	477	4.5%
Unknown (UNK)	1,339	12.7%



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

2012 Special Education Parent Survey Report

Georgia

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.	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
5	All of my concerns and recommendations were documented on the IEP.	60
1	I am considered an equal partner with teachers and other professionals in planning my child's program	60
15	Teachers encourage me to participate in the decision-making process.	58
10	Written information I receive is written in an understandable way.	57
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
16	Teachers respect my cultural heritage.	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.	49
23	The school gives parents the help they may need to play an active role in their child's education.	49
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	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.	48
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	45
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.	36
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.	31

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.

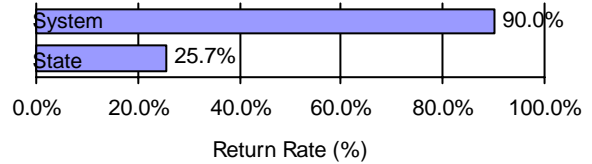
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Appling County

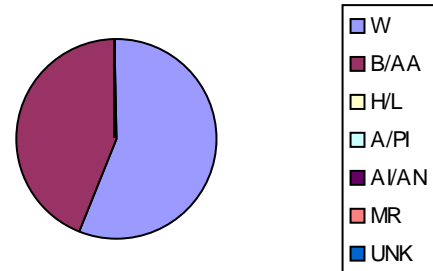
Overview

	System	State
Number of Surveys Distributed	10	41,065
Number of Valid Responses	9	10,543
Percentage Return Rate	90.0%	25.7%

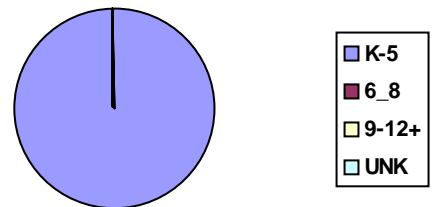


Child Demographics

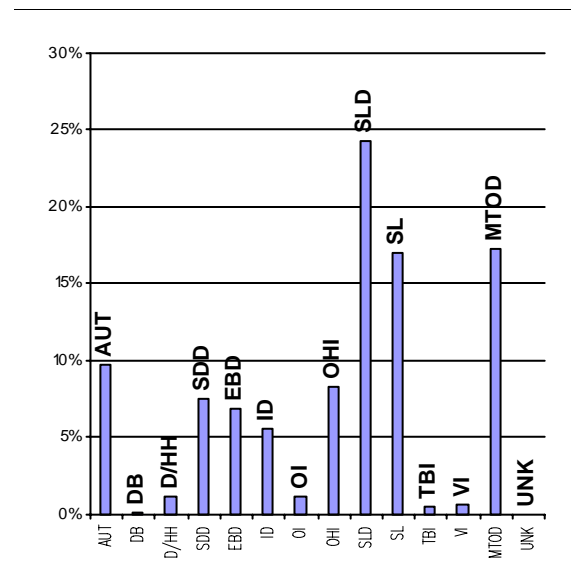
Race/Ethnicity	Count	Percent
White	5	55.6%
Black or African American (B/AA)	4	44.4%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	9	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)	4	44.4%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	22.2%
Specific Learning Disability (SLD)	2	22.2%
Speech/Language Impairment (SL)	1	11.1%
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%

2012 Special Education Parent Survey Report

Appling County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	100 %	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
9	My child's evaluation report is written in terms I understand.	100
10	Written information I receive is written in an understandable way.	100
11	Teachers are available to speak with me.	100
12	Teachers treat me as a team member.	100
13	Teachers seek out parent input.	100
14	Teachers show sensitivity to the needs of students with disabilities and their families.	100
15	Teachers encourage me to participate in the decision-making process.	100

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
21	The school offers parents training about special education issues.	100
22	The school offers parents a variety of ways to communicate with teachers.	100
23	The school gives parents the help they may need to play an active role in their child's education.	100
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	89
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	89
7	I was given information about organizations that offer support for parents of students with disabilities.	89
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	89
25	The school explains what options parents have if they disagree with a decision of the school.	89
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	78
24	The school provides information on agencies that can assist my child in the transition from school.	78

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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.

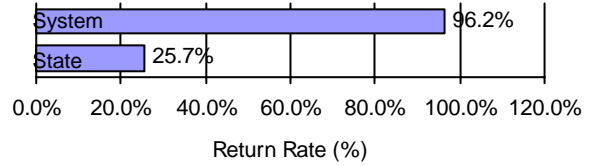
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Atkinson County

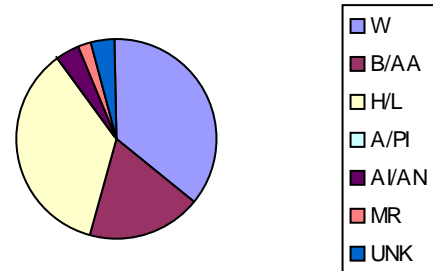
Overview

	System	State
Number of Surveys Distributed	52	41,065
Number of Valid Responses	50	10,543
Percentage Return Rate	96.2%	25.7%

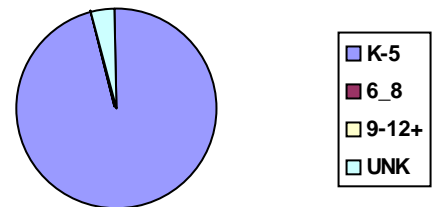


Child Demographics

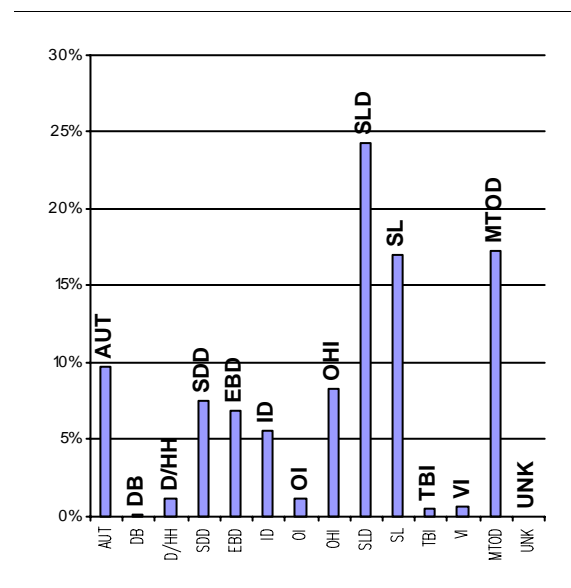
Race/Ethnicity	Count	Percent
White	18	36.0%
Black or African American (B/AA)	9	18.0%
Hispanic or Latino (H/L)	18	36.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	2	4.0%
Multi-racial (MR)	1	2.0%
Unknown (UNK)	2	4.0%



Grade	Count	Percent
K-5	48	96.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	2	4.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	6.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	2.0%
Significant Developmental Delay (SDD)	11	22.0%
Emotional Behavioral Disorder (EBD)	1	2.0%
Intellectual Disability (ID)	2	4.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	4	8.0%
Specific Learning Disability (SLD)	9	18.0%
Speech/Language Impairment (SL)	1	2.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	2.0%
More Than One Disability (MTOD)	4	8.0%
Unknown (UNK)	13	26.0%



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

2012 Special Education Parent Survey Report

Atkinson County

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
11	Teachers are available to speak with me.	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
14	Teachers show sensitivity to the needs of students with disabilities and their families.	51
12	Teachers treat me as a team member.	51
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	50
10	Written information I receive is written in an understandable way.	48
1	I am considered an equal partner with teachers and other professionals in planning my child's program	47
9	My child's evaluation report is written in terms I understand.	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
22	The school offers parents a variety of ways to communicate with teachers.	40
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
25	The school explains what options parents have if they disagree with a decision of the school.	36
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	32
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
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	26
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	17
7	I was given information about organizations that offer support for parents of students with disabilities.	15

For questions regarding district results, please contact Patti Solomon:

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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.

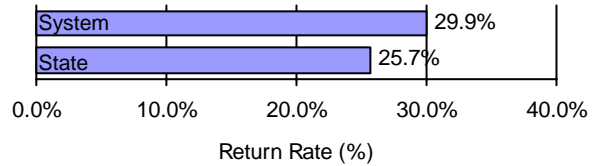
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Baldwin County

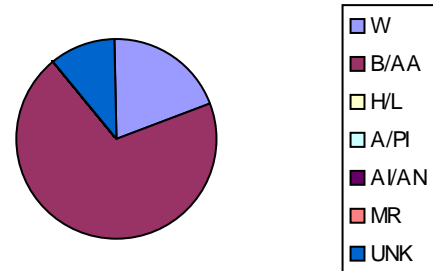
Overview

	System	State
Number of Surveys Distributed	187	41,065
Number of Valid Responses	56	10,543
Percentage Return Rate	29.9%	25.7%

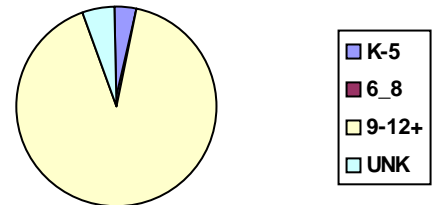


Child Demographics

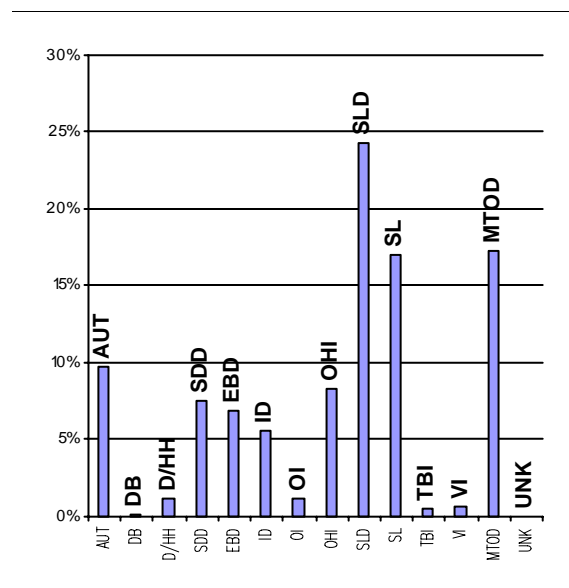
Race/Ethnicity	Count	Percent
White	11	19.6%
Black or African American (B/AA)	39	69.6%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	6	10.7%



Grade	Count	Percent
K-5	2	3.6%
6-8	0	0.0%
9-12+	51	91.1%
Unknown (UNK)	3	5.4%



Primary Exceptionality	Count	Percent
Autism (AUT)	6	10.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	1.8%
Emotional Behavioral Disorder (EBD)	8	14.3%
Intellectual Disability (ID)	11	19.6%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	8	14.3%
Specific Learning Disability (SLD)	12	21.4%
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)	2	3.6%
Unknown (UNK)	8	14.3%



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

2012 Special Education Parent Survey Report

Baldwin County

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
10	Written information I receive is written in an understandable way.	56
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	49
11	Teachers are available to speak with me.	47
12	Teachers treat me as a team member.	44
9	My child's evaluation report is written in terms I understand.	44
15	Teachers encourage me to participate in the decision-making process.	43
16	Teachers respect my cultural heritage.	42
1	I am considered an equal partner with teachers and other professionals in planning my child's program	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).	40
22	The school offers parents a variety of ways to communicate with teachers.	40

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
13	Teachers seek out parent input.	34
20	The school gives me choices with regard to services that address 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.	33
19	The school communicates regularly with me regarding my child's progress on IEP goals.	30
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.	29
25	The school explains what options parents have if they disagree with a decision of the school.	24
21	The school offers parents training about special education issues.	24
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	19
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.

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

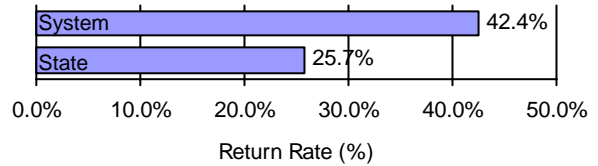
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Banks County

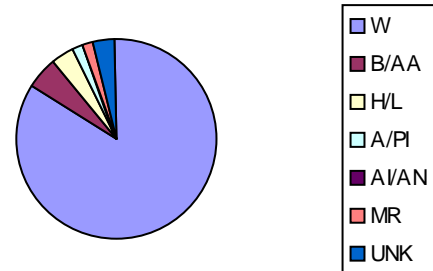
Overview

	System	State
Number of Surveys Distributed	132	41,065
Number of Valid Responses	56	10,543
Percentage Return Rate	42.4%	25.7%

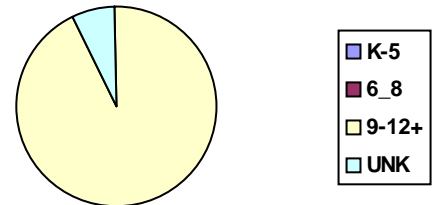


Child Demographics

Race/Ethnicity	Count	Percent
White	47	83.9%
Black or African American (B/AA)	3	5.4%
Hispanic or Latino (H/L)	2	3.6%
Asian or Pacific Islander (A/PI)	1	1.8%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	1.8%
Unknown (UNK)	2	3.6%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	52	92.9%
Unknown (UNK)	4	7.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	3.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	1.8%
Emotional Behavioral Disorder (EBD)	8	14.3%
Intellectual Disability (ID)	8	14.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	15	26.8%
Specific Learning Disability (SLD)	19	33.9%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	1.8%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	2	3.6%



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

2012 Special Education Parent Survey Report

Banks County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	82 %	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	91
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	91
5	All of my concerns and recommendations were documented on the IEP.	89
12	Teachers treat me as a team member.	89
14	Teachers show sensitivity to the needs of students with disabilities and their families.	89
16	Teachers respect my cultural heritage.	88
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	88
10	Written information I receive is written in an understandable way.	88
11	Teachers are available to speak with me.	88
15	Teachers encourage me to participate in the decision-making process.	88

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
9	My child's evaluation report is written in terms I understand.	85
19	The school communicates regularly with me regarding my child's progress on IEP goals.	84
23	The school gives parents the help they may need to play an active role in their child's education.	83
24	The school provides information on agencies that can assist my child in the transition from school.	82
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	80
25	The school explains what options parents have if they disagree with a decision of the school.	79
20	The school gives me choices with regard to services that address my child's needs.	78
7	I was given information about organizations that offer support for parents of students with disabilities.	73
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	72
21	The school offers parents training about special education issues.	70

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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.

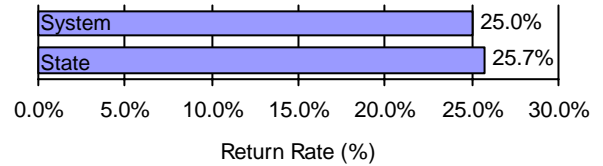
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Barrow County

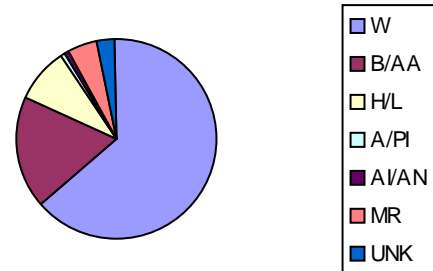
Overview

	System	State
Number of Surveys Distributed	679	41,065
Number of Valid Responses	170	10,543
Percentage Return Rate	25.0%	25.7%

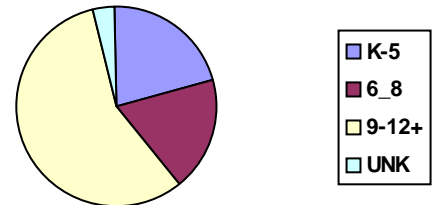


Child Demographics

Race/Ethnicity	Count	Percent
White	107	62.9%
Black or African American (B/AA)	32	18.8%
Hispanic or Latino (H/L)	15	8.8%
Asian or Pacific Islander (A/PI)	2	1.2%
American Indian or Alaska Native (AI/AN)	1	0.6%
Multi-racial (MR)	8	4.7%
Unknown (UNK)	5	2.9%



Grade	Count	Percent
K-5	36	21.2%
6-8	30	17.6%
9-12+	98	57.6%
Unknown (UNK)	6	3.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	15	8.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.6%
Significant Developmental Delay (SDD)	6	3.5%
Emotional Behavioral Disorder (EBD)	16	9.4%
Intellectual Disability (ID)	8	4.7%
Orthopedic Impairment (OI)	1	0.6%
Other Health Impairment (OHI)	20	11.8%
Specific Learning Disability (SLD)	59	34.7%
Speech/Language Impairment (SL)	9	5.3%
Traumatic Brain injury (TBI)	3	1.8%
Visual Impairment including Blindness (VI)	1	0.6%
More Than One Disability (MTOD)	4	2.4%
Unknown (UNK)	27	15.9%



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

2012 Special Education Parent Survey Report

Barrow County

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
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	58
5	All of my concerns and recommendations were documented on the IEP.	54
1	I am considered an equal partner with teachers and other professionals in planning my child's program	53
15	Teachers encourage me to participate in the decision-making process.	53
11	Teachers are available to speak with me.	52
12	Teachers treat me as a team member.	51
10	Written information I receive is written in an understandable way.	49
16	Teachers respect my cultural heritage.	49
9	My child's evaulation report is written in terms I understand.	49
14	Teachers show sensitivity to the needs of students with disabilities and their families.	48

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.	41
20	The school gives me choices with regard to services that address my child's needs.	40
23	The school gives parents the help they may need to play an active role in their child's education.	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.	38
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	37
25	The school explains what options parents have if they disagree with a decision of the school.	31
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
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.	24

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.

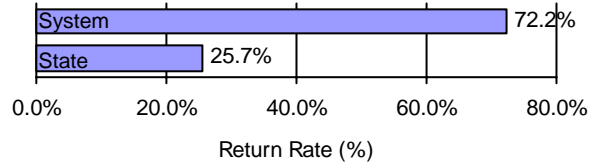
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Bartow County

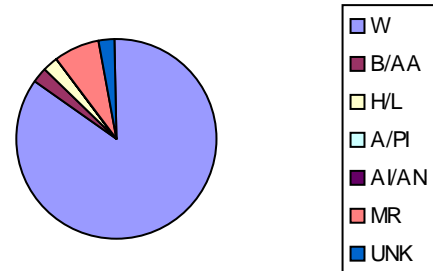
Overview

	System	State
Number of Surveys Distributed	54	41,065
Number of Valid Responses	39	10,543
Percentage Return Rate	72.2%	25.7%

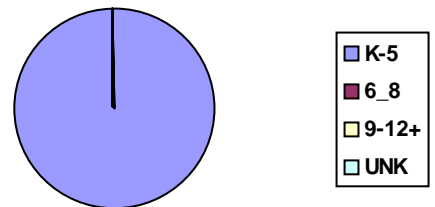


Child Demographics

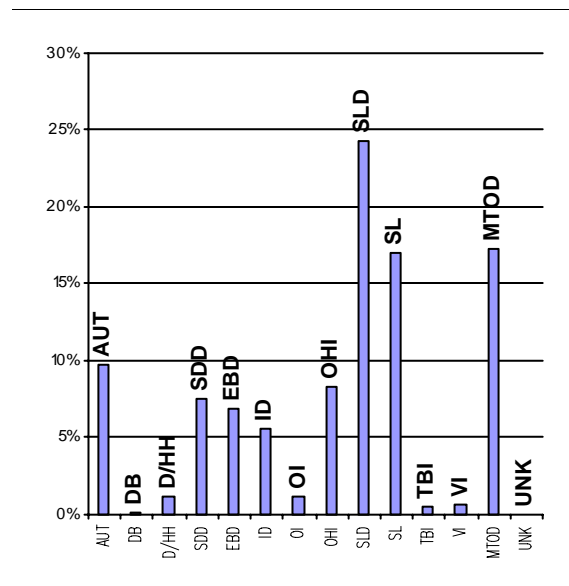
Race/Ethnicity	Count	Percent
White	33	84.6%
Black or African American (B/AA)	1	2.6%
Hispanic or Latino (H/L)	1	2.6%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	3	7.7%
Unknown (UNK)	1	2.6%



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)	1	2.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	2.6%
Significant Developmental Delay (SDD)	5	12.8%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	5.1%
Specific Learning Disability (SLD)	12	30.8%
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)	2	5.1%
Unknown (UNK)	2	5.1%



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

2012 Special Education Parent Survey Report

Bartow County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	44 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	72
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 accomodations and modifications that my child would need.	67
5	All of my concerns and recommendations were documented on the IEP.	67
12	Teachers treat me as a team member.	67
14	Teachers show sensitivity to the needs of students with disabilities and their families.	67
18	The school has a person on staff who is available to answer parents' questions.	64
15	Teachers encourage me to participate in the decision-making process.	62
16	Teachers respect my cultural heritage.	59
13	Teachers seek out parent input.	59

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
9	My child's evaluation report is written in terms I understand.	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
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.	44
23	The school gives parents the help they may need to play an active role in their child's education.	44
25	The school explains what options parents have if they disagree with a decision of the school.	38
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.	27
24	The school provides information on agencies that can assist my child in the transition from school.	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.

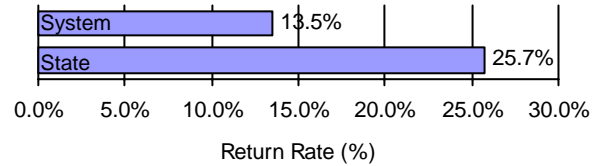
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Bibb County

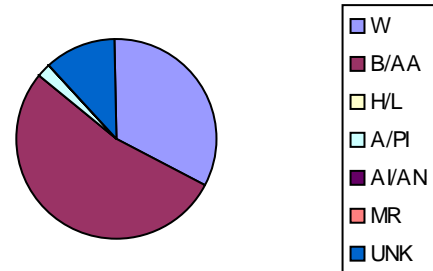
Overview

	System	State
Number of Surveys Distributed	430	41,065
Number of Valid Responses	58	10,543
Percentage Return Rate	13.5%	25.7%

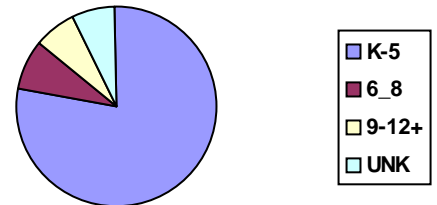


Child Demographics

Race/Ethnicity	Count	Percent
White	19	32.8%
Black or African American (B/AA)	31	53.4%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	1	1.7%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	7	12.1%



Grade	Count	Percent
K-5	45	77.6%
6-8	5	8.6%
9-12+	4	6.9%
Unknown (UNK)	4	6.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	7	12.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.7%
Significant Developmental Delay (SDD)	14	24.1%
Emotional Behavioral Disorder (EBD)	2	3.4%
Intellectual Disability (ID)	3	5.2%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	5.2%
Specific Learning Disability (SLD)	6	10.3%
Speech/Language Impairment (SL)	10	17.2%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	1.7%
More Than One Disability (MTOD)	3	5.2%
Unknown (UNK)	8	13.8%



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

2012 Special Education Parent Survey Report

Bibb County

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
5	All of my concerns and recommendations were documented on the IEP.	73
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	72
12	Teachers treat me as a team member.	72
11	Teachers are available to speak with me.	69
1	I am considered an equal partner with teachers and other professionals in planning my child's program	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
14	Teachers show sensitivity to the needs of students with disabilities and their families.	62
18	The school has a person on staff who is available to answer parents' questions.	62
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
22	The school offers parents a variety of ways to communicate with teachers.	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
20	The school gives me choices with regard to services that address my child's needs.	55
21	The school offers parents training about special education issues.	49
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	45
7	I was given information about organizations that offer support for parents of students with disabilities.	45
25	The school explains what options parents have if they disagree with a decision of the school.	43
24	The school provides information on agencies that can assist my child in the transition from school.	43
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	41
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.

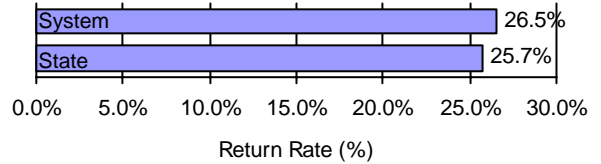
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Bleckley County

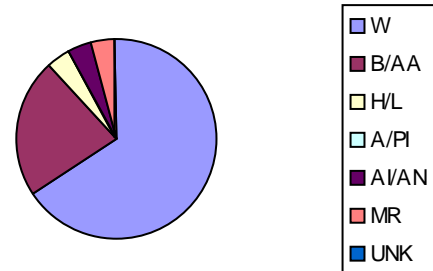
Overview

	System	State
Number of Surveys Distributed	98	41,065
Number of Valid Responses	26	10,543
Percentage Return Rate	26.5%	25.7%

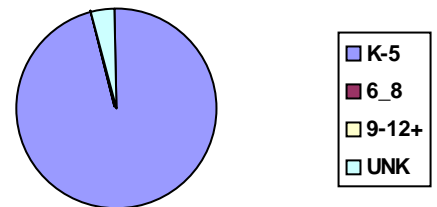


Child Demographics

Race/Ethnicity	Count	Percent
White	17	65.4%
Black or African American (B/AA)	6	23.1%
Hispanic or Latino (H/L)	1	3.8%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	3.8%
Multi-racial (MR)	1	3.8%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	25	96.2%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	3.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	4	15.4%
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)	5	19.2%
Intellectual Disability (ID)	1	3.8%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	7.7%
Specific Learning Disability (SLD)	7	26.9%
Speech/Language Impairment (SL)	4	15.4%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	3.8%
Unknown (UNK)	1	3.8%



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

2012 Special Education Parent Survey Report

Bleckley County

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.	76
15	Teachers encourage me to participate in the decision-making process.	71
12	Teachers treat me as a team member.	69
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.	65
5	All of my concerns and recommendations were documented on the IEP.	65
9	My child's evaluation report is written in terms I understand.	65
10	Written information I receive is written in an understandable way.	65
16	Teachers respect my cultural heritage.	64
1	I am considered an equal partner with teachers and other professionals in planning my child's program	62

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
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	52
19	The school communicates regularly with me regarding my child's progress on IEP goals.	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.	46
22	The school offers parents a variety of ways to communicate with teachers.	46
25	The school explains what options parents have if they disagree with a decision of the school.	38
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.	28
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	27
7	I was given information about organizations that offer support for parents of students with disabilities.	19

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

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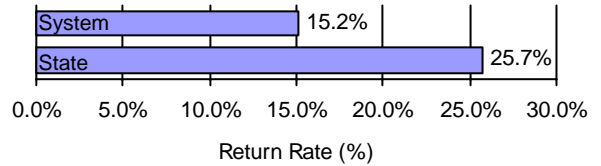
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Brantley County

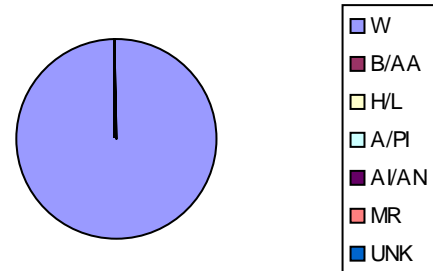
Overview

	System	State
Number of Surveys Distributed	33	41,065
Number of Valid Responses	5	10,543
Percentage Return Rate	15.2%	25.7%

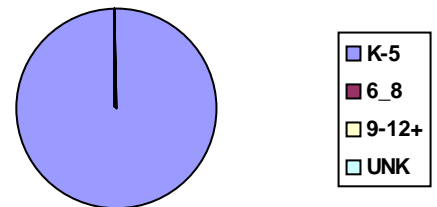


Child Demographics

Race/Ethnicity	Count	Percent
White	5	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	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)	0	0.0%
Specific Learning Disability (SLD)	0	0.0%
Speech/Language Impairment (SL)	4	80.0%
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)	1	20.0%



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

2012 Special Education Parent Survey Report

Brantley County

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
1	I am considered an equal partner with teachers and other professionals in planning my child's program	80
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	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
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
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

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.	60
5	All of my concerns and recommendations were documented on the IEP.	60
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	60
20	The school gives me choices with regard to services that address my child's needs.	60
23	The school gives parents the help they may need to play an active role in their child's education.	60
25	The school explains what options parents have if they disagree with a decision of the school.	60
21	The school offers parents training about special education issues.	40
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.	25
7	I was given information about organizations that offer support for parents of students with disabilities.	20

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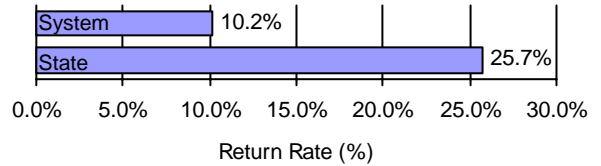
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Brooks County

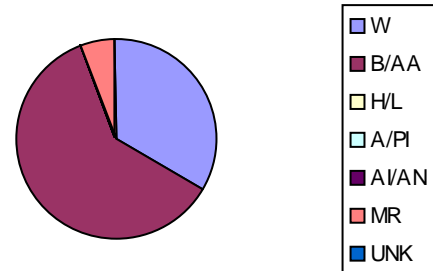
Overview

	System	State
Number of Surveys Distributed	177	41,065
Number of Valid Responses	18	10,543
Percentage Return Rate	10.2%	25.7%

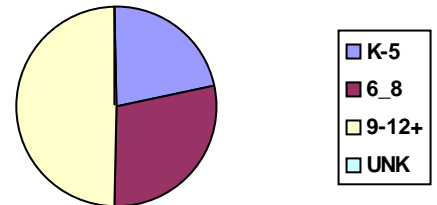


Child Demographics

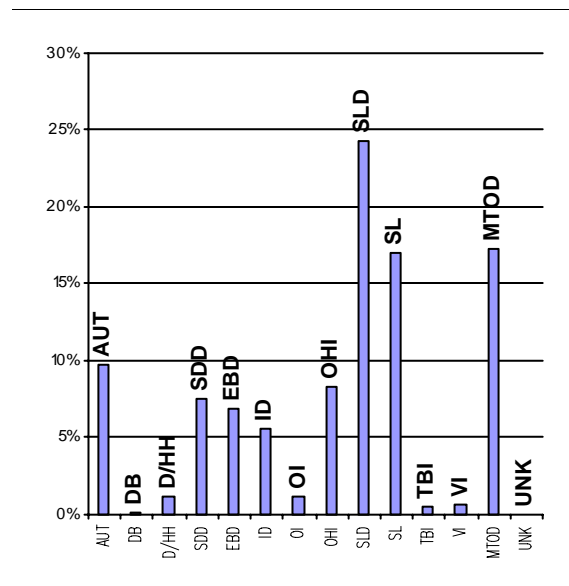
Race/Ethnicity	Count	Percent
White	6	33.3%
Black or African American (B/AA)	11	61.1%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	5.6%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	4	22.2%
6-8	5	27.8%
9-12+	9	50.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	11.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	11.1%
Emotional Behavioral Disorder (EBD)	3	16.7%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	5.6%
Specific Learning Disability (SLD)	6	33.3%
Speech/Language Impairment (SL)	1	5.6%
Traumatic Brain injury (TBI)	1	5.6%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	5.6%
Unknown (UNK)	1	5.6%



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

2012 Special Education Parent Survey Report

Brooks County

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
15	Teachers encourage me to participate in the decision-making process.	78
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	78
13	Teachers seek out parent input.	76
10	Written information I receive is written in an understandable way.	72
11	Teachers are available to speak with me.	72
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	71
14	Teachers show sensitivity to the needs of students with disabilities and their families.	71
9	My child's evaluation report is written in terms I understand.	67
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	65

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.	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.	47
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	47
19	The school communicates regularly with me regarding my child's progress on IEP goals.	44
20	The school gives me choices with regard to services that address my child's needs.	44
22	The school offers parents a variety of ways to communicate with teachers.	44
25	The school explains what options parents have if they disagree with a decision of the school.	41
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	35
21	The school offers parents training about special education issues.	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.

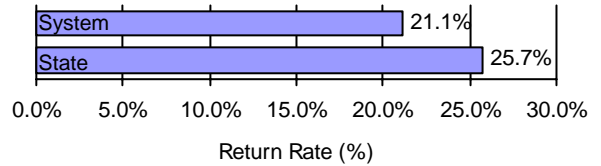
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Bryan County

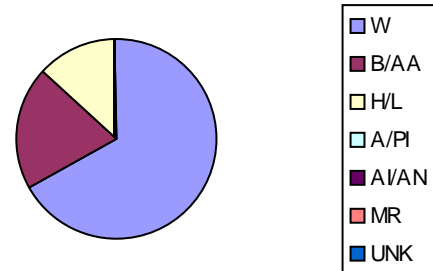
Overview

	System	State
Number of Surveys Distributed	71	41,065
Number of Valid Responses	15	10,543
Percentage Return Rate	21.1%	25.7%

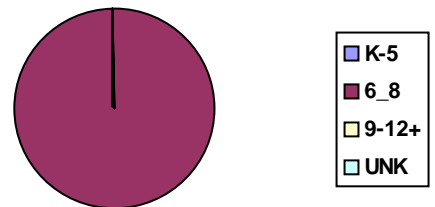


Child Demographics

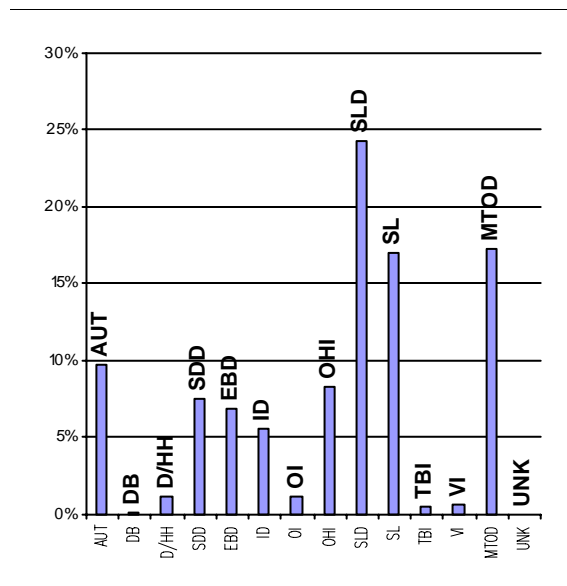
Race/Ethnicity	Count	Percent
White	10	66.7%
Black or African American (B/AA)	3	20.0%
Hispanic or Latino (H/L)	2	13.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



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



Primary Exceptionality	Count	Percent
Autism (AUT)	6	40.0%
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)	1	6.7%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	6.7%
Specific Learning Disability (SLD)	4	26.7%
Speech/Language Impairment (SL)	1	6.7%
Traumatic Brain injury (TBI)	1	6.7%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	1	6.7%



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

2012 Special Education Parent Survey Report

Bryan County

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
5	All of my concerns and recommendations were documented on the IEP.	71
11	Teachers are available to speak with me.	67
14	Teachers show sensitivity to the needs of students with disabilities and their families.	67
15	Teachers encourage me to participate in the decision-making process.	67
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
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
10	Written information I receive is written in an understandable way.	60
22	The school offers parents a variety of ways to communicate with teachers.	60

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.	53
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.	47
18	The school has a person on staff who is available to answer parents' questions.	47
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	43
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
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
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	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.

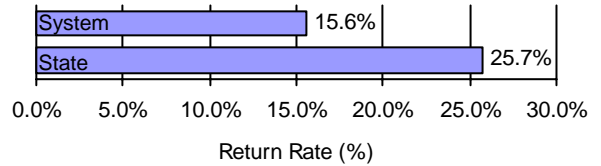
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Bulloch County

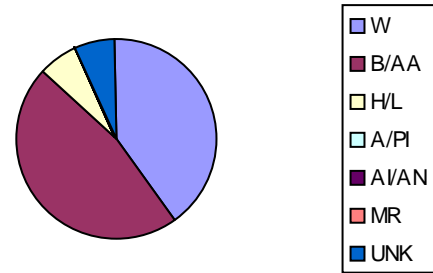
Overview

	System	State
Number of Surveys Distributed	96	41,065
Number of Valid Responses	15	10,543
Percentage Return Rate	15.6%	25.7%

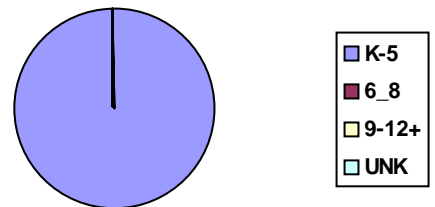


Child Demographics

Race/Ethnicity	Count	Percent
White	6	40.0%
Black or African American (B/AA)	7	46.7%
Hispanic or Latino (H/L)	1	6.7%
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	6.7%



Grade	Count	Percent
K-5	15	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	20.0%
Emotional Behavioral Disorder (EBD)	3	20.0%
Intellectual Disability (ID)	1	6.7%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	13.3%
Specific Learning Disability (SLD)	2	13.3%
Speech/Language Impairment (SL)	2	13.3%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	6.7%
Unknown (UNK)	1	6.7%



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

2012 Special Education Parent Survey Report

Bulloch County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	67 %	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.	87
10	Written information I receive is written in an understandable way.	87
11	Teachers are available to speak with me.	87
12	Teachers treat me as a team member.	87
18	The school has a person on staff who is available to answer parents' questions.	87
15	Teachers encourage me to participate in the decision-making process.	85
16	Teachers respect my cultural heritage.	85
1	I am considered an equal partner with teachers and other professionals in planning my child's program	80
19	The school communicates regularly with me regarding my child's progress on IEP goals.	80
13	Teachers seek out parent input.	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.	73
23	The school gives parents the help they may need to play an active role in their child's education.	73
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	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.	67
21	The school offers parents training about special education issues.	67
24	The school provides information on agencies that can assist my child in the transition from school.	60
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	53
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.	53
7	I was given information about organizations that offer support for parents of students with disabilities.	43

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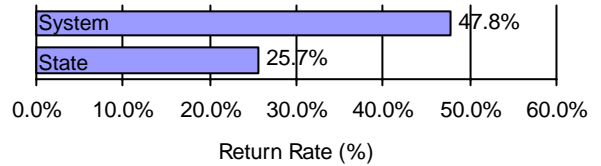
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Burke County

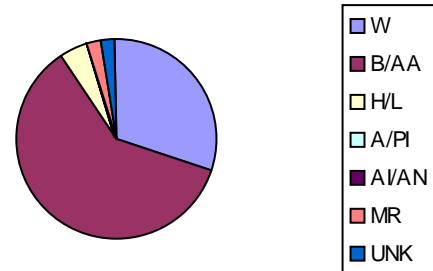
Overview

	System	State
Number of Surveys Distributed	90	41,065
Number of Valid Responses	43	10,543
Percentage Return Rate	47.8%	25.7%

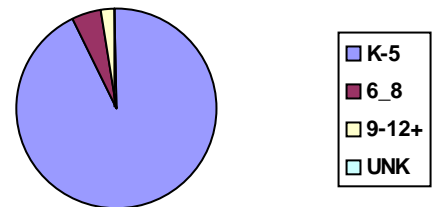


Child Demographics

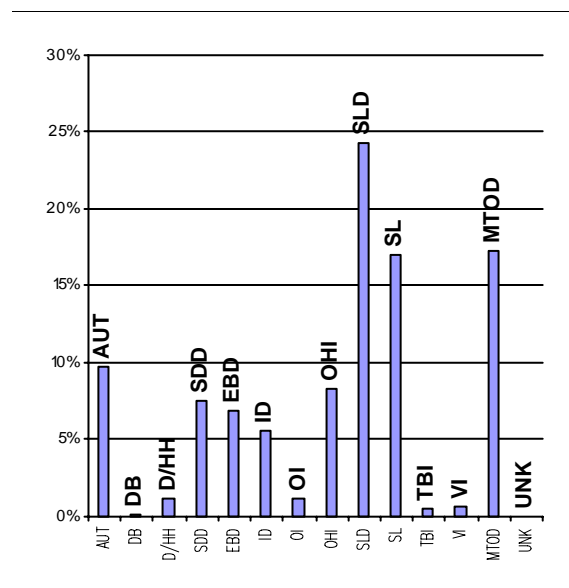
Race/Ethnicity	Count	Percent
White	13	30.2%
Black or African American (B/AA)	26	60.5%
Hispanic or Latino (H/L)	2	4.7%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	2.3%
Unknown (UNK)	1	2.3%



Grade	Count	Percent
K-5	40	93.0%
6-8	2	4.7%
9-12+	1	2.3%
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	7.0%
Emotional Behavioral Disorder (EBD)	3	7.0%
Intellectual Disability (ID)	2	4.7%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	7.0%
Specific Learning Disability (SLD)	8	18.6%
Speech/Language Impairment (SL)	16	37.2%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	7.0%
Unknown (UNK)	5	11.6%



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

2012 Special Education Parent Survey Report

Burke County

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.	79
15	Teachers encourage me to participate in the decision-making process.	76
18	The school has a person on staff who is available to answer parents' questions.	76
14	Teachers show sensitivity to the needs of students with disabilities and their families.	73
10	Written information I receive is written in an understandable way.	72
12	Teachers treat me as a team member.	72
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	71
19	The school communicates regularly with me regarding my child's progress on IEP goals.	71
13	Teachers seek out parent input.	71
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
20	The school gives me choices with regard to services that address my child's needs.	64
23	The school gives parents the help they may need to play an active role in their child's education.	63
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	60
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	58
25	The school explains what options parents have if they disagree with a decision of the school.	53
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	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.	42
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	42
24	The school provides information on agencies that can assist my child in the transition from school.	41

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

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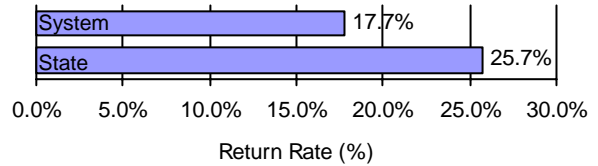
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Butts County

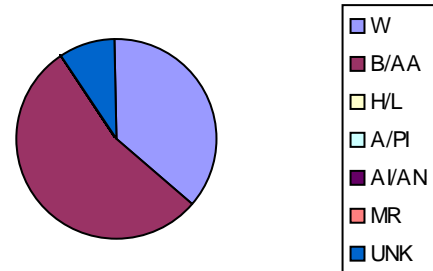
Overview

	System	State
Number of Surveys Distributed	62	41,065
Number of Valid Responses	11	10,543
Percentage Return Rate	17.7%	25.7%

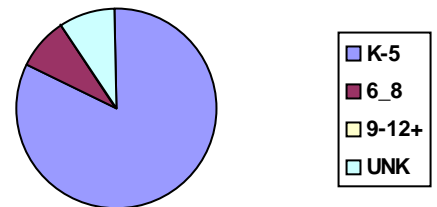


Child Demographics

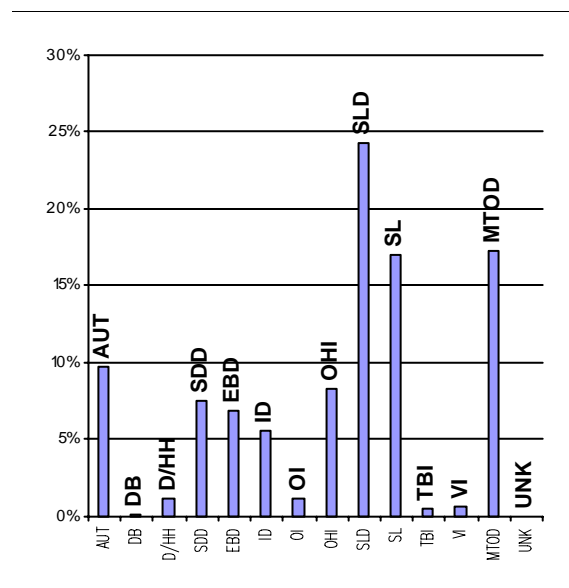
Race/Ethnicity	Count	Percent
White	4	36.4%
Black or African American (B/AA)	6	54.5%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	9.1%



Grade	Count	Percent
K-5	9	81.8%
6-8	1	9.1%
9-12+	0	0.0%
Unknown (UNK)	1	9.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	9.1%
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)	2	18.2%
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)	4	36.4%
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)	2	18.2%



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

2012 Special Education Parent Survey Report

Butts County

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
1	I am considered an equal partner with teachers and other professionals in planning my child's program	91
12	Teachers treat me as a team member.	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.	73
13	Teachers seek out parent input.	73
14	Teachers show sensitivity to the needs of students with disabilities and their families.	73
11	Teachers are available to speak with me.	70
5	All of my concerns and recommendations were documented on the IEP.	64
9	My child's evaluation report is written in terms I understand.	64
19	The school communicates regularly with me regarding my child's progress on IEP goals.	60
20	The school gives me choices with regard to services that address my child's needs.	60

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
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).	55
18	The school has a person on staff who is available to answer parents' questions.	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
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.	38
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.	30
7	I was given information about organizations that offer support for parents of students with disabilities.	27

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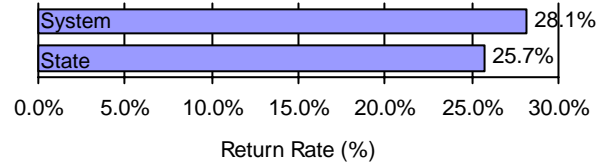
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Camden County

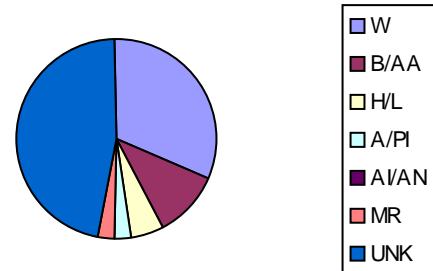
Overview

	System	State
Number of Surveys Distributed	135	41,065
Number of Valid Responses	38	10,543
Percentage Return Rate	28.1%	25.7%

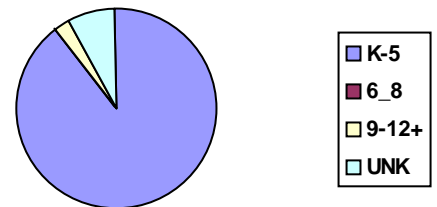


Child Demographics

Race/Ethnicity	Count	Percent
White	12	31.6%
Black or African American (B/AA)	4	10.5%
Hispanic or Latino (H/L)	2	5.3%
Asian or Pacific Islander (A/PI)	1	2.6%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	2.6%
Unknown (UNK)	18	47.4%



Grade	Count	Percent
K-5	34	89.5%
6-8	0	0.0%
9-12+	1	2.6%
Unknown (UNK)	3	7.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	6	15.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	2.6%
Significant Developmental Delay (SDD)	5	13.2%
Emotional Behavioral Disorder (EBD)	1	2.6%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	3	7.9%
Other Health Impairment (OHI)	4	10.5%
Specific Learning Disability (SLD)	3	7.9%
Speech/Language Impairment (SL)	6	15.8%
Traumatic Brain injury (TBI)	1	2.6%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	5.3%
Unknown (UNK)	6	15.8%



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

2012 Special Education Parent Survey Report

Camden County

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
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
12	Teachers treat me as a team member.	69
11	Teachers are available to speak with me.	68
1	I am considered an equal partner with teachers and other professionals in planning my child's program	65
22	The school offers parents a variety of ways to communicate with teachers.	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.	58
13	Teachers seek out parent input.	55
15	Teachers encourage me to participate in the decision-making process.	55

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.	47
19	The school communicates regularly with me regarding my child's progress on IEP goals.	46
7	I was given information about organizations that offer support for parents of students with disabilities.	42
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
25	The school explains what options parents have if they disagree with a decision of the school.	40
23	The school gives parents the help they may need to play an active role in their child's education.	37
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	31
21	The school offers parents training about special education issues.	30

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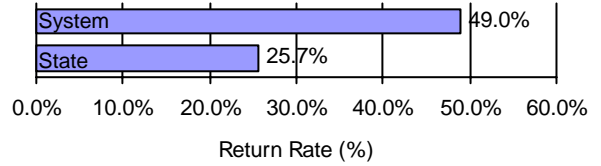
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Carroll County

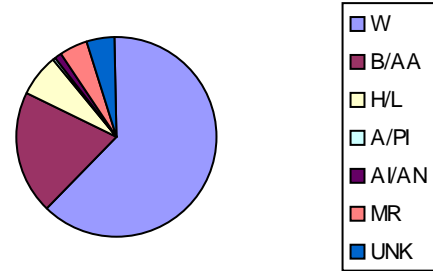
Overview

	System	State
Number of Surveys Distributed	576	41,065
Number of Valid Responses	282	10,543
Percentage Return Rate	49.0%	25.7%

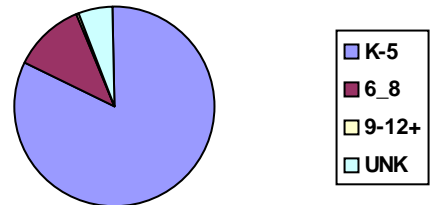


Child Demographics

Race/Ethnicity	Count	Percent
White	175	62.1%
Black or African American (B/AA)	57	20.2%
Hispanic or Latino (H/L)	19	6.7%
Asian or Pacific Islander (A/PI)	1	0.4%
American Indian or Alaska Native (AI/AN)	3	1.1%
Multi-racial (MR)	14	5.0%
Unknown (UNK)	13	4.6%



Grade	Count	Percent
K-5	232	82.3%
6-8	33	11.7%
9-12+	1	0.4%
Unknown (UNK)	16	5.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	21	7.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	5	1.8%
Significant Developmental Delay (SDD)	20	7.1%
Emotional Behavioral Disorder (EBD)	9	3.2%
Intellectual Disability (ID)	3	1.1%
Orthopedic Impairment (OI)	2	0.7%
Other Health Impairment (OHI)	12	4.3%
Specific Learning Disability (SLD)	65	23.0%
Speech/Language Impairment (SL)	93	33.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	0.4%
More Than One Disability (MTOD)	19	6.7%
Unknown (UNK)	32	11.3%



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

2012 Special Education Parent Survey Report

Carroll County

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
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
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	59
10	Written information I receive is written in an understandable way.	58
12	Teachers treat me as a team member.	58
9	My child's evaluation report is written in terms I understand.	57
16	Teachers respect my cultural heritage.	57
22	The school offers parents a variety of ways to communicate with teachers.	56
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
13	Teachers seek out parent input.	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
18	The school has a person on staff who is available to answer parents' questions.	53
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	52
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.	46
24	The school provides information on agencies that can assist my child in the transition from school.	40
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.	36
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	35

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.

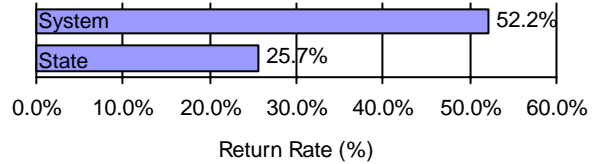
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Catoosa County

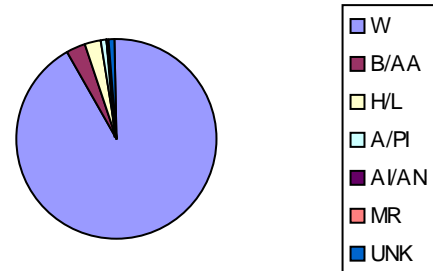
Overview

	System	State
Number of Surveys Distributed	529	41,065
Number of Valid Responses	276	10,543
Percentage Return Rate	52.2%	25.7%

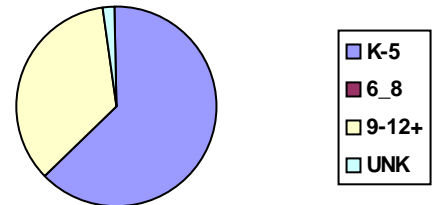


Child Demographics

Race/Ethnicity	Count	Percent
White	254	92.0%
Black or African American (B/AA)	8	2.9%
Hispanic or Latino (H/L)	8	2.9%
Asian or Pacific Islander (A/PI)	2	0.7%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	0.4%
Unknown (UNK)	3	1.1%



Grade	Count	Percent
K-5	172	62.3%
6-8	0	0.0%
9-12+	99	35.9%
Unknown (UNK)	5	1.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	26	9.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	9	3.3%
Significant Developmental Delay (SDD)	30	10.9%
Emotional Behavioral Disorder (EBD)	26	9.4%
Intellectual Disability (ID)	22	8.0%
Orthopedic Impairment (OI)	4	1.4%
Other Health Impairment (OHI)	30	10.9%
Specific Learning Disability (SLD)	63	22.8%
Speech/Language Impairment (SL)	29	10.5%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	2	0.7%
More Than One Disability (MTOD)	10	3.6%
Unknown (UNK)	25	9.1%



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

2012 Special Education Parent Survey Report

Catoosa County

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.	54
12	Teachers treat me as a team member.	53
14	Teachers show sensitivity to the needs of students with disabilities and their families.	52
16	Teachers respect my cultural heritage.	52
1	I am considered an equal partner with teachers and other professionals in planning my child's program	52
15	Teachers encourage me to participate in the decision-making process.	51
11	Teachers are available to speak with me.	50
13	Teachers seek out parent input.	49
10	Written information I receive is written in an understandable way.	49

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
20	The school gives me choices with regard to services that address my child's needs.	44
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	44
23	The school gives parents the help they may need to play an active role in their child's education.	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.	42
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	41
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.	39
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.	38

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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.

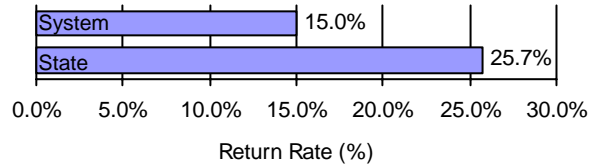
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Charlton County

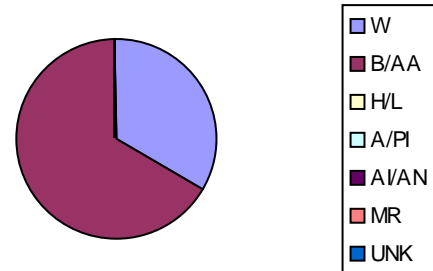
Overview

	System	State
Number of Surveys Distributed	20	41,065
Number of Valid Responses	3	10,543
Percentage Return Rate	15.0%	25.7%

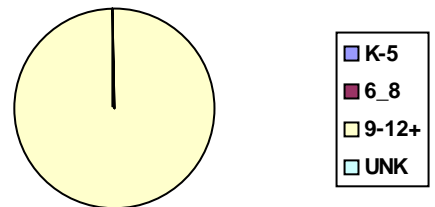


Child Demographics

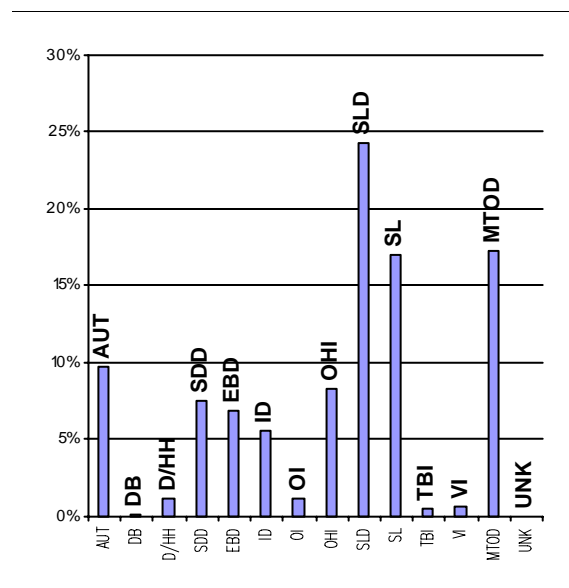
Race/Ethnicity	Count	Percent
White	1	33.3%
Black or African American (B/AA)	2	66.7%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	3	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)	0	0.0%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	1	33.3%
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%

2012 Special Education Parent Survey Report

Charlton County

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
1	I am considered an equal partner with teachers and other professionals in planning my child's program	33
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	33
5	All of my concerns and recommendations were documented on the IEP.	33
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
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	33
9	My child's evaluation report is written in terms I understand.	33
10	Written information I receive is written in an understandable way.	33
11	Teachers are available to speak with me.	33
12	Teachers treat me as a team member.	33

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.	33
20	The school gives me choices with regard to services that address my child's needs.	33
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.	0
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	0
19	The school communicates regularly with me regarding my child's progress on IEP goals.	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.

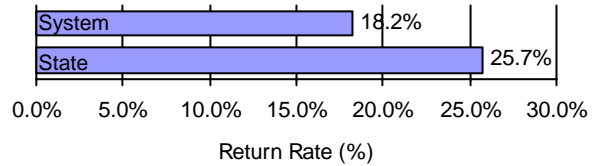
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Chatham County

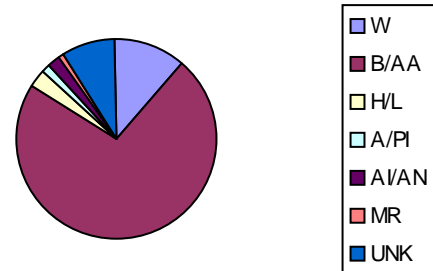
Overview

	System	State
Number of Surveys Distributed	615	41,065
Number of Valid Responses	112	10,543
Percentage Return Rate	18.2%	25.7%

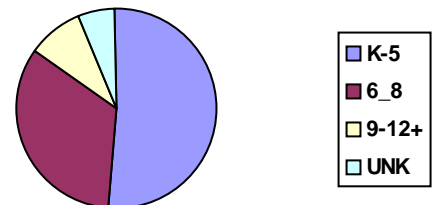


Child Demographics

Race/Ethnicity	Count	Percent
White	13	11.6%
Black or African American (B/AA)	81	72.3%
Hispanic or Latino (H/L)	3	2.7%
Asian or Pacific Islander (A/PI)	2	1.8%
American Indian or Alaska Native (AI/AN)	2	1.8%
Multi-racial (MR)	1	0.9%
Unknown (UNK)	10	8.9%



Grade	Count	Percent
K-5	57	50.9%
6-8	38	33.9%
9-12+	10	8.9%
Unknown (UNK)	7	6.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	15	13.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.9%
Significant Developmental Delay (SDD)	8	7.1%
Emotional Behavioral Disorder (EBD)	4	3.6%
Intellectual Disability (ID)	14	12.5%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	8	7.1%
Specific Learning Disability (SLD)	18	16.1%
Speech/Language Impairment (SL)	26	23.2%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	5	4.5%
Unknown (UNK)	13	11.6%



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

2012 Special Education Parent Survey Report

Chatham County

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.	60
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
10	Written information I receive is written in an understandable way.	55
14	Teachers show sensitivity to the needs of students with disabilities and their families.	53
9	My child's evaluation report is written in terms I understand.	53
15	Teachers encourage me to participate in the decision-making process.	53
1	I am considered an equal partner with teachers and other professionals in planning my child's program	52
12	Teachers treat me as a team member.	51
16	Teachers respect my cultural heritage.	51

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.	46
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
20	The school gives me choices with regard to services that address my child's needs.	43
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	40
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.	33
21	The school offers parents training about special education issues.	33
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.	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.

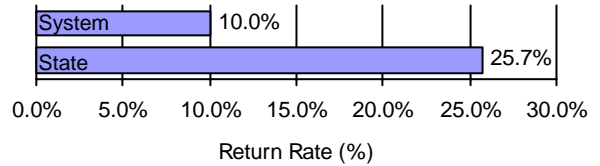
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Chattooga County

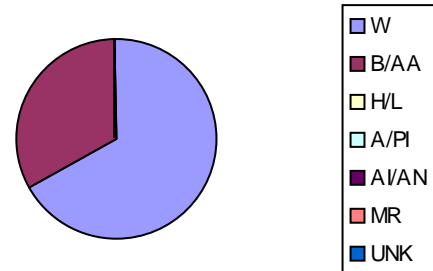
Overview

	System	State
Number of Surveys Distributed	30	41,065
Number of Valid Responses	3	10,543
Percentage Return Rate	10.0%	25.7%

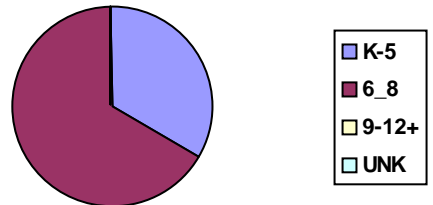


Child Demographics

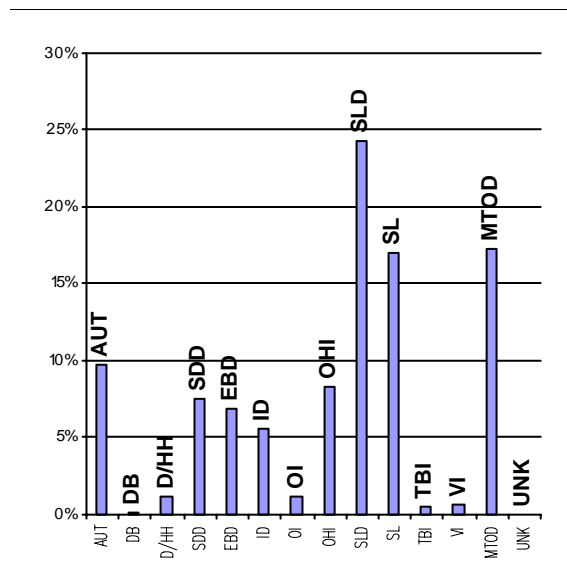
Race/Ethnicity	Count	Percent
White	2	66.7%
Black or African American (B/AA)	1	33.3%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	1	33.3%
6-8	2	66.7%
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)	2	66.7%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	1	33.3%
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%

2012 Special Education Parent Survey Report

Chattooga County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	67 %	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	67
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	67
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	67
5	All of my concerns and recommendations were documented on the IEP.	67
7	I was given information about organizations that offer support for parents of students with disabilities.	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.	67
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
11	Teachers are available to speak with me.	67
12	Teachers treat me as a team member.	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.	67
19	The school communicates regularly with me regarding my child's progress on IEP goals.	67
20	The school gives me choices with regard to services that address my child's needs.	67
22	The school offers parents a variety of ways to communicate with teachers.	67
23	The school gives parents the help they may need to play an active role in their child's education.	67
24	The school provides information on agencies that can assist my child in the transition from school.	67
25	The school explains what options parents have if they disagree with a decision of the school.	67
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.	33
21	The school offers parents training about special education issues.	33

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

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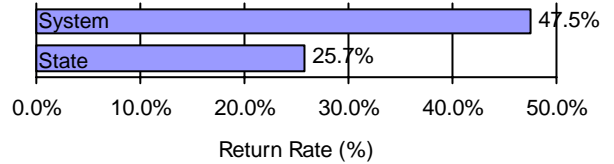
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Cherokee County

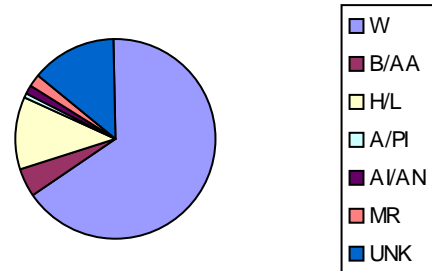
Overview

	System	State
Number of Surveys Distributed	703	41,065
Number of Valid Responses	334	10,543
Percentage Return Rate	47.5%	25.7%

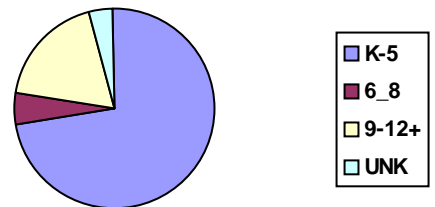


Child Demographics

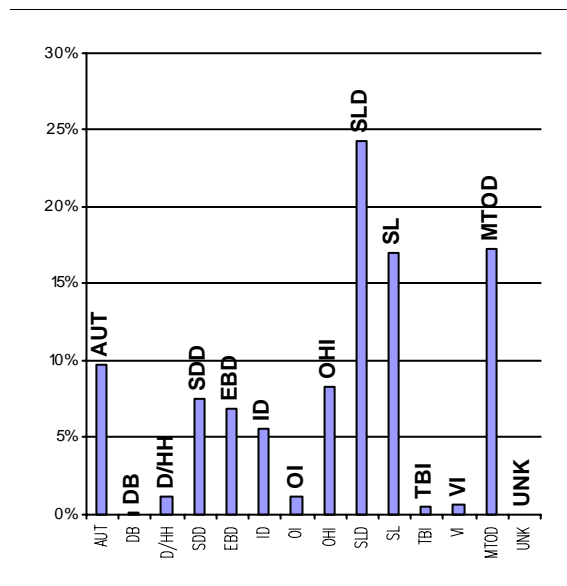
Race/Ethnicity	Count	Percent
White	217	65.0%
Black or African American (B/AA)	16	4.8%
Hispanic or Latino (H/L)	40	12.0%
Asian or Pacific Islander (A/PI)	3	0.9%
American Indian or Alaska Native (AI/AN)	4	1.2%
Multi-racial (MR)	8	2.4%
Unknown (UNK)	46	13.8%



Grade	Count	Percent
K-5	241	72.2%
6-8	17	5.1%
9-12+	63	18.9%
Unknown (UNK)	13	3.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	40	12.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	10	3.0%
Significant Developmental Delay (SDD)	36	10.8%
Emotional Behavioral Disorder (EBD)	11	3.3%
Intellectual Disability (ID)	14	4.2%
Orthopedic Impairment (OI)	13	3.9%
Other Health Impairment (OHI)	18	5.4%
Specific Learning Disability (SLD)	64	19.2%
Speech/Language Impairment (SL)	81	24.3%
Traumatic Brain injury (TBI)	1	0.3%
Visual Impairment including Blindness (VI)	2	0.6%
More Than One Disability (MTOD)	11	3.3%
Unknown (UNK)	33	9.9%



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

2012 Special Education Parent Survey Report

Cherokee County

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
5	All of my concerns and recommendations were documented on the IEP.	65
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	65
12	Teachers treat me as a team member.	63
14	Teachers show sensitivity to the needs of students with disabilities and their families.	61
1	I am considered an equal partner with teachers and other professionals in planning my child's program	60
18	The school has a person on staff who is available to answer parents' questions.	59
15	Teachers encourage me to participate in the decision-making process.	59
10	Written information I receive is written in an understandable way.	56
22	The school offers parents a variety of ways to communicate with teachers.	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.	51
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.	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.	45
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.	35
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	32
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.	31

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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.

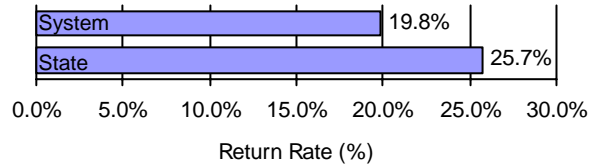
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Clarke County

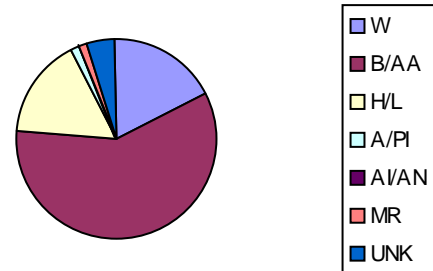
Overview

	System	State
Number of Surveys Distributed	338	41,065
Number of Valid Responses	67	10,543
Percentage Return Rate	19.8%	25.7%

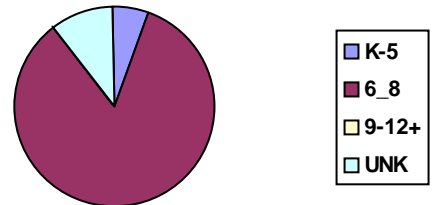


Child Demographics

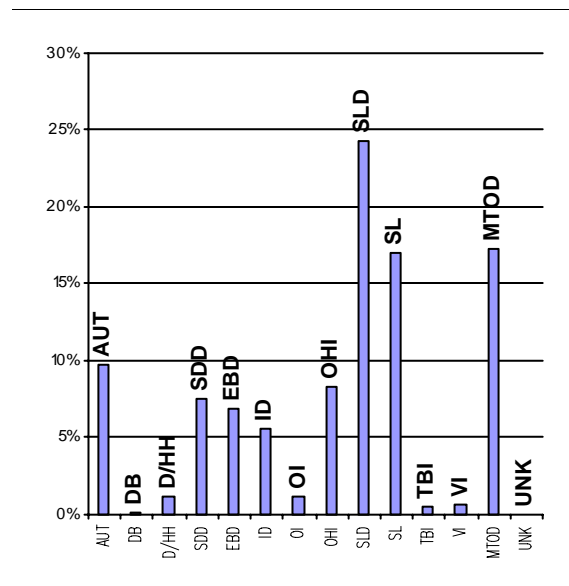
Race/Ethnicity	Count	Percent
White	12	17.9%
Black or African American (B/AA)	39	58.2%
Hispanic or Latino (H/L)	11	16.4%
Asian or Pacific Islander (A/PI)	1	1.5%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	1.5%
Unknown (UNK)	3	4.5%



Grade	Count	Percent
K-5	4	6.0%
6-8	56	83.6%
9-12+	0	0.0%
Unknown (UNK)	7	10.4%



Primary Exceptionality	Count	Percent
Autism (AUT)	10	14.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	3.0%
Significant Developmental Delay (SDD)	3	4.5%
Emotional Behavioral Disorder (EBD)	8	11.9%
Intellectual Disability (ID)	4	6.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	5	7.5%
Specific Learning Disability (SLD)	12	17.9%
Speech/Language Impairment (SL)	3	4.5%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	3.0%
Unknown (UNK)	18	26.9%



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

2012 Special Education Parent Survey Report

Clarke County

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
5	All of my concerns and recommendations were documented on the IEP.	57
1	I am considered an equal partner with teachers and other professionals in planning my child's program	56
11	Teachers are available to speak with me.	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.	52
18	The school has a person on staff who is available to answer parents' questions.	51
10	Written information I receive is written in an understandable way.	50
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
13	Teachers seek out parent input.	49

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.	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
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.	37
23	The school gives parents the help they may need to play an active role in their child's education.	37
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.	33
7	I was given information about organizations that offer support for parents of students with disabilities.	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.	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.

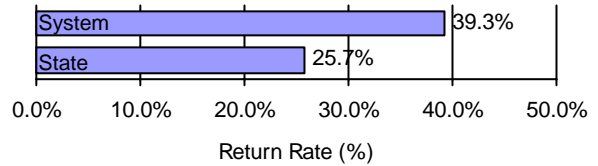
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Clayton County

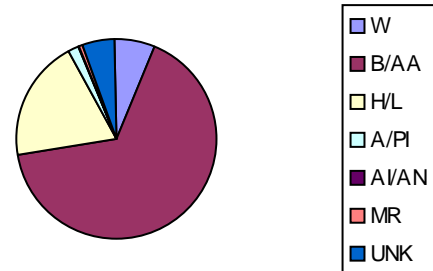
Overview

	System	State
Number of Surveys Distributed	890	41,065
Number of Valid Responses	350	10,543
Percentage Return Rate	39.3%	25.7%

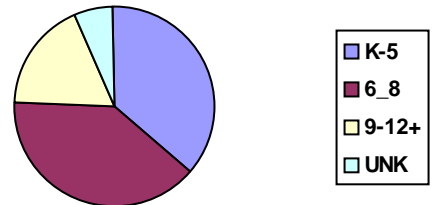


Child Demographics

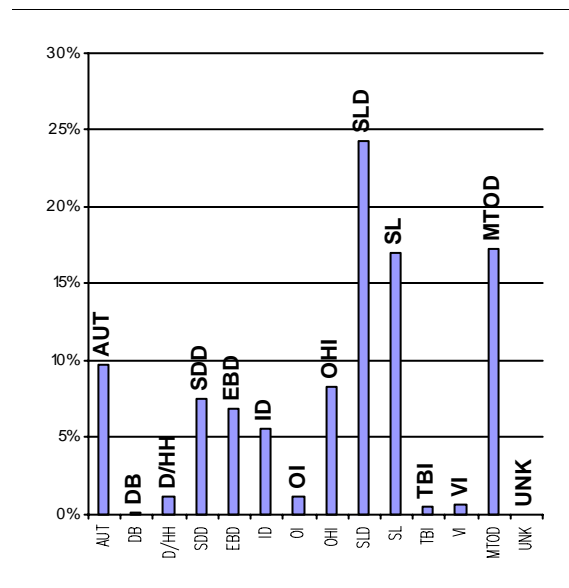
Race/Ethnicity	Count	Percent
White	23	6.6%
Black or African American (B/AA)	230	65.7%
Hispanic or Latino (H/L)	70	20.0%
Asian or Pacific Islander (A/PI)	6	1.7%
American Indian or Alaska Native (AI/AN)	1	0.3%
Multi-racial (MR)	2	0.6%
Unknown (UNK)	18	5.1%



Grade	Count	Percent
K-5	127	36.3%
6-8	136	38.9%
9-12+	65	18.6%
Unknown (UNK)	22	6.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	39	11.1%
Deaf-Blind (DB)	1	0.3%
Deaf-Hard of Hearing (D/HH)	3	0.9%
Significant Developmental Delay (SDD)	18	5.1%
Emotional Behavioral Disorder (EBD)	24	6.9%
Intellectual Disability (ID)	24	6.9%
Orthopedic Impairment (OI)	2	0.6%
Other Health Impairment (OHI)	24	6.9%
Specific Learning Disability (SLD)	100	28.6%
Speech/Language Impairment (SL)	38	10.9%
Traumatic Brain injury (TBI)	2	0.6%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	17	4.9%
Unknown (UNK)	58	16.6%



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

2012 Special Education Parent Survey Report

Clayton County

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
11	Teachers are available to speak with me.	51
1	I am considered an equal partner with teachers and other professionals in planning my child's program	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.	49
12	Teachers treat me as a team member.	49
9	My child's evaluation report is written in terms I understand.	47
16	Teachers respect my cultural heritage.	46
10	Written information I receive is written in an understandable way.	46
15	Teachers encourage me to participate in the decision-making process.	46
14	Teachers show sensitivity to the needs of students with disabilities and their families.	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.	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.	35
23	The school gives parents the help they may need to play an active role in their child's education.	35
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.	29
25	The school explains what options parents have if they disagree with a decision of the school.	28
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.	25
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.

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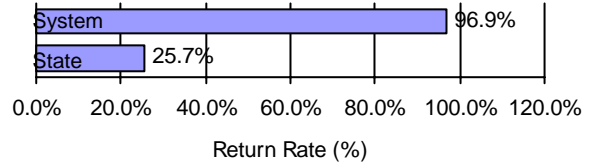
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Clinch County

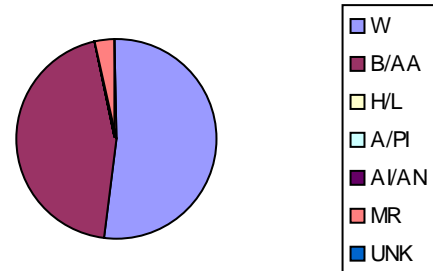
Overview

	System	State
Number of Surveys Distributed	32	41,065
Number of Valid Responses	31	10,543
Percentage Return Rate	96.9%	25.7%

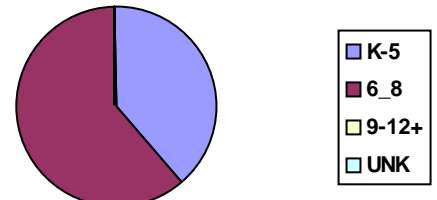


Child Demographics

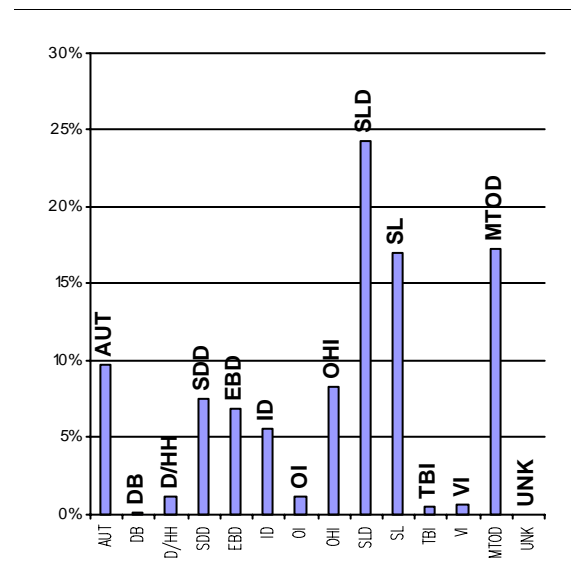
Race/Ethnicity	Count	Percent
White	16	51.6%
Black or African American (B/AA)	14	45.2%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	3.2%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	12	38.7%
6-8	19	61.3%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	3.2%
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	3.2%
Intellectual Disability (ID)	2	6.5%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	4	12.9%
Specific Learning Disability (SLD)	13	41.9%
Speech/Language Impairment (SL)	7	22.6%
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)	3	9.7%



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2012 Special Education Parent Survey Report

Clinch County

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.	52
12	Teachers treat me as a team member.	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.	45
18	The school has a person on staff who is available to answer parents' questions.	43
9	My child's evaluation report is written in terms I understand.	42
10	Written information I receive is written in an understandable way.	42
13	Teachers seek out parent input.	41
15	Teachers encourage me to participate in the decision-making process.	41
14	Teachers show sensitivity to the needs of students with disabilities and their families.	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

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
16	Teachers respect my cultural heritage.	37
19	The school communicates regularly with me regarding my child's progress on IEP goals.	37
1	I am considered an equal partner with teachers and other professionals in planning my child's program	35
22	The school offers parents a variety of ways to communicate with teachers.	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.	31
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.	24
7	I was given information about organizations that offer support for parents of students with disabilities.	23
21	The school offers parents training about special education issues.	14

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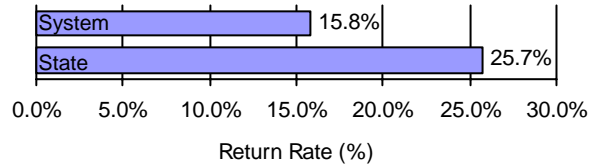
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Cobb County

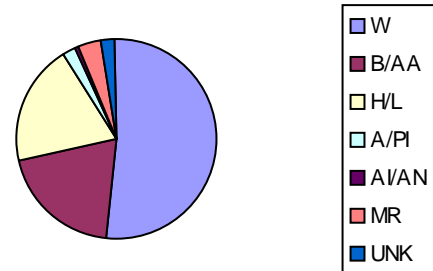
Overview

	System	State
Number of Surveys Distributed	2704	41,065
Number of Valid Responses	428	10,543
Percentage Return Rate	15.8%	25.7%

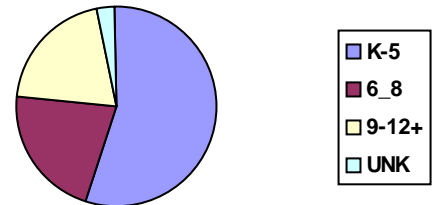


Child Demographics

Race/Ethnicity	Count	Percent
White	220	51.4%
Black or African American (B/AA)	84	19.6%
Hispanic or Latino (H/L)	86	20.1%
Asian or Pacific Islander (A/PI)	9	2.1%
American Indian or Alaska Native (AI/AN)	3	0.7%
Multi-racial (MR)	16	3.7%
Unknown (UNK)	10	2.3%



Grade	Count	Percent
K-5	234	54.7%
6-8	93	21.7%
9-12+	89	20.8%
Unknown (UNK)	12	2.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	51	11.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	4	0.9%
Significant Developmental Delay (SDD)	32	7.5%
Emotional Behavioral Disorder (EBD)	26	6.1%
Intellectual Disability (ID)	19	4.4%
Orthopedic Impairment (OI)	6	1.4%
Other Health Impairment (OHI)	54	12.6%
Specific Learning Disability (SLD)	116	27.1%
Speech/Language Impairment (SL)	49	11.4%
Traumatic Brain injury (TBI)	1	0.2%
Visual Impairment including Blindness (VI)	2	0.5%
More Than One Disability (MTOD)	25	5.8%
Unknown (UNK)	43	10.0%



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2012 Special Education Parent Survey Report

Cobb County

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.	67
11	Teachers are available to speak with me.	65
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
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
14	Teachers show sensitivity to the needs of students with disabilities and their families.	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
10	Written information I receive is written in an understandable way.	55
9	My child's evaluation report is written in terms I understand.	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.	46
19	The school communicates regularly with me regarding my child's progress on IEP goals.	46
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.	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
25	The school explains what options parents have if they disagree with a decision of the school.	35
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.	29
7	I was given information about organizations that offer support for parents of students with disabilities.	29
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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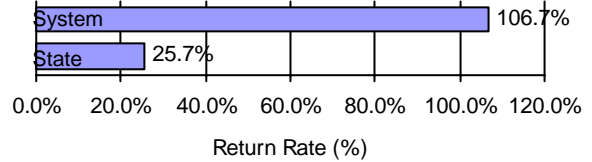
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Coffee County

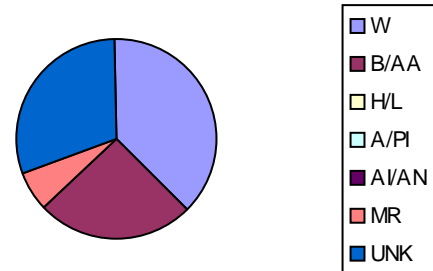
Overview

	System	State
Number of Surveys Distributed	15	41,065
Number of Valid Responses	16	10,543
Percentage Return Rate	106.7%	25.7%

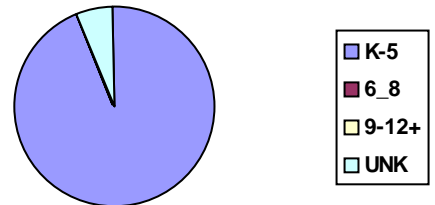


Child Demographics

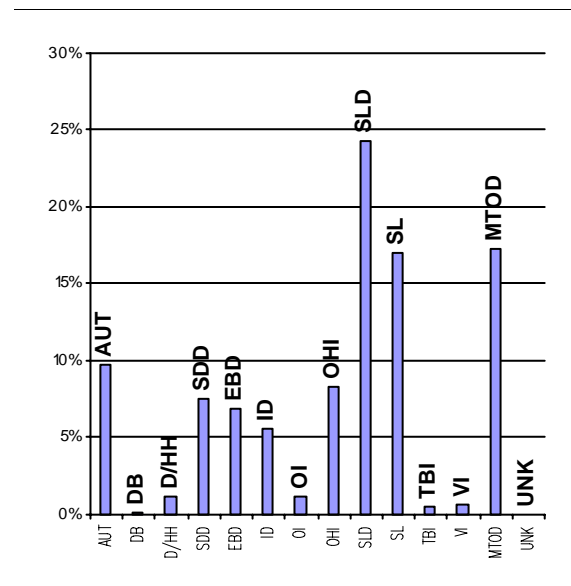
Race/Ethnicity	Count	Percent
White	6	37.5%
Black or African American (B/AA)	4	25.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	6.3%
Unknown (UNK)	5	31.3%



Grade	Count	Percent
K-5	15	93.8%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	6.3%



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)	0	0.0%
Intellectual Disability (ID)	3	18.8%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	4	25.0%
Specific Learning Disability (SLD)	0	0.0%
Speech/Language Impairment (SL)	6	37.5%
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)	3	18.8%



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

2012 Special Education Parent Survey Report

Coffee County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	75 %	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	88
11	Teachers are available to speak with me.	88
13	Teachers seek out parent input.	88
14	Teachers show sensitivity to the needs of students with disabilities and their families.	88
19	The school communicates regularly with me regarding my child's progress on IEP goals.	88
20	The school gives me choices with regard to services that address my child's needs.	88
18	The school has a person on staff who is available to answer parents' questions.	87
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	81
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	81
15	Teachers encourage me to participate in the decision-making process.	81

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.	75
22	The school offers parents a variety of ways to communicate with teachers.	73
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	69
7	I was given information about organizations that offer support for parents of students with disabilities.	69
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	63
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	63
9	My child's evaluation report is written in terms I understand.	63
10	Written information I receive is written in an understandable way.	63
24	The school provides information on agencies that can assist my child in the transition from school.	60
21	The school offers parents training about special education issues.	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.

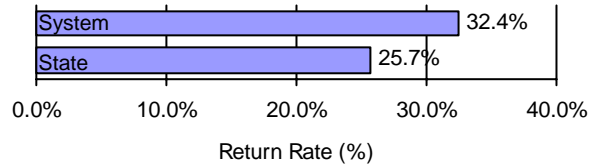
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Colquitt County

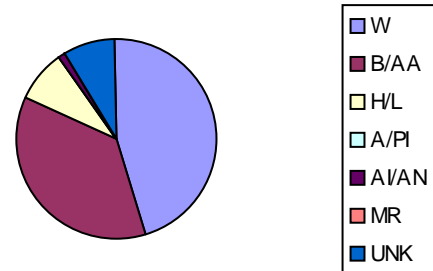
Overview

	System	State
Number of Surveys Distributed	219	41,065
Number of Valid Responses	71	10,543
Percentage Return Rate	32.4%	25.7%

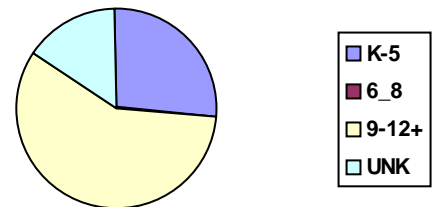


Child Demographics

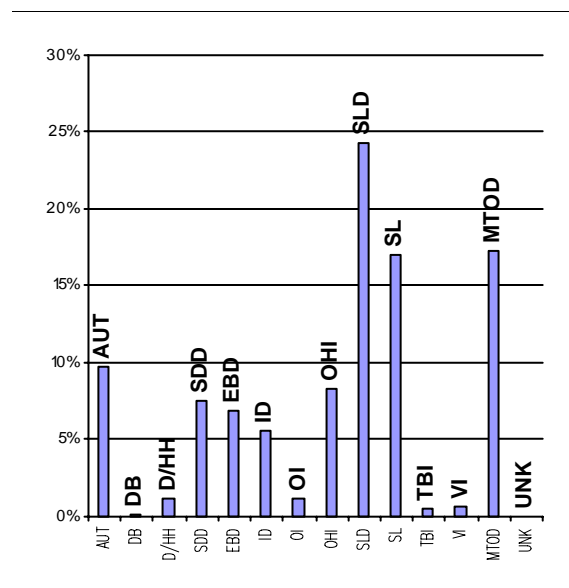
Race/Ethnicity	Count	Percent
White	32	45.1%
Black or African American (B/AA)	26	36.6%
Hispanic or Latino (H/L)	6	8.5%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	1.4%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	6	8.5%



Grade	Count	Percent
K-5	19	26.8%
6-8	0	0.0%
9-12+	41	57.7%
Unknown (UNK)	11	15.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	1.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	2.8%
Emotional Behavioral Disorder (EBD)	5	7.0%
Intellectual Disability (ID)	7	9.9%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	4.2%
Specific Learning Disability (SLD)	22	31.0%
Speech/Language Impairment (SL)	9	12.7%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	4.2%
Unknown (UNK)	19	26.8%



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

2012 Special Education Parent Survey Report

Colquitt County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	30 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	52
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	49
9	My child's evaluation report is written in terms I understand.	49
10	Written information I receive is written in an understandable way.	48
1	I am considered an equal partner with teachers and other professionals in planning my child's program	48
14	Teachers show sensitivity to the needs of students with disabilities and their families.	47
15	Teachers encourage me to participate in the decision-making process.	46
5	All of my concerns and recommendations were documented on the IEP.	45
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	45
12	Teachers treat me as a team member.	44

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.	38
25	The school explains what options parents have if they disagree with a decision of the school.	35
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.	34
20	The school gives me choices with regard to services that address my child's needs.	33
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.	30
7	I was given information about organizations that offer support for parents of students with disabilities.	29
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.	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.

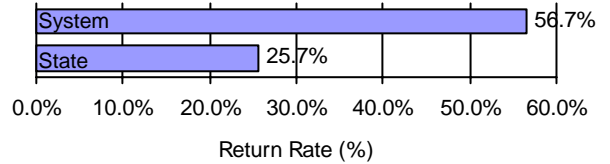
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Columbia County

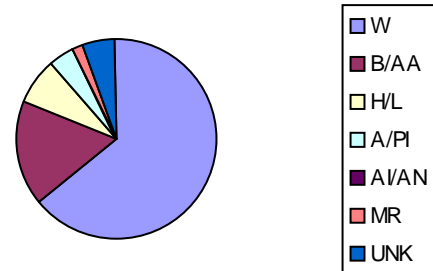
Overview

	System	State
Number of Surveys Distributed	203	41,065
Number of Valid Responses	115	10,543
Percentage Return Rate	56.7%	25.7%

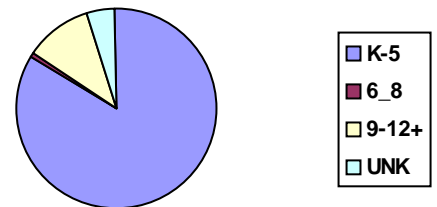


Child Demographics

Race/Ethnicity	Count	Percent
White	73	63.5%
Black or African American (B/AA)	20	17.4%
Hispanic or Latino (H/L)	9	7.8%
Asian or Pacific Islander (A/PI)	5	4.3%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	1.7%
Unknown (UNK)	6	5.2%



Grade	Count	Percent
K-5	96	83.5%
6-8	1	0.9%
9-12+	13	11.3%
Unknown (UNK)	5	4.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	6	5.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	4	3.5%
Significant Developmental Delay (SDD)	20	17.4%
Emotional Behavioral Disorder (EBD)	9	7.8%
Intellectual Disability (ID)	6	5.2%
Orthopedic Impairment (OI)	2	1.7%
Other Health Impairment (OHI)	5	4.3%
Specific Learning Disability (SLD)	14	12.2%
Speech/Language Impairment (SL)	35	30.4%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	6	5.2%
Unknown (UNK)	8	7.0%



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

2012 Special Education Parent Survey Report

Columbia County

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
11	Teachers are available to speak with me.	69
12	Teachers treat me as a team member.	63
1	I am considered an equal partner with teachers and other professionals in planning my child's program	63
13	Teachers seek out parent input.	61
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
15	Teachers encourage me to participate in the decision-making process.	61
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
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	59

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
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.	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
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.	42
24	The school provides information on agencies that can assist my child in the transition from school.	34
21	The school offers parents training about special education issues.	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.	24

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

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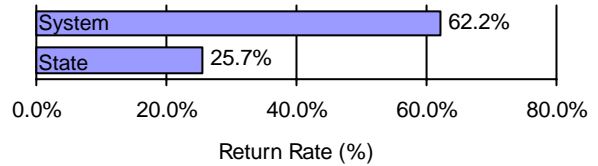
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Cook County

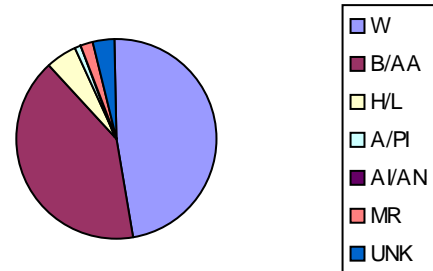
Overview

	System	State
Number of Surveys Distributed	267	41,065
Number of Valid Responses	166	10,543
Percentage Return Rate	62.2%	25.7%

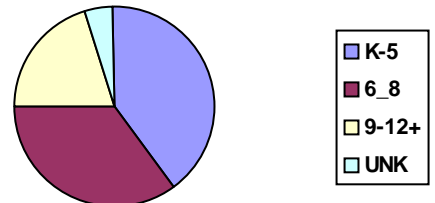


Child Demographics

Race/Ethnicity	Count	Percent
White	78	47.0%
Black or African American (B/AA)	68	41.0%
Hispanic or Latino (H/L)	9	5.4%
Asian or Pacific Islander (A/PI)	2	1.2%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	3	1.8%
Unknown (UNK)	6	3.6%



Grade	Count	Percent
K-5	66	39.8%
6-8	58	34.9%
9-12+	34	20.5%
Unknown (UNK)	8	4.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	8	4.8%
Deaf-Blind (DB)	1	0.6%
Deaf-Hard of Hearing (D/HH)	2	1.2%
Significant Developmental Delay (SDD)	9	5.4%
Emotional Behavioral Disorder (EBD)	7	4.2%
Intellectual Disability (ID)	9	5.4%
Orthopedic Impairment (OI)	1	0.6%
Other Health Impairment (OHI)	10	6.0%
Specific Learning Disability (SLD)	33	19.9%
Speech/Language Impairment (SL)	48	28.9%
Traumatic Brain injury (TBI)	3	1.8%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	12	7.2%
Unknown (UNK)	23	13.9%



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

2012 Special Education Parent Survey Report

Cook County

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
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	57
12	Teachers treat me as a team member.	57
5	All of my concerns and recommendations were documented on the IEP.	56
11	Teachers are available to speak with me.	54
9	My child's evaulation report is written in terms I understand.	52
1	I am considered an equal partner with teachers and other professionals in planning my child's program	52
16	Teachers respect my cultural heritage.	52
10	Written information I receive is written in an understandable way.	51
15	Teachers encourage me to participate in the decision-making process.	49
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	48

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.	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
23	The school gives parents the help they may need to play an active role in their child's education.	41
20	The school gives me choices with regard to services that address my child's needs.	41
24	The school provides information on agencies that can assist my child in the transition from school.	36
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.	33
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.	24

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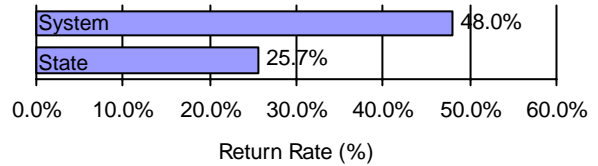
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Coweta County

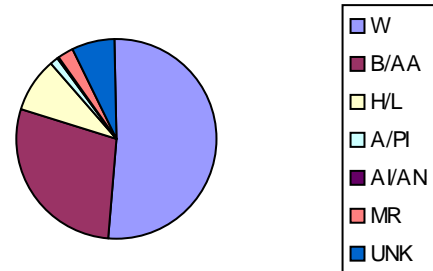
Overview

	System	State
Number of Surveys Distributed	517	41,065
Number of Valid Responses	248	10,543
Percentage Return Rate	48.0%	25.7%

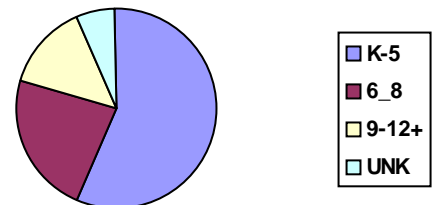


Child Demographics

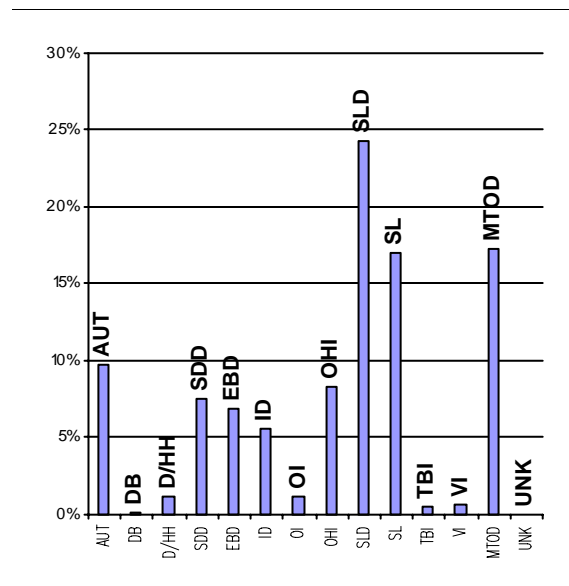
Race/Ethnicity	Count	Percent
White	127	51.2%
Black or African American (B/AA)	71	28.6%
Hispanic or Latino (H/L)	22	8.9%
Asian or Pacific Islander (A/PI)	3	1.2%
American Indian or Alaska Native (AI/AN)	1	0.4%
Multi-racial (MR)	7	2.8%
Unknown (UNK)	17	6.9%



Grade	Count	Percent
K-5	139	56.0%
6-8	57	23.0%
9-12+	36	14.5%
Unknown (UNK)	16	6.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	25	10.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	21	8.5%
Emotional Behavioral Disorder (EBD)	14	5.6%
Intellectual Disability (ID)	8	3.2%
Orthopedic Impairment (OI)	5	2.0%
Other Health Impairment (OHI)	42	16.9%
Specific Learning Disability (SLD)	54	21.8%
Speech/Language Impairment (SL)	45	18.1%
Traumatic Brain injury (TBI)	2	0.8%
Visual Impairment including Blindness (VI)	1	0.4%
More Than One Disability (MTOD)	8	3.2%
Unknown (UNK)	23	9.3%



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

2012 Special Education Parent Survey Report

Coweta County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	49 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	72
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	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
10	Written information I receive is written in an understandable way.	63
14	Teachers show sensitivity to the needs of students with disabilities and their families.	63
13	Teachers seek out parent input.	62
18	The school has a person on staff who is available to answer parents' questions.	62

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
9	My child's evaluation report is written in terms I understand.	59
20	The school gives me choices with regard to services that address my child's needs.	58
23	The school gives parents the help they may need to play an active role in their child's education.	57
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
25	The school explains what options parents have if they disagree with a decision of the school.	48
7	I was given information about organizations that offer support for parents of students with disabilities.	48
24	The school provides information on agencies that can assist my child in the transition from school.	45
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.	31

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

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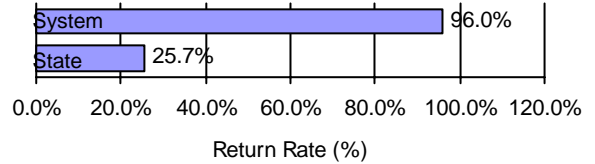
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Crisp County

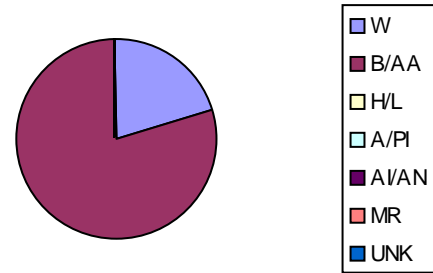
Overview

	System	State
Number of Surveys Distributed	25	41,065
Number of Valid Responses	24	10,543
Percentage Return Rate	96.0%	25.7%

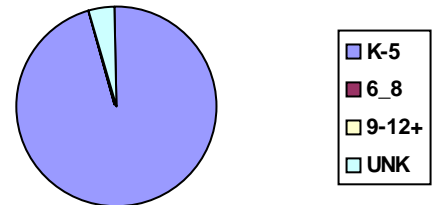


Child Demographics

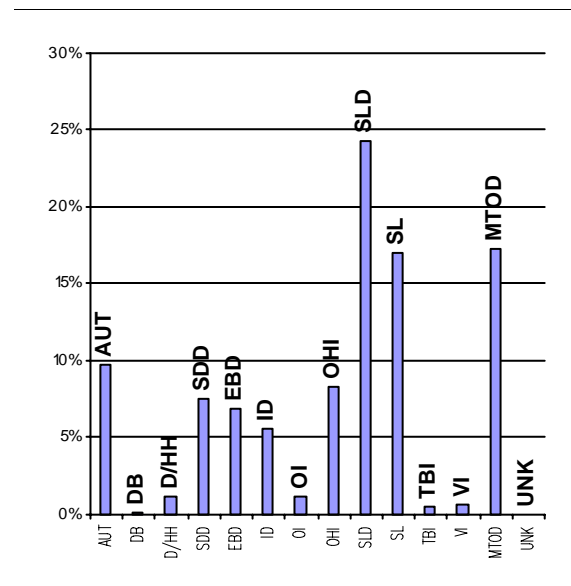
Race/Ethnicity	Count	Percent
White	5	20.8%
Black or African American (B/AA)	19	79.2%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	23	95.8%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	4.2%



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	4.2%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	2	8.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	4.2%
Specific Learning Disability (SLD)	6	25.0%
Speech/Language Impairment (SL)	10	41.7%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	4.2%
Unknown (UNK)	3	12.5%



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

2012 Special Education Parent Survey Report

Crisp County

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
13	Teachers seek out parent input.	57
9	My child's evaluation report is written in terms I understand.	54
23	The school gives parents the help they may need to play an active role in their child's education.	54
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.	50
19	The school communicates regularly with me regarding my child's progress on IEP goals.	50
22	The school offers parents a variety of ways to communicate with teachers.	48
5	All of my concerns and recommendations were documented on the IEP.	46
10	Written information I receive is written in an understandable way.	46
12	Teachers treat me as a team member.	46

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	42
7	I was given information about organizations that offer support for parents of students with disabilities.	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
18	The school has a person on staff who is available to answer parents' questions.	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.	42
15	Teachers encourage me to participate in the decision-making process.	39
16	Teachers respect my cultural heritage.	39
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	33
21	The school offers parents training about special education issues.	33

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

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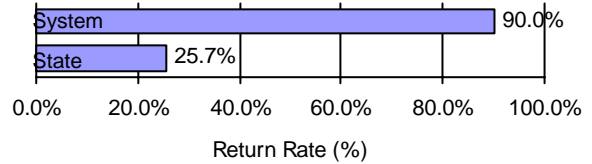
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Dawson County

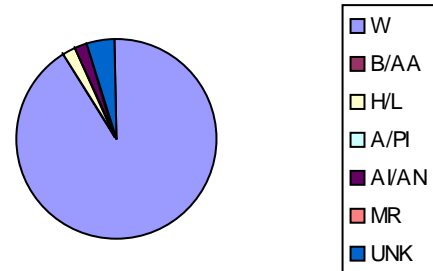
Overview

	System	State
Number of Surveys Distributed	50	41,065
Number of Valid Responses	45	10,543
Percentage Return Rate	90.0%	25.7%

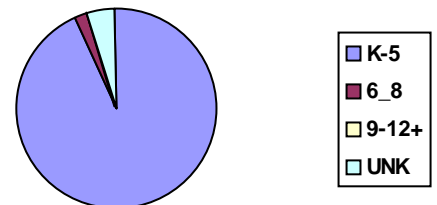


Child Demographics

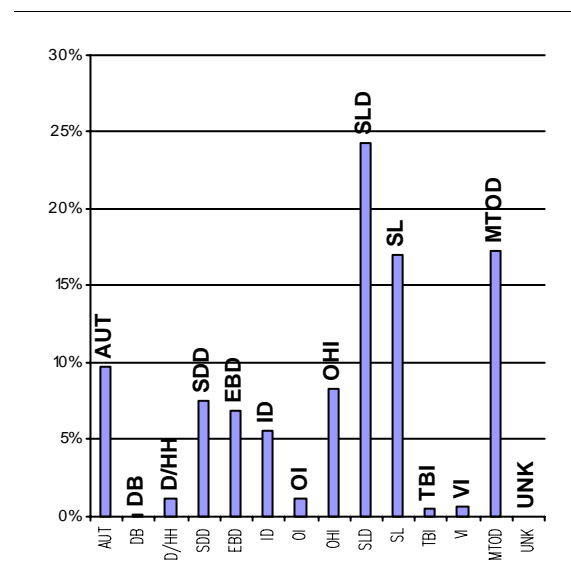
Race/Ethnicity	Count	Percent
White	41	91.1%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	1	2.2%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	2.2%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	2	4.4%



Grade	Count	Percent
K-5	42	93.3%
6-8	1	2.2%
9-12+	0	0.0%
Unknown (UNK)	2	4.4%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	6.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	5	11.1%
Emotional Behavioral Disorder (EBD)	5	11.1%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	4.4%
Specific Learning Disability (SLD)	7	15.6%
Speech/Language Impairment (SL)	13	28.9%
Traumatic Brain injury (TBI)	1	2.2%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	9	20.0%



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

2012 Special Education Parent Survey Report

Dawson County

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
12	Teachers treat me as a team member.	77
5	All of my concerns and recommendations were documented on the IEP.	76
11	Teachers are available to speak with me.	73
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	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	67
15	Teachers encourage me to participate in the decision-making process.	67
10	Written information I receive is written in an understandable way.	66
22	The school offers parents a variety of ways to communicate with teachers.	65
16	Teachers respect my cultural heritage.	65

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
13	Teachers seek out parent input.	63
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	63
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.	61
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	56
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.	54
25	The school explains what options parents have if they disagree with a decision of the school.	52
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	44
7	I was given information about organizations that offer support for parents of students with disabilities.	38

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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.

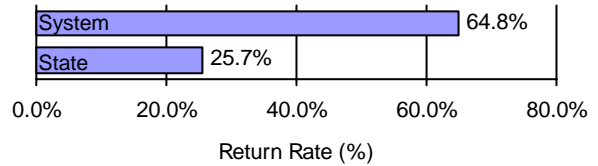
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Decatur County

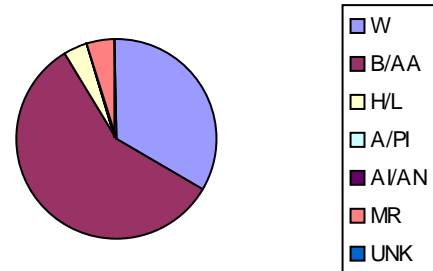
Overview

	System	State
Number of Surveys Distributed	142	41,065
Number of Valid Responses	92	10,543
Percentage Return Rate	64.8%	25.7%

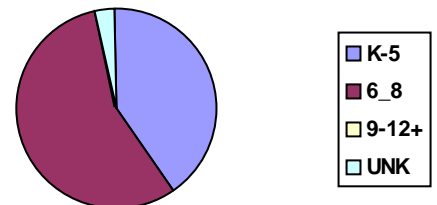


Child Demographics

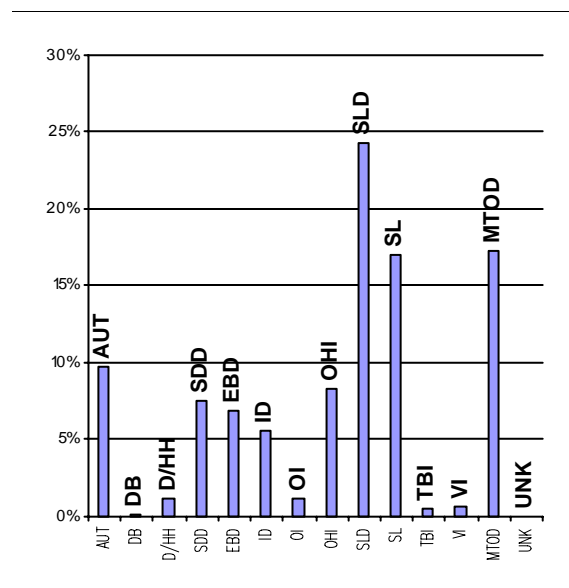
Race/Ethnicity	Count	Percent
White	31	33.7%
Black or African American (B/AA)	53	57.6%
Hispanic or Latino (H/L)	4	4.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	4	4.3%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	37	40.2%
6-8	52	56.5%
9-12+	0	0.0%
Unknown (UNK)	3	3.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	5	5.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	4	4.3%
Emotional Behavioral Disorder (EBD)	7	7.6%
Intellectual Disability (ID)	5	5.4%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	9	9.8%
Specific Learning Disability (SLD)	31	33.7%
Speech/Language Impairment (SL)	16	17.4%
Traumatic Brain injury (TBI)	1	1.1%
Visual Impairment including Blindness (VI)	2	2.2%
More Than One Disability (MTOD)	3	3.3%
Unknown (UNK)	9	9.8%



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

2012 Special Education Parent Survey Report

Decatur County

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
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	46
5	All of my concerns and recommendations were documented on the IEP.	46
11	Teachers are available to speak with me.	45
15	Teachers encourage me to participate in the decision-making process.	45
10	Written information I receive is written in an understandable way.	44
12	Teachers treat me as a team member.	44
14	Teachers show sensitivity to the needs of students with disabilities and their families.	44
13	Teachers seek out parent input.	43
9	My child's evaluation report is written in terms I understand.	43
19	The school communicates regularly with me regarding my child's progress on IEP goals.	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.	38
20	The school gives me choices with regard to services that address my child's needs.	35
7	I was given information about organizations that offer support for parents of students with disabilities.	35
22	The school offers parents a variety of ways to communicate with teachers.	34
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.	31
23	The school gives parents the help they may need to play an active role in their child's education.	31
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	30
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.

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

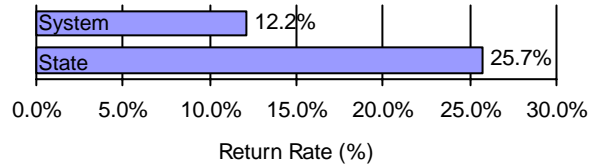
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report DeKalb County

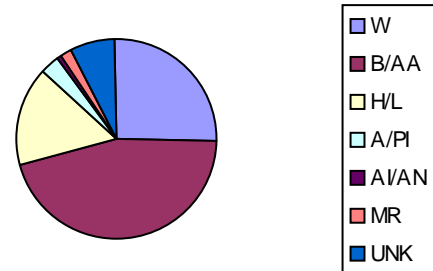
Overview

	System	State
Number of Surveys Distributed	1325	41,065
Number of Valid Responses	161	10,543
Percentage Return Rate	12.2%	25.7%

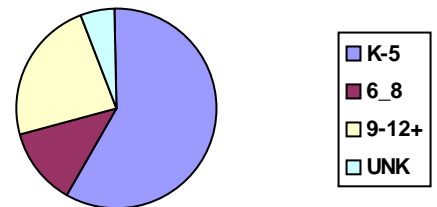


Child Demographics

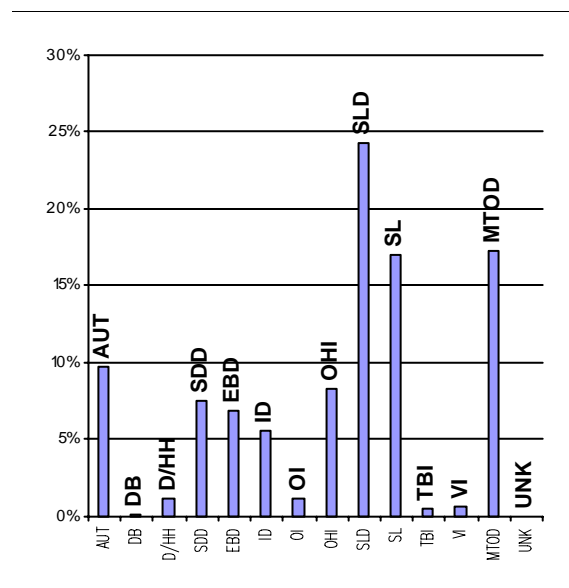
Race/Ethnicity	Count	Percent
White	41	25.5%
Black or African American (B/AA)	72	44.7%
Hispanic or Latino (H/L)	27	16.8%
Asian or Pacific Islander (A/PI)	5	3.1%
American Indian or Alaska Native (AI/AN)	1	0.6%
Multi-racial (MR)	3	1.9%
Unknown (UNK)	12	7.5%



Grade	Count	Percent
K-5	93	57.8%
6-8	20	12.4%
9-12+	39	24.2%
Unknown (UNK)	9	5.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	28	17.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	25	15.5%
Emotional Behavioral Disorder (EBD)	10	6.2%
Intellectual Disability (ID)	16	9.9%
Orthopedic Impairment (OI)	1	0.6%
Other Health Impairment (OHI)	13	8.1%
Specific Learning Disability (SLD)	21	13.0%
Speech/Language Impairment (SL)	18	11.2%
Traumatic Brain injury (TBI)	2	1.2%
Visual Impairment including Blindness (VI)	2	1.2%
More Than One Disability (MTOD)	6	3.7%
Unknown (UNK)	19	11.8%



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

2012 Special Education Parent Survey Report

DeKalb County

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
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.	55
11	Teachers are available to speak with me.	55
12	Teachers treat me as a team member.	55
1	I am considered an equal partner with teachers and other professionals in planning my child's program	54
14	Teachers show sensitivity to the needs of students with disabilities and their families.	54
16	Teachers respect my cultural heritage.	53
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
10	Written information I receive is written in an understandable way.	49
15	Teachers encourage me to participate in the decision-making process.	49

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
20	The school gives me choices with regard to services that address my child's needs.	43
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
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
25	The school explains what options parents have if they disagree with a decision of the school.	31
7	I was given information about organizations that offer support for parents of students with disabilities.	30
24	The school provides information on agencies that can assist my child in the transition from school.	30
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.

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

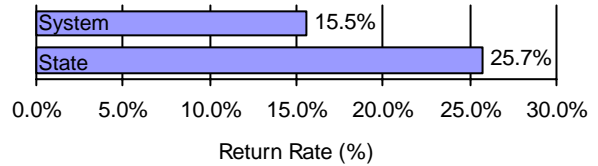
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Dodge County

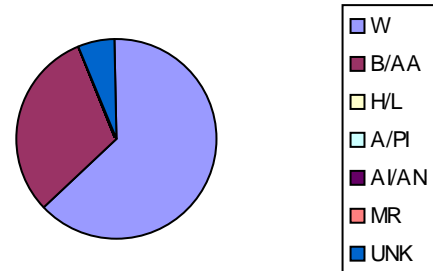
Overview

	System	State
Number of Surveys Distributed	103	41,065
Number of Valid Responses	16	10,543
Percentage Return Rate	15.5%	25.7%

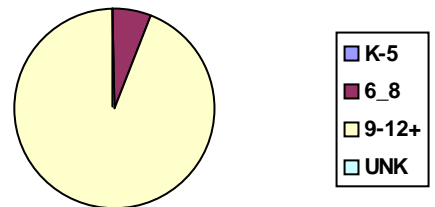


Child Demographics

Race/Ethnicity	Count	Percent
White	10	62.5%
Black or African American (B/AA)	5	31.3%
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)	1	6.3%



Grade	Count	Percent
K-5	0	0.0%
6-8	1	6.3%
9-12+	15	93.8%
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	12.5%
Emotional Behavioral Disorder (EBD)	2	12.5%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	9	56.3%
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)	3	18.8%



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

2012 Special Education Parent Survey Report

Dodge County

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
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	44
5	All of my concerns and recommendations were documented on the IEP.	44
11	Teachers are available to speak with me.	40
12	Teachers treat me as a team member.	40
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	38
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
14	Teachers show sensitivity to the needs of students with disabilities and their families.	38
15	Teachers encourage me to participate in the decision-making process.	38
22	The school offers parents a variety of ways to communicate with teachers.	38

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
13	Teachers seek out parent input.	31
23	The school gives parents the help they may need to play an active role in their child's education.	31
25	The school explains what options parents have if they disagree with a decision of the school.	31
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	29
16	Teachers respect my cultural heritage.	29
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
7	I was given information about organizations that offer support for parents of students with disabilities.	25
21	The school offers parents training about special education issues.	25
18	The school has a person on staff who is available to answer parents' questions.	19

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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.

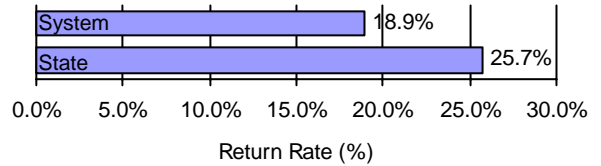
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Dougherty County

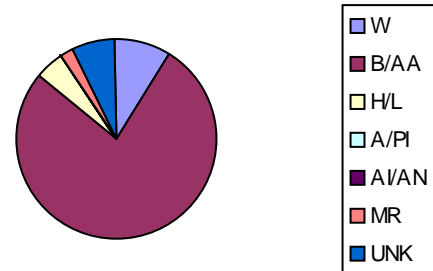
Overview

	System	State
Number of Surveys Distributed	227	41,065
Number of Valid Responses	43	10,543
Percentage Return Rate	18.9%	25.7%

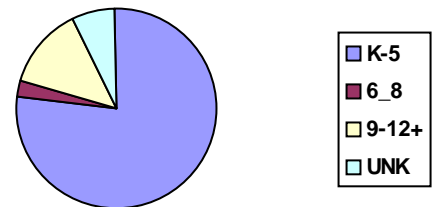


Child Demographics

Race/Ethnicity	Count	Percent
White	4	9.3%
Black or African American (B/AA)	33	76.7%
Hispanic or Latino (H/L)	2	4.7%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	2.3%
Unknown (UNK)	3	7.0%



Grade	Count	Percent
K-5	33	76.7%
6-8	1	2.3%
9-12+	6	14.0%
Unknown (UNK)	3	7.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	7.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	5	11.6%
Emotional Behavioral Disorder (EBD)	2	4.7%
Intellectual Disability (ID)	3	7.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	10	23.3%
Speech/Language Impairment (SL)	11	25.6%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	2.3%
More Than One Disability (MTOD)	2	4.7%
Unknown (UNK)	6	14.0%



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

2012 Special Education Parent Survey Report

Dougherty County

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 accomodations and modifications that my child would need.	55
11	Teachers are available to speak with me.	54
12	Teachers treat me as a team member.	52
10	Written information I receive is written in an understandable way.	50
16	Teachers respect my cultural heritage.	47
5	All of my concerns and recommendations were documented on the IEP.	46
9	My child's evaluation report is written in terms I understand.	45
23	The school gives parents the help they may need to play an active role in their child's education.	45
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	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).	41

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
15	Teachers encourage me to participate in the decision-making process.	33
22	The school offers parents a variety of ways to communicate with teachers.	32
24	The school provides information on agencies that can assist my child in the transition from school.	30
20	The school gives me choices with regard to services that address my child's needs.	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
7	I was given information about organizations that offer support for parents of students with disabilities.	28
18	The school has a person on staff who is available to answer parents' questions.	28
25	The school explains what options parents have if they disagree with a decision of the school.	25
21	The school offers parents training about special education issues.	22
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.

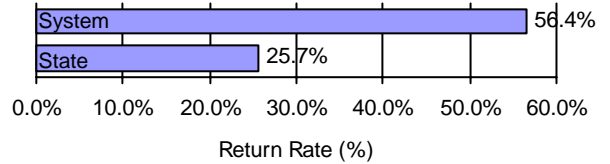
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Douglas County

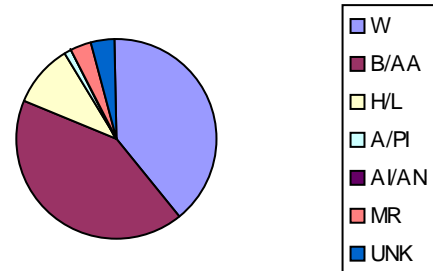
Overview

	System	State
Number of Surveys Distributed	498	41,065
Number of Valid Responses	281	10,543
Percentage Return Rate	56.4%	25.7%

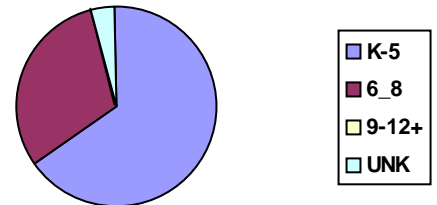


Child Demographics

Race/Ethnicity	Count	Percent
White	110	39.1%
Black or African American (B/AA)	118	42.0%
Hispanic or Latino (H/L)	29	10.3%
Asian or Pacific Islander (A/PI)	3	1.1%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	10	3.6%
Unknown (UNK)	11	3.9%



Grade	Count	Percent
K-5	182	64.8%
6-8	88	31.3%
9-12+	0	0.0%
Unknown (UNK)	11	3.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	22	7.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	0.7%
Significant Developmental Delay (SDD)	26	9.3%
Emotional Behavioral Disorder (EBD)	19	6.8%
Intellectual Disability (ID)	7	2.5%
Orthopedic Impairment (OI)	2	0.7%
Other Health Impairment (OHI)	16	5.7%
Specific Learning Disability (SLD)	67	23.8%
Speech/Language Impairment (SL)	57	20.3%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	2	0.7%
More Than One Disability (MTOD)	20	7.1%
Unknown (UNK)	41	14.6%



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

2012 Special Education Parent Survey Report

Douglas County

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
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	67
11	Teachers are available to speak with me.	67
5	All of my concerns and recommendations were documented on the IEP.	66
12	Teachers treat me as a team member.	64
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
10	Written information I receive is written in an understandable way.	60
9	My child's evaluation report is written in terms I understand.	60
14	Teachers show sensitivity to the needs of students with disabilities and their families.	59
16	Teachers respect my cultural heritage.	58

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.	50
23	The school gives parents the help they may need to play an active role in their child's education.	48
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	47
20	The school gives me choices with regard to services that address my child's needs.	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.	45
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.	32
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.	27

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.

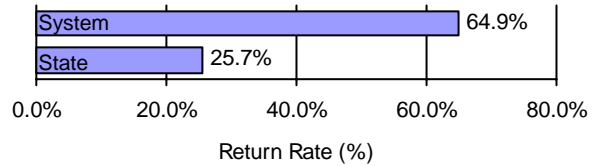
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Early County

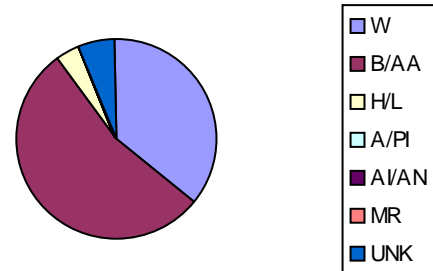
Overview

	System	State
Number of Surveys Distributed	77	41,065
Number of Valid Responses	50	10,543
Percentage Return Rate	64.9%	25.7%

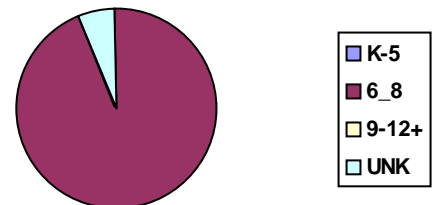


Child Demographics

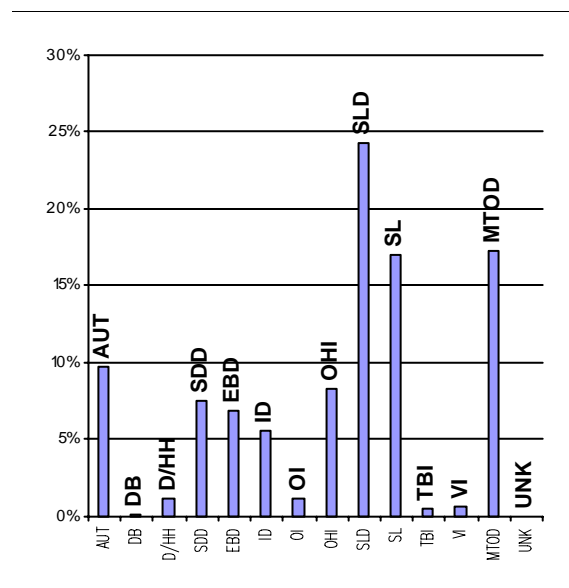
Race/Ethnicity	Count	Percent
White	18	36.0%
Black or African American (B/AA)	27	54.0%
Hispanic or Latino (H/L)	2	4.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	3	6.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	47	94.0%
9-12+	0	0.0%
Unknown (UNK)	3	6.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	2.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	2.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	5	10.0%
Intellectual Disability (ID)	9	18.0%
Orthopedic Impairment (OI)	2	4.0%
Other Health Impairment (OHI)	2	4.0%
Specific Learning Disability (SLD)	25	50.0%
Speech/Language Impairment (SL)	1	2.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	2.0%
Unknown (UNK)	3	6.0%



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

2012 Special Education Parent Survey Report

Early County

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
11	Teachers are available to speak with me.	68
12	Teachers treat me as a team member.	66
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	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.	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
5	All of my concerns and recommendations were documented on the IEP.	60
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.	59
10	Written information I receive is written in an understandable way.	58
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	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.	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.	48
22	The school offers parents a variety of ways to communicate with teachers.	47
7	I was given information about organizations that offer support for parents of students with disabilities.	43
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	43
21	The school offers parents training about special education issues.	41
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.	31
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.

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

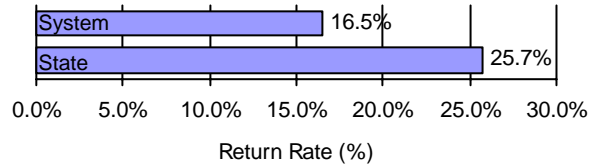
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Effingham County

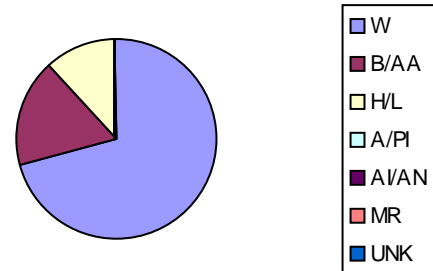
Overview

	System	State
Number of Surveys Distributed	103	41,065
Number of Valid Responses	17	10,543
Percentage Return Rate	16.5%	25.7%

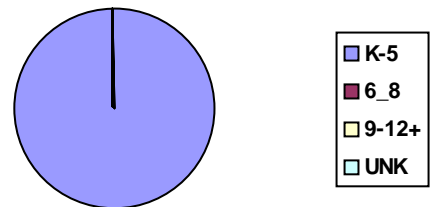


Child Demographics

Race/Ethnicity	Count	Percent
White	12	70.6%
Black or African American (B/AA)	3	17.6%
Hispanic or Latino (H/L)	2	11.8%
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)	0	0.0%



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)	3	17.6%
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)	1	5.9%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	4	23.5%
Speech/Language Impairment (SL)	3	17.6%
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)	2	11.8%



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

2012 Special Education Parent Survey Report

Effingham County

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
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	71
12	Teachers treat me as a team member.	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.	63
1	I am considered an equal partner with teachers and other professionals in planning my child's program	59
5	All of my concerns and recommendations were documented on the IEP.	59
11	Teachers are available to speak with me.	59
19	The school communicates regularly with me regarding my child's progress on IEP goals.	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
18	The school has a person on staff who is available to answer parents' questions.	53
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
16	Teachers respect my cultural heritage.	40
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
22	The school offers parents a variety of ways to communicate with teachers.	36
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	35
13	Teachers seek out parent input.	35
7	I was given information about organizations that offer support for parents of students with disabilities.	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.	19
21	The school offers parents training about special education issues.	14

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

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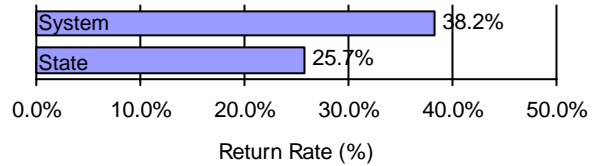
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Elbert County

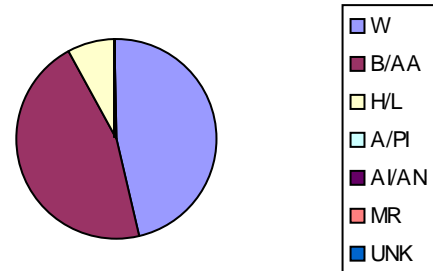
Overview

	System	State
Number of Surveys Distributed	68	41,065
Number of Valid Responses	26	10,543
Percentage Return Rate	38.2%	25.7%

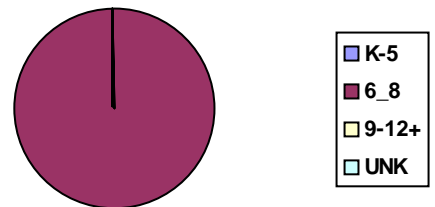


Child Demographics

Race/Ethnicity	Count	Percent
White	12	46.2%
Black or African American (B/AA)	12	46.2%
Hispanic or Latino (H/L)	2	7.7%
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	26	100.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



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)	0	0.0%
Emotional Behavioral Disorder (EBD)	1	3.8%
Intellectual Disability (ID)	1	3.8%
Orthopedic Impairment (OI)	1	3.8%
Other Health Impairment (OHI)	4	15.4%
Specific Learning Disability (SLD)	9	34.6%
Speech/Language Impairment (SL)	2	7.7%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	3.8%
Unknown (UNK)	5	19.2%



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

2012 Special Education Parent Survey Report

Elbert County

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.	65
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	64
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	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
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	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
18	The school has a person on staff who is available to answer parents' questions.	50
12	Teachers treat me as a team member.	46

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
16	Teachers respect my cultural heritage.	42
25	The school explains what options parents have if they disagree with a decision of the school.	40
13	Teachers seek out parent input.	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
20	The school gives me choices with regard to services that address my child's needs.	38
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.	36
24	The school provides information on agencies that can assist my child in the transition from school.	35
19	The school communicates regularly with me regarding my child's progress on IEP goals.	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.

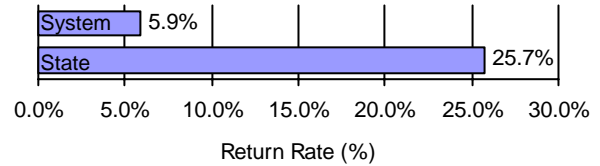
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Emanuel County

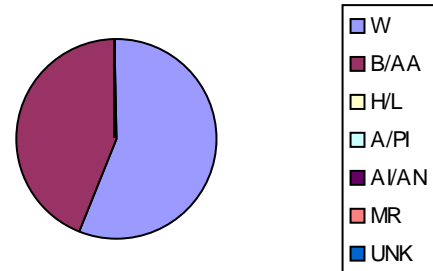
Overview

	System	State
Number of Surveys Distributed	153	41,065
Number of Valid Responses	9	10,543
Percentage Return Rate	5.9%	25.7%

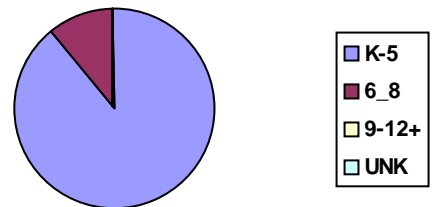


Child Demographics

Race/Ethnicity	Count	Percent
White	5	55.6%
Black or African American (B/AA)	4	44.4%
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)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	8	88.9%
6-8	1	11.1%
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)	3	33.3%
Speech/Language Impairment (SL)	3	33.3%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	22.2%
Unknown (UNK)	1	11.1%



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

2012 Special Education Parent Survey Report

Emanuel County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	11 %	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.	56
11	Teachers are available to speak with me.	50
1	I am considered an equal partner with teachers and other professionals in planning my child's program	44
5	All of my concerns and recommendations were documented on the IEP.	44
12	Teachers treat me as a team member.	44
13	Teachers seek out parent input.	44
15	Teachers encourage me to participate in the decision-making process.	44
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	38
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	38
18	The school has a person on staff who is available to answer parents' questions.	38

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
21	The school offers parents training about special education issues.	33
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
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	25
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	25
23	The school gives parents the help they may need to play an active role in their child's education.	25
9	My child's evaluation report is written in terms I understand.	22
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	22
20	The school gives me choices with regard to services that address my child's needs.	22
24	The school provides information on agencies that can assist my child in the transition from school.	11

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

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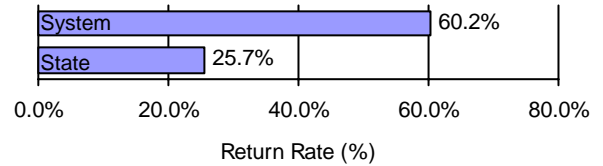
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Fannin County

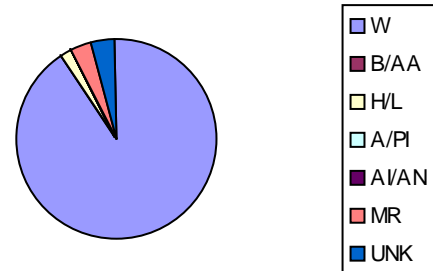
Overview

	System	State
Number of Surveys Distributed	88	41,065
Number of Valid Responses	53	10,543
Percentage Return Rate	60.2%	25.7%

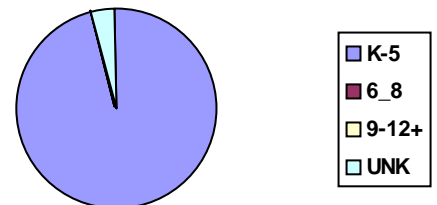


Child Demographics

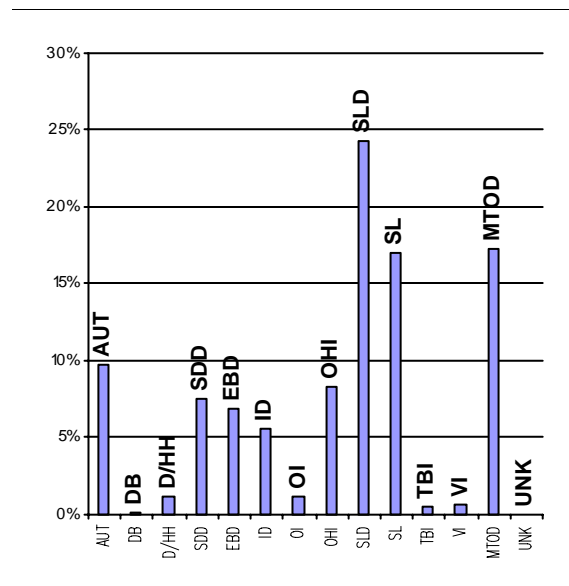
Race/Ethnicity	Count	Percent
White	48	90.6%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	1	1.9%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	3.8%
Unknown (UNK)	2	3.8%



Grade	Count	Percent
K-5	51	96.2%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	2	3.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	7	13.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.9%
Significant Developmental Delay (SDD)	5	9.4%
Emotional Behavioral Disorder (EBD)	6	11.3%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	6	11.3%
Specific Learning Disability (SLD)	7	13.2%
Speech/Language Impairment (SL)	14	26.4%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	4	7.5%
Unknown (UNK)	3	5.7%



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

2012 Special Education Parent Survey Report

Fannin County

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	81
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	81
5	All of my concerns and recommendations were documented on the IEP.	79
19	The school communicates regularly with me regarding my child's progress on IEP goals.	78
11	Teachers are available to speak with me.	75
12	Teachers treat me as a team member.	75
20	The school gives me choices with regard to services that address my child's needs.	74
15	Teachers encourage me to participate in the decision-making process.	73
18	The school has a person on staff who is available to answer parents' questions.	72
22	The school offers parents a variety of ways to communicate with teachers.	72

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
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	68
10	Written information I receive is written in an understandable way.	68
13	Teachers seek out parent input.	67
25	The school explains what options parents have if they disagree with a decision of the school.	66
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	60
7	I was given information about organizations that offer support for parents of students with disabilities.	46
21	The school offers parents training about special education issues.	45
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

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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.

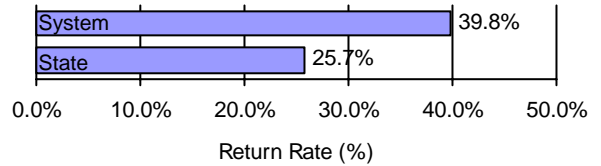
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Fayette County

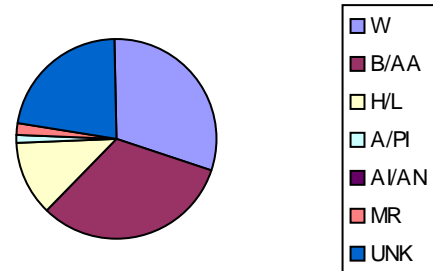
Overview

	System	State
Number of Surveys Distributed	364	41,065
Number of Valid Responses	145	10,543
Percentage Return Rate	39.8%	25.7%

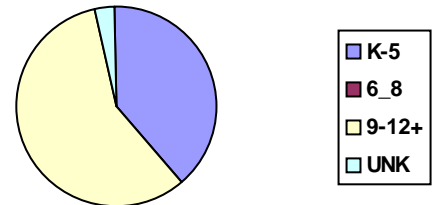


Child Demographics

Race/Ethnicity	Count	Percent
White	44	30.3%
Black or African American (B/AA)	46	31.7%
Hispanic or Latino (H/L)	17	11.7%
Asian or Pacific Islander (A/PI)	2	1.4%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	3	2.1%
Unknown (UNK)	33	22.8%



Grade	Count	Percent
K-5	56	38.6%
6-8	0	0.0%
9-12+	84	57.9%
Unknown (UNK)	5	3.4%



Primary Exceptionality	Count	Percent
Autism (AUT)	19	13.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	6	4.1%
Significant Developmental Delay (SDD)	6	4.1%
Emotional Behavioral Disorder (EBD)	11	7.6%
Intellectual Disability (ID)	9	6.2%
Orthopedic Impairment (OI)	9	6.2%
Other Health Impairment (OHI)	18	12.4%
Specific Learning Disability (SLD)	30	20.7%
Speech/Language Impairment (SL)	15	10.3%
Traumatic Brain injury (TBI)	1	0.7%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	6	4.1%
Unknown (UNK)	15	10.3%



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

2012 Special Education Parent Survey Report

Fayette County

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
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	68
11	Teachers are available to speak with me.	59
5	All of my concerns and recommendations were documented on the IEP.	58
12	Teachers treat me as a team member.	57
18	The school has a person on staff who is available to answer parents' questions.	57
14	Teachers show sensitivity to the needs of students with disabilities and their families.	56
9	My child's evaluation report is written in terms I understand.	54
1	I am considered an equal partner with teachers and other professionals in planning my child's program	54
15	Teachers encourage me to participate in the decision-making process.	53
10	Written information I receive is written in an understandable way.	52

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
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
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.	39
24	The school provides information on agencies that can assist my child in the transition from school.	35
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	30
7	I was given information about organizations that offer support for parents of students with disabilities.	30
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

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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.

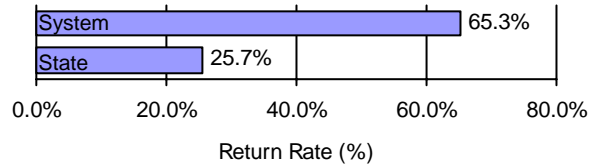
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Floyd County

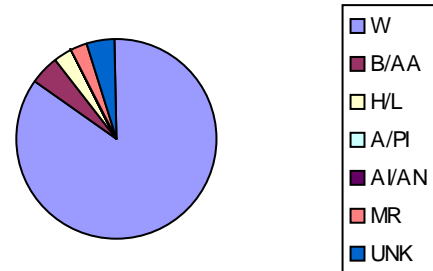
Overview

	System	State
Number of Surveys Distributed	101	41,065
Number of Valid Responses	66	10,543
Percentage Return Rate	65.3%	25.7%

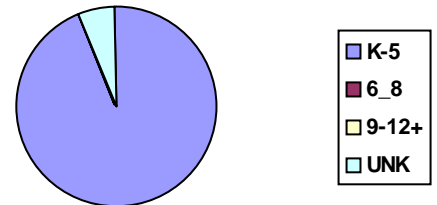


Child Demographics

Race/Ethnicity	Count	Percent
White	56	84.8%
Black or African American (B/AA)	3	4.5%
Hispanic or Latino (H/L)	2	3.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	3.0%
Unknown (UNK)	3	4.5%



Grade	Count	Percent
K-5	62	93.9%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	4	6.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	1.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	5	7.6%
Significant Developmental Delay (SDD)	2	3.0%
Emotional Behavioral Disorder (EBD)	5	7.6%
Intellectual Disability (ID)	1	1.5%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	4	6.1%
Specific Learning Disability (SLD)	13	19.7%
Speech/Language Impairment (SL)	21	31.8%
Traumatic Brain injury (TBI)	1	1.5%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	3.0%
Unknown (UNK)	11	16.7%



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

2012 Special Education Parent Survey Report

Floyd County

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.	56
12	Teachers treat me as a team member.	56
15	Teachers encourage me to participate in the decision-making process.	55
18	The school has a person on staff who is available to answer parents' questions.	53
1	I am considered an equal partner with teachers and other professionals in planning my child's program	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
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
10	Written information I receive is written in an understandable way.	50

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.	47
20	The school gives me choices with regard to services that address my child's needs.	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.	44
25	The school explains what options parents have if they disagree with a decision of the school.	41
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	40
24	The school provides information on agencies that can assist my child in the transition from school.	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.	33
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	32
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.

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

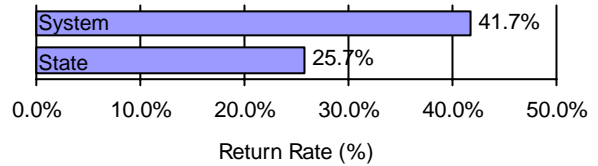
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Forsyth County

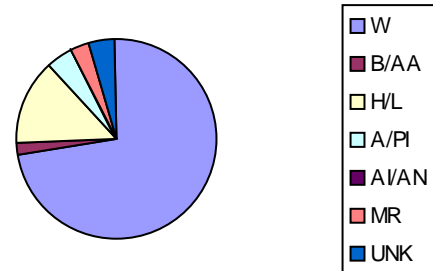
Overview

	System	State
Number of Surveys Distributed	1174	41,065
Number of Valid Responses	489	10,543
Percentage Return Rate	41.7%	25.7%

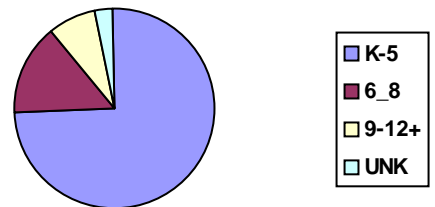


Child Demographics

Race/Ethnicity	Count	Percent
White	352	72.0%
Black or African American (B/AA)	9	1.8%
Hispanic or Latino (H/L)	71	14.5%
Asian or Pacific Islander (A/PI)	20	4.1%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	16	3.3%
Unknown (UNK)	21	4.3%



Grade	Count	Percent
K-5	362	74.0%
6-8	74	15.1%
9-12+	38	7.8%
Unknown (UNK)	15	3.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	68	13.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	7	1.4%
Significant Developmental Delay (SDD)	30	6.1%
Emotional Behavioral Disorder (EBD)	16	3.3%
Intellectual Disability (ID)	16	3.3%
Orthopedic Impairment (OI)	6	1.2%
Other Health Impairment (OHI)	37	7.6%
Specific Learning Disability (SLD)	90	18.4%
Speech/Language Impairment (SL)	159	32.5%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	7	1.4%
More Than One Disability (MTOD)	15	3.1%
Unknown (UNK)	38	7.8%



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

2012 Special Education Parent Survey Report

Forsyth County

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.	74
12	Teachers treat me as a team member.	74
1	I am considered an equal partner with teachers and other professionals in planning my child's program	69
18	The school has a person on staff who is available to answer parents' questions.	68
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	68
14	Teachers show sensitivity to the needs of students with disabilities and their families.	67
5	All of my concerns and recommendations were documented on the IEP.	67
9	My child's evaluation report is written in terms I understand.	67
15	Teachers encourage me to participate in the decision-making process.	67
10	Written information I receive is written in an understandable way.	67

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
20	The school gives me choices with regard to services that address my child's needs.	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
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.	51
21	The school offers parents training about special education issues.	48
25	The school explains what options parents have if they disagree with a decision of the school.	43
24	The school provides information on agencies that can assist my child in the transition from school.	42
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.	35

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

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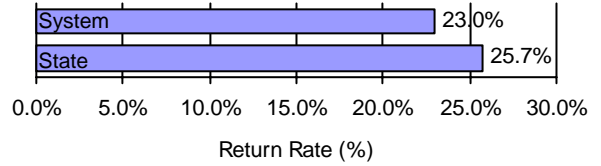
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Franklin County

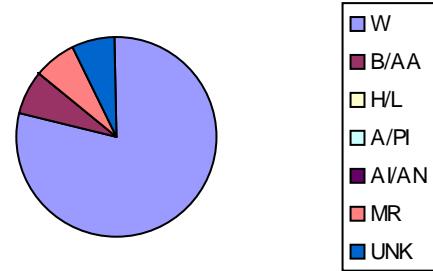
Overview

	System	State
Number of Surveys Distributed	61	41,065
Number of Valid Responses	14	10,543
Percentage Return Rate	23.0%	25.7%

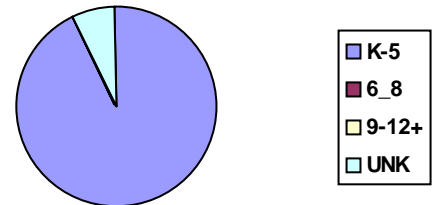


Child Demographics

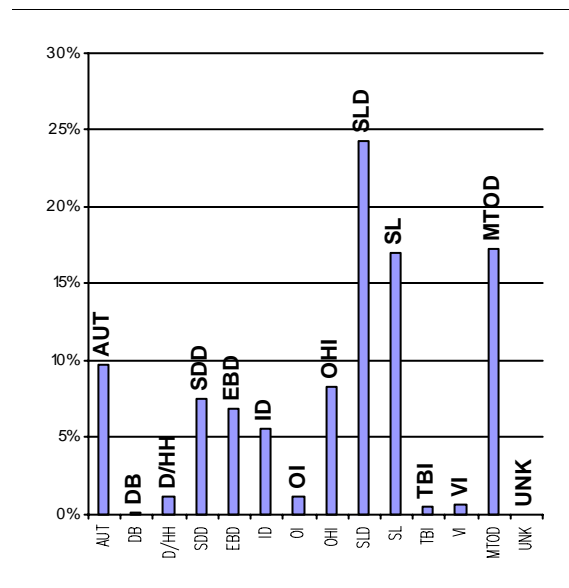
Race/Ethnicity	Count	Percent
White	11	78.6%
Black or African American (B/AA)	1	7.1%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	7.1%
Unknown (UNK)	1	7.1%



Grade	Count	Percent
K-5	13	92.9%
6-8	0	0.0%
9-12+	0	0.0%
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)	1	7.1%
Significant Developmental Delay (SDD)	1	7.1%
Emotional Behavioral Disorder (EBD)	1	7.1%
Intellectual Disability (ID)	2	14.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	3	21.4%
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)	1	7.1%
Unknown (UNK)	2	14.3%



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

2012 Special Education Parent Survey Report

Franklin County

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
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).	69
14	Teachers show sensitivity to the needs of students with disabilities and their families.	62
15	Teachers encourage me to participate in the decision-making process.	62
13	Teachers seek out parent input.	58
18	The school has a person on staff who is available to answer parents' questions.	58
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	57
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	57
5	All of my concerns and recommendations were documented on the IEP.	57
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
7	I was given information about organizations that offer support for parents of students with disabilities.	50
12	Teachers treat me as a team member.	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
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.	46
1	I am considered an equal partner with teachers and other professionals in planning my child's program	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
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.	31

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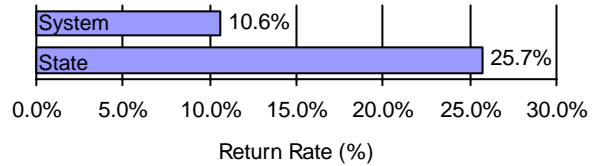
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Fulton County

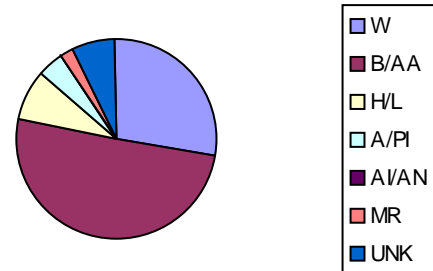
Overview

	System	State
Number of Surveys Distributed	1944	41,065
Number of Valid Responses	206	10,543
Percentage Return Rate	10.6%	25.7%

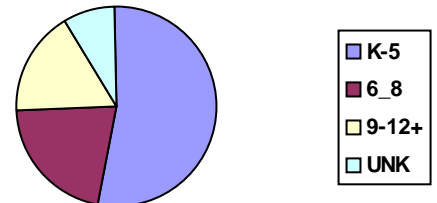


Child Demographics

Race/Ethnicity	Count	Percent
White	58	28.2%
Black or African American (B/AA)	103	50.0%
Hispanic or Latino (H/L)	17	8.3%
Asian or Pacific Islander (A/PI)	9	4.4%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	4	1.9%
Unknown (UNK)	15	7.3%



Grade	Count	Percent
K-5	108	52.4%
6-8	44	21.4%
9-12+	36	17.5%
Unknown (UNK)	18	8.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	28	13.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.5%
Significant Developmental Delay (SDD)	20	9.7%
Emotional Behavioral Disorder (EBD)	8	3.9%
Intellectual Disability (ID)	18	8.7%
Orthopedic Impairment (OI)	5	2.4%
Other Health Impairment (OHI)	17	8.3%
Specific Learning Disability (SLD)	45	21.8%
Speech/Language Impairment (SL)	26	12.6%
Traumatic Brain injury (TBI)	1	0.5%
Visual Impairment including Blindness (VI)	2	1.0%
More Than One Disability (MTOD)	9	4.4%
Unknown (UNK)	26	12.6%



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

2012 Special Education Parent Survey Report

Fulton County

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
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	55
12	Teachers treat me as a team member.	54
5	All of my concerns and recommendations were documented on the IEP.	52
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	51
15	Teachers encourage me to participate in the decision-making process.	49
10	Written information I receive is written in an understandable way.	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).	46
16	Teachers respect my cultural heritage.	46
9	My child's evaluation report is written in terms I understand.	46

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.	40
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	38
23	The school gives parents the help they may need to play an active role in their child's education.	35
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	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.	32
25	The school explains what options parents have if they disagree with a decision of the school.	31
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.	19
7	I was given information about organizations that offer support for parents of students with disabilities.	19

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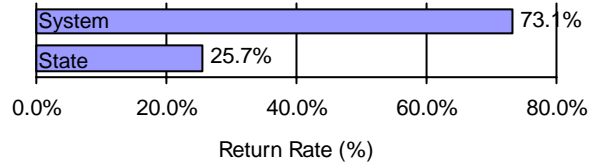
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Glynn County

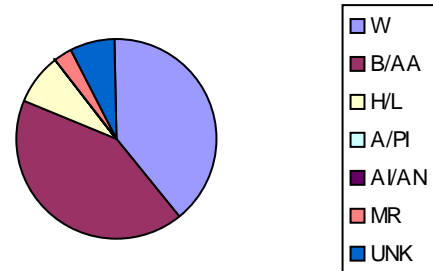
Overview

	System	State
Number of Surveys Distributed	130	41,065
Number of Valid Responses	95	10,543
Percentage Return Rate	73.1%	25.7%

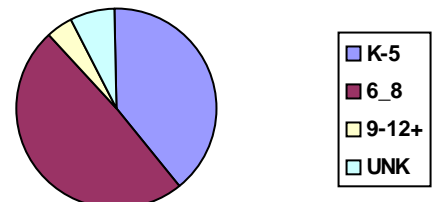


Child Demographics

Race/Ethnicity	Count	Percent
White	37	38.9%
Black or African American (B/AA)	40	42.1%
Hispanic or Latino (H/L)	8	8.4%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	3	3.2%
Unknown (UNK)	7	7.4%



Grade	Count	Percent
K-5	37	38.9%
6-8	47	49.5%
9-12+	4	4.2%
Unknown (UNK)	7	7.4%



Primary Exceptionality	Count	Percent
Autism (AUT)	15	15.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	12	12.6%
Emotional Behavioral Disorder (EBD)	8	8.4%
Intellectual Disability (ID)	4	4.2%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	9	9.5%
Specific Learning Disability (SLD)	17	17.9%
Speech/Language Impairment (SL)	7	7.4%
Traumatic Brain injury (TBI)	1	1.1%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	6	6.3%
Unknown (UNK)	16	16.8%



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

2012 Special Education Parent Survey Report

Glynn County

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
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.	56
15	Teachers encourage me to participate in the decision-making process.	54
12	Teachers treat me as a team member.	54
1	I am considered an equal partner with teachers and other professionals in planning my child's program	53
11	Teachers are available to speak with me.	52
14	Teachers show sensitivity to the needs of students with disabilities and their families.	51
10	Written information I receive is written in an understandable way.	51
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

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.	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.	41
25	The school explains what options parents have if they disagree with a decision of the school.	41
18	The school has a person on staff who is available to answer parents' questions.	41
22	The school offers parents a variety of ways to communicate with teachers.	41
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	38
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.	34
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.	27

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.

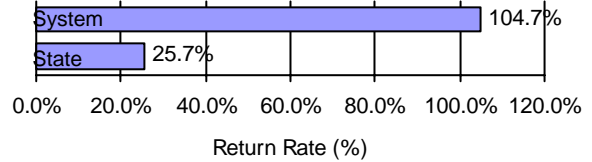
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Gordon County

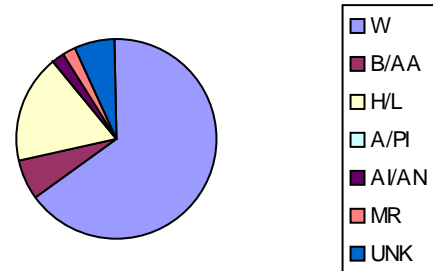
Overview

	System	State
Number of Surveys Distributed	43	41,065
Number of Valid Responses	45	10,543
Percentage Return Rate	104.7%	25.7%

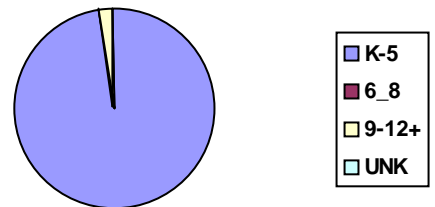


Child Demographics

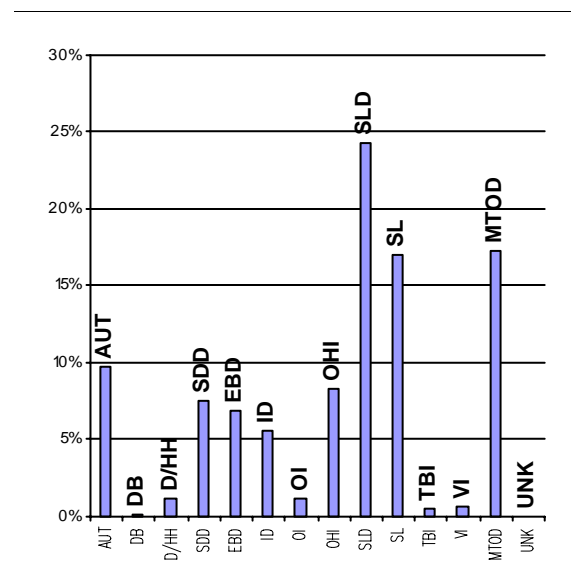
Race/Ethnicity	Count	Percent
White	29	64.4%
Black or African American (B/AA)	3	6.7%
Hispanic or Latino (H/L)	8	17.8%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	2.2%
Multi-racial (MR)	1	2.2%
Unknown (UNK)	3	6.7%



Grade	Count	Percent
K-5	44	97.8%
6-8	0	0.0%
9-12+	1	2.2%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	2.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	10	22.2%
Emotional Behavioral Disorder (EBD)	6	13.3%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	5	11.1%
Specific Learning Disability (SLD)	15	33.3%
Speech/Language Impairment (SL)	7	15.6%
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)	1	2.2%



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

2012 Special Education Parent Survey Report

Gordon County

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
14	Teachers show sensitivity to the needs of students with disabilities and their families.	82
16	Teachers respect my cultural heritage.	79
15	Teachers encourage me to participate in the decision-making process.	75
13	Teachers seek out parent input.	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).	73
11	Teachers are available to speak with me.	71
1	I am considered an equal partner with teachers and other professionals in planning my child's program	69
19	The school communicates regularly with me regarding my child's progress on IEP goals.	69
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

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
9	My child's evaluation report is written in terms I understand.	62
25	The school explains what options parents have if they disagree with a decision of the school.	62
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	60
23	The school gives parents the help they may need to play an active role in their child's education.	60
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	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.	58
20	The school gives me choices with regard to services that address my child's needs.	58
21	The school offers parents training about special education issues.	55
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.	40

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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.

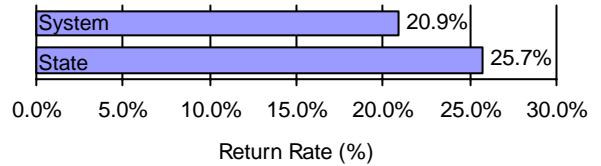
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Greene County

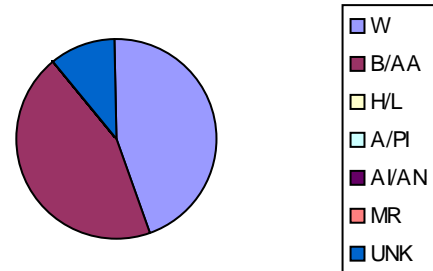
Overview

	System	State
Number of Surveys Distributed	43	41,065
Number of Valid Responses	9	10,543
Percentage Return Rate	20.9%	25.7%

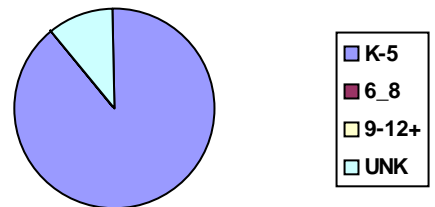


Child Demographics

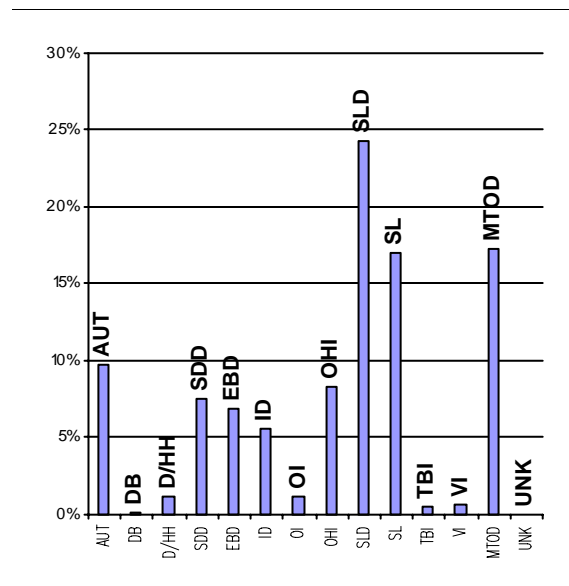
Race/Ethnicity	Count	Percent
White	4	44.4%
Black or African American (B/AA)	4	44.4%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	11.1%



Grade	Count	Percent
K-5	8	88.9%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	11.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	11.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	11.1%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	4	44.4%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	11.1%
Specific Learning Disability (SLD)	0	0.0%
Speech/Language Impairment (SL)	1	11.1%
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)	1	11.1%



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

2012 Special Education Parent Survey Report

Greene County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	11 %	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.	25
19	The school communicates regularly with me regarding my child's progress on IEP goals.	25
20	The school gives me choices with regard to services that address my child's needs.	25
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	22
9	My child's evaluation report is written in terms I understand.	22
10	Written information I receive is written in an understandable way.	22
15	Teachers encourage me to participate in the decision-making process.	22
16	Teachers respect my cultural heritage.	22
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	22
21	The school offers parents training about special education issues.	14

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.	13
5	All of my concerns and recommendations were documented on the IEP.	13
13	Teachers seek out parent input.	13
1	I am considered an equal partner with teachers and other professionals in planning my child's program	11
7	I was given information about organizations that offer support for parents of students with disabilities.	11
11	Teachers are available to speak with me.	11
12	Teachers treat me as a team member.	11
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
14	Teachers show sensitivity to the needs of students with disabilities and their families.	0

For questions regarding district results, please contact Patti Solomon:

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 Georgia Department of Education
 (404) 657 – 9959
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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.

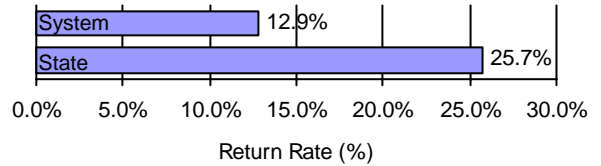
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Gwinnett County

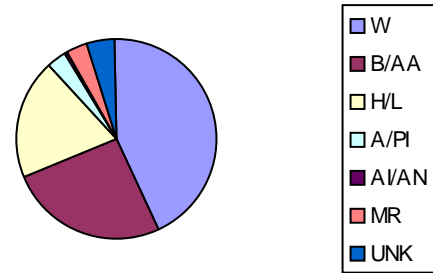
Overview

	System	State
Number of Surveys Distributed	3874	41,065
Number of Valid Responses	498	10,543
Percentage Return Rate	12.9%	25.7%

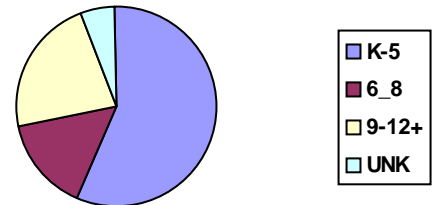


Child Demographics

Race/Ethnicity	Count	Percent
White	215	43.2%
Black or African American (B/AA)	125	25.1%
Hispanic or Latino (H/L)	98	19.7%
Asian or Pacific Islander (A/PI)	18	3.6%
American Indian or Alaska Native (AI/AN)	2	0.4%
Multi-racial (MR)	16	3.2%
Unknown (UNK)	24	4.8%



Grade	Count	Percent
K-5	280	56.2%
6-8	75	15.1%
9-12+	115	23.1%
Unknown (UNK)	28	5.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	73	14.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	6	1.2%
Significant Developmental Delay (SDD)	36	7.2%
Emotional Behavioral Disorder (EBD)	26	5.2%
Intellectual Disability (ID)	22	4.4%
Orthopedic Impairment (OI)	6	1.2%
Other Health Impairment (OHI)	54	10.8%
Specific Learning Disability (SLD)	115	23.1%
Speech/Language Impairment (SL)	89	17.9%
Traumatic Brain injury (TBI)	2	0.4%
Visual Impairment including Blindness (VI)	1	0.2%
More Than One Disability (MTOD)	14	2.8%
Unknown (UNK)	54	10.8%



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

2012 Special Education Parent Survey Report

Gwinnett County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	44 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	70
12	Teachers treat me as a team member.	68
1	I am considered an equal partner with teachers and other professionals in planning my child's program	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.	66
15	Teachers encourage me to participate in the decision-making process.	63
10	Written information I receive is written in an understandable way.	63
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.	61
16	Teachers respect my cultural heritage.	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.	54
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.	53
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	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
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.	38
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.	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.

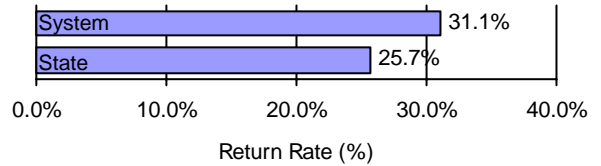
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Habersham County

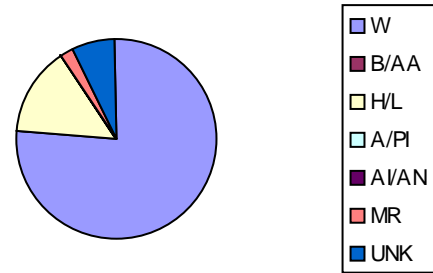
Overview

	System	State
Number of Surveys Distributed	135	41,065
Number of Valid Responses	42	10,543
Percentage Return Rate	31.1%	25.7%

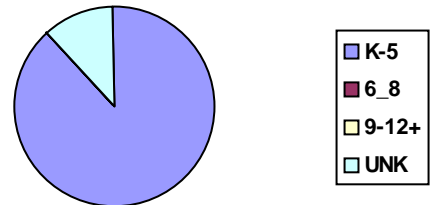


Child Demographics

Race/Ethnicity	Count	Percent
White	32	76.2%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	6	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	2.4%
Unknown (UNK)	3	7.1%



Grade	Count	Percent
K-5	37	88.1%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	5	11.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	7.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	3	7.1%
Emotional Behavioral Disorder (EBD)	4	9.5%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	6	14.3%
Speech/Language Impairment (SL)	15	35.7%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	2.4%
More Than One Disability (MTOD)	2	4.8%
Unknown (UNK)	8	19.0%



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

2012 Special Education Parent Survey Report

Habersham County

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
12	Teachers treat me as a team member.	74
11	Teachers are available to speak with me.	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.	69
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	68
16	Teachers respect my cultural heritage.	68
10	Written information I receive is written in an understandable way.	67
14	Teachers show sensitivity to the needs of students with disabilities and their families.	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
13	Teachers seek out parent input.	64

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.	56
19	The school communicates regularly with me regarding my child's progress on IEP goals.	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
20	The school gives me choices with regard to services that address my child's needs.	49
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	45
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.	43
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.	38
7	I was given information about organizations that offer support for parents of students with disabilities.	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.

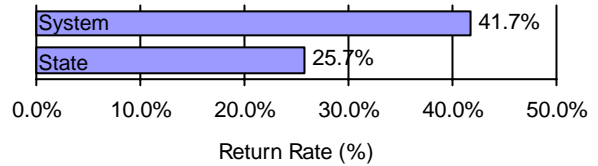
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Hall County

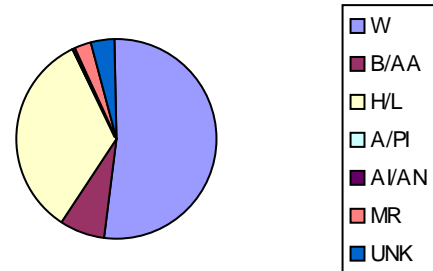
Overview

	System	State
Number of Surveys Distributed	362	41,065
Number of Valid Responses	151	10,543
Percentage Return Rate	41.7%	25.7%

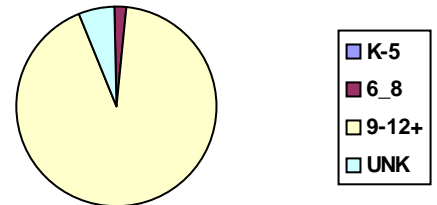


Child Demographics

Race/Ethnicity	Count	Percent
White	78	51.7%
Black or African American (B/AA)	11	7.3%
Hispanic or Latino (H/L)	51	33.8%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	0.7%
Multi-racial (MR)	4	2.6%
Unknown (UNK)	6	4.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	3	2.0%
9-12+	139	92.1%
Unknown (UNK)	9	6.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	13	8.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.7%
Significant Developmental Delay (SDD)	2	1.3%
Emotional Behavioral Disorder (EBD)	6	4.0%
Intellectual Disability (ID)	12	7.9%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	14	9.3%
Specific Learning Disability (SLD)	40	26.5%
Speech/Language Impairment (SL)	4	2.6%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	0.7%
More Than One Disability (MTOD)	8	5.3%
Unknown (UNK)	50	33.1%



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

2012 Special Education Parent Survey Report

Hall County

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
11	Teachers are available to speak with me.	61
9	My child's evaluation report is written in terms I understand.	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
5	All of my concerns and recommendations were documented on the IEP.	59
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	58
15	Teachers encourage me to participate in the decision-making process.	57
12	Teachers treat me as a team member.	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
18	The school has a person on staff who is available to answer parents' questions.	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
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.	48
25	The school explains what options parents have if they disagree with a decision of the school.	46
23	The school gives parents the help they may need to play an active role in their child's education.	46
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	46
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	45
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.	37
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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 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.

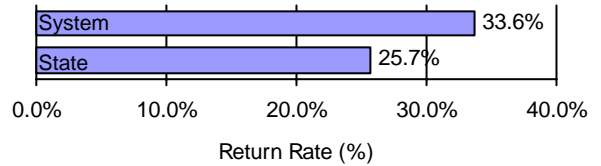
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Haralson County

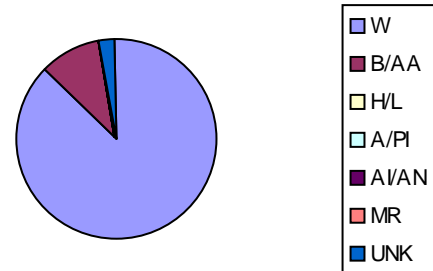
Overview

	System	State
Number of Surveys Distributed	116	41,065
Number of Valid Responses	39	10,543
Percentage Return Rate	33.6%	25.7%

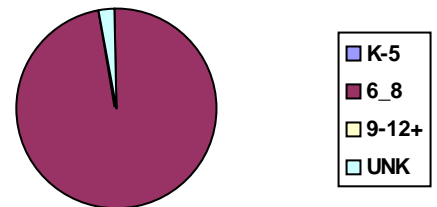


Child Demographics

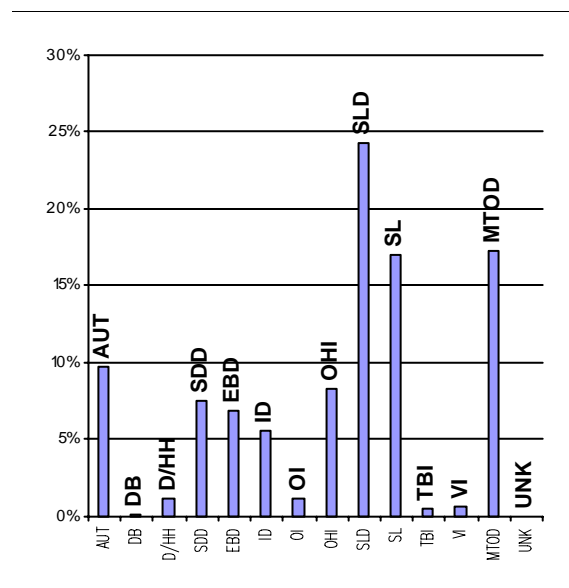
Race/Ethnicity	Count	Percent
White	34	87.2%
Black or African American (B/AA)	4	10.3%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	2.6%



Grade	Count	Percent
K-5	0	0.0%
6-8	38	97.4%
9-12+	0	0.0%
Unknown (UNK)	1	2.6%



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)	3	7.7%
Emotional Behavioral Disorder (EBD)	2	5.1%
Intellectual Disability (ID)	2	5.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	5.1%
Specific Learning Disability (SLD)	16	41.0%
Speech/Language Impairment (SL)	2	5.1%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	4	10.3%
Unknown (UNK)	6	15.4%



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

2012 Special Education Parent Survey Report

Haralson County

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.	51
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	49
5	All of my concerns and recommendations were documented on the IEP.	46
14	Teachers show sensitivity to the needs of students with disabilities and their families.	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
19	The school communicates regularly with me regarding my child's progress on IEP goals.	42
12	Teachers treat me as a team member.	41
13	Teachers seek out parent input.	37
15	Teachers encourage me to participate in the decision-making process.	37

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.	35
9	My child's evaluation report is written in terms I understand.	34
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	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
25	The school explains what options parents have if they disagree with a decision of the school.	32
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	32
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	32
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.	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.

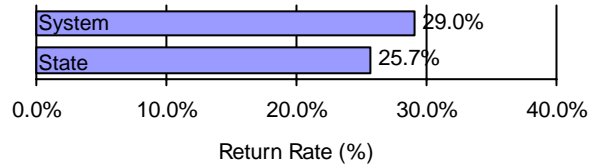
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Harris County

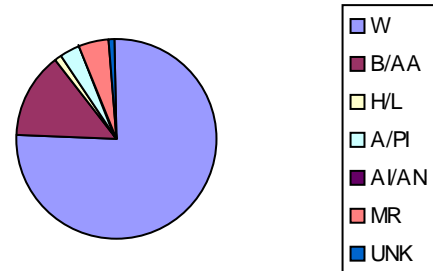
Overview

	System	State
Number of Surveys Distributed	293	41,065
Number of Valid Responses	85	10,543
Percentage Return Rate	29.0%	25.7%

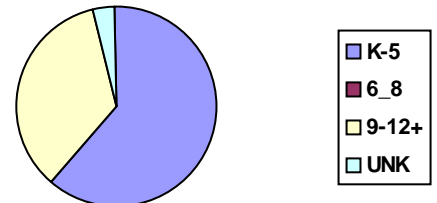


Child Demographics

Race/Ethnicity	Count	Percent
White	64	75.3%
Black or African American (B/AA)	12	14.1%
Hispanic or Latino (H/L)	1	1.2%
Asian or Pacific Islander (A/PI)	3	3.5%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	4	4.7%
Unknown (UNK)	1	1.2%



Grade	Count	Percent
K-5	52	61.2%
6-8	0	0.0%
9-12+	30	35.3%
Unknown (UNK)	3	3.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	8	9.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.2%
Significant Developmental Delay (SDD)	5	5.9%
Emotional Behavioral Disorder (EBD)	4	4.7%
Intellectual Disability (ID)	2	2.4%
Orthopedic Impairment (OI)	1	1.2%
Other Health Impairment (OHI)	7	8.2%
Specific Learning Disability (SLD)	21	24.7%
Speech/Language Impairment (SL)	20	23.5%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	2	2.4%
More Than One Disability (MTOD)	6	7.1%
Unknown (UNK)	8	9.4%



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

2012 Special Education Parent Survey Report

Harris County

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
11	Teachers are available to speak with me.	76
5	All of my concerns and recommendations were documented on the IEP.	70
12	Teachers treat me as a team member.	69
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	68
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.	66
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.	65
15	Teachers encourage me to participate in the decision-making process.	65
13	Teachers seek out parent input.	59

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
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	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.	45
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.	37
7	I was given information about organizations that offer support for parents of students with disabilities.	31
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.	26
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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(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.

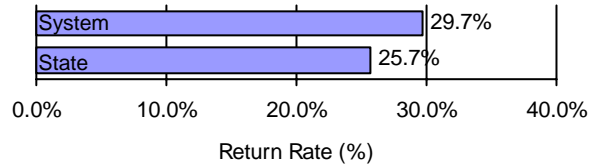
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Heard County

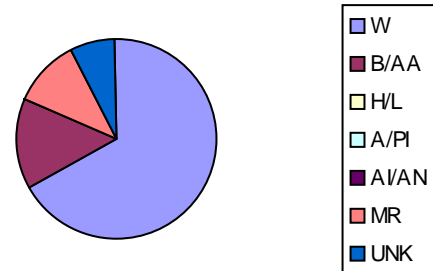
Overview

	System	State
Number of Surveys Distributed	91	41,065
Number of Valid Responses	27	10,543
Percentage Return Rate	29.7%	25.7%

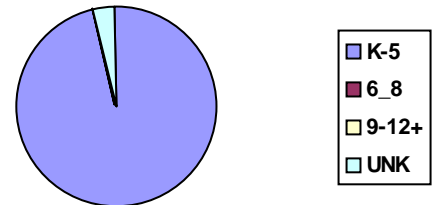


Child Demographics

Race/Ethnicity	Count	Percent
White	18	66.7%
Black or African American (B/AA)	4	14.8%
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)	3	11.1%
Unknown (UNK)	2	7.4%



Grade	Count	Percent
K-5	26	96.3%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	3.7%



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	7.4%
Emotional Behavioral Disorder (EBD)	2	7.4%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	4	14.8%
Speech/Language Impairment (SL)	16	59.3%
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)	3	11.1%



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

2012 Special Education Parent Survey Report

Heard County

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
5	All of my concerns and recommendations were documented on the IEP.	70
1	I am considered an equal partner with teachers and other professionals in planning my child's program	68
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	67
11	Teachers are available to speak with me.	67
12	Teachers treat me as a team member.	67
19	The school communicates regularly with me regarding my child's progress on IEP goals.	67
9	My child's evaluation report is written in terms I understand.	63
10	Written information I receive is written in an understandable way.	63
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	63
18	The school has a person on staff who is available to answer parents' questions.	63

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.	58
16	Teachers respect my cultural heritage.	58
20	The school gives me choices with regard to services that address my child's needs.	56
25	The school explains what options parents have if they disagree with a decision of the school.	56
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	54
23	The school gives parents the help they may need to play an active role in their child's education.	54
21	The school offers parents training about special education issues.	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.	37
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.

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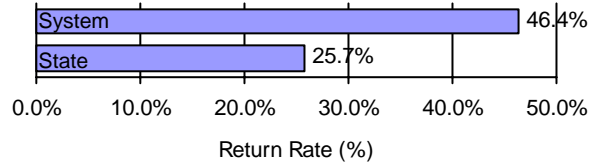
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Henry County

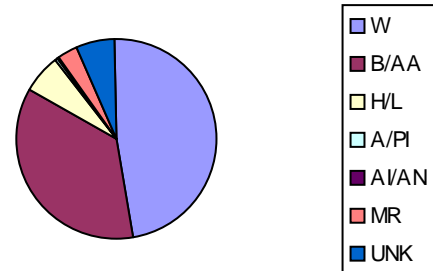
Overview

	System	State
Number of Surveys Distributed	1195	41,065
Number of Valid Responses	554	10,543
Percentage Return Rate	46.4%	25.7%

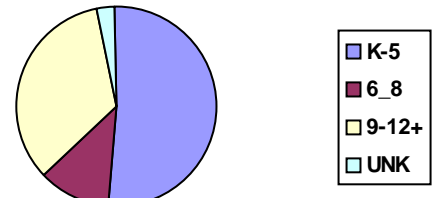


Child Demographics

Race/Ethnicity	Count	Percent
White	261	47.1%
Black or African American (B/AA)	199	35.9%
Hispanic or Latino (H/L)	35	6.3%
Asian or Pacific Islander (A/PI)	3	0.5%
American Indian or Alaska Native (AI/AN)	2	0.4%
Multi-racial (MR)	19	3.4%
Unknown (UNK)	35	6.3%



Grade	Count	Percent
K-5	281	50.7%
6-8	65	11.7%
9-12+	191	34.5%
Unknown (UNK)	17	3.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	51	9.2%
Deaf-Blind (DB)	2	0.4%
Deaf-Hard of Hearing (D/HH)	11	2.0%
Significant Developmental Delay (SDD)	26	4.7%
Emotional Behavioral Disorder (EBD)	29	5.2%
Intellectual Disability (ID)	41	7.4%
Orthopedic Impairment (OI)	12	2.2%
Other Health Impairment (OHI)	57	10.3%
Specific Learning Disability (SLD)	156	28.2%
Speech/Language Impairment (SL)	75	13.5%
Traumatic Brain injury (TBI)	4	0.7%
Visual Impairment including Blindness (VI)	4	0.7%
More Than One Disability (MTOD)	27	4.9%
Unknown (UNK)	59	10.6%



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

2012 Special Education Parent Survey Report

Henry County

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
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	68
11	Teachers are available to speak with me.	67
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	65
12	Teachers treat me as a team member.	64
10	Written information I receive is written in an understandable way.	62
9	My child's evaluation report is written in terms I understand.	62
15	Teachers encourage me to participate in the decision-making process.	61
18	The school has a person on staff who is available to answer parents' questions.	60
14	Teachers show sensitivity to the needs of students with disabilities and their families.	58

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
23	The school gives parents the help they may need to play an active role in their child's education.	53
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	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.	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.	44
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.	35
7	I was given information about organizations that offer support for parents of students with disabilities.	33
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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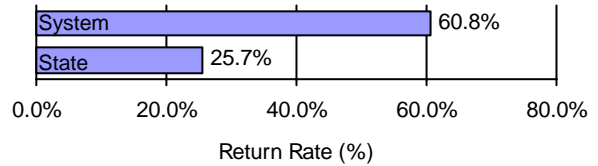
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Houston County

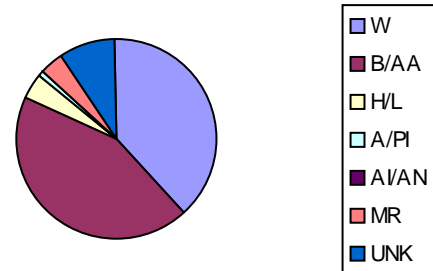
Overview

	System	State
Number of Surveys Distributed	683	41,065
Number of Valid Responses	415	10,543
Percentage Return Rate	60.8%	25.7%

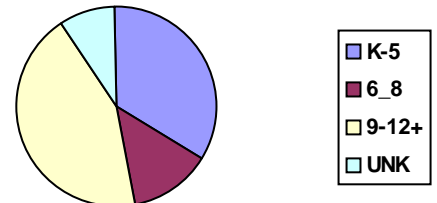


Child Demographics

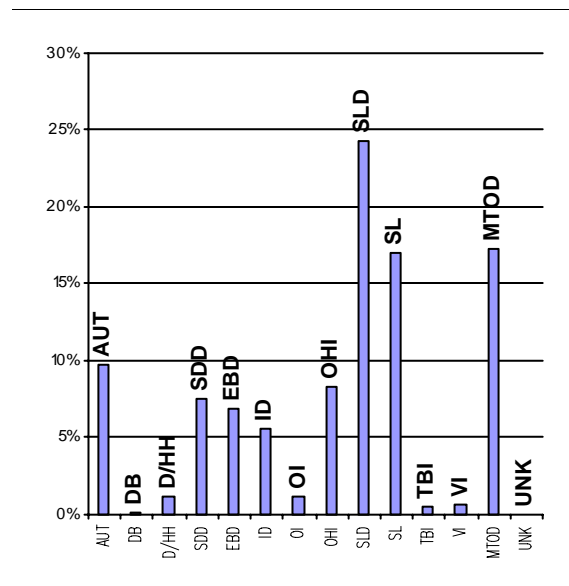
Race/Ethnicity	Count	Percent
White	158	38.1%
Black or African American (B/AA)	181	43.6%
Hispanic or Latino (H/L)	18	4.3%
Asian or Pacific Islander (A/PI)	4	1.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	16	3.9%
Unknown (UNK)	38	9.2%



Grade	Count	Percent
K-5	141	34.0%
6-8	53	12.8%
9-12+	182	43.9%
Unknown (UNK)	39	9.4%



Primary Exceptionality	Count	Percent
Autism (AUT)	35	8.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.2%
Significant Developmental Delay (SDD)	21	5.1%
Emotional Behavioral Disorder (EBD)	42	10.1%
Intellectual Disability (ID)	22	5.3%
Orthopedic Impairment (OI)	5	1.2%
Other Health Impairment (OHI)	24	5.8%
Specific Learning Disability (SLD)	115	27.7%
Speech/Language Impairment (SL)	65	15.7%
Traumatic Brain injury (TBI)	5	1.2%
Visual Impairment including Blindness (VI)	5	1.2%
More Than One Disability (MTOD)	12	2.9%
Unknown (UNK)	63	15.2%



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

2012 Special Education Parent Survey Report

Houston County

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.	63
12	Teachers treat me as a team member.	61
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	61
14	Teachers show sensitivity to the needs of students with disabilities and their families.	60
10	Written information I receive is written in an understandable way.	60
9	My child's evaluation report is written in terms I understand.	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).	59
5	All of my concerns and recommendations were documented on the IEP.	58
15	Teachers encourage me to participate in the decision-making process.	57
1	I am considered an equal partner with teachers and other professionals in planning my child's program	57

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
23	The school gives parents the help they may need to play an active role in their child's education.	51
20	The school gives me choices with regard to services that address my child's needs.	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.	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.	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.	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.	31

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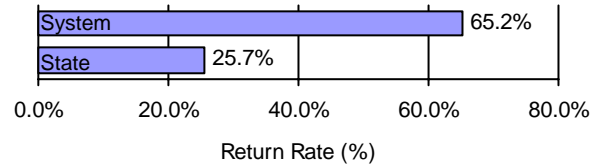
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Jackson County

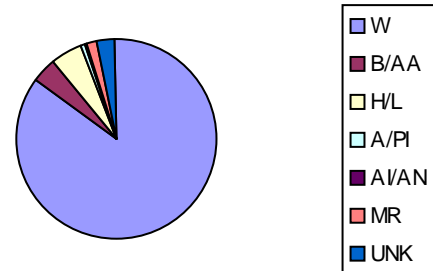
Overview

	System	State
Number of Surveys Distributed	247	41,065
Number of Valid Responses	161	10,543
Percentage Return Rate	65.2%	25.7%

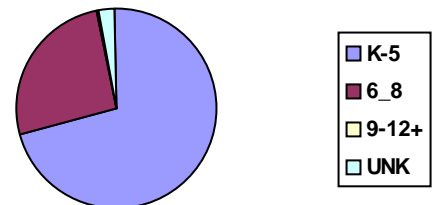


Child Demographics

Race/Ethnicity	Count	Percent
White	137	85.1%
Black or African American (B/AA)	6	3.7%
Hispanic or Latino (H/L)	9	5.6%
Asian or Pacific Islander (A/PI)	1	0.6%
American Indian or Alaska Native (AI/AN)	1	0.6%
Multi-racial (MR)	2	1.2%
Unknown (UNK)	5	3.1%



Grade	Count	Percent
K-5	113	70.2%
6-8	43	26.7%
9-12+	1	0.6%
Unknown (UNK)	4	2.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	16	9.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.6%
Significant Developmental Delay (SDD)	15	9.3%
Emotional Behavioral Disorder (EBD)	7	4.3%
Intellectual Disability (ID)	4	2.5%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	12	7.5%
Specific Learning Disability (SLD)	33	20.5%
Speech/Language Impairment (SL)	52	32.3%
Traumatic Brain injury (TBI)	2	1.2%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	5	3.1%
Unknown (UNK)	14	8.7%



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

2012 Special Education Parent Survey Report

Jackson County

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
11	Teachers are available to speak with me.	70
12	Teachers treat me as a team member.	69
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
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	65
10	Written information I receive is written in an understandable way.	64
18	The school has a person on staff who is available to answer parents' questions.	63
14	Teachers show sensitivity to the needs of students with disabilities and their families.	63
13	Teachers seek out parent input.	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
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
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.	53
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	51
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.	43
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

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.

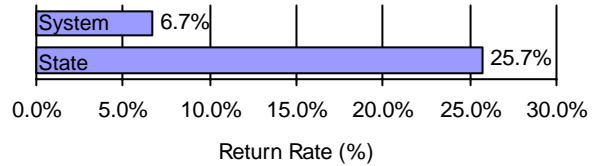
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Jasper County

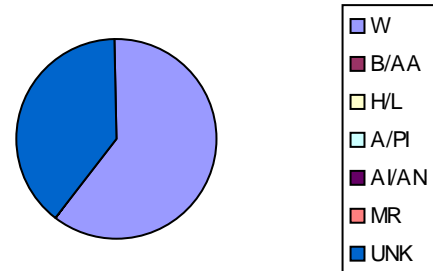
Overview

	System	State
Number of Surveys Distributed	75	41,065
Number of Valid Responses	5	10,543
Percentage Return Rate	6.7%	25.7%

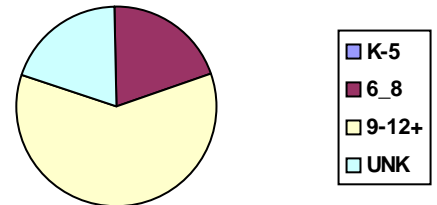


Child Demographics

Race/Ethnicity	Count	Percent
White	3	60.0%
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)	2	40.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	1	20.0%
9-12+	3	60.0%
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)	1	20.0%
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	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)	2	40.0%



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

2012 Special Education Parent Survey Report

Jasper County

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.	80
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	75
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	60
5	All of my concerns and recommendations were documented on the IEP.	60
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	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
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	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
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
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
21	The school offers parents training about special education issues.	33

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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.

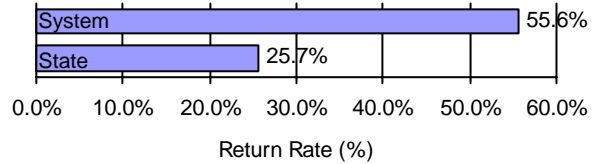
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Jefferson County

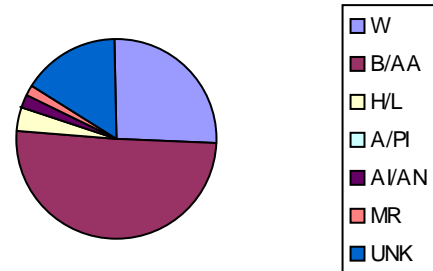
Overview

	System	State
Number of Surveys Distributed	90	41,065
Number of Valid Responses	50	10,543
Percentage Return Rate	55.6%	25.7%

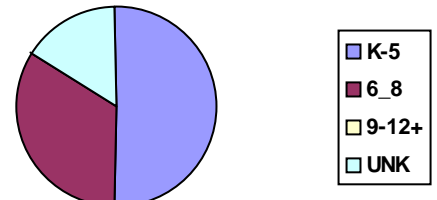


Child Demographics

Race/Ethnicity	Count	Percent
White	13	26.0%
Black or African American (B/AA)	25	50.0%
Hispanic or Latino (H/L)	2	4.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	2.0%
Multi-racial (MR)	1	2.0%
Unknown (UNK)	8	16.0%



Grade	Count	Percent
K-5	25	50.0%
6-8	17	34.0%
9-12+	0	0.0%
Unknown (UNK)	8	16.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	4.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	5	10.0%
Emotional Behavioral Disorder (EBD)	3	6.0%
Intellectual Disability (ID)	4	8.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	2.0%
Specific Learning Disability (SLD)	12	24.0%
Speech/Language Impairment (SL)	4	8.0%
Traumatic Brain injury (TBI)	1	2.0%
Visual Impairment including Blindness (VI)	1	2.0%
More Than One Disability (MTOD)	6	12.0%
Unknown (UNK)	11	22.0%



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

2012 Special Education Parent Survey Report

Jefferson County

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.	60
12	Teachers treat me as a team member.	56
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	56
1	I am considered an equal partner with teachers and other professionals in planning my child's program	55
9	My child's evaulation report is written in terms I understand.	51
5	All of my concerns and recommendations were documented on the IEP.	49
10	Written information I receive is written in an understandable way.	47
15	Teachers encourage me to participate in the decision-making process.	43
13	Teachers seek out parent input.	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).	41

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
24	The school provides information on agencies that can assist my child in the transition from school.	37
23	The school gives parents the help they may need to play an active role in their child's education.	36
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
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	35
14	Teachers show sensitivity to the needs of students with disabilities and their families.	31
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
7	I was given information about organizations that offer support for parents of students with disabilities.	20

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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.

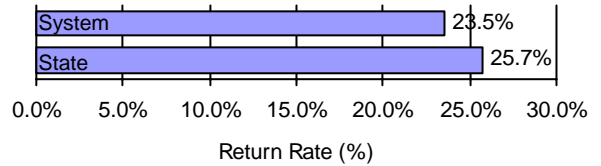
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Jenkins County

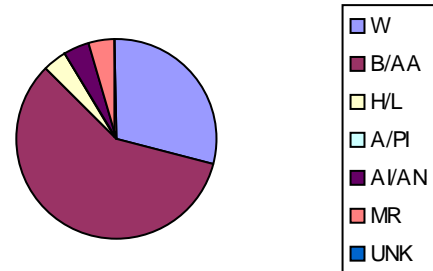
Overview

	System	State
Number of Surveys Distributed	102	41,065
Number of Valid Responses	24	10,543
Percentage Return Rate	23.5%	25.7%

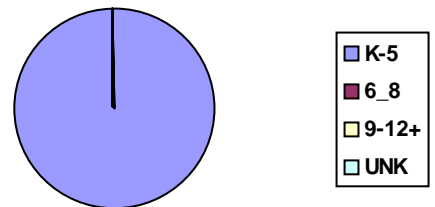


Child Demographics

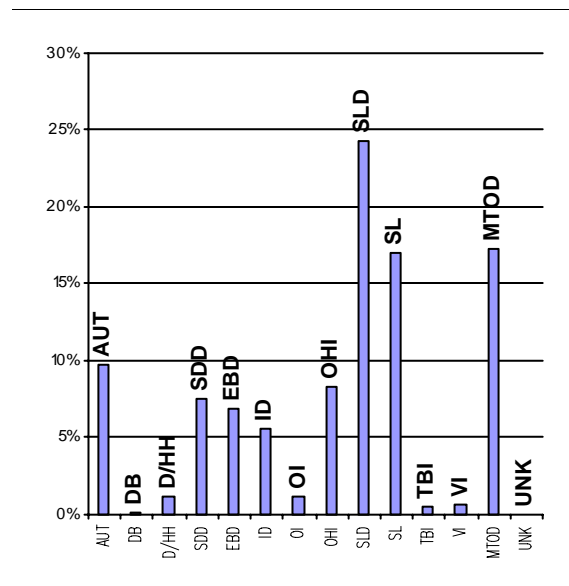
Race/Ethnicity	Count	Percent
White	7	29.2%
Black or African American (B/AA)	14	58.3%
Hispanic or Latino (H/L)	1	4.2%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	4.2%
Multi-racial (MR)	1	4.2%
Unknown (UNK)	0	0.0%



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)	2	8.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	8.3%
Emotional Behavioral Disorder (EBD)	2	8.3%
Intellectual Disability (ID)	2	8.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	12.5%
Specific Learning Disability (SLD)	1	4.2%
Speech/Language Impairment (SL)	7	29.2%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	4.2%
Unknown (UNK)	4	16.7%



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

2012 Special Education Parent Survey Report

Jenkins County

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.	71
12	Teachers treat me as a team member.	67
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	65
1	I am considered an equal partner with teachers and other professionals in planning my child's program	63
14	Teachers show sensitivity to the needs of students with disabilities and their families.	63
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
10	Written information I receive is written in an understandable way.	58
13	Teachers seek out parent input.	58
15	Teachers encourage me to participate in the decision-making process.	58

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.	54
23	The school gives parents the help they may need to play an active role in their child's education.	54
22	The school offers parents a variety of ways to communicate with teachers.	52
25	The school explains what options parents have if they disagree with a decision of the school.	52
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
24	The school provides information on agencies that can assist my child in the transition from school.	50
18	The school has a person on staff who is available to answer parents' questions.	46
21	The school offers parents training about special education issues.	42
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.

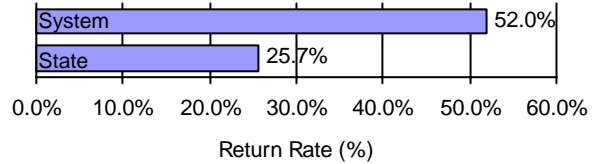
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Johnson County

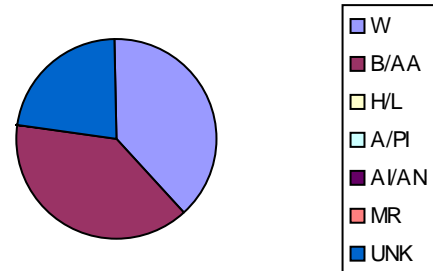
Overview

	System	State
Number of Surveys Distributed	25	41,065
Number of Valid Responses	13	10,543
Percentage Return Rate	52.0%	25.7%

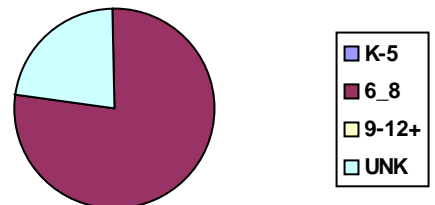


Child Demographics

Race/Ethnicity	Count	Percent
White	5	38.5%
Black or African American (B/AA)	5	38.5%
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)	3	23.1%



Grade	Count	Percent
K-5	0	0.0%
6-8	10	76.9%
9-12+	0	0.0%
Unknown (UNK)	3	23.1%



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	15.4%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	7.7%
Specific Learning Disability (SLD)	5	38.5%
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)	2	15.4%
Unknown (UNK)	3	23.1%



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

2012 Special Education Parent Survey Report

Johnson County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	23 %	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.	62
19	The school communicates regularly with me regarding my child's progress on IEP goals.	60
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	58
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
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
9	My child's evaluation report is written in terms I understand.	54
10	Written information I receive is written in an understandable way.	54
13	Teachers seek out parent input.	50
14	Teachers show sensitivity to the needs of students with disabilities and their families.	50

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.	40
11	Teachers are available to speak with me.	38
12	Teachers treat me as a team member.	38
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	31
25	The school explains what options parents have if they disagree with a decision of the school.	30
7	I was given information about organizations that offer support for parents of students with disabilities.	23
21	The school offers parents training about special education issues.	20
22	The school offers parents a variety of ways to communicate with teachers.	10
23	The school gives parents the help they may need to play an active role in their child's education.	10
24	The school provides information on agencies that can assist my child in the transition from 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.

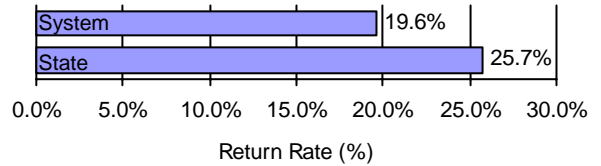
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Jones County

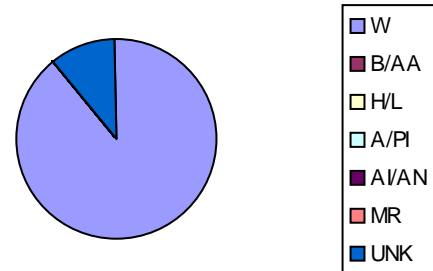
Overview

	System	State
Number of Surveys Distributed	46	41,065
Number of Valid Responses	9	10,543
Percentage Return Rate	19.6%	25.7%

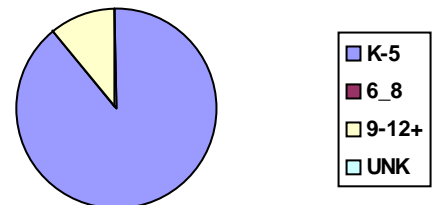


Child Demographics

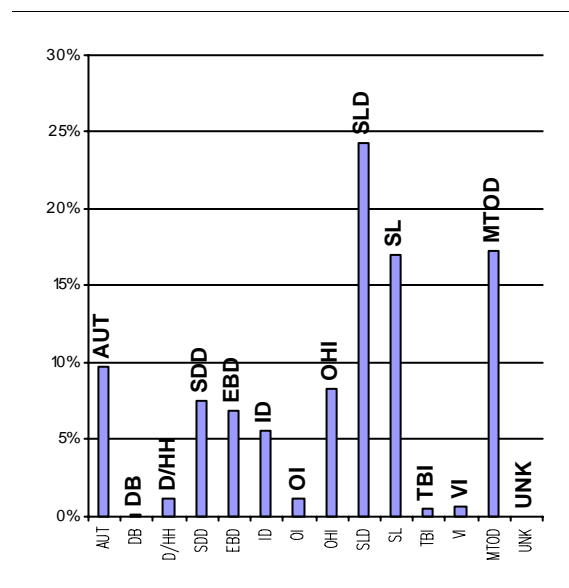
Race/Ethnicity	Count	Percent
White	8	88.9%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	11.1%



Grade	Count	Percent
K-5	8	88.9%
6-8	0	0.0%
9-12+	1	11.1%
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	11.1%
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)	3	33.3%
Speech/Language Impairment (SL)	3	33.3%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	11.1%
Unknown (UNK)	1	11.1%



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

2012 Special Education Parent Survey Report

Jones County

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
15	Teachers encourage me to participate in the decision-making process.	67
22	The school offers parents a variety of ways to communicate with teachers.	63
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.	56
11	Teachers are available to speak with me.	56
12	Teachers treat me as a team member.	56
13	Teachers seek out parent input.	56
14	Teachers show sensitivity to the needs of students with disabilities and their families.	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
18	The school has a person on staff who is available to answer parents' questions.	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.	33
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	33
20	The school gives me choices with regard to services that address my child's needs.	33
25	The school explains what options parents have if they disagree with a decision of the school.	33
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	25
7	I was given information about organizations that offer support for parents of students with disabilities.	25
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	22
21	The school offers parents training about special education issues.	13
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	11
24	The school provides information on agencies that can assist my child in the transition from school.	11

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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.

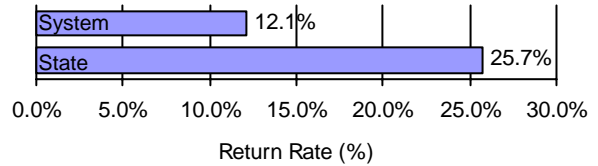
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Lanier County

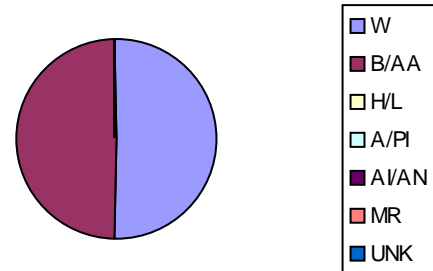
Overview

	System	State
Number of Surveys Distributed	33	41,065
Number of Valid Responses	4	10,543
Percentage Return Rate	12.1%	25.7%

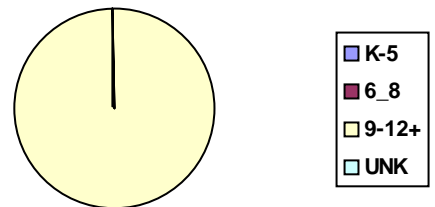


Child Demographics

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	0	0.0%
9-12+	4	100.0%
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)	0	0.0%
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)	1	25.0%
Unknown (UNK)	0	0.0%



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

2012 Special Education Parent Survey Report

LanierCounty

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
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
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	67
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.	50
10	Written information I receive is written in an understandable way.	50
11	Teachers are available to speak with me.	50
12	Teachers treat me as a team member.	50
13	Teachers seek out parent input.	50
18	The school has a person on staff who is available to answer parents' questions.	50

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.	25
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	25
14	Teachers show sensitivity to the needs of students with disabilities and their families.	25
15	Teachers encourage me to participate in the decision-making process.	25
16	Teachers respect my cultural heritage.	25
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	25
21	The school offers parents training about special education issues.	25
22	The school offers parents a variety of ways to communicate with teachers.	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

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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.

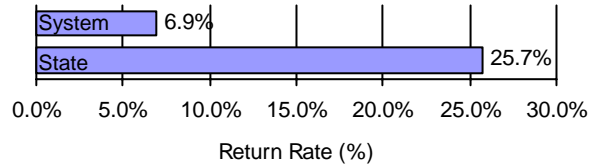
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Laurens County

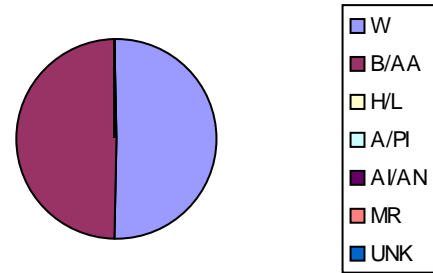
Overview

	System	State
Number of Surveys Distributed	144	41,065
Number of Valid Responses	10	10,543
Percentage Return Rate	6.9%	25.7%

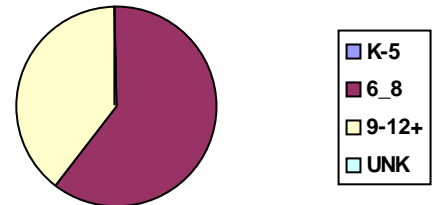


Child Demographics

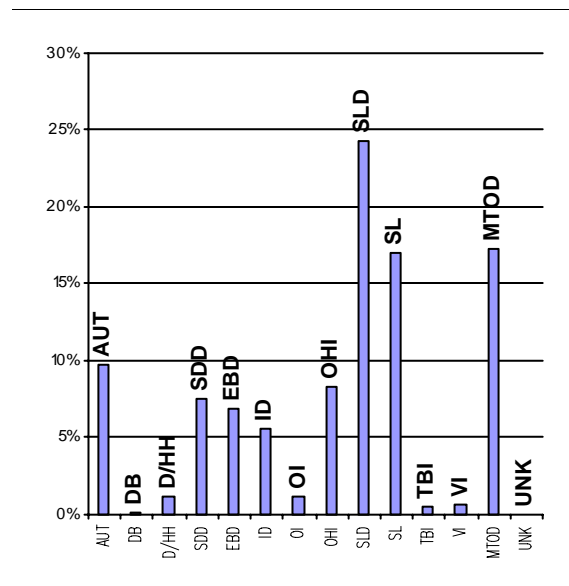
Race/Ethnicity	Count	Percent
White	5	50.0%
Black or African American (B/AA)	5	50.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	6	60.0%
9-12+	4	40.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	10.0%
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	10.0%
Intellectual Disability (ID)	1	10.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	10.0%
Specific Learning Disability (SLD)	5	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	10.0%
Unknown (UNK)	0	0.0%



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

2012 Special Education Parent Survey Report

Laurens County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	20 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
16	Teachers respect my cultural heritage.	60
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	50
11	Teachers are available to speak with me.	50
12	Teachers treat me as a team member.	50
13	Teachers seek out parent input.	50
14	Teachers show sensitivity to the needs of students with disabilities and their families.	50
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
1	I am considered an equal partner with teachers and other professionals in planning my child's program	40
5	All of my concerns and recommendations were documented on the IEP.	40

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.	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.	20
19	The school communicates regularly with me regarding my child's progress on IEP goals.	20
22	The school offers parents a variety of ways to communicate with teachers.	20
25	The school explains what options parents have if they disagree with a decision of the school.	20
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	10
20	The school gives me choices with regard to services that address my child's needs.	10
21	The school offers parents training about special education issues.	10
24	The school provides information on agencies that can assist my child in the transition from school.	10
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.

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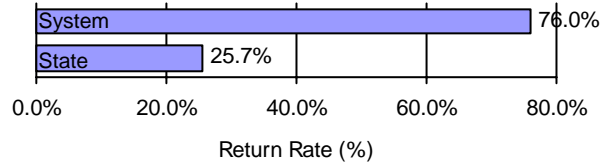
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Liberty County

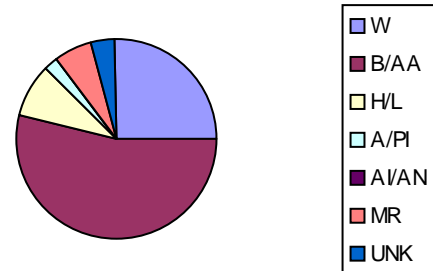
Overview

	System	State
Number of Surveys Distributed	167	41,065
Number of Valid Responses	127	10,543
Percentage Return Rate	76.0%	25.7%

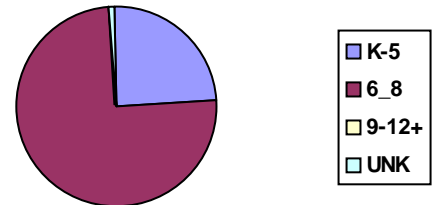


Child Demographics

Race/Ethnicity	Count	Percent
White	32	25.2%
Black or African American (B/AA)	68	53.5%
Hispanic or Latino (H/L)	11	8.7%
Asian or Pacific Islander (A/PI)	3	2.4%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	8	6.3%
Unknown (UNK)	5	3.9%



Grade	Count	Percent
K-5	31	24.4%
6-8	95	74.8%
9-12+	0	0.0%
Unknown (UNK)	1	0.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	21	16.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.8%
Significant Developmental Delay (SDD)	2	1.6%
Emotional Behavioral Disorder (EBD)	7	5.5%
Intellectual Disability (ID)	8	6.3%
Orthopedic Impairment (OI)	1	0.8%
Other Health Impairment (OHI)	19	15.0%
Specific Learning Disability (SLD)	37	29.1%
Speech/Language Impairment (SL)	20	15.7%
Traumatic Brain injury (TBI)	1	0.8%
Visual Impairment including Blindness (VI)	1	0.8%
More Than One Disability (MTOD)	2	1.6%
Unknown (UNK)	7	5.5%



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

2012 Special Education Parent Survey Report

Liberty County

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
10	Written information I receive is written in an understandable way.	88
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	87
22	The school offers parents a variety of ways to communicate with teachers.	87
5	All of my concerns and recommendations were documented on the IEP.	86
1	I am considered an equal partner with teachers and other professionals in planning my child's program	84
9	My child's evaluation report is written in terms I understand.	84
16	Teachers respect my cultural heritage.	83
11	Teachers are available to speak with me.	82
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	81
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	81

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.	74
14	Teachers show sensitivity to the needs of students with disabilities and their families.	73
23	The school gives parents the help they may need to play an active role in their child's education.	71
13	Teachers seek out parent input.	70
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	70
25	The school explains what options parents have if they disagree with a decision of the school.	66
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
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.	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.

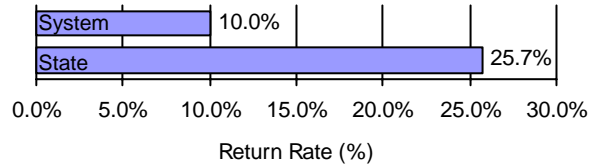
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Lowndes County

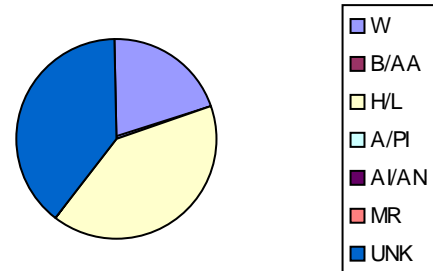
Overview

	System	State
Number of Surveys Distributed	50	41,065
Number of Valid Responses	5	10,543
Percentage Return Rate	10.0%	25.7%

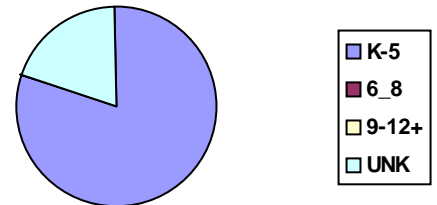


Child Demographics

Race/Ethnicity	Count	Percent
White	1	20.0%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	2	40.0%
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	40.0%



Grade	Count	Percent
K-5	4	80.0%
6-8	0	0.0%
9-12+	0	0.0%
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)	1	20.0%
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)	2	40.0%
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)	1	20.0%



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

2012 Special Education Parent Survey Report

Lowndes County

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
18	The school has a person on staff who is available to answer parents' questions.	100
20	The school gives me choices with regard to services that address my child's needs.	100
21	The school offers parents training about special education issues.	100
22	The school offers parents a variety of ways to communicate with teachers.	100
23	The school gives parents the help they may need to play an active role in their child's education.	100
1	I am considered an equal partner with teachers and other professionals in planning my child's program	80
13	Teachers seek out parent input.	75
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
16	Teachers respect my cultural heritage.	75

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
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.	60
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	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
11	Teachers are available to speak with me.	60
12	Teachers treat me as a team member.	60
7	I was given information about organizations that offer support for parents of students with disabilities.	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.	40

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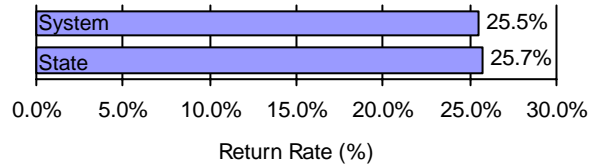
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Lumpkin County

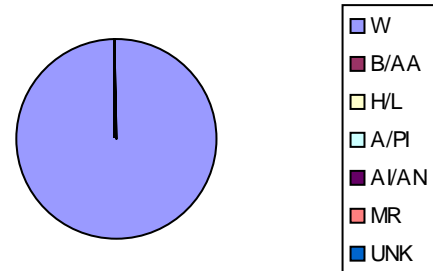
Overview

	System	State
Number of Surveys Distributed	55	41,065
Number of Valid Responses	14	10,543
Percentage Return Rate	25.5%	25.7%

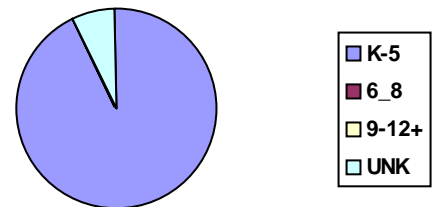


Child Demographics

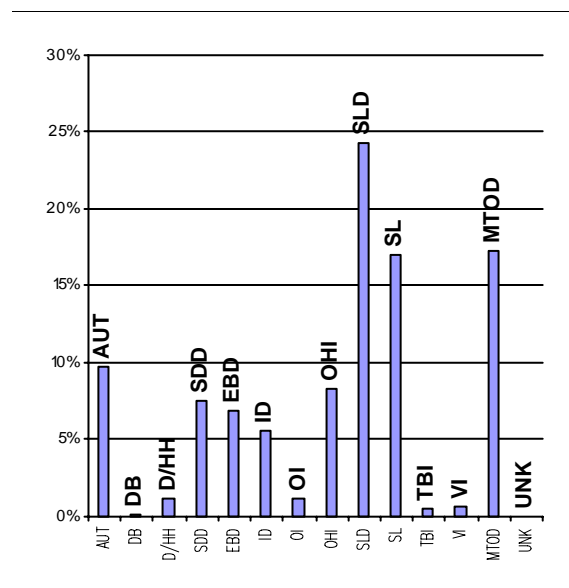
Race/Ethnicity	Count	Percent
White	14	100.0%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



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



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)	0	0.0%
Emotional Behavioral Disorder (EBD)	3	21.4%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	1	7.1%
Speech/Language Impairment (SL)	7	50.0%
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)	1	7.1%



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

2012 Special Education Parent Survey Report

Lumpkin County

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
5	All of my concerns and recommendations were documented on the IEP.	86
11	Teachers are available to speak with me.	86
12	Teachers treat me as a team member.	86
14	Teachers show sensitivity to the needs of students with disabilities and their families.	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
18	The school has a person on staff who is available to answer parents' questions.	86
19	The school communicates regularly with me regarding my child's progress on IEP goals.	86
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	85
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	79
15	Teachers encourage me to participate in the decision-making process.	79

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.	64
25	The school explains what options parents have if they disagree with a decision of the school.	64
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
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.	43
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.	21
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	17
7	I was given information about organizations that offer support for parents of students with disabilities.	15

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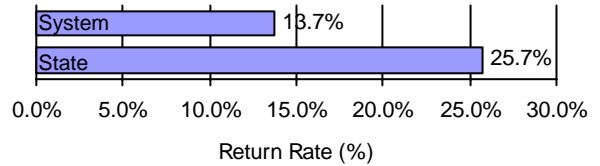
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Macon County

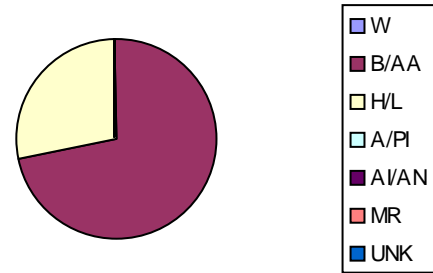
Overview

	System	State
Number of Surveys Distributed	51	41,065
Number of Valid Responses	7	10,543
Percentage Return Rate	13.7%	25.7%

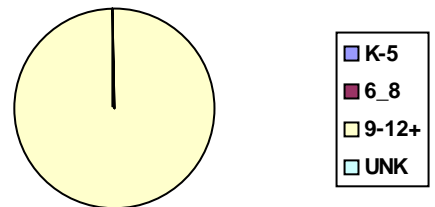


Child Demographics

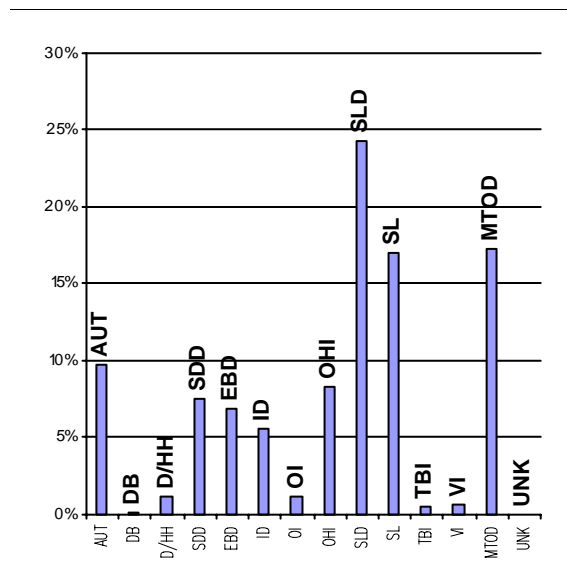
Race/Ethnicity	Count	Percent
White	0	0.0%
Black or African American (B/AA)	5	71.4%
Hispanic or Latino (H/L)	2	28.6%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	7	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)	0	0.0%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	1	14.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	6	85.7%
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%

2012 Special Education Parent Survey Report

Macon County

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
1	I am considered an equal partner with teachers and other professionals in planning my child's program	71
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
24	The school provides information on agencies that can assist my child in the transition from school.	50
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	43
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
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

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
9	My child's evaluation report is written in terms I understand.	29
18	The school has a person on staff who is available to answer parents' questions.	17
21	The school offers parents training about special education issues.	17
25	The school explains what options parents have if they disagree with a decision of the school.	17
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	14
10	Written information I receive is written in an understandable way.	14
11	Teachers are available to speak with me.	14
12	Teachers treat me as a team member.	14
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	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

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.

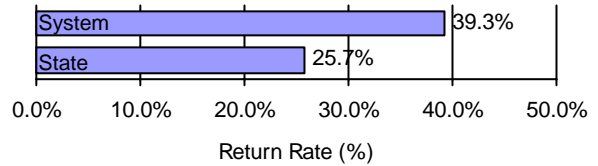
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Madison County

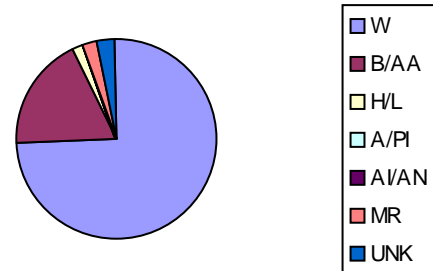
Overview

	System	State
Number of Surveys Distributed	346	41,065
Number of Valid Responses	136	10,543
Percentage Return Rate	39.3%	25.7%

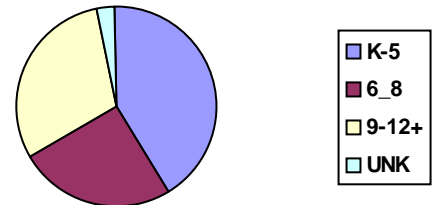


Child Demographics

Race/Ethnicity	Count	Percent
White	101	74.3%
Black or African American (B/AA)	25	18.4%
Hispanic or Latino (H/L)	3	2.2%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	3	2.2%
Unknown (UNK)	4	2.9%



Grade	Count	Percent
K-5	56	41.2%
6-8	34	25.0%
9-12+	42	30.9%
Unknown (UNK)	4	2.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	13	9.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	13	9.6%
Emotional Behavioral Disorder (EBD)	12	8.8%
Intellectual Disability (ID)	11	8.1%
Orthopedic Impairment (OI)	2	1.5%
Other Health Impairment (OHI)	10	7.4%
Specific Learning Disability (SLD)	36	26.5%
Speech/Language Impairment (SL)	17	12.5%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	0.7%
More Than One Disability (MTOD)	2	1.5%
Unknown (UNK)	19	14.0%



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

2012 Special Education Parent Survey Report

Madison County

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
11	Teachers are available to speak with me.	81
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	79
5	All of my concerns and recommendations were documented on the IEP.	79
1	I am considered an equal partner with teachers and other professionals in planning my child's program	78
12	Teachers treat me as a team member.	77
15	Teachers encourage me to participate in the decision-making process.	77
9	My child's evaluation report is written in terms I understand.	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.	76
18	The school has a person on staff who is available to answer parents' questions.	75

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
23	The school gives parents the help they may need to play an active role in their child's education.	70
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	70
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	70
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
25	The school explains what options parents have if they disagree with a decision of the school.	61
24	The school provides information on agencies that can assist my child in the transition from school.	59
21	The school offers parents training about special education issues.	55
7	I was given information about organizations that offer support for parents of students with disabilities.	54
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	50

For questions regarding district results, please contact Patti Solomon:

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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.

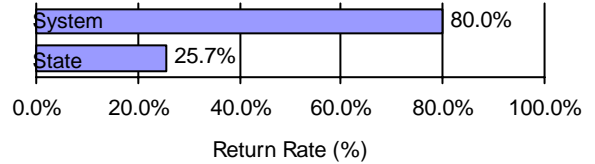
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report McDuffie County

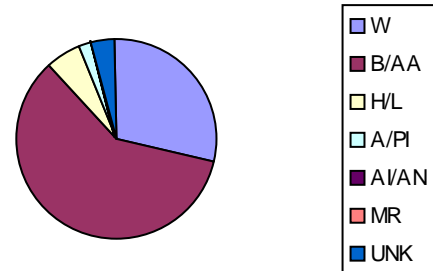
Overview

	System	State
Number of Surveys Distributed	65	41,065
Number of Valid Responses	52	10,543
Percentage Return Rate	80.0%	25.7%

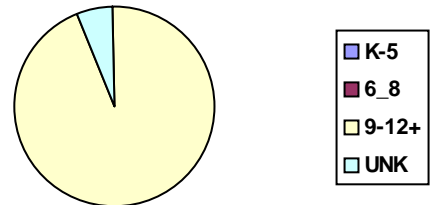


Child Demographics

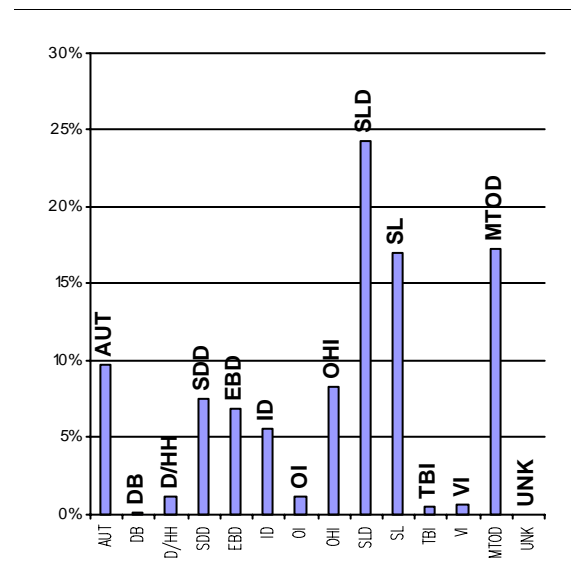
Race/Ethnicity	Count	Percent
White	15	28.8%
Black or African American (B/AA)	31	59.6%
Hispanic or Latino (H/L)	3	5.8%
Asian or Pacific Islander (A/PI)	1	1.9%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	2	3.8%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	49	94.2%
Unknown (UNK)	3	5.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	3.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	1.9%
Emotional Behavioral Disorder (EBD)	2	3.8%
Intellectual Disability (ID)	4	7.7%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	5	9.6%
Specific Learning Disability (SLD)	24	46.2%
Speech/Language Impairment (SL)	3	5.8%
Traumatic Brain injury (TBI)	1	1.9%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	1.9%
Unknown (UNK)	9	17.3%



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

2012 Special Education Parent Survey Report

McDuffie County

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.	75
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.	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).	72
12	Teachers treat me as a team member.	71
10	Written information I receive is written in an understandable way.	71
9	My child's evaluation report is written in terms I understand.	70
13	Teachers seek out parent input.	70
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	69
16	Teachers respect my cultural heritage.	67

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.	61
24	The school provides information on agencies that can assist my child in the transition from school.	60
23	The school gives parents the help they may need to play an active role in their child's education.	60
25	The school explains what options parents have if they disagree with a decision of the school.	58
22	The school offers parents a variety of ways to communicate with teachers.	57
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	56
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.	48
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	45
21	The school offers parents training about special education issues.	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.

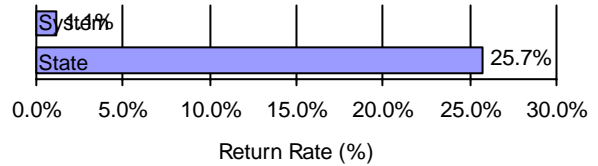
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report McIntosh County

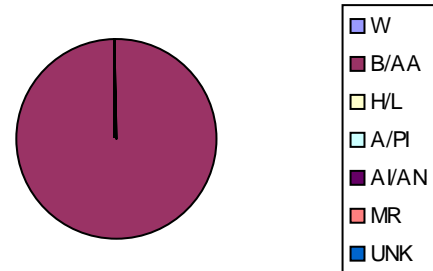
Overview

	System	State
Number of Surveys Distributed	88	41,065
Number of Valid Responses	1	10,543
Percentage Return Rate	1.1%	25.7%

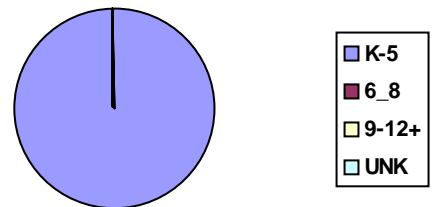


Child Demographics

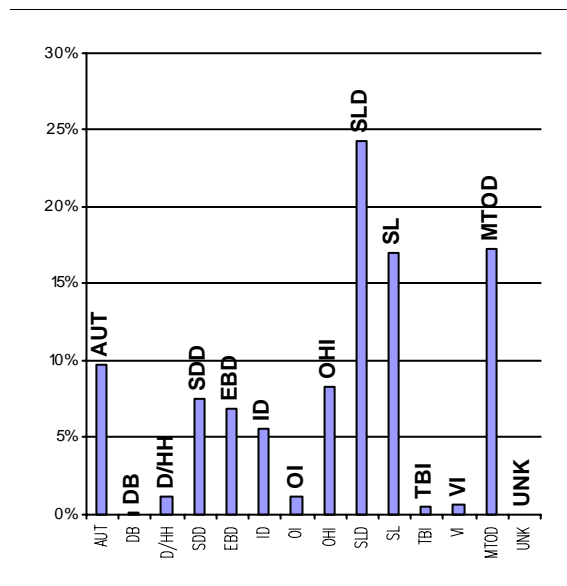
Race/Ethnicity	Count	Percent
White	0	0.0%
Black or African American (B/AA)	1	100.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	1	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	100.0%
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%

2012 Special Education Parent Survey Report

McIntosh County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	100 %	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
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	100
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	100
5	All of my concerns and recommendations were documented on the IEP.	100
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	100
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
9	My child's evaluation report is written in terms I understand.	100
10	Written information I receive is written in an understandable way.	100
11	Teachers are available to speak with me.	100
12	Teachers treat me as a team member.	100

Least Satisfaction (3) - 10 Lowest Ranked Items

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

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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.

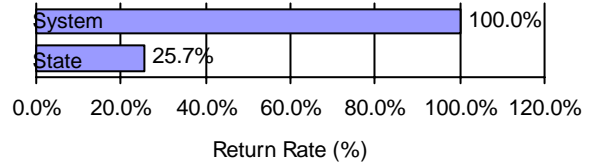
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Meriwether County

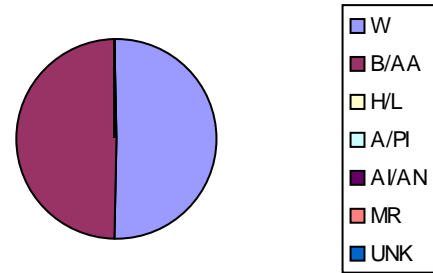
Overview

	System	State
Number of Surveys Distributed	2	41,065
Number of Valid Responses	2	10,543
Percentage Return Rate	100.0%	25.7%

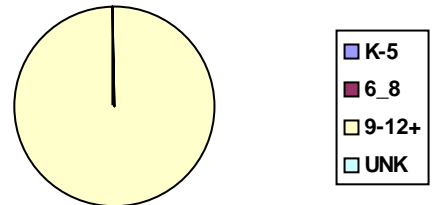


Child Demographics

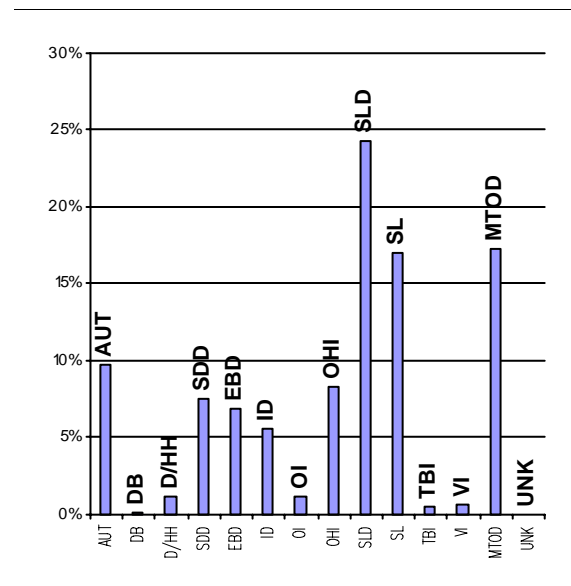
Race/Ethnicity	Count	Percent
White	1	50.0%
Black or African American (B/AA)	1	50.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	2	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)	0	0.0%
Emotional Behavioral Disorder (EBD)	1	50.0%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	0	0.0%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	50.0%
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%

2012 Special Education Parent Survey Report

Meriwether County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	100 %	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
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	100
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	100
5	All of my concerns and recommendations were documented on the IEP.	100
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	100
7	I was given information about organizations that offer support for parents of students with disabilities.	100
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
9	My child's evaluation report is written in terms I understand.	100
10	Written information I receive is written in an understandable way.	100
11	Teachers are available to speak with me.	100

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).	100
18	The school has a person on staff who is available to answer parents' questions.	100
19	The school communicates regularly with me regarding my child's progress on IEP goals.	100
20	The school gives me choices with regard to services that address my child's needs.	100
21	The school offers parents training about special education issues.	100
22	The school offers parents a variety of ways to communicate with teachers.	100
23	The school gives parents the help they may need to play an active role in their child's education.	100
24	The school provides information on agencies that can assist my child in the transition from school.	100
25	The school explains what options parents have if they disagree with a decision of the school.	100
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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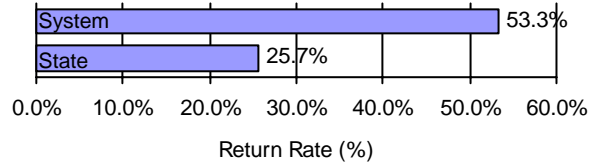
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Mitchell County

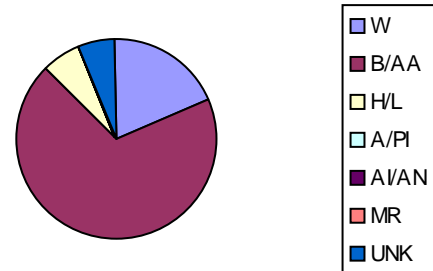
Overview

	System	State
Number of Surveys Distributed	30	41,065
Number of Valid Responses	16	10,543
Percentage Return Rate	53.3%	25.7%

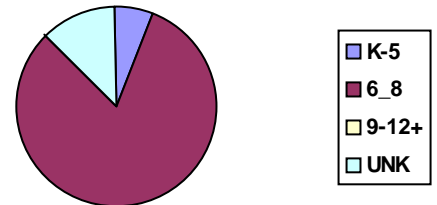


Child Demographics

Race/Ethnicity	Count	Percent
White	3	18.8%
Black or African American (B/AA)	11	68.8%
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)	1	6.3%



Grade	Count	Percent
K-5	1	6.3%
6-8	13	81.3%
9-12+	0	0.0%
Unknown (UNK)	2	12.5%



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	12.5%
Emotional Behavioral Disorder (EBD)	3	18.8%
Intellectual Disability (ID)	2	12.5%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	18.8%
Specific Learning Disability (SLD)	2	12.5%
Speech/Language Impairment (SL)	1	6.3%
Traumatic Brain injury (TBI)	1	6.3%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	2	12.5%



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

2012 Special Education Parent Survey Report

Mitchell County

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
13	Teachers seek out parent input.	56
1	I am considered an equal partner with teachers and other professionals in planning my child's program	53
11	Teachers are available to speak with me.	50
12	Teachers treat me as a team member.	50
14	Teachers show sensitivity to the needs of students with disabilities and their families.	50
15	Teachers encourage me to participate in the decision-making process.	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).	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

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
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
24	The school provides information on agencies that can assist my child in the transition from school.	31
20	The school gives me choices with regard to services that address my child's needs.	29
25	The school explains what options parents have if they disagree with a decision of the school.	29
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	27
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.	19
7	I was given information about organizations that offer support for parents of students with disabilities.	19

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.



2012 Special Education Parent Survey Report Monroe County

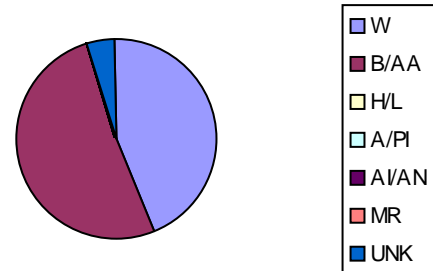
Overview

	System	State
Number of Surveys Distributed	81	41,065
Number of Valid Responses	23	10,543
Percentage Return Rate	28.4%	25.7%

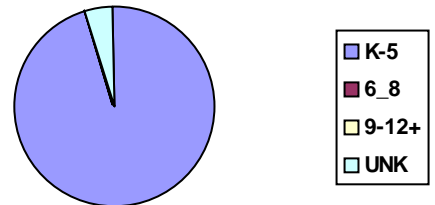


Child Demographics

Race/Ethnicity	Count	Percent
White	10	43.5%
Black or African American (B/AA)	12	52.2%
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)	1	4.3%



Grade	Count	Percent
K-5	22	95.7%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	4.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	4.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	10	43.5%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	2	8.7%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	4	17.4%
Speech/Language Impairment (SL)	1	4.3%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	8.7%
Unknown (UNK)	3	13.0%



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

2012 Special Education Parent Survey Report

Monroe County

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
11	Teachers are available to speak with me.	74
12	Teachers treat me as a team member.	74
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	70
14	Teachers show sensitivity to the needs of students with disabilities and their families.	70
15	Teachers encourage me to participate in the decision-making process.	70
10	Written information I receive is written in an understandable way.	68
5	All of my concerns and recommendations were documented on the IEP.	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.	65
1	I am considered an equal partner with teachers and other professionals in planning my child's program	64
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.	57
20	The school gives me choices with regard to services that address my child's needs.	55
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	52
24	The school provides information on agencies that can assist my child in the transition from school.	52
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
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	48
7	I was given information about organizations that offer support for parents of students with disabilities.	48
25	The school explains what options parents have if they disagree with a decision of the school.	48
22	The school offers parents a variety of ways to communicate with teachers.	45

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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.

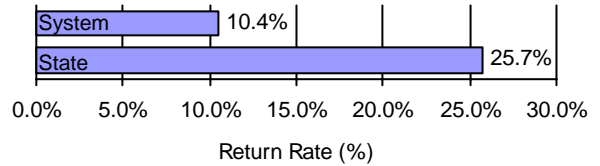
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Morgan County

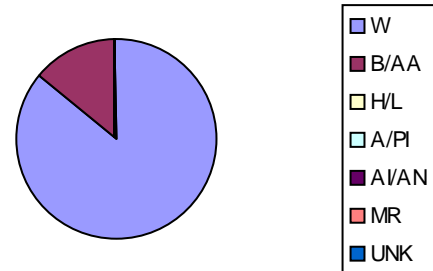
Overview

	System	State
Number of Surveys Distributed	67	41,065
Number of Valid Responses	7	10,543
Percentage Return Rate	10.4%	25.7%

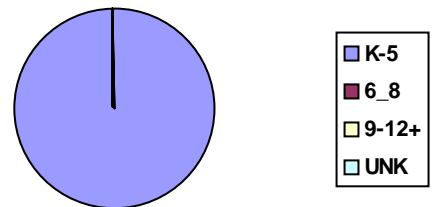


Child Demographics

Race/Ethnicity	Count	Percent
White	6	85.7%
Black or African American (B/AA)	1	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)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	7	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	28.6%
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)	0	0.0%
Speech/Language Impairment (SL)	1	14.3%
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)	3	42.9%



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

2012 Special Education Parent Survey Report

Morgan County

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	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
11	Teachers are available to speak with me.	86
12	Teachers treat me as a team member.	86
15	Teachers encourage me to participate in the decision-making process.	86
16	Teachers respect my cultural heritage.	83
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	71
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
23	The school gives parents the help they may need to play an active role in their child's education.	71
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
19	The school communicates regularly with me regarding my child's progress on IEP goals.	57
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
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.	43
25	The school explains what options parents have if they disagree with a decision of the school.	43
7	I was given information about organizations that offer support for parents of students with disabilities.	29
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	17

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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.

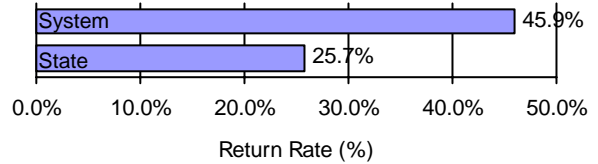
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Murray County

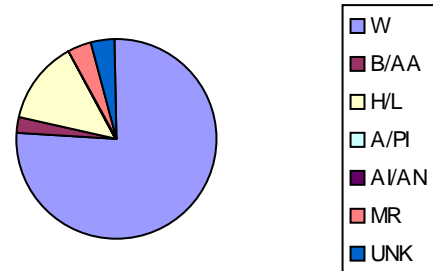
Overview

	System	State
Number of Surveys Distributed	170	41,065
Number of Valid Responses	78	10,543
Percentage Return Rate	45.9%	25.7%

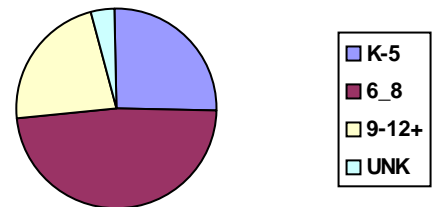


Child Demographics

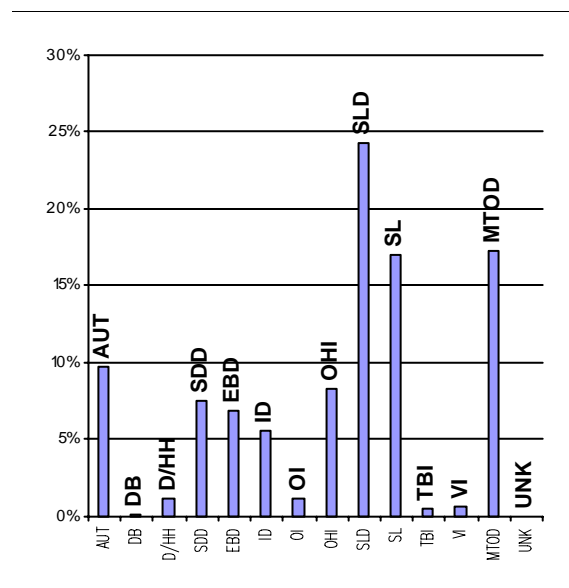
Race/Ethnicity	Count	Percent
White	59	75.6%
Black or African American (B/AA)	2	2.6%
Hispanic or Latino (H/L)	11	14.1%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	3	3.8%
Unknown (UNK)	3	3.8%



Grade	Count	Percent
K-5	20	25.6%
6-8	37	47.4%
9-12+	18	23.1%
Unknown (UNK)	3	3.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	4	5.1%
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)	1	1.3%
Intellectual Disability (ID)	5	6.4%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	3.8%
Specific Learning Disability (SLD)	34	43.6%
Speech/Language Impairment (SL)	6	7.7%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	1.3%
More Than One Disability (MTOD)	6	7.7%
Unknown (UNK)	14	17.9%



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

2012 Special Education Parent Survey Report

Murray County

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.	59
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	57
14	Teachers show sensitivity to the needs of students with disabilities and their families.	54
15	Teachers encourage me to participate in the decision-making process.	54
1	I am considered an equal partner with teachers and other professionals in planning my child's program	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
12	Teachers treat me as a team member.	53
9	My child's evaluation report is written in terms I understand.	53
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	52
10	Written information I receive is written in an understandable way.	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
13	Teachers seek out parent input.	47
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.	44
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	41
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.	38
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.	35
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	32

For questions regarding district results, please contact Patti Solomon:

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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.

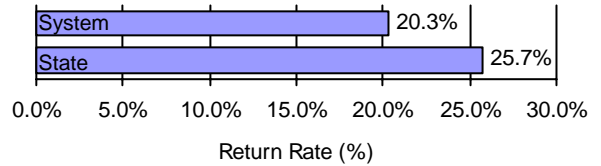
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Muscogee County

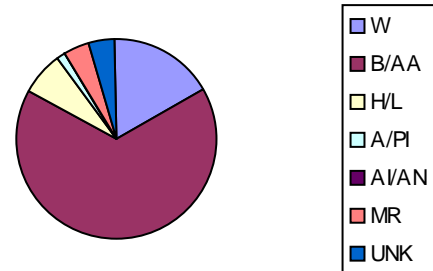
Overview

	System	State
Number of Surveys Distributed	596	41,065
Number of Valid Responses	121	10,543
Percentage Return Rate	20.3%	25.7%

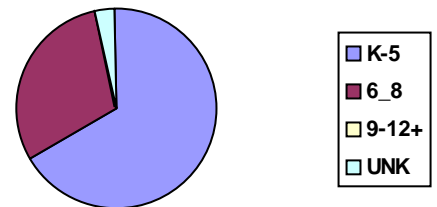


Child Demographics

Race/Ethnicity	Count	Percent
White	21	17.4%
Black or African American (B/AA)	79	65.3%
Hispanic or Latino (H/L)	9	7.4%
Asian or Pacific Islander (A/PI)	2	1.7%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	5	4.1%
Unknown (UNK)	5	4.1%



Grade	Count	Percent
K-5	80	66.1%
6-8	37	30.6%
9-12+	0	0.0%
Unknown (UNK)	4	3.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	18	14.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	3	2.5%
Significant Developmental Delay (SDD)	13	10.7%
Emotional Behavioral Disorder (EBD)	13	10.7%
Intellectual Disability (ID)	1	0.8%
Orthopedic Impairment (OI)	1	0.8%
Other Health Impairment (OHI)	8	6.6%
Specific Learning Disability (SLD)	27	22.3%
Speech/Language Impairment (SL)	15	12.4%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	8	6.6%
Unknown (UNK)	14	11.6%



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

2012 Special Education Parent Survey Report

Muscogee County

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.	58
12	Teachers treat me as a team member.	56
5	All of my concerns and recommendations were documented on the IEP.	53
1	I am considered an equal partner with teachers and other professionals in planning my child's program	50
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	50
14	Teachers show sensitivity to the needs of students with disabilities and their families.	48
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	48
16	Teachers respect my cultural heritage.	48
9	My child's evaluation report is written in terms I understand.	46
15	Teachers encourage me to participate in the decision-making process.	46

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.	42
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	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.	36
25	The school explains what options parents have if they disagree with a decision of the school.	35
24	The school provides information on agencies that can assist my child in the transition from school.	34
20	The school gives me choices with regard to services that address my child's needs.	33
21	The school offers parents training about special education issues.	29
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.	28
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	27

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

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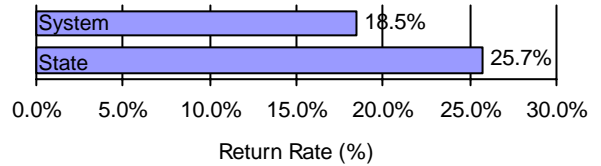
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Newton County

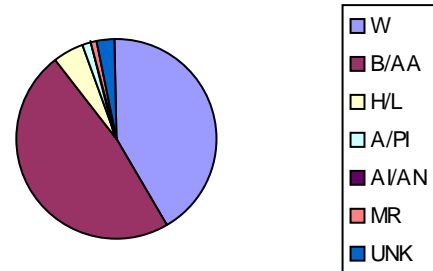
Overview

	System	State
Number of Surveys Distributed	405	41,065
Number of Valid Responses	75	10,543
Percentage Return Rate	18.5%	25.7%

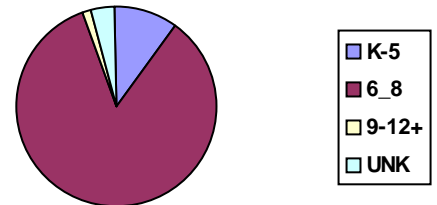


Child Demographics

Race/Ethnicity	Count	Percent
White	31	41.3%
Black or African American (B/AA)	36	48.0%
Hispanic or Latino (H/L)	4	5.3%
Asian or Pacific Islander (A/PI)	1	1.3%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	1.3%
Unknown (UNK)	2	2.7%



Grade	Count	Percent
K-5	8	10.7%
6-8	63	84.0%
9-12+	1	1.3%
Unknown (UNK)	3	4.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	6	8.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	5	6.7%
Emotional Behavioral Disorder (EBD)	8	10.7%
Intellectual Disability (ID)	5	6.7%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	14	18.7%
Specific Learning Disability (SLD)	18	24.0%
Speech/Language Impairment (SL)	6	8.0%
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)	13	17.3%



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

2012 Special Education Parent Survey Report

Newton County

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
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.	57
1	I am considered an equal partner with teachers and other professionals in planning my child's program	54
11	Teachers are available to speak with me.	48
12	Teachers treat me as a team member.	48
9	My child's evaluation report is written in terms I understand.	46
10	Written information I receive is written in an understandable way.	46
18	The school has a person on staff who is available to answer parents' questions.	43
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	42
15	Teachers encourage me to participate in the decision-making process.	42

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
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.	31
23	The school gives parents the help they may need to play an active role in their child's education.	28
25	The school explains what options parents have if they disagree with a decision of the school.	25
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	22
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.	16
24	The school provides information on agencies that can assist my child in the transition from school.	15
7	I was given information about organizations that offer support for parents of students with disabilities.	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.

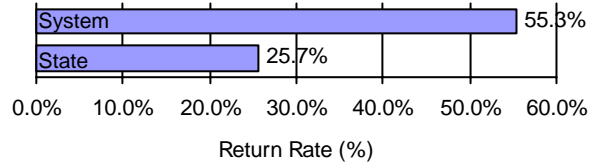
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Oconee County

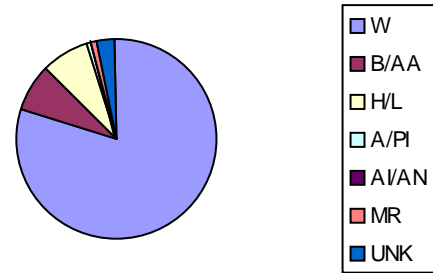
Overview

	System	State
Number of Surveys Distributed	188	41,065
Number of Valid Responses	104	10,543
Percentage Return Rate	55.3%	25.7%

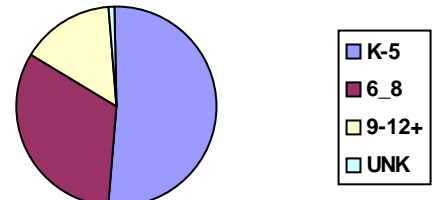


Child Demographics

Race/Ethnicity	Count	Percent
White	83	79.8%
Black or African American (B/AA)	8	7.7%
Hispanic or Latino (H/L)	8	7.7%
Asian or Pacific Islander (A/PI)	1	1.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	1.0%
Unknown (UNK)	3	2.9%



Grade	Count	Percent
K-5	53	51.0%
6-8	34	32.7%
9-12+	16	15.4%
Unknown (UNK)	1	1.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	15	14.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	3	2.9%
Emotional Behavioral Disorder (EBD)	4	3.8%
Intellectual Disability (ID)	7	6.7%
Orthopedic Impairment (OI)	1	1.0%
Other Health Impairment (OHI)	13	12.5%
Specific Learning Disability (SLD)	27	26.0%
Speech/Language Impairment (SL)	17	16.3%
Traumatic Brain injury (TBI)	1	1.0%
Visual Impairment including Blindness (VI)	1	1.0%
More Than One Disability (MTOD)	6	5.8%
Unknown (UNK)	9	8.7%



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

2012 Special Education Parent Survey Report

Oconee County

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
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	85
1	I am considered an equal partner with teachers and other professionals in planning my child's program	83
9	My child's evaluation report is written in terms I understand.	83
5	All of my concerns and recommendations were documented on the IEP.	82
10	Written information I receive is written in an understandable way.	81
15	Teachers encourage me to participate in the decision-making process.	80
11	Teachers are available to speak with me.	80
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	80
20	The school gives me choices with regard to services that address my child's needs.	79
12	Teachers treat me as a team member.	79

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.	76
16	Teachers respect my cultural heritage.	76
23	The school gives parents the help they may need to play an active role in their child's education.	76
22	The school offers parents a variety of ways to communicate with teachers.	75
25	The school explains what options parents have if they disagree with a decision of the school.	66
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.	63
24	The school provides information on agencies that can assist my child in the transition from school.	61
21	The school offers parents training about special education issues.	58
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	57

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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.

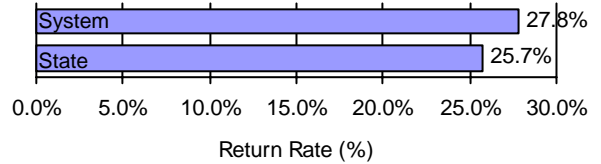
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Oglethorpe County

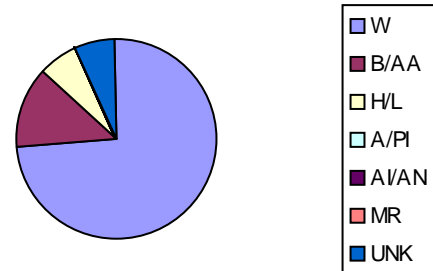
Overview

	System	State
Number of Surveys Distributed	54	41,065
Number of Valid Responses	15	10,543
Percentage Return Rate	27.8%	25.7%

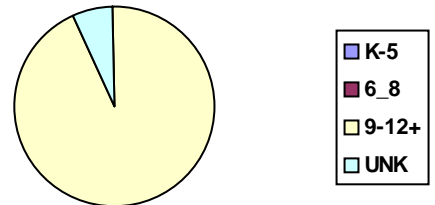


Child Demographics

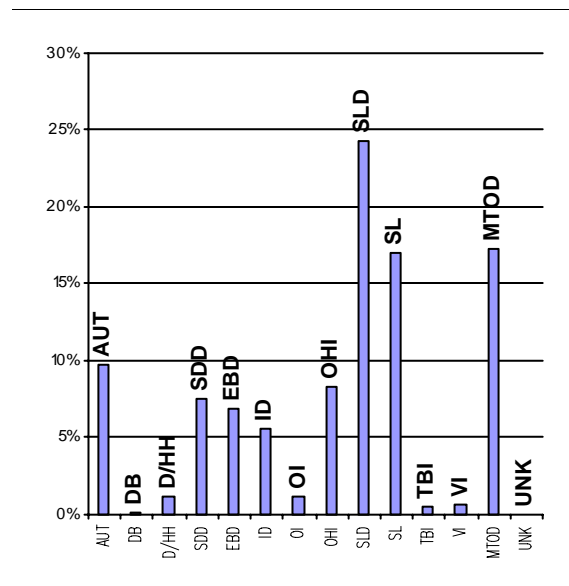
Race/Ethnicity	Count	Percent
White	11	73.3%
Black or African American (B/AA)	2	13.3%
Hispanic or Latino (H/L)	1	6.7%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	6.7%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	14	93.3%
Unknown (UNK)	1	6.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	13.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	6.7%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	1	6.7%
Intellectual Disability (ID)	1	6.7%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	13.3%
Specific Learning Disability (SLD)	5	33.3%
Speech/Language Impairment (SL)	1	6.7%
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)	2	13.3%



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

2012 Special Education Parent Survey Report

Oglethorpe County

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.	73
22	The school offers parents a variety of ways to communicate with teachers.	71
1	I am considered an equal partner with teachers and other professionals in planning my child's program	60
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	60
12	Teachers treat me as a team member.	60
11	Teachers are available to speak with me.	57
18	The school has a person on staff who is available to answer parents' questions.	57
19	The school communicates regularly with me regarding my child's progress on IEP goals.	57
15	Teachers encourage me to participate in the decision-making process.	53
20	The school gives me choices with regard to services that address my child's needs.	53

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
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	42
16	Teachers respect my cultural heritage.	42
24	The school provides information on agencies that can assist my child in the transition from school.	42
9	My child's evaluation report is written in terms I understand.	40
14	Teachers show sensitivity to the needs of students with disabilities and their families.	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
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.	27
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	17

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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.

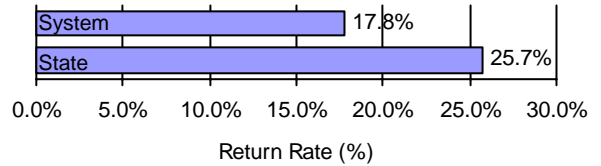
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Paulding County

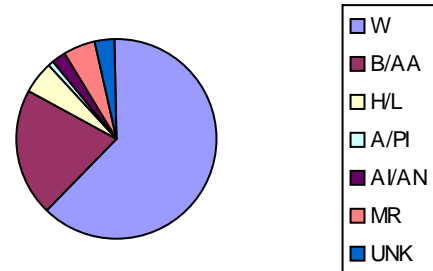
Overview

	System	State
Number of Surveys Distributed	659	41,065
Number of Valid Responses	117	10,543
Percentage Return Rate	17.8%	25.7%

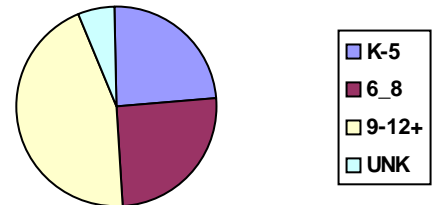


Child Demographics

Race/Ethnicity	Count	Percent
White	72	61.5%
Black or African American (B/AA)	25	21.4%
Hispanic or Latino (H/L)	6	5.1%
Asian or Pacific Islander (A/PI)	1	0.9%
American Indian or Alaska Native (AI/AN)	3	2.6%
Multi-racial (MR)	6	5.1%
Unknown (UNK)	4	3.4%



Grade	Count	Percent
K-5	28	23.9%
6-8	29	24.8%
9-12+	53	45.3%
Unknown (UNK)	7	6.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	14	12.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	1.7%
Significant Developmental Delay (SDD)	7	6.0%
Emotional Behavioral Disorder (EBD)	11	9.4%
Intellectual Disability (ID)	12	10.3%
Orthopedic Impairment (OI)	1	0.9%
Other Health Impairment (OHI)	8	6.8%
Specific Learning Disability (SLD)	36	30.8%
Speech/Language Impairment (SL)	4	3.4%
Traumatic Brain injury (TBI)	1	0.9%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	5	4.3%
Unknown (UNK)	16	13.7%



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

2012 Special Education Parent Survey Report

Paulding County

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.	70
12	Teachers treat me as a team member.	69
5	All of my concerns and recommendations were documented on the IEP.	68
1	I am considered an equal partner with teachers and other professionals in planning my child's program	68
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	68
13	Teachers seek out parent input.	65
10	Written information I receive is written in an understandable way.	65
9	My child's evaluation report is written in terms I understand.	64
16	Teachers respect my cultural heritage.	63
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
22	The school offers parents a variety of ways to communicate with teachers.	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.	54
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.	52
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.	47
24	The school provides information on agencies that can assist my child in the transition from school.	46
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.	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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(1) Parents responding Strongly Agree or Very Strongly Agree on average across items.

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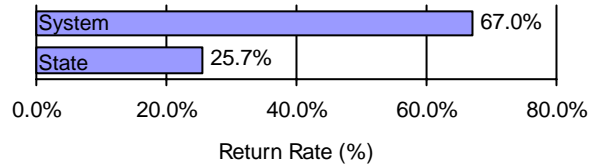
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Peach County

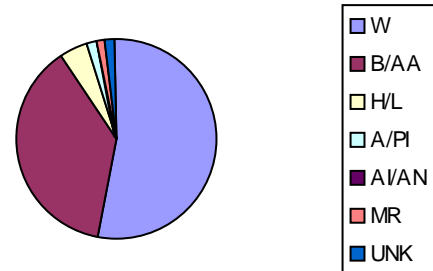
Overview

	System	State
Number of Surveys Distributed	94	41,065
Number of Valid Responses	63	10,543
Percentage Return Rate	67.0%	25.7%

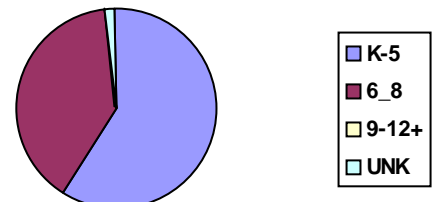


Child Demographics

Race/Ethnicity	Count	Percent
White	33	52.4%
Black or African American (B/AA)	24	38.1%
Hispanic or Latino (H/L)	3	4.8%
Asian or Pacific Islander (A/PI)	1	1.6%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	1.6%
Unknown (UNK)	1	1.6%



Grade	Count	Percent
K-5	37	58.7%
6-8	25	39.7%
9-12+	0	0.0%
Unknown (UNK)	1	1.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	3.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.6%
Significant Developmental Delay (SDD)	2	3.2%
Emotional Behavioral Disorder (EBD)	5	7.9%
Intellectual Disability (ID)	7	11.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	5	7.9%
Specific Learning Disability (SLD)	15	23.8%
Speech/Language Impairment (SL)	14	22.2%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	6	9.5%
Unknown (UNK)	6	9.5%



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

2012 Special Education Parent Survey Report

Peach County

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	74
12	Teachers treat me as a team member.	73
9	My child's evaluation report is written in terms I understand.	70
11	Teachers are available to speak with me.	69
10	Written information I receive is written in an understandable way.	69
16	Teachers respect my cultural heritage.	67
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	66
5	All of my concerns and recommendations were documented on the IEP.	65
13	Teachers seek out parent input.	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

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.	60
22	The school offers parents a variety of ways to communicate with teachers.	59
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.	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.	48
21	The school offers parents training about special education issues.	46
7	I was given information about organizations that offer support for parents of students with disabilities.	37
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.	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.

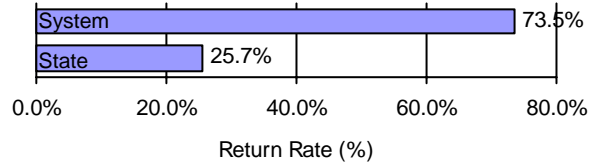
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Pickens County

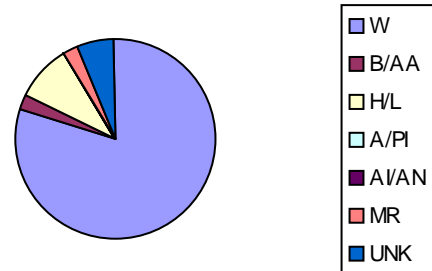
Overview

	System	State
Number of Surveys Distributed	113	41,065
Number of Valid Responses	83	10,543
Percentage Return Rate	73.5%	25.7%

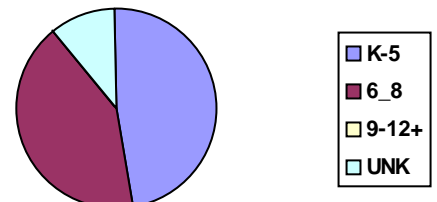


Child Demographics

Race/Ethnicity	Count	Percent
White	66	79.5%
Black or African American (B/AA)	2	2.4%
Hispanic or Latino (H/L)	8	9.6%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	2.4%
Unknown (UNK)	5	6.0%



Grade	Count	Percent
K-5	39	47.0%
6-8	35	42.2%
9-12+	0	0.0%
Unknown (UNK)	9	10.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	5	6.0%
Deaf-Blind (DB)	1	1.2%
Deaf-Hard of Hearing (D/HH)	1	1.2%
Significant Developmental Delay (SDD)	8	9.6%
Emotional Behavioral Disorder (EBD)	7	8.4%
Intellectual Disability (ID)	2	2.4%
Orthopedic Impairment (OI)	2	2.4%
Other Health Impairment (OHI)	4	4.8%
Specific Learning Disability (SLD)	18	21.7%
Speech/Language Impairment (SL)	9	10.8%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	7	8.4%
Unknown (UNK)	19	22.9%



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

2012 Special Education Parent Survey Report

Pickens County

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
11	Teachers are available to speak with me.	58
18	The school has a person on staff who is available to answer parents' questions.	57
10	Written information I receive is written in an understandable way.	57
12	Teachers treat me as a team member.	53
14	Teachers show sensitivity to the needs of students with disabilities and their families.	52
1	I am considered an equal partner with teachers and other professionals in planning my child's program	52
16	Teachers respect my cultural heritage.	51
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	51
19	The school communicates regularly with me regarding my child's progress on IEP goals.	50
15	Teachers encourage me to participate in the decision-making process.	49

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.	42
20	The school gives me choices with regard to services that address my child's needs.	40
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	39
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	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.	35
21	The school offers parents training about special education issues.	32
24	The school provides information on agencies that can assist my child in the transition from school.	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.	26
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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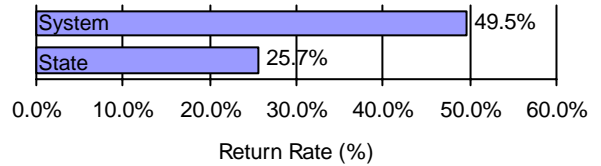
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Pike County

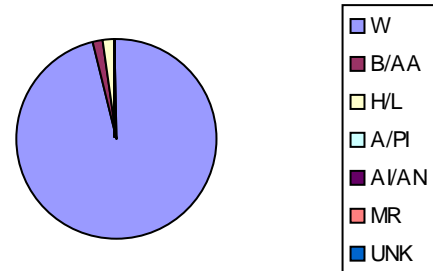
Overview

	System	State
Number of Surveys Distributed	109	41,065
Number of Valid Responses	54	10,543
Percentage Return Rate	49.5%	25.7%

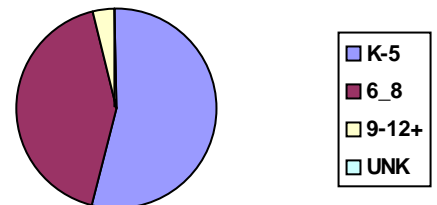


Child Demographics

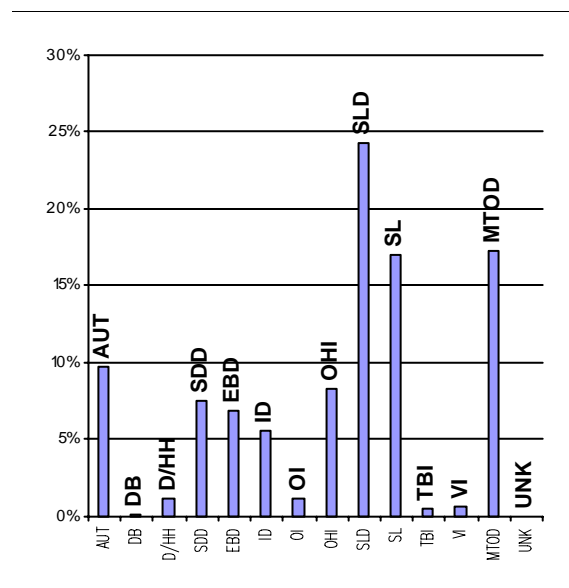
Race/Ethnicity	Count	Percent
White	52	96.3%
Black or African American (B/AA)	1	1.9%
Hispanic or Latino (H/L)	1	1.9%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	29	53.7%
6-8	23	42.6%
9-12+	2	3.7%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	9	16.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	12	22.2%
Emotional Behavioral Disorder (EBD)	3	5.6%
Intellectual Disability (ID)	2	3.7%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	5.6%
Specific Learning Disability (SLD)	13	24.1%
Speech/Language Impairment (SL)	6	11.1%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	5.6%
Unknown (UNK)	3	5.6%



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

2012 Special Education Parent Survey Report

Pike County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	69 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	89
5	All of my concerns and recommendations were documented on the IEP.	89
14	Teachers show sensitivity to the needs of students with disabilities and their families.	87
15	Teachers encourage me to participate in the decision-making process.	85
19	The school communicates regularly with me regarding my child's progress on IEP goals.	85
9	My child's evaluation report is written in terms I understand.	83
12	Teachers treat me as a team member.	83
10	Written information I receive is written in an understandable way.	83
18	The school has a person on staff who is available to answer parents' questions.	83
22	The school offers parents a variety of ways to communicate with teachers.	83

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
16	Teachers respect my cultural heritage.	75
20	The school gives me choices with regard to services that address my child's needs.	75
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	71
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
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	66
24	The school provides information on agencies that can assist my child in the transition from school.	66
25	The school explains what options parents have if they disagree with a decision of the school.	65
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
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	45

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.

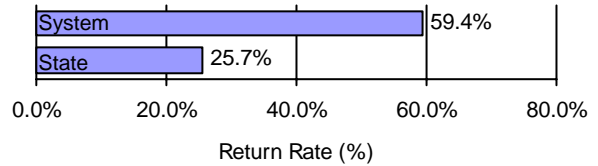
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Polk County

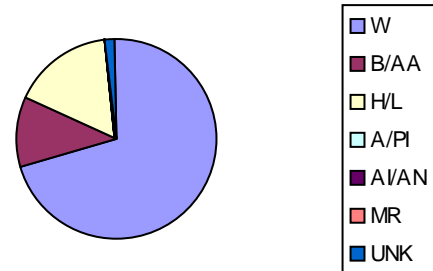
Overview

	System	State
Number of Surveys Distributed	101	41,065
Number of Valid Responses	60	10,543
Percentage Return Rate	59.4%	25.7%

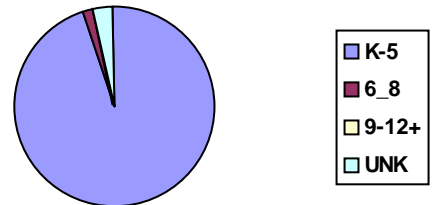


Child Demographics

Race/Ethnicity	Count	Percent
White	42	70.0%
Black or African American (B/AA)	7	11.7%
Hispanic or Latino (H/L)	10	16.7%
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	1.7%



Grade	Count	Percent
K-5	57	95.0%
6-8	1	1.7%
9-12+	0	0.0%
Unknown (UNK)	2	3.3%



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)	5	8.3%
Emotional Behavioral Disorder (EBD)	3	5.0%
Intellectual Disability (ID)	1	1.7%
Orthopedic Impairment (OI)	1	1.7%
Other Health Impairment (OHI)	2	3.3%
Specific Learning Disability (SLD)	10	16.7%
Speech/Language Impairment (SL)	19	31.7%
Traumatic Brain injury (TBI)	1	1.7%
Visual Impairment including Blindness (VI)	2	3.3%
More Than One Disability (MTOD)	3	5.0%
Unknown (UNK)	11	18.3%



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

2012 Special Education Parent Survey Report

Polk County

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
11	Teachers are available to speak with me.	62
13	Teachers seek out parent input.	62
12	Teachers treat me as a team member.	59
15	Teachers encourage me to participate in the decision-making process.	56
14	Teachers show sensitivity to the needs of students with disabilities and their families.	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).	55
10	Written information I receive is written in an understandable way.	54
22	The school offers parents a variety of ways to communicate with teachers.	53
1	I am considered an equal partner with teachers and other professionals in planning my child's program	53
5	All of my concerns and recommendations were documented on the IEP.	49

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.	43
23	The school gives parents the help they may need to play an active role in their child's education.	39
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.	38
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	33
25	The school explains what options parents have if they disagree with a decision of the school.	33
24	The school provides information on agencies that can assist my child in the transition from school.	32
7	I was given information about organizations that offer support for parents of students with disabilities.	25
21	The school offers parents training about special education issues.	24
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	24

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.

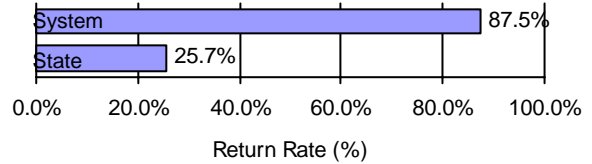
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Pulaski County

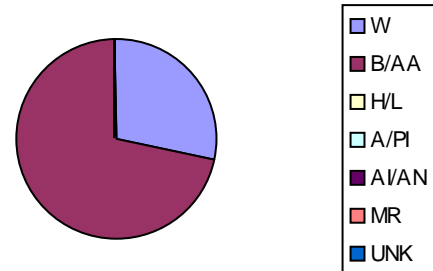
Overview

	System	State
Number of Surveys Distributed	24	41,065
Number of Valid Responses	21	10,543
Percentage Return Rate	87.5%	25.7%

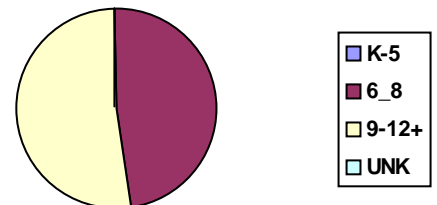


Child Demographics

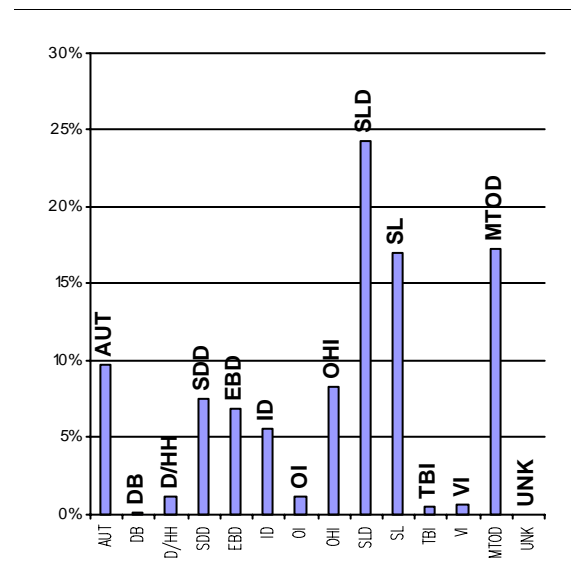
Race/Ethnicity	Count	Percent
White	6	28.6%
Black or African American (B/AA)	15	71.4%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	10	47.6%
9-12+	11	52.4%
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)	9	42.9%
Intellectual Disability (ID)	1	4.8%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	4.8%
Specific Learning Disability (SLD)	9	42.9%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	1	4.8%
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%

2012 Special Education Parent Survey Report

Pulaski County

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	90
10	Written information I receive is written in an understandable way.	86
12	Teachers treat me as a team member.	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
11	Teachers are available to speak with me.	85
13	Teachers seek out parent input.	81
15	Teachers encourage me to participate in the decision-making process.	81
18	The school has a person on staff who is available to answer parents' questions.	81
19	The school communicates regularly with me regarding my child's progress on IEP goals.	76
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	71

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
16	Teachers respect my cultural heritage.	67
25	The school explains what options parents have if they disagree with a decision of the school.	67
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	65
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	62
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
22	The school offers parents a variety of ways to communicate with teachers.	62
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.	43
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.	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.

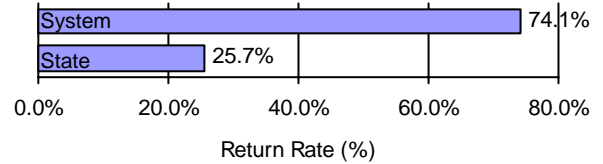
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Putnam County

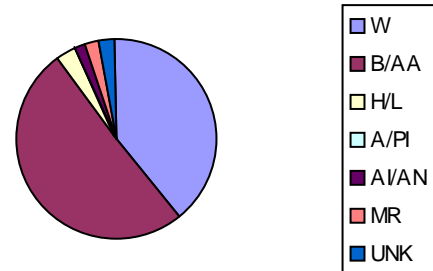
Overview

	System	State
Number of Surveys Distributed	162	41,065
Number of Valid Responses	120	10,543
Percentage Return Rate	74.1%	25.7%

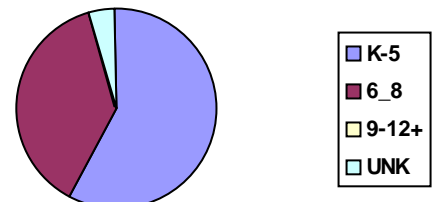


Child Demographics

Race/Ethnicity	Count	Percent
White	47	39.2%
Black or African American (B/AA)	61	50.8%
Hispanic or Latino (H/L)	4	3.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	2	1.7%
Multi-racial (MR)	3	2.5%
Unknown (UNK)	3	2.5%



Grade	Count	Percent
K-5	69	57.5%
6-8	46	38.3%
9-12+	0	0.0%
Unknown (UNK)	5	4.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	7	5.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	3	2.5%
Emotional Behavioral Disorder (EBD)	12	10.0%
Intellectual Disability (ID)	9	7.5%
Orthopedic Impairment (OI)	1	0.8%
Other Health Impairment (OHI)	14	11.7%
Specific Learning Disability (SLD)	46	38.3%
Speech/Language Impairment (SL)	4	3.3%
Traumatic Brain injury (TBI)	1	0.8%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	8	6.7%
Unknown (UNK)	15	12.5%



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

2012 Special Education Parent Survey Report

Putnam County

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.	61
12	Teachers treat me as a team member.	59
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	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).	58
19	The school communicates regularly with me regarding my child's progress on IEP goals.	57
10	Written information I receive is written in an understandable way.	57
13	Teachers seek out parent input.	57
15	Teachers encourage me to participate in the decision-making process.	56
16	Teachers respect my cultural heritage.	56
9	My child's evaluation report is written in terms I understand.	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.	51
20	The school gives me choices with regard to services that address my child's needs.	50
23	The school gives parents the help they may need to play an active role in their child's education.	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.	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.	40
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	35
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.	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.

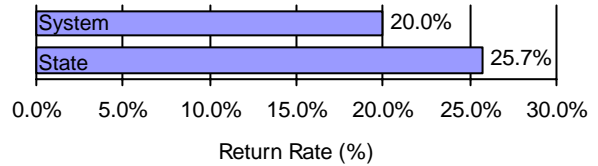
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Rabun County

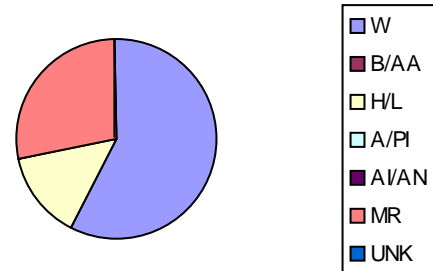
Overview

	System	State
Number of Surveys Distributed	35	41,065
Number of Valid Responses	7	10,543
Percentage Return Rate	20.0%	25.7%

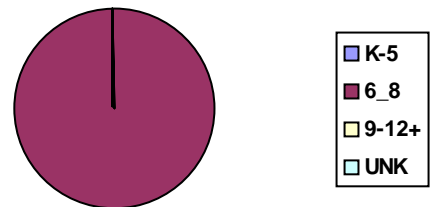


Child Demographics

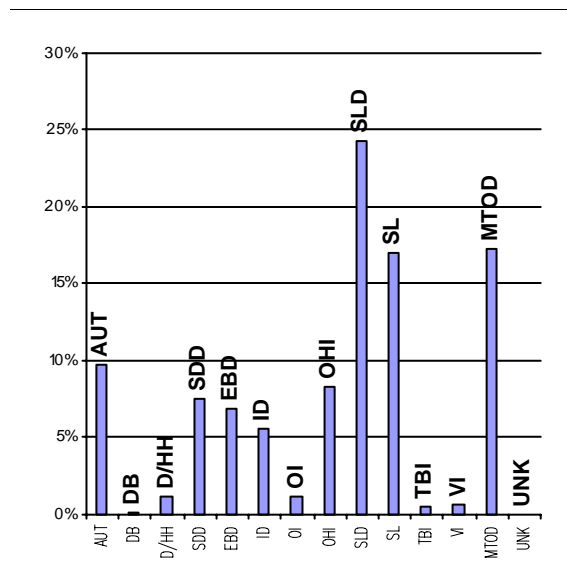
Race/Ethnicity	Count	Percent
White	4	57.1%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	1	14.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	28.6%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	7	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)	0	0.0%
Intellectual Disability (ID)	4	57.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	2	28.6%
Speech/Language Impairment (SL)	1	14.3%
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%

2012 Special Education Parent Survey Report

Rabun County

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 accomodations and modifications that my child would need.	100
11	Teachers are available to speak with me.	100
12	Teachers treat me as a team member.	100
21	The school offers parents training about special education issues.	100
19	The school communicates regularly with me regarding my child's progress on IEP goals.	86
20	The school gives me choices with regard to services that address my child's needs.	86
9	My child's evaluation report is written in terms I understand.	83
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
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	71

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.	71
24	The school provides information on agencies that can assist my child in the transition from school.	71
22	The school offers parents a variety of ways to communicate with teachers.	67
25	The school explains what options parents have if they disagree with a decision of the school.	67
7	I was given information about organizations that offer support for parents of students with disabilities.	57
15	Teachers encourage me to participate in the decision-making process.	57
16	Teachers respect my cultural heritage.	57
18	The school has a person on staff who is available to answer parents' questions.	57
1	I am considered an equal partner with teachers and other professionals in planning my child's program	50
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	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.

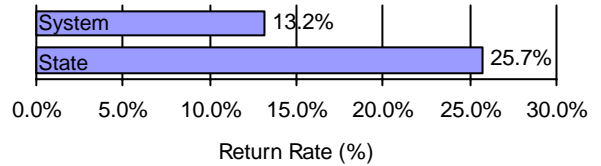
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Richmond County

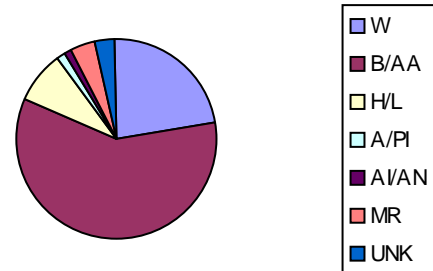
Overview

	System	State
Number of Surveys Distributed	903	41,065
Number of Valid Responses	119	10,543
Percentage Return Rate	13.2%	25.7%

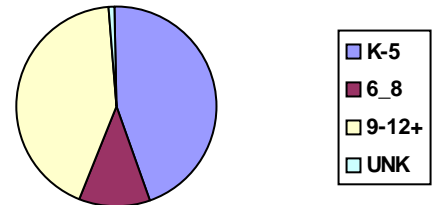


Child Demographics

Race/Ethnicity	Count	Percent
White	27	22.7%
Black or African American (B/AA)	70	58.8%
Hispanic or Latino (H/L)	10	8.4%
Asian or Pacific Islander (A/PI)	2	1.7%
American Indian or Alaska Native (AI/AN)	1	0.8%
Multi-racial (MR)	5	4.2%
Unknown (UNK)	4	3.4%



Grade	Count	Percent
K-5	53	44.5%
6-8	13	10.9%
9-12+	52	43.7%
Unknown (UNK)	1	0.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	21	17.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	12	10.1%
Emotional Behavioral Disorder (EBD)	13	10.9%
Intellectual Disability (ID)	16	13.4%
Orthopedic Impairment (OI)	1	0.8%
Other Health Impairment (OHI)	5	4.2%
Specific Learning Disability (SLD)	17	14.3%
Speech/Language Impairment (SL)	18	15.1%
Traumatic Brain injury (TBI)	3	2.5%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	6	5.0%
Unknown (UNK)	7	5.9%



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

2012 Special Education Parent Survey Report

Richmond County

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
12	Teachers treat me as a team member.	57
11	Teachers are available to speak with me.	54
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
10	Written information I receive is written in an understandable way.	50
9	My child's evaluation report is written in terms I understand.	49
1	I am considered an equal partner with teachers and other professionals in planning my child's program	48
15	Teachers encourage me to participate in the decision-making process.	48
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	48
16	Teachers respect my cultural heritage.	47

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.	41
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.	40
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
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
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.	32
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.	21

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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.



2012 Special Education Parent Survey Report Rockdale County

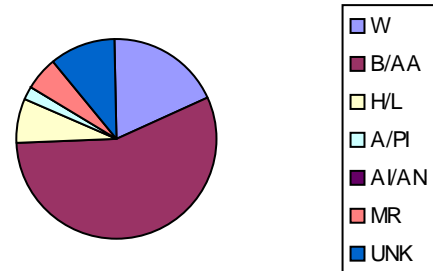
Overview

	System	State
Number of Surveys Distributed	190	41,065
Number of Valid Responses	54	10,543
Percentage Return Rate	28.4%	25.7%

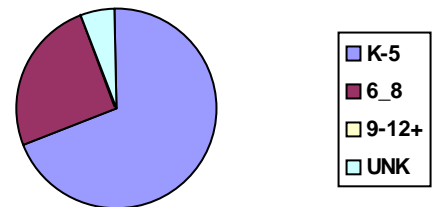


Child Demographics

Race/Ethnicity	Count	Percent
White	10	18.5%
Black or African American (B/AA)	30	55.6%
Hispanic or Latino (H/L)	4	7.4%
Asian or Pacific Islander (A/PI)	1	1.9%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	3	5.6%
Unknown (UNK)	6	11.1%



Grade	Count	Percent
K-5	37	68.5%
6-8	14	25.9%
9-12+	0	0.0%
Unknown (UNK)	3	5.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	4	7.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.9%
Significant Developmental Delay (SDD)	7	13.0%
Emotional Behavioral Disorder (EBD)	3	5.6%
Intellectual Disability (ID)	4	7.4%
Orthopedic Impairment (OI)	2	3.7%
Other Health Impairment (OHI)	4	7.4%
Specific Learning Disability (SLD)	10	18.5%
Speech/Language Impairment (SL)	5	9.3%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	5	9.3%
Unknown (UNK)	9	16.7%



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

2012 Special Education Parent Survey Report

Rockdale County

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 accomodations and modifications that my child would need.	66
12	Teachers treat me as a team member.	66
11	Teachers are available to speak with me.	65
1	I am considered an equal partner with teachers and other professionals in planning my child's program	62
5	All of my concerns and recommendations were documented on the IEP.	62
9	My child's evaluation report is written in terms I understand.	57
10	Written information I receive is written in an understandable way.	55
16	Teachers respect my cultural heritage.	54
14	Teachers show sensitivity to the needs of students with disabilities and their families.	53
13	Teachers seek out parent input.	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.	48
20	The school gives me choices with regard to services that address my child's needs.	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).	43
21	The school offers parents training about special education issues.	42
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.	39
23	The school gives parents the help they may need to play an active role in their child's education.	38
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.	28
7	I was given information about organizations that offer support for parents of students with disabilities.	28

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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.

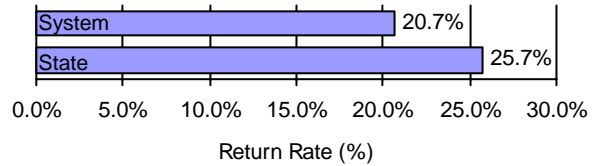
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Spalding County

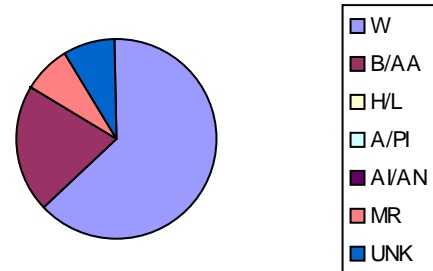
Overview

	System	State
Number of Surveys Distributed	116	41,065
Number of Valid Responses	24	10,543
Percentage Return Rate	20.7%	25.7%

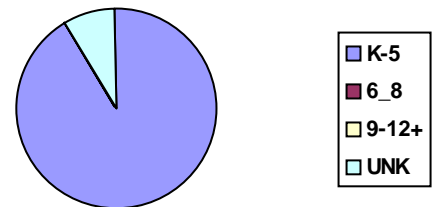


Child Demographics

Race/Ethnicity	Count	Percent
White	15	62.5%
Black or African American (B/AA)	5	20.8%
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)	2	8.3%
Unknown (UNK)	2	8.3%



Grade	Count	Percent
K-5	22	91.7%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	2	8.3%



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



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

2012 Special Education Parent Survey Report

Spalding County

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
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	75
11	Teachers are available to speak with me.	71
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
13	Teachers seek out parent input.	62
12	Teachers treat me as a team member.	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.	58
10	Written information I receive is written in an understandable way.	58
15	Teachers encourage me to participate in the decision-making process.	57

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
18	The school has a person on staff who is available to answer parents' questions.	50
7	I was given information about organizations that offer support for parents of students with disabilities.	46
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.	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.	42
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.	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.	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.

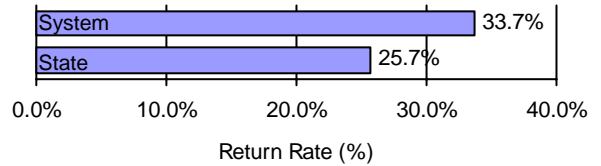
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Stephens County

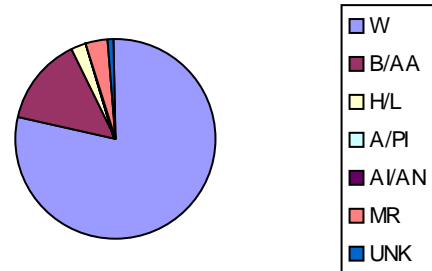
Overview

	System	State
Number of Surveys Distributed	261	41,065
Number of Valid Responses	88	10,543
Percentage Return Rate	33.7%	25.7%

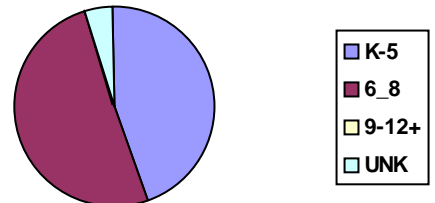


Child Demographics

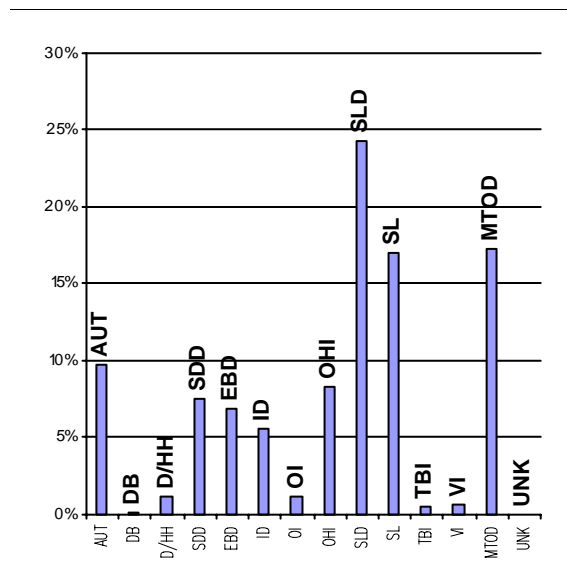
Race/Ethnicity	Count	Percent
White	69	78.4%
Black or African American (B/AA)	13	14.8%
Hispanic or Latino (H/L)	2	2.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	3	3.4%
Unknown (UNK)	1	1.1%



Grade	Count	Percent
K-5	39	44.3%
6-8	45	51.1%
9-12+	0	0.0%
Unknown (UNK)	4	4.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	13	14.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.1%
Significant Developmental Delay (SDD)	5	5.7%
Emotional Behavioral Disorder (EBD)	6	6.8%
Intellectual Disability (ID)	2	2.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	2.3%
Specific Learning Disability (SLD)	31	35.2%
Speech/Language Impairment (SL)	15	17.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	5	5.7%
Unknown (UNK)	8	9.1%



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

2012 Special Education Parent Survey Report

Stephens County

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
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.	60
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
15	Teachers encourage me to participate in the decision-making process.	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.	52
9	My child's evaluation report is written in terms I understand.	52
12	Teachers treat me as a team member.	52
18	The school has a person on staff who is available to answer parents' questions.	51
16	Teachers respect my cultural heritage.	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.	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.	45
14	Teachers show sensitivity to the needs of students with disabilities and their families.	44
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
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
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.	24

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

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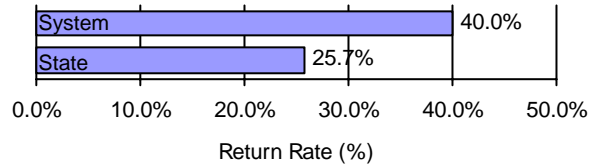
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Stewart County

Overview

	System	State
Number of Surveys Distributed	10	41,065
Number of Valid Responses	4	10,543
Percentage Return Rate	40.0%	25.7%

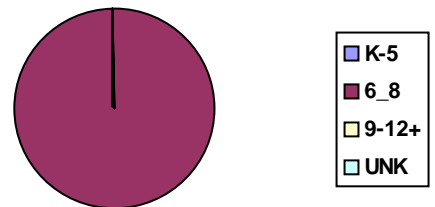


Child Demographics

Race/Ethnicity	Count	Percent
White	0	0.0%
Black or African American (B/AA)	4	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	4	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	25.0%
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%

2012 Special Education Parent Survey Report

Stewart County

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
11	Teachers are available to speak with me.	50
12	Teachers treat me as a team member.	50
15	Teachers encourage me to participate in the decision-making process.	50
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
1	I am considered an equal partner with teachers and other professionals in planning my child's program	25
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	25
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	25
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	25
5	All of my concerns and recommendations were documented on the IEP.	25

Least Satisfaction (3) - 10 Lowest Ranked Items

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

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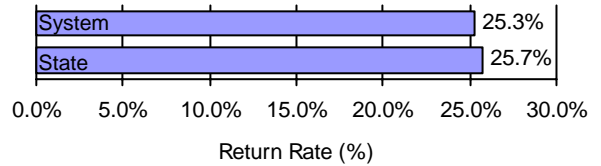
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Sumter County

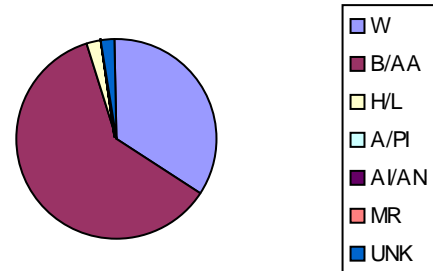
Overview

	System	State
Number of Surveys Distributed	174	41,065
Number of Valid Responses	44	10,543
Percentage Return Rate	25.3%	25.7%

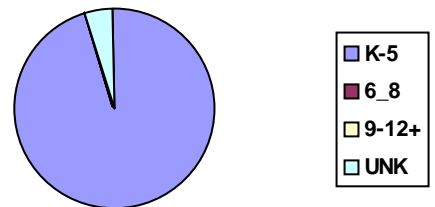


Child Demographics

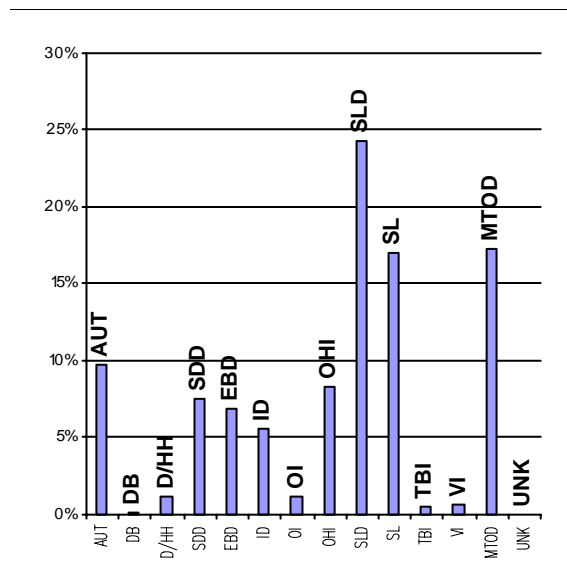
Race/Ethnicity	Count	Percent
White	15	34.1%
Black or African American (B/AA)	27	61.4%
Hispanic or Latino (H/L)	1	2.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	2.3%



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)	3	6.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	3	6.8%
Emotional Behavioral Disorder (EBD)	1	2.3%
Intellectual Disability (ID)	2	4.5%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	4	9.1%
Specific Learning Disability (SLD)	15	34.1%
Speech/Language Impairment (SL)	11	25.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	2.3%
Unknown (UNK)	4	9.1%



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

2012 Special Education Parent Survey Report

Sumter County

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
10	Written information I receive is written in an understandable way.	68
11	Teachers are available to speak with me.	62
14	Teachers show sensitivity to the needs of students with disabilities and their families.	61
12	Teachers treat me as a team member.	60
15	Teachers encourage me to participate in the decision-making process.	59
13	Teachers seek out parent input.	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).	56
9	My child's evaluation report is written in terms I understand.	55
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

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
16	Teachers respect my cultural heritage.	47
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.	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.	41
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.	34
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.	29
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	17

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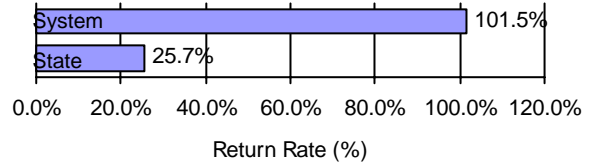
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Talbot County

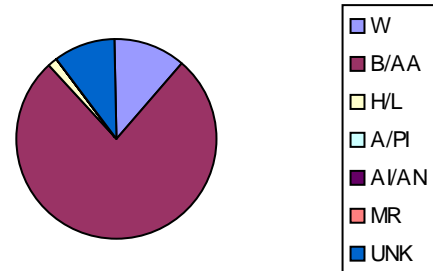
Overview

	System	State
Number of Surveys Distributed	67	41,065
Number of Valid Responses	68	10,543
Percentage Return Rate	101.5%	25.7%

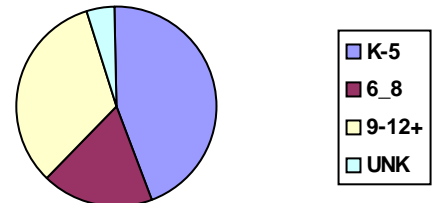


Child Demographics

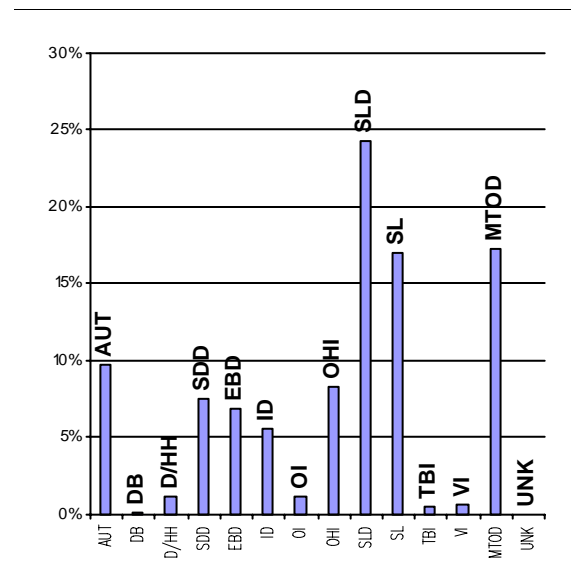
Race/Ethnicity	Count	Percent
White	8	11.8%
Black or African American (B/AA)	52	76.5%
Hispanic or Latino (H/L)	1	1.5%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	7	10.3%



Grade	Count	Percent
K-5	30	44.1%
6-8	12	17.6%
9-12+	23	33.8%
Unknown (UNK)	3	4.4%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	2.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	6	8.8%
Emotional Behavioral Disorder (EBD)	16	23.5%
Intellectual Disability (ID)	8	11.8%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	12	17.6%
Specific Learning Disability (SLD)	9	13.2%
Speech/Language Impairment (SL)	8	11.8%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	4	5.9%
Unknown (UNK)	3	4.4%



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

2012 Special Education Parent Survey Report

Talbot County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	15 %	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.	25
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	25
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	25
10	Written information I receive is written in an understandable way.	25
5	All of my concerns and recommendations were documented on the IEP.	24
7	I was given information about organizations that offer support for parents of students with disabilities.	24
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	24
9	My child's evaluation report is written in terms I understand.	24
11	Teachers are available to speak with me.	24
13	Teachers seek out parent input.	24

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).	22
21	The school offers parents training about special education issues.	21
1	I am considered an equal partner with teachers and other professionals in planning my child's program	21
15	Teachers encourage me to participate in the decision-making process.	21
16	Teachers respect my cultural heritage.	21
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	19
24	The school provides information on agencies that can assist my child in the transition from school.	19
19	The school communicates regularly with me regarding my child's progress on IEP goals.	19
23	The school gives parents the help they may need to play an active role in their child's education.	19
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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 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.

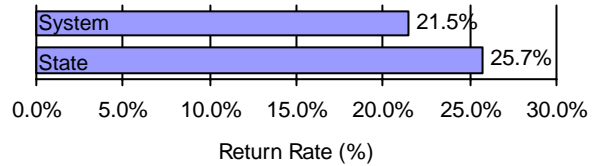
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Tattall County

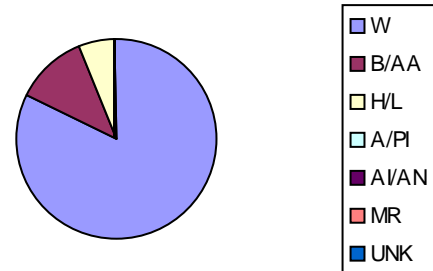
Overview

	System	State
Number of Surveys Distributed	79	41,065
Number of Valid Responses	17	10,543
Percentage Return Rate	21.5%	25.7%

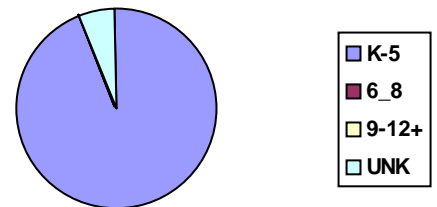


Child Demographics

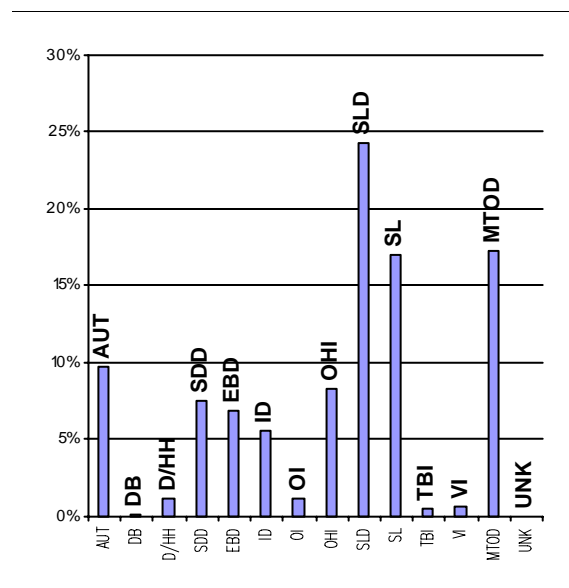
Race/Ethnicity	Count	Percent
White	14	82.4%
Black or African American (B/AA)	2	11.8%
Hispanic or Latino (H/L)	1	5.9%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



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



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



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

2012 Special Education Parent Survey Report

Tattnall County

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
12	Teachers treat me as a team member.	82
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.	76
10	Written information I receive is written in an understandable way.	76
11	Teachers are available to speak with me.	76
15	Teachers encourage me to participate in the decision-making process.	73
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	71
5	All of my concerns and recommendations were documented on the IEP.	71
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	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).	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.	53
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
16	Teachers respect my cultural heritage.	46
24	The school provides information on agencies that can assist my child in the transition from school.	46
23	The school gives parents the help they may need to play an active role in their child's education.	43
20	The school gives me choices with regard to services that address my child's needs.	40
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.	31
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	19
7	I was given information about organizations that offer support for parents of students with disabilities.	19

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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.

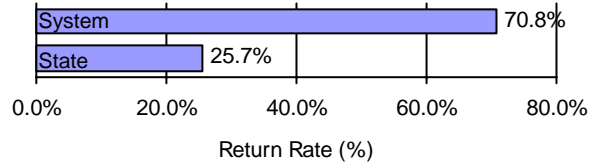
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Taylor County

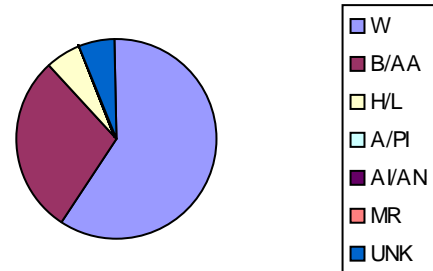
Overview

	System	State
Number of Surveys Distributed	24	41,065
Number of Valid Responses	17	10,543
Percentage Return Rate	70.8%	25.7%

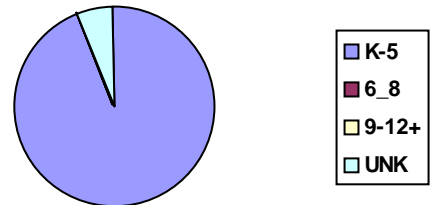


Child Demographics

Race/Ethnicity	Count	Percent
White	10	58.8%
Black or African American (B/AA)	5	29.4%
Hispanic or Latino (H/L)	1	5.9%
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)	1	5.9%



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



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	5.9%
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	5.9%
Speech/Language Impairment (SL)	11	64.7%
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)	1	5.9%



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

2012 Special Education Parent Survey Report

Taylor County

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
1	I am considered an equal partner with teachers and other professionals in planning my child's program	82
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	82
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
11	Teachers are available to speak with me.	82
14	Teachers show sensitivity to the needs of students with disabilities and their families.	80
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	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.	76
12	Teachers treat me as a team member.	76

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.	69
16	Teachers respect my cultural heritage.	67
19	The school communicates regularly with me regarding my child's progress on IEP goals.	63
23	The school gives parents the help they may need to play an active role in their child's education.	63
22	The school offers parents a variety of ways to communicate with teachers.	60
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	57
25	The school explains what options parents have if they disagree with a decision of the school.	57
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.	47
21	The school offers parents training about special education issues.	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.

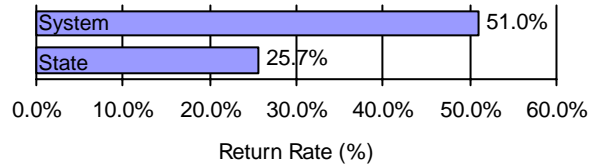
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Telfair County

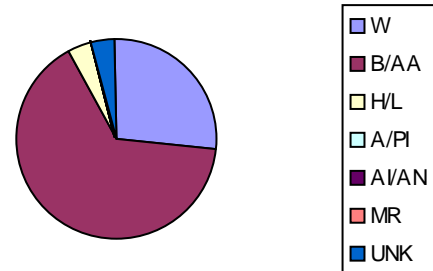
Overview

	System	State
Number of Surveys Distributed	51	41,065
Number of Valid Responses	26	10,543
Percentage Return Rate	51.0%	25.7%

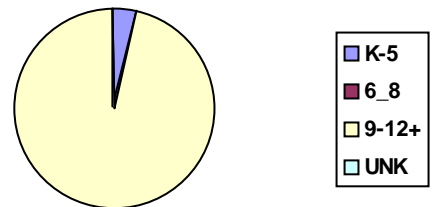


Child Demographics

Race/Ethnicity	Count	Percent
White	7	26.9%
Black or African American (B/AA)	17	65.4%
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	1	3.8%
6-8	0	0.0%
9-12+	25	96.2%
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	3.8%
Significant Developmental Delay (SDD)	3	11.5%
Emotional Behavioral Disorder (EBD)	4	15.4%
Intellectual Disability (ID)	1	3.8%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	7.7%
Specific Learning Disability (SLD)	8	30.8%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	1	3.8%
Visual Impairment including Blindness (VI)	1	3.8%
More Than One Disability (MTOD)	1	3.8%
Unknown (UNK)	4	15.4%



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

2012 Special Education Parent Survey Report

Telfair County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	15 %	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	46
20	The school gives me choices with regard to services that address my child's needs.	35
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	35
18	The school has a person on staff who is available to answer parents' questions.	32
5	All of my concerns and recommendations were documented on the IEP.	31
10	Written information I receive is written in an understandable way.	31
11	Teachers are available to speak with me.	31
25	The school explains what options parents have if they disagree with a decision of the school.	29
12	Teachers treat me as a team member.	28
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	27

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
15	Teachers encourage me to participate in the decision-making process.	21
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	21
19	The school communicates regularly with me regarding my child's progress on IEP goals.	21
21	The school offers parents training about special education issues.	20
23	The school gives parents the help they may need to play an active role in their child's education.	20
24	The school provides information on agencies that can assist my child in the transition from 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
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	16
22	The school offers parents a variety of ways to communicate with teachers.	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.

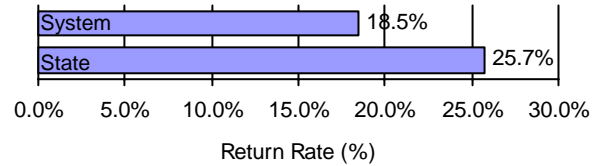
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Tift County

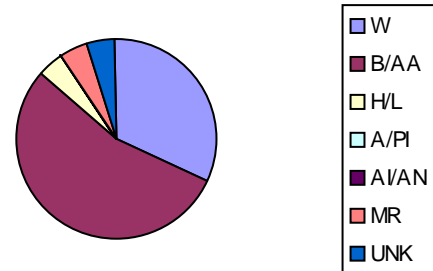
Overview

	System	State
Number of Surveys Distributed	119	41,065
Number of Valid Responses	22	10,543
Percentage Return Rate	18.5%	25.7%

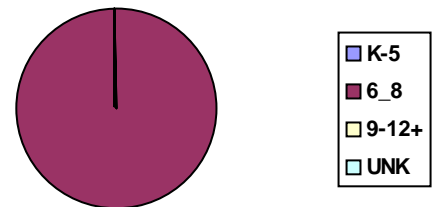


Child Demographics

Race/Ethnicity	Count	Percent
White	7	31.8%
Black or African American (B/AA)	12	54.5%
Hispanic or Latino (H/L)	1	4.5%
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)	1	4.5%



Grade	Count	Percent
K-5	0	0.0%
6-8	22	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)	1	4.5%
Significant Developmental Delay (SDD)	2	9.1%
Emotional Behavioral Disorder (EBD)	2	9.1%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	4	18.2%
Specific Learning Disability (SLD)	10	45.5%
Speech/Language Impairment (SL)	1	4.5%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	4.5%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	1	4.5%



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2012 Special Education Parent Survey Report

Tift County

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
12	Teachers treat me as a team member.	64
11	Teachers are available to speak with me.	62
5	All of my concerns and recommendations were documented on the IEP.	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
9	My child's evaluation report is written in terms I understand.	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).	59
19	The school communicates regularly with me regarding my child's progress on IEP goals.	59
1	I am considered an equal partner with teachers and other professionals in planning my child's program	55
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	55
10	Written information I receive is written in an understandable way.	55

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
15	Teachers encourage me to participate in the decision-making process.	50
20	The school gives me choices with regard to services that address my child's needs.	50
16	Teachers respect my cultural heritage.	45
21	The school offers parents training about special education issues.	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.	43
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
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	32
7	I was given information about organizations that offer support for parents of students with disabilities.	27

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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.

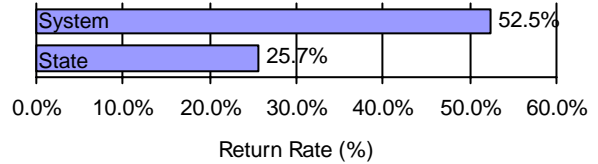
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Toombs County

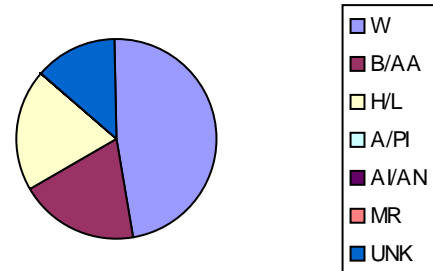
Overview

	System	State
Number of Surveys Distributed	141	41,065
Number of Valid Responses	74	10,543
Percentage Return Rate	52.5%	25.7%

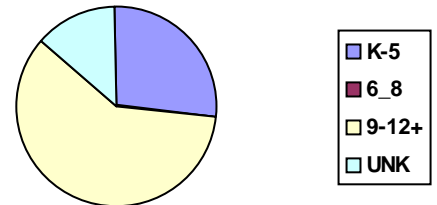


Child Demographics

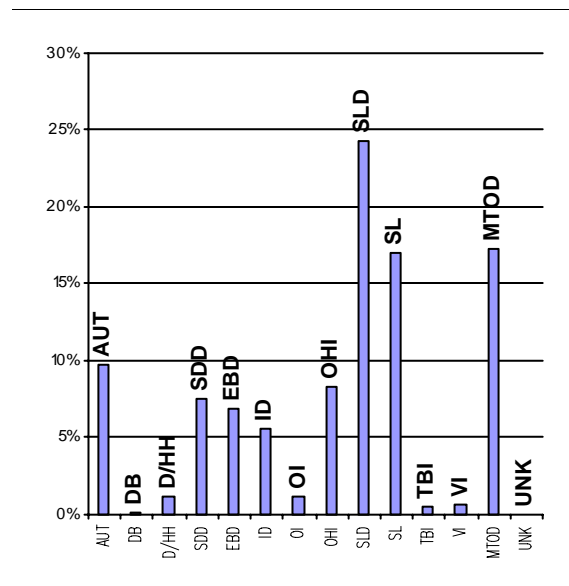
Race/Ethnicity	Count	Percent
White	35	47.3%
Black or African American (B/AA)	14	18.9%
Hispanic or Latino (H/L)	15	20.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	10	13.5%



Grade	Count	Percent
K-5	20	27.0%
6-8	0	0.0%
9-12+	44	59.5%
Unknown (UNK)	10	13.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	9	12.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	2.7%
Significant Developmental Delay (SDD)	3	4.1%
Emotional Behavioral Disorder (EBD)	2	2.7%
Intellectual Disability (ID)	4	5.4%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	4.1%
Specific Learning Disability (SLD)	19	25.7%
Speech/Language Impairment (SL)	9	12.2%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	1.4%
More Than One Disability (MTOD)	2	2.7%
Unknown (UNK)	20	27.0%



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

2012 Special Education Parent Survey Report

Toombs County

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
1	I am considered an equal partner with teachers and other professionals in planning my child's program	59
5	All of my concerns and recommendations were documented on the IEP.	54
11	Teachers are available to speak with me.	53
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	47
9	My child's evaluation report is written in terms I understand.	46
12	Teachers treat me as a team member.	46
15	Teachers encourage me to participate in the decision-making process.	45
16	Teachers respect my cultural heritage.	45
10	Written information I receive is written in an understandable way.	44
14	Teachers show sensitivity to the needs of students with disabilities and their families.	43

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.	35
22	The school offers parents a variety of ways to communicate with teachers.	35
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	35
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	33
19	The school communicates regularly with me regarding my child's progress on IEP goals.	32
24	The school provides information on agencies that can assist my child in the transition from school.	28
25	The school explains what options parents have if they disagree with a decision of the school.	27
21	The school offers parents training about special education issues.	19
7	I was given information about organizations that offer support for parents of students with disabilities.	18
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	12

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.

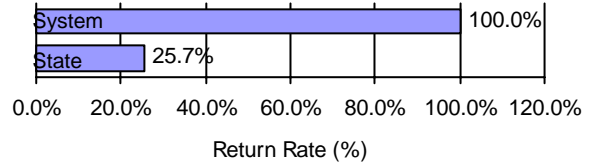
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Towns County

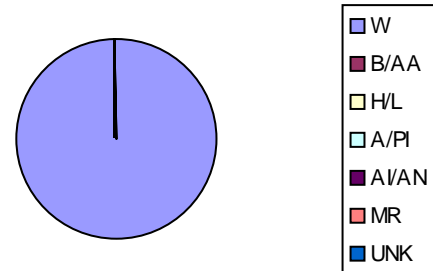
Overview

	System	State
Number of Surveys Distributed	13	41,065
Number of Valid Responses	13	10,543
Percentage Return Rate	100.0%	25.7%

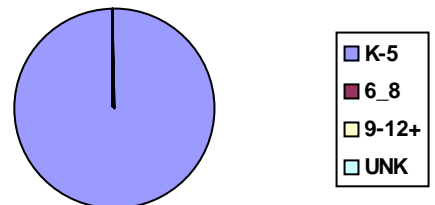


Child Demographics

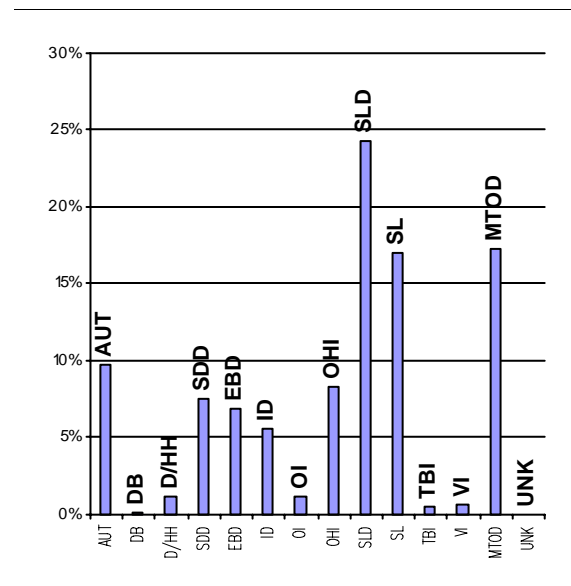
Race/Ethnicity	Count	Percent
White	13	100.0%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



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



Primary Exceptionality	Count	Percent
Autism (AUT)	1	7.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	3	23.1%
Emotional Behavioral Disorder (EBD)	2	15.4%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
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)	0	0.0%
Unknown (UNK)	0	0.0%



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

2012 Special Education Parent Survey Report

Towns County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	100 %	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
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
9	My child's evaluation report is written in terms I understand.	100
10	Written information I receive is written in an understandable way.	100
11	Teachers are available to speak with me.	100
12	Teachers treat me as a team member.	100
14	Teachers show sensitivity to the needs of students with disabilities and their families.	100
15	Teachers encourage me to participate in the decision-making process.	100
16	Teachers respect my cultural heritage.	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

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.	92
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	92
5	All of my concerns and recommendations were documented on the IEP.	92
13	Teachers seek out parent input.	92
25	The school explains what options parents have if they disagree with a decision of the school.	92
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	91
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	88
21	The school offers parents training about special education issues.	82
7	I was given information about organizations that offer support for parents of students with disabilities.	80
24	The school provides information on agencies that can assist my child in the transition from school.	67

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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.

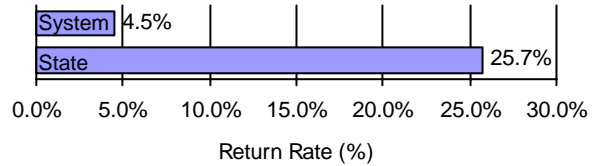
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Treutlen County

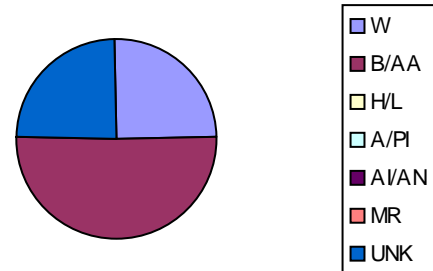
Overview

	System	State
Number of Surveys Distributed	88	41,065
Number of Valid Responses	4	10,543
Percentage Return Rate	4.5%	25.7%

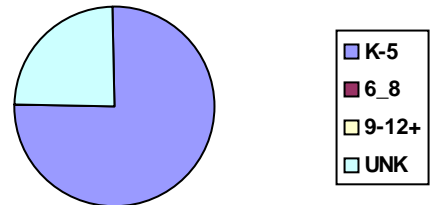


Child Demographics

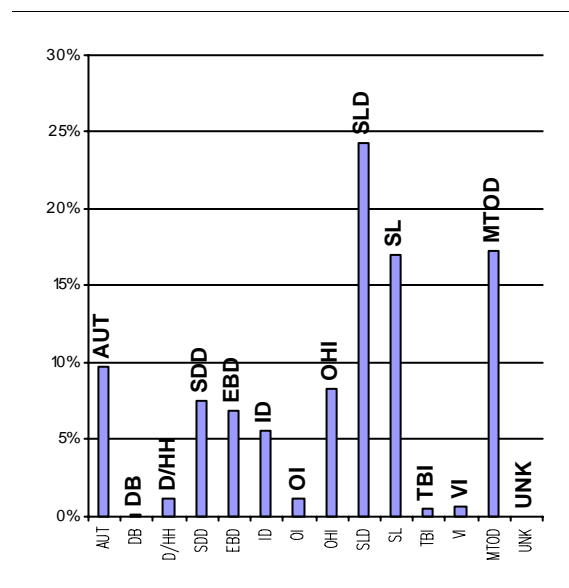
Race/Ethnicity	Count	Percent
White	1	25.0%
Black or African American (B/AA)	2	50.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	25.0%



Grade	Count	Percent
K-5	3	75.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	25.0%



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)	3	75.0%
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)	1	25.0%



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

2012 Special Education Parent Survey Report

Treutlen County

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
11	Teachers are available to speak with me.	75
1	I am considered an equal partner with teachers and other professionals in planning my child's program	50
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	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
12	Teachers treat me as a team member.	50
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
16	Teachers respect my cultural heritage.	33
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	33

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.	33
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	25
5	All of my concerns and recommendations were documented on the IEP.	25
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	25
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
10	Written information I receive is written in an understandable way.	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
23	The school gives parents the help they may need to play an active role in their child's education.	0

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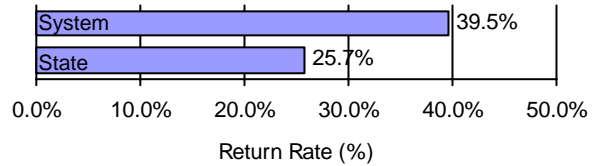
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Troup County

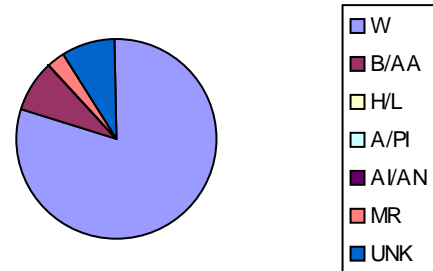
Overview

	System	State
Number of Surveys Distributed	86	41,065
Number of Valid Responses	34	10,543
Percentage Return Rate	39.5%	25.7%

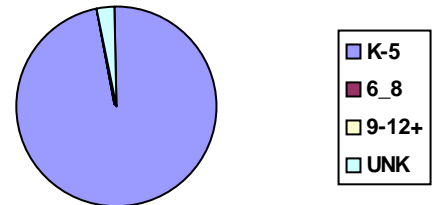


Child Demographics

Race/Ethnicity	Count	Percent
White	27	79.4%
Black or African American (B/AA)	3	8.8%
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	2.9%
Unknown (UNK)	3	8.8%



Grade	Count	Percent
K-5	33	97.1%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	2.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	5.9%
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)	2	5.9%
Intellectual Disability (ID)	2	5.9%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	8.8%
Specific Learning Disability (SLD)	6	17.6%
Speech/Language Impairment (SL)	13	38.2%
Traumatic Brain injury (TBI)	1	2.9%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	2	5.9%



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

2012 Special Education Parent Survey Report

Troup County

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
12	Teachers treat me as a team member.	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).	66
1	I am considered an equal partner with teachers and other professionals in planning my child's program	64
5	All of my concerns and recommendations were documented on the IEP.	64
11	Teachers are available to speak with me.	64
9	My child's evaluation report is written in terms I understand.	63
15	Teachers encourage me to participate in the decision-making process.	63
16	Teachers respect my cultural heritage.	63
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	61
13	Teachers seek out parent input.	59

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.	56
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	55
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	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.	52
19	The school communicates regularly with me regarding my child's progress on IEP goals.	50
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.	45
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.	44

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

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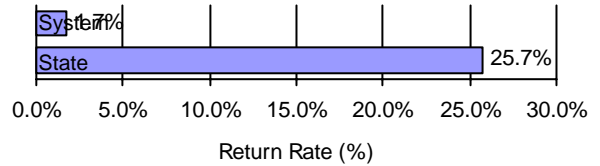
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Turner County

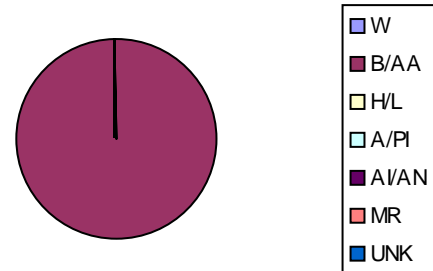
Overview

	System	State
Number of Surveys Distributed	58	41,065
Number of Valid Responses	1	10,543
Percentage Return Rate	1.7%	25.7%

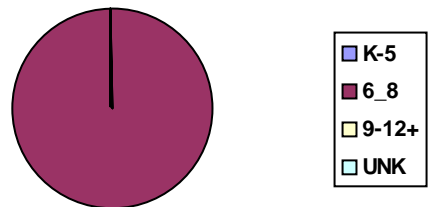


Child Demographics

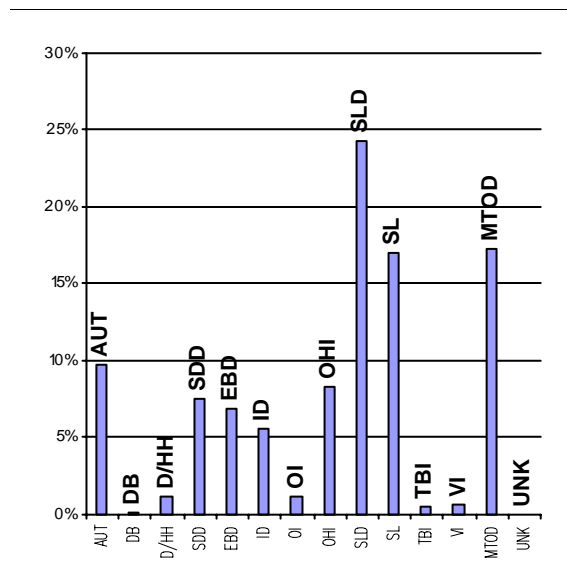
Race/Ethnicity	Count	Percent
White	0	0.0%
Black or African American (B/AA)	1	100.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	1	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	100.0%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	0	0.0%
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%

2012 Special Education Parent Survey Report

Turner County

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
1	I am considered an equal partner with teachers and other professionals in planning my child's program	100
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	100
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	100
5	All of my concerns and recommendations were documented on the IEP.	100
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	100
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
9	My child's evaluation report is written in terms I understand.	100
10	Written information I receive is written in an understandable way.	100
11	Teachers are available to speak with me.	100
12	Teachers treat me as a team member.	100

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.	100
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
13	Teachers seek out parent input.	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
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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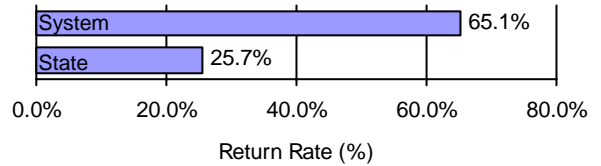
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Thomaston-Upson County

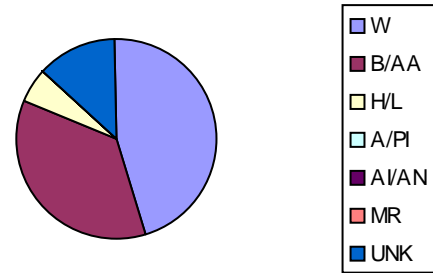
Overview

	System	State
Number of Surveys Distributed	106	41,065
Number of Valid Responses	69	10,543
Percentage Return Rate	65.1%	25.7%

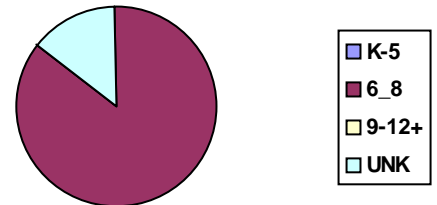


Child Demographics

Race/Ethnicity	Count	Percent
White	31	44.9%
Black or African American (B/AA)	25	36.2%
Hispanic or Latino (H/L)	4	5.8%
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)	9	13.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	59	85.5%
9-12+	0	0.0%
Unknown (UNK)	10	14.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	4.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.4%
Significant Developmental Delay (SDD)	3	4.3%
Emotional Behavioral Disorder (EBD)	8	11.6%
Intellectual Disability (ID)	3	4.3%
Orthopedic Impairment (OI)	1	1.4%
Other Health Impairment (OHI)	3	4.3%
Specific Learning Disability (SLD)	19	27.5%
Speech/Language Impairment (SL)	6	8.7%
Traumatic Brain injury (TBI)	1	1.4%
Visual Impairment including Blindness (VI)	1	1.4%
More Than One Disability (MTOD)	6	8.7%
Unknown (UNK)	14	20.3%



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

2012 Special Education Parent Survey Report

Thomaston-Upson County

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
1	I am considered an equal partner with teachers and other professionals in planning my child's program	49
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	49
11	Teachers are available to speak with me.	48
5	All of my concerns and recommendations were documented on the IEP.	46
14	Teachers show sensitivity to the needs of students with disabilities and their families.	44
12	Teachers treat me as a team member.	43
13	Teachers seek out parent input.	40
15	Teachers encourage me to participate in the decision-making process.	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).	39
16	Teachers respect my cultural heritage.	39

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
9	My child's evaluation report is written in terms I understand.	34
20	The school gives me choices with regard to services that address my child's needs.	33
7	I was given information about organizations that offer support for parents of students with disabilities.	33
21	The school offers parents training about special education issues.	30
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	25
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	25
25	The school explains what options parents have if they disagree with a decision of the school.	25
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	24
24	The school provides information on agencies that can assist my child in the transition from school.	23
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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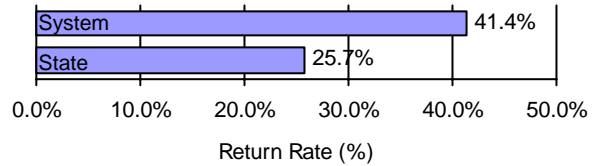
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Walker County

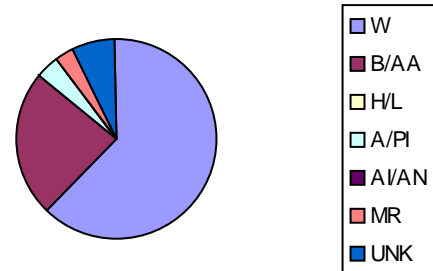
Overview

	System	State
Number of Surveys Distributed	70	41,065
Number of Valid Responses	29	10,543
Percentage Return Rate	41.4%	25.7%

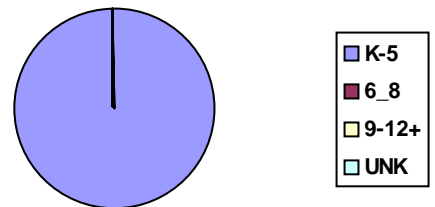


Child Demographics

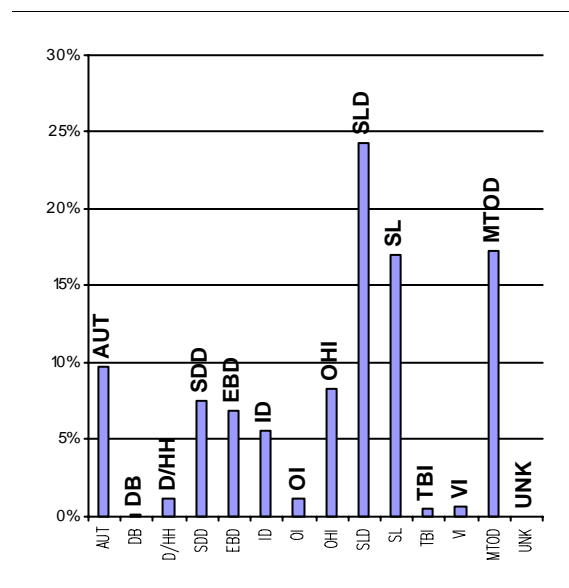
Race/Ethnicity	Count	Percent
White	18	62.1%
Black or African American (B/AA)	7	24.1%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	1	3.4%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	3.4%
Unknown (UNK)	2	6.9%



Grade	Count	Percent
K-5	29	100.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	6	20.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	6.9%
Significant Developmental Delay (SDD)	2	6.9%
Emotional Behavioral Disorder (EBD)	3	10.3%
Intellectual Disability (ID)	2	6.9%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	6.9%
Specific Learning Disability (SLD)	2	6.9%
Speech/Language Impairment (SL)	6	20.7%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	6.9%
Unknown (UNK)	2	6.9%



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

2012 Special Education Parent Survey Report

Walker County

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
11	Teachers are available to speak with me.	86
1	I am considered an equal partner with teachers and other professionals in planning my child's program	82
14	Teachers show sensitivity to the needs of students with disabilities and their families.	81
15	Teachers encourage me to participate in the decision-making process.	81
5	All of my concerns and recommendations were documented on the IEP.	79
10	Written information I receive is written in an understandable way.	79
18	The school has a person on staff who is available to answer parents' questions.	78
19	The school communicates regularly with me regarding my child's progress on IEP goals.	78
16	Teachers respect my cultural heritage.	77
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	76

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).	73
22	The school offers parents a variety of ways to communicate with teachers.	73
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
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	65
7	I was given information about organizations that offer support for parents of students with disabilities.	63
21	The school offers parents training about special education issues.	63
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	62
24	The school provides information on agencies that can assist my child in the transition from school.	54
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	54
25	The school explains what options parents have if they disagree with a decision of the school.	52

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.

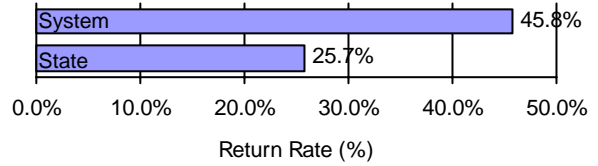
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Walton County

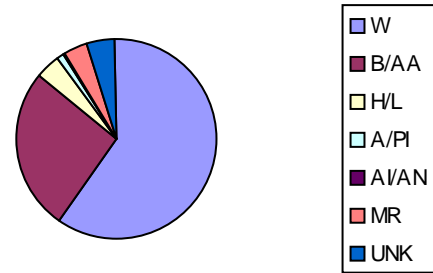
Overview

	System	State
Number of Surveys Distributed	498	41,065
Number of Valid Responses	228	10,543
Percentage Return Rate	45.8%	25.7%

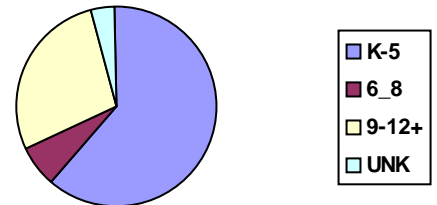


Child Demographics

Race/Ethnicity	Count	Percent
White	135	59.2%
Black or African American (B/AA)	61	26.8%
Hispanic or Latino (H/L)	9	3.9%
Asian or Pacific Islander (A/PI)	3	1.3%
American Indian or Alaska Native (AI/AN)	1	0.4%
Multi-racial (MR)	8	3.5%
Unknown (UNK)	11	4.8%



Grade	Count	Percent
K-5	139	61.0%
6-8	15	6.6%
9-12+	65	28.5%
Unknown (UNK)	9	3.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	31	13.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	0.9%
Significant Developmental Delay (SDD)	13	5.7%
Emotional Behavioral Disorder (EBD)	19	8.3%
Intellectual Disability (ID)	18	7.9%
Orthopedic Impairment (OI)	1	0.4%
Other Health Impairment (OHI)	12	5.3%
Specific Learning Disability (SLD)	53	23.2%
Speech/Language Impairment (SL)	29	12.7%
Traumatic Brain injury (TBI)	1	0.4%
Visual Impairment including Blindness (VI)	1	0.4%
More Than One Disability (MTOD)	14	6.1%
Unknown (UNK)	34	14.9%



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

2012 Special Education Parent Survey Report

Walton County

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
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	70
1	I am considered an equal partner with teachers and other professionals in planning my child's program	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.	65
14	Teachers show sensitivity to the needs of students with disabilities and their families.	65
11	Teachers are available to speak with me.	65
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
16	Teachers respect my cultural heritage.	63
10	Written information I receive is written in an understandable way.	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.	56
20	The school gives me choices with regard to services that address my child's needs.	56
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	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.	53
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.	47
21	The school offers parents training about special education issues.	47
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	46
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.	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.

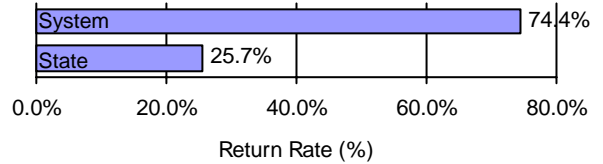
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Ware County

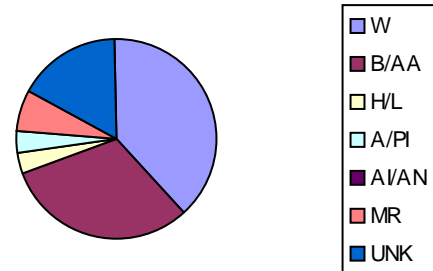
Overview

	System	State
Number of Surveys Distributed	39	41,065
Number of Valid Responses	29	10,543
Percentage Return Rate	74.4%	25.7%

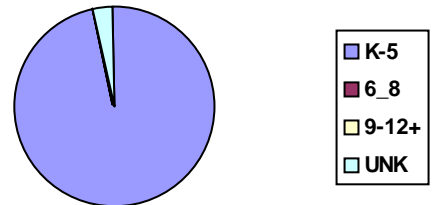


Child Demographics

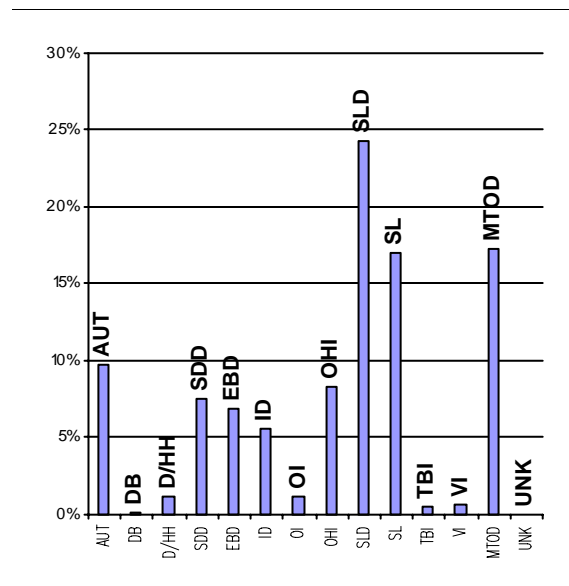
Race/Ethnicity	Count	Percent
White	11	37.9%
Black or African American (B/AA)	9	31.0%
Hispanic or Latino (H/L)	1	3.4%
Asian or Pacific Islander (A/PI)	1	3.4%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	6.9%
Unknown (UNK)	5	17.2%



Grade	Count	Percent
K-5	28	96.6%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	3.4%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	6.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	3	10.3%
Emotional Behavioral Disorder (EBD)	1	3.4%
Intellectual Disability (ID)	2	6.9%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	10.3%
Specific Learning Disability (SLD)	6	20.7%
Speech/Language Impairment (SL)	5	17.2%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	5	17.2%
Unknown (UNK)	2	6.9%



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

2012 Special Education Parent Survey Report

Ware County

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.	52
1	I am considered an equal partner with teachers and other professionals in planning my child's program	48
9	My child's evaluation report is written in terms I understand.	48
12	Teachers treat me as a team member.	48
14	Teachers show sensitivity to the needs of students with disabilities and their families.	48
15	Teachers encourage me to participate in the decision-making process.	48
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	46
5	All of my concerns and recommendations were documented on the IEP.	45
10	Written information I receive is written in an understandable way.	45
18	The school has a person on staff who is available to answer parents' questions.	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.	39
20	The school gives me choices with regard to services that address my child's needs.	38
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.	36
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	35
16	Teachers respect my cultural heritage.	35
7	I was given information about organizations that offer support for parents of students with disabilities.	34
23	The school gives parents the help they may need to play an active role in their child's education.	34
21	The school offers parents training about special education issues.	31
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	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.

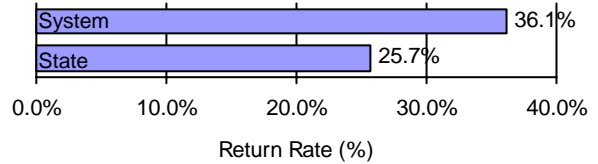
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Washington County

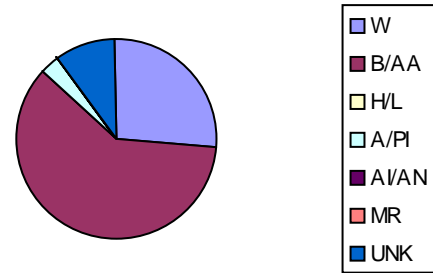
Overview

	System	State
Number of Surveys Distributed	83	41,065
Number of Valid Responses	30	10,543
Percentage Return Rate	36.1%	25.7%

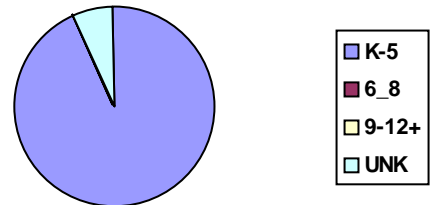


Child Demographics

Race/Ethnicity	Count	Percent
White	8	26.7%
Black or African American (B/AA)	18	60.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	1	3.3%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	3	10.0%



Grade	Count	Percent
K-5	28	93.3%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	2	6.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	3.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	7	23.3%
Emotional Behavioral Disorder (EBD)	1	3.3%
Intellectual Disability (ID)	2	6.7%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	3.3%
Specific Learning Disability (SLD)	5	16.7%
Speech/Language Impairment (SL)	11	36.7%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	3.3%
Unknown (UNK)	1	3.3%



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

2012 Special Education Parent Survey Report

Washington County

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
19	The school communicates regularly with me regarding my child's progress on IEP goals.	54
12	Teachers treat me as a team member.	53
18	The school has a person on staff who is available to answer parents' questions.	52
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).	48
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	47
9	My child's evaluation report is written in terms I understand.	47
11	Teachers are available to speak with me.	47
16	Teachers respect my cultural heritage.	46
20	The school gives me choices with regard to services that address my child's needs.	46

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
13	Teachers seek out parent input.	41
25	The school explains what options parents have if they disagree with a decision of the school.	37
1	I am considered an equal partner with teachers and other professionals in planning my child's program	37
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
24	The school provides information on agencies that can assist my child in the transition from school.	31
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	30
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
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.	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.

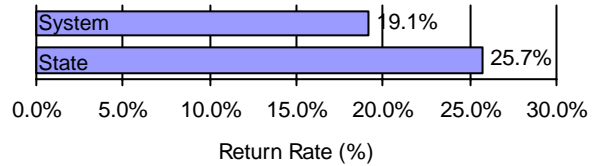
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Wayne County

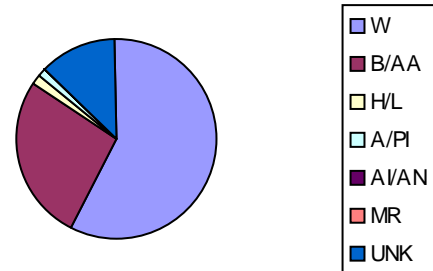
Overview

	System	State
Number of Surveys Distributed	329	41,065
Number of Valid Responses	63	10,543
Percentage Return Rate	19.1%	25.7%

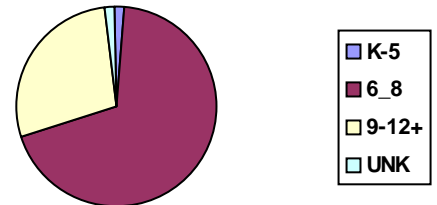


Child Demographics

Race/Ethnicity	Count	Percent
White	36	57.1%
Black or African American (B/AA)	17	27.0%
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)	0	0.0%
Unknown (UNK)	8	12.7%



Grade	Count	Percent
K-5	1	1.6%
6-8	43	68.3%
9-12+	18	28.6%
Unknown (UNK)	1	1.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	6	9.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	4	6.3%
Significant Developmental Delay (SDD)	5	7.9%
Emotional Behavioral Disorder (EBD)	3	4.8%
Intellectual Disability (ID)	8	12.7%
Orthopedic Impairment (OI)	1	1.6%
Other Health Impairment (OHI)	5	7.9%
Specific Learning Disability (SLD)	20	31.7%
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)	1	1.6%
Unknown (UNK)	10	15.9%



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

2012 Special Education Parent Survey Report

Wayne County

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.	48
5	All of my concerns and recommendations were documented on the IEP.	48
12	Teachers treat me as a team member.	47
1	I am considered an equal partner with teachers and other professionals in planning my child's program	46
11	Teachers are available to speak with me.	45
15	Teachers encourage me to participate in the decision-making process.	42
13	Teachers seek out parent input.	37
9	My child's evaluation report is written in terms I understand.	35
16	Teachers respect my cultural heritage.	35
14	Teachers show sensitivity to the needs of students with disabilities and their families.	34

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.	27
23	The school gives parents the help they may need to play an active role in their child's education.	27
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	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.	25
21	The school offers parents training about special education issues.	25
7	I was given information about organizations that offer support for parents of students with disabilities.	23
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	21
25	The school explains what options parents have if they disagree with a decision of the school.	21
24	The school provides information on agencies that can assist my child in the transition from school.	18

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

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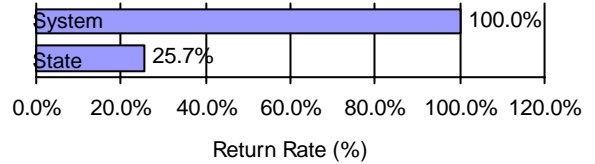
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Webster County

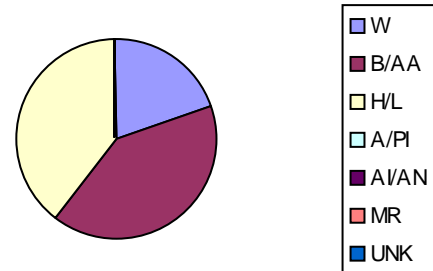
Overview

	System	State
Number of Surveys Distributed	5	41,065
Number of Valid Responses	5	10,543
Percentage Return Rate	100.0%	25.7%

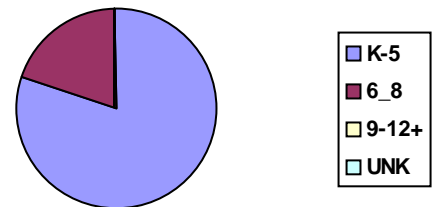


Child Demographics

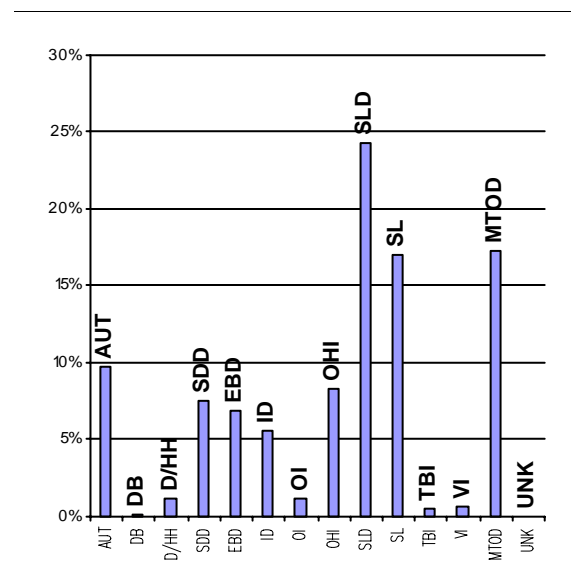
Race/Ethnicity	Count	Percent
White	1	20.0%
Black or African American (B/AA)	2	40.0%
Hispanic or Latino (H/L)	2	40.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	4	80.0%
6-8	1	20.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	60.0%
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	20.0%
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)	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%

2012 Special Education Parent Survey Report

Webster County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	80 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	100
12	Teachers treat me as a team member.	100
14	Teachers show sensitivity to the needs of students with disabilities and their families.	100
16	Teachers respect my cultural heritage.	100
18	The school has a person on staff who is available to answer parents' questions.	100
19	The school communicates regularly with me regarding my child's progress on IEP goals.	100
20	The school gives me choices with regard to services that address my child's needs.	100
22	The school offers parents a variety of ways to communicate with teachers.	100
23	The school gives parents the help they may need to play an active role in their child's education.	100
1	I am considered an equal partner with teachers and other professionals in planning my child's program	80

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
10	Written information I receive is written in an understandable way.	80
13	Teachers seek out parent input.	80
15	Teachers encourage me to participate in the decision-making process.	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
24	The school provides information on agencies that can assist my child in the transition from school.	80
25	The school explains what options parents have if they disagree with a decision of the school.	80
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	60
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
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	50
21	The school offers parents training about special education issues.	40

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.

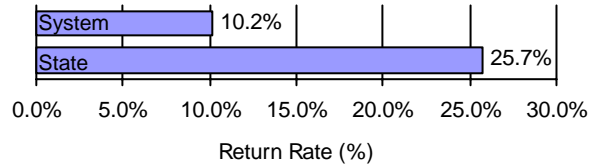
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Wheeler County

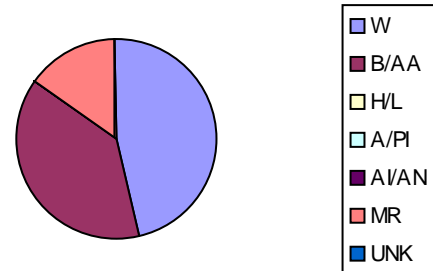
Overview

	System	State
Number of Surveys Distributed	128	41,065
Number of Valid Responses	13	10,543
Percentage Return Rate	10.2%	25.7%

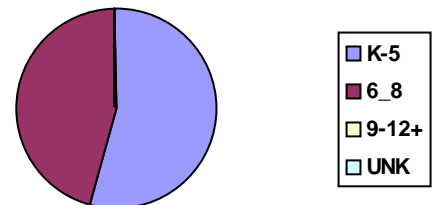


Child Demographics

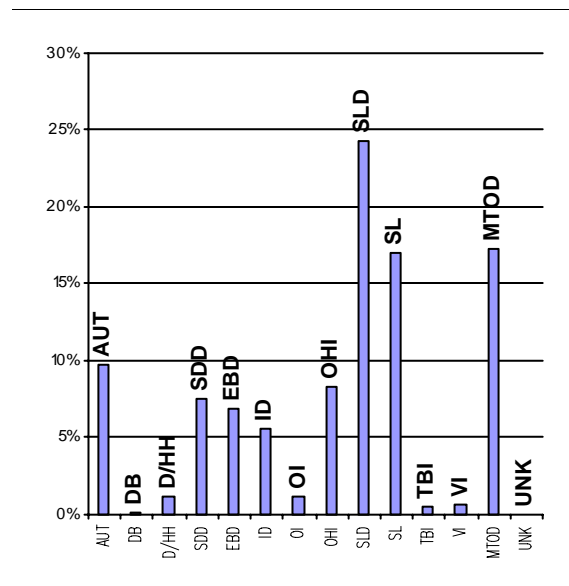
Race/Ethnicity	Count	Percent
White	6	46.2%
Black or African American (B/AA)	5	38.5%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	15.4%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	7	53.8%
6-8	6	46.2%
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)	1	7.7%
Specific Learning Disability (SLD)	6	46.2%
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)	2	15.4%



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

2012 Special Education Parent Survey Report

Wheeler County

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	15 %	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	38
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
11	Teachers are available to speak with me.	38
12	Teachers treat me as a team member.	31
14	Teachers show sensitivity to the needs of students with disabilities and their families.	31
16	Teachers respect my cultural heritage.	31
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	23
5	All of my concerns and recommendations were documented on the IEP.	23
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	23

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.	17
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	15
7	I was given information about organizations that offer support for parents of students with disabilities.	15
19	The school communicates regularly with me regarding my child's progress on IEP goals.	15
20	The school gives me choices with regard to services that address my child's needs.	15
23	The school gives parents the help they may need to play an active role in their child's education.	15
25	The school explains what options parents have if they disagree with a decision of the school.	15
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	8
21	The school offers parents training about special education issues.	8
24	The school provides information on agencies that can assist my child in the transition from school.	0

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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.

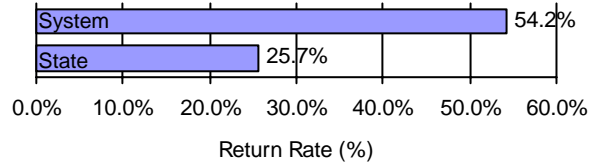
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Wilkinson County

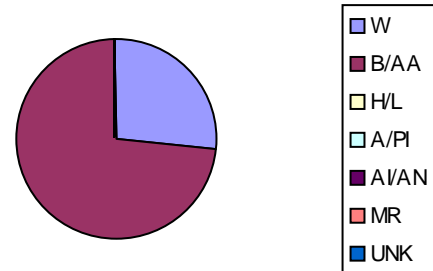
Overview

	System	State
Number of Surveys Distributed	48	41,065
Number of Valid Responses	26	10,543
Percentage Return Rate	54.2%	25.7%

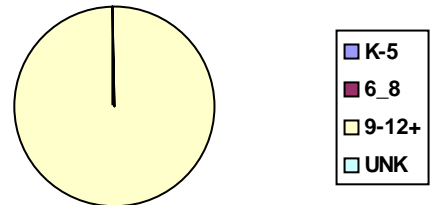


Child Demographics

Race/Ethnicity	Count	Percent
White	7	26.9%
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)	0	0.0%
Unknown (UNK)	0	0.0%



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



Primary Exceptionality	Count	Percent
Autism (AUT)	1	3.8%
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)	5	19.2%
Intellectual Disability (ID)	3	11.5%
Orthopedic Impairment (OI)	1	3.8%
Other Health Impairment (OHI)	3	11.5%
Specific Learning Disability (SLD)	10	38.5%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	3.8%
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%

2012 Special Education Parent Survey Report

Wilkinson County

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
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	46
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	44
13	Teachers seek out parent input.	44
15	Teachers encourage me to participate in the decision-making process.	44
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	42
9	My child's evaluation report is written in terms I understand.	42
10	Written information I receive is written in an understandable way.	42
14	Teachers show sensitivity to the needs of students with disabilities and their families.	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

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
16	Teachers respect my cultural heritage.	33
24	The school provides information on agencies that can assist my child in the transition from school.	33
23	The school gives parents the help they may need to play an active role in their child's education.	32
7	I was given information about organizations that offer support for parents of students with disabilities.	31
25	The school explains what options parents have if they disagree with a decision of the school.	30
20	The school gives me choices with regard to services that address my child's needs.	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.	27
21	The school offers parents training about special education issues.	25
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	19
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	16

For questions regarding district results, please contact Patti Solomon:

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 Georgia Department of Education
 (404) 657 – 9959
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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.

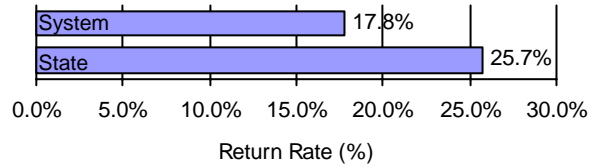
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Atlanta Public Schools

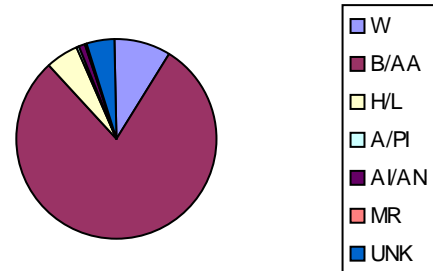
Overview

	System	State
Number of Surveys Distributed	1145	41,065
Number of Valid Responses	204	10,543
Percentage Return Rate	17.8%	25.7%

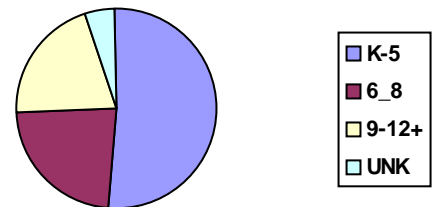


Child Demographics

Race/Ethnicity	Count	Percent
White	19	9.3%
Black or African American (B/AA)	161	78.9%
Hispanic or Latino (H/L)	11	5.4%
Asian or Pacific Islander (A/PI)	1	0.5%
American Indian or Alaska Native (AI/AN)	2	1.0%
Multi-racial (MR)	1	0.5%
Unknown (UNK)	9	4.4%



Grade	Count	Percent
K-5	104	51.0%
6-8	47	23.0%
9-12+	43	21.1%
Unknown (UNK)	10	4.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	19	9.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	4	2.0%
Significant Developmental Delay (SDD)	15	7.4%
Emotional Behavioral Disorder (EBD)	16	7.8%
Intellectual Disability (ID)	15	7.4%
Orthopedic Impairment (OI)	3	1.5%
Other Health Impairment (OHI)	23	11.3%
Specific Learning Disability (SLD)	54	26.5%
Speech/Language Impairment (SL)	20	9.8%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	12	5.9%
Unknown (UNK)	23	11.3%



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

2012 Special Education Parent Survey Report

Atlanta Public Schools

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.	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
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.	52
13	Teachers seek out parent input.	52
16	Teachers respect my cultural heritage.	52
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
10	Written information I receive is written in an understandable way.	52
5	All of my concerns and recommendations were documented on the IEP.	51

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.	44
23	The school gives parents the help they may need to play an active role in their child's education.	44
22	The school offers parents a variety of ways to communicate with teachers.	41
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	40
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.	35
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	33
21	The school offers parents training about special education issues.	32
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.	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.

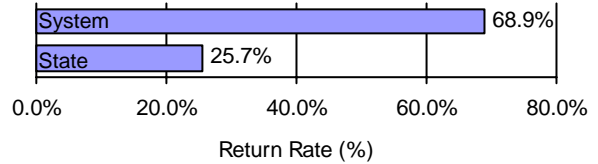
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Buford City

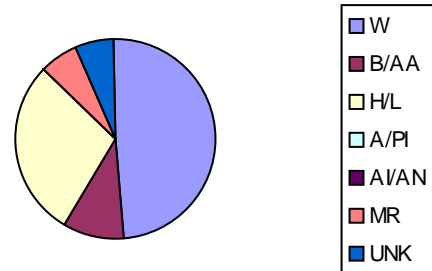
Overview

	System	State
Number of Surveys Distributed	45	41,065
Number of Valid Responses	31	10,543
Percentage Return Rate	68.9%	25.7%

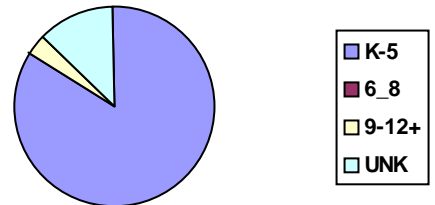


Child Demographics

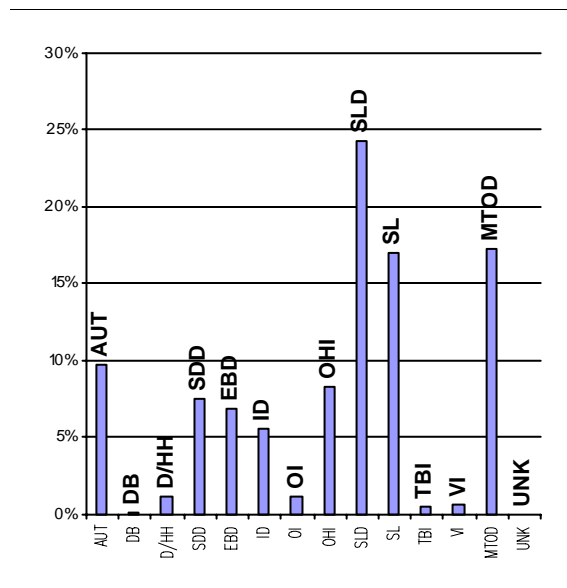
Race/Ethnicity	Count	Percent
White	15	48.4%
Black or African American (B/AA)	3	9.7%
Hispanic or Latino (H/L)	9	29.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	6.5%
Unknown (UNK)	2	6.5%



Grade	Count	Percent
K-5	26	83.9%
6-8	0	0.0%
9-12+	1	3.2%
Unknown (UNK)	4	12.9%



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)	1	3.2%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	2	6.5%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	4	12.9%
Speech/Language Impairment (SL)	15	48.4%
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)	7	22.6%



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

2012 Special Education Parent Survey Report

Buford City

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
14	Teachers show sensitivity to the needs of students with disabilities and their families.	83
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	77
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
18	The school has a person on staff who is available to answer parents' questions.	77
10	Written information I receive is written in an understandable way.	74
11	Teachers are available to speak with me.	74
15	Teachers encourage me to participate in the decision-making process.	70
9	My child's evaluation report is written in terms I understand.	68
1	I am considered an equal partner with teachers and other professionals in planning my child's program	65

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
12	Teachers treat me as a team member.	61
19	The school communicates regularly with me regarding my child's progress on IEP goals.	59
23	The school gives parents the help they may need to play an active role in their child's education.	57
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
21	The school offers parents training about special education issues.	48
25	The school explains what options parents have if they disagree with a decision of the school.	45
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.	28
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.

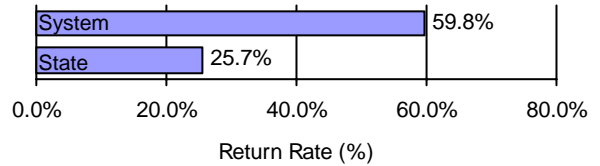
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Calhoun City

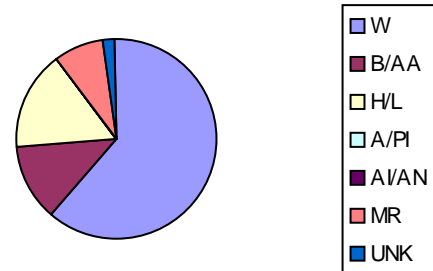
Overview

	System	State
Number of Surveys Distributed	82	41,065
Number of Valid Responses	49	10,543
Percentage Return Rate	59.8%	25.7%

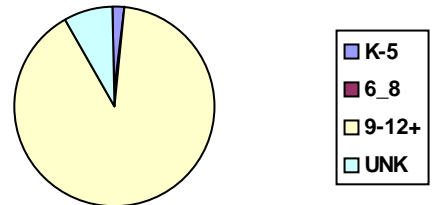


Child Demographics

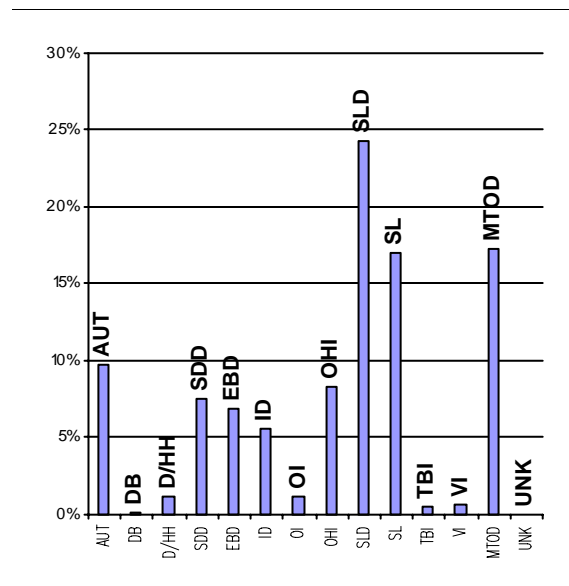
Race/Ethnicity	Count	Percent
White	30	61.2%
Black or African American (B/AA)	6	12.2%
Hispanic or Latino (H/L)	8	16.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	4	8.2%
Unknown (UNK)	1	2.0%



Grade	Count	Percent
K-5	1	2.0%
6-8	0	0.0%
9-12+	44	89.8%
Unknown (UNK)	4	8.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	4	8.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	3	6.1%
Emotional Behavioral Disorder (EBD)	6	12.2%
Intellectual Disability (ID)	3	6.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	6	12.2%
Specific Learning Disability (SLD)	17	34.7%
Speech/Language Impairment (SL)	1	2.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	2.0%
More Than One Disability (MTOD)	1	2.0%
Unknown (UNK)	7	14.3%



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

2012 Special Education Parent Survey Report

Calhoun City

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.	73
15	Teachers encourage me to participate in the decision-making process.	72
14	Teachers show sensitivity to the needs of students with disabilities and their families.	72
13	Teachers seek out parent input.	70
19	The school communicates regularly with me regarding my child's progress on IEP goals.	70
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	69
12	Teachers treat me as a team member.	69
20	The school gives me choices with regard to services that address my child's needs.	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.	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).	66

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.	60
16	Teachers respect my cultural heritage.	56
9	My child's evaluation report is written in terms I understand.	55
22	The school offers parents a variety of ways to communicate with teachers.	51
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.	49
7	I was given information about organizations that offer support for parents of students with disabilities.	48
23	The school gives parents the help they may need to play an active role in their child's education.	47
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.	33

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.

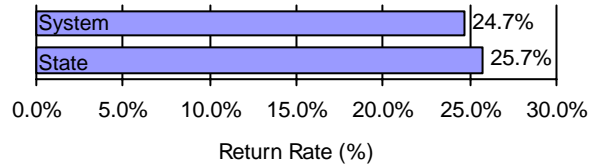
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Cartersville City

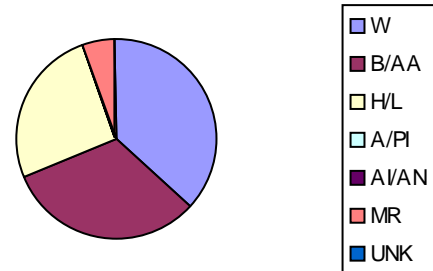
Overview

	System	State
Number of Surveys Distributed	77	41,065
Number of Valid Responses	19	10,543
Percentage Return Rate	24.7%	25.7%

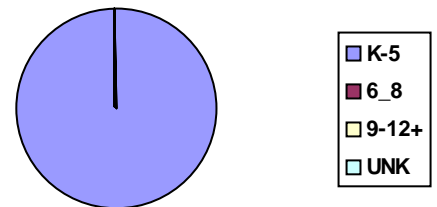


Child Demographics

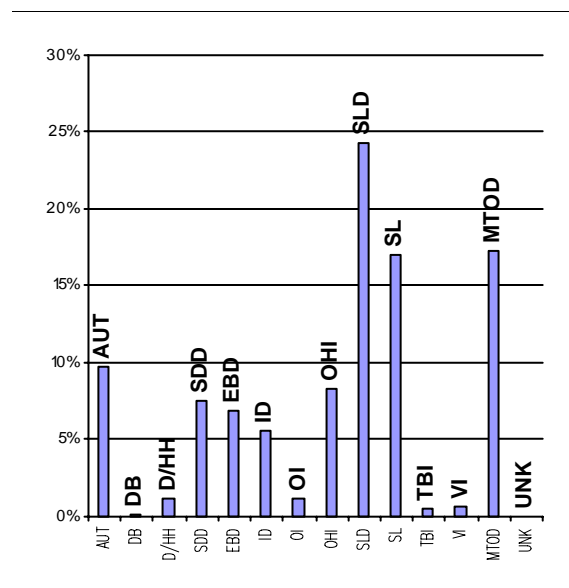
Race/Ethnicity	Count	Percent
White	7	36.8%
Black or African American (B/AA)	6	31.6%
Hispanic or Latino (H/L)	5	26.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	5.3%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	19	100.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	10.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	3	15.8%
Emotional Behavioral Disorder (EBD)	3	15.8%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	5.3%
Specific Learning Disability (SLD)	2	10.5%
Speech/Language Impairment (SL)	7	36.8%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	5.3%
Unknown (UNK)	0	0.0%



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

2012 Special Education Parent Survey Report

Cartersville City

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
5	All of my concerns and recommendations were documented on the IEP.	68
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	63
22	The school offers parents a variety of ways to communicate with teachers.	61
23	The school gives parents the help they may need to play an active role in their child's education.	61
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
12	Teachers treat me as a team member.	58
13	Teachers seek out parent input.	56
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
19	The school communicates regularly with me regarding my child's progress on IEP goals.	50
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	47
16	Teachers respect my cultural heritage.	47
20	The school gives me choices with regard to services that address my child's needs.	44
25	The school explains what options parents have if they disagree with a decision of the school.	41
21	The school offers parents training about special education issues.	39
24	The school provides information on agencies that can assist my child in the transition from school.	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.	32
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	28
7	I was given information about organizations that offer support for parents of students with disabilities.	28

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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.

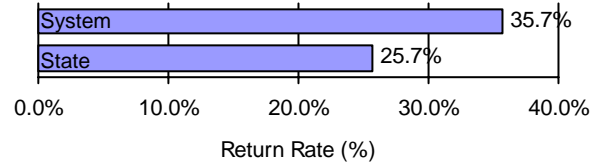
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Chickamauga City

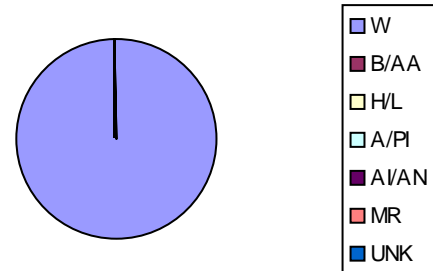
Overview

	System	State
Number of Surveys Distributed	14	41,065
Number of Valid Responses	5	10,543
Percentage Return Rate	35.7%	25.7%

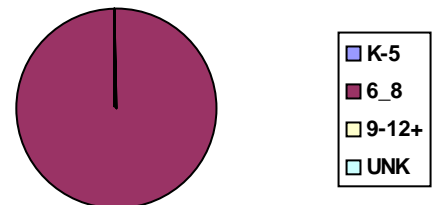


Child Demographics

Race/Ethnicity	Count	Percent
White	5	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	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)	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)	3	60.0%
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)	1	20.0%



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

2012 Special Education Parent Survey Report

Chickamauga City

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
1	I am considered an equal partner with teachers and other professionals in planning my child's program	60
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	60
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	60
5	All of my concerns and recommendations were documented on the IEP.	60
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	60
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
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
11	Teachers are available to speak with me.	60
12	Teachers treat me as a team member.	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.	60
23	The school gives parents the help they may need to play an active role in their child's education.	60
25	The school explains what options parents have if they disagree with a decision of the school.	60
22	The school offers parents a variety of ways to communicate with teachers.	50
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	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
20	The school gives me choices with regard to services that address my child's needs.	40
24	The school provides information on agencies that can assist my child in the transition from school.	40
7	I was given information about organizations that offer support for parents of students with disabilities.	20
21	The school offers parents training about special education issues.	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.

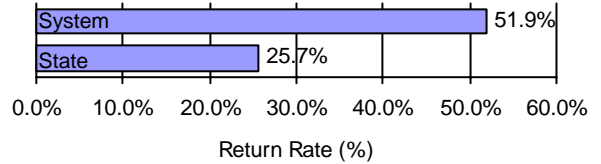
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Commerce City

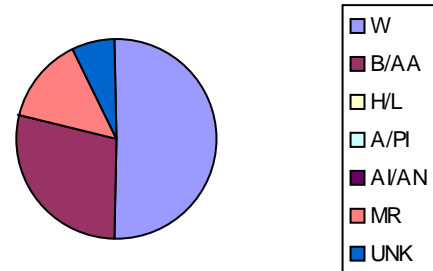
Overview

	System	State
Number of Surveys Distributed	27	41,065
Number of Valid Responses	14	10,543
Percentage Return Rate	51.9%	25.7%

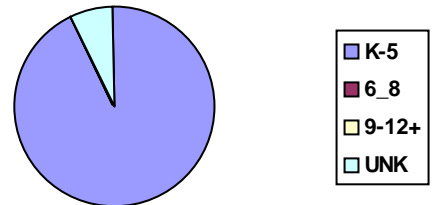


Child Demographics

Race/Ethnicity	Count	Percent
White	7	50.0%
Black or African American (B/AA)	4	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)	2	14.3%
Unknown (UNK)	1	7.1%



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



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)	2	14.3%
Intellectual Disability (ID)	1	7.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	7.1%
Specific Learning Disability (SLD)	2	14.3%
Speech/Language Impairment (SL)	2	14.3%
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)	3	21.4%



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

2012 Special Education Parent Survey Report

Commerce City

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	71
12	Teachers treat me as a team member.	71
15	Teachers encourage me to participate in the decision-making process.	69
23	The school gives parents the help they may need to play an active role in their child's education.	67
14	Teachers show sensitivity to the needs of students with disabilities and their families.	62
13	Teachers seek out parent input.	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).	58
11	Teachers are available to speak with me.	57
16	Teachers respect my cultural heritage.	50
18	The school has a person on staff who is available to answer parents' questions.	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.	38
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	36
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	36
5	All of my concerns and recommendations were documented on the IEP.	36
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
21	The school offers parents training about special education issues.	20
24	The school provides information on agencies that can assist my child in the transition from school.	11
7	I was given information about organizations that offer support for parents of students with disabilities.	10
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	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.

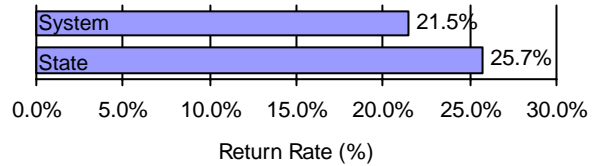
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Dalton City

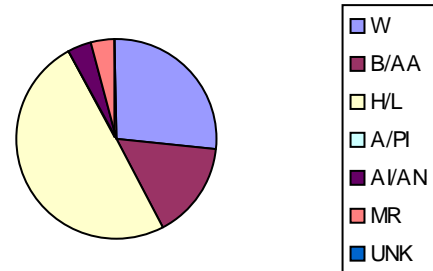
Overview

	System	State
Number of Surveys Distributed	121	41,065
Number of Valid Responses	26	10,543
Percentage Return Rate	21.5%	25.7%

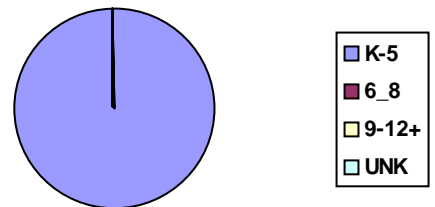


Child Demographics

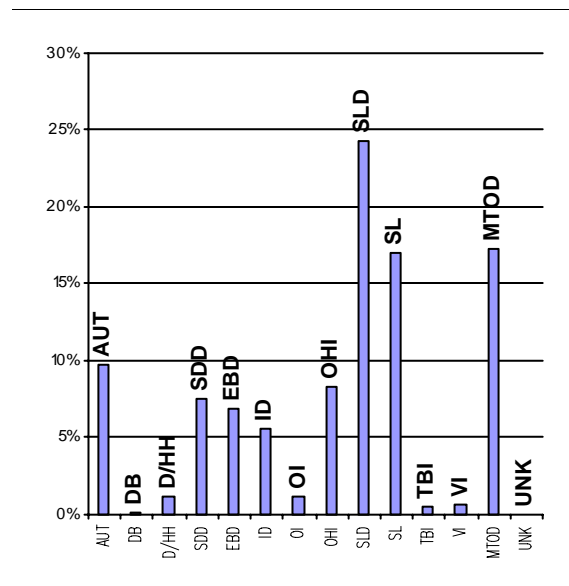
Race/Ethnicity	Count	Percent
White	7	26.9%
Black or African American (B/AA)	4	15.4%
Hispanic or Latino (H/L)	13	50.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	3.8%
Multi-racial (MR)	1	3.8%
Unknown (UNK)	0	0.0%



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)	2	7.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	3.8%
Significant Developmental Delay (SDD)	2	7.7%
Emotional Behavioral Disorder (EBD)	2	7.7%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	1	3.8%
Other Health Impairment (OHI)	2	7.7%
Specific Learning Disability (SLD)	4	15.4%
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)	3	11.5%
Unknown (UNK)	4	15.4%



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

2012 Special Education Parent Survey Report

Dalton City

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.	80
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	80
1	I am considered an equal partner with teachers and other professionals in planning my child's program	76
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
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
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	71
18	The school has a person on staff who is available to answer parents' questions.	69
22	The school offers parents a variety of ways to communicate with teachers.	69

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
20	The school gives me choices with regard to services that address my child's needs.	65
14	Teachers show sensitivity to the needs of students with disabilities and their families.	64
15	Teachers encourage me to participate in the decision-making process.	64
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	61
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	57
25	The school explains what options parents have if they disagree with a decision of the school.	56
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
7	I was given information about organizations that offer support for parents of students with disabilities.	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.

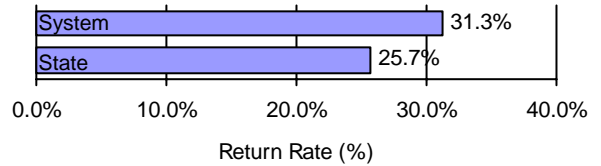
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Decatur City

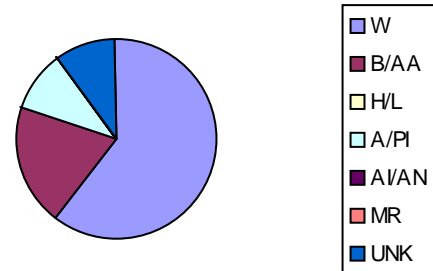
Overview

	System	State
Number of Surveys Distributed	64	41,065
Number of Valid Responses	20	10,543
Percentage Return Rate	31.3%	25.7%

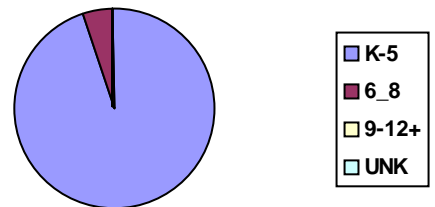


Child Demographics

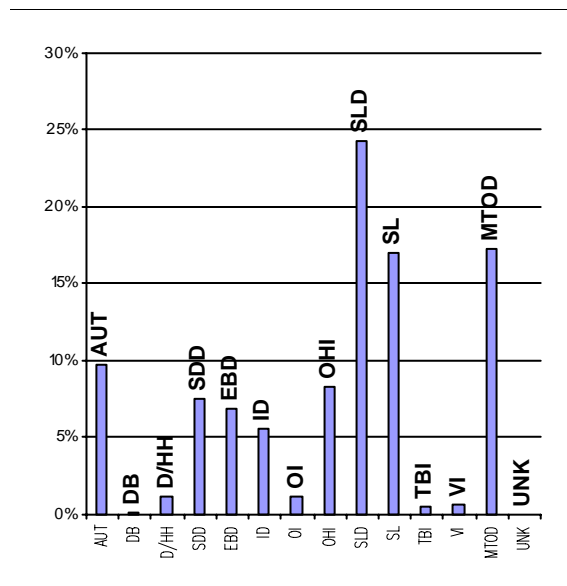
Race/Ethnicity	Count	Percent
White	12	60.0%
Black or African American (B/AA)	4	20.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	2	10.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	2	10.0%



Grade	Count	Percent
K-5	19	95.0%
6-8	1	5.0%
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)	1	5.0%
Significant Developmental Delay (SDD)	1	5.0%
Emotional Behavioral Disorder (EBD)	1	5.0%
Intellectual Disability (ID)	1	5.0%
Orthopedic Impairment (OI)	1	5.0%
Other Health Impairment (OHI)	2	10.0%
Specific Learning Disability (SLD)	8	40.0%
Speech/Language Impairment (SL)	3	15.0%
Traumatic Brain injury (TBI)	1	5.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	5.0%
Unknown (UNK)	0	0.0%



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

2012 Special Education Parent Survey Report

Decatur City

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	15 %	39 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accomodations and modifications that my child would need.	50
11	Teachers are available to speak with me.	50
12	Teachers treat me as a team member.	45
5	All of my concerns and recommendations were documented on the IEP.	42
10	Written information I receive is written in an understandable way.	42
1	I am considered an equal partner with teachers and other professionals in planning my child's program	40
9	My child's evaluation report is written in terms I understand.	40
14	Teachers show sensitivity to the needs of students with disabilities and their families.	35
15	Teachers encourage me to participate in the decision-making process.	35
16	Teachers respect my cultural heritage.	32

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.	25
23	The school gives parents the help they may need to play an active role in their child's education.	21
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	20
22	The school offers parents a variety of ways to communicate with teachers.	20
25	The school explains what options parents have if they disagree with a decision of the school.	16
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
21	The school offers parents training about special education issues.	11
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	6
7	I was given information about organizations that offer support for parents of students with disabilities.	6
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.

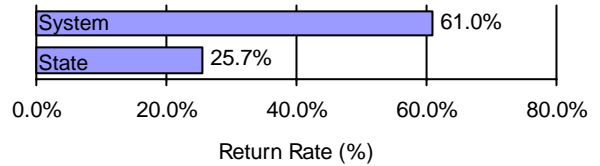
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Dublin City

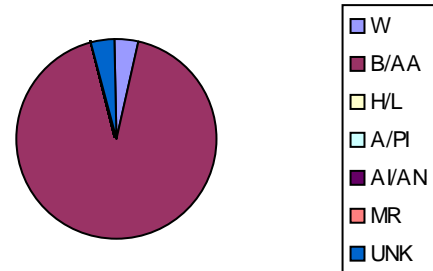
Overview

	System	State
Number of Surveys Distributed	41	41,065
Number of Valid Responses	25	10,543
Percentage Return Rate	61.0%	25.7%

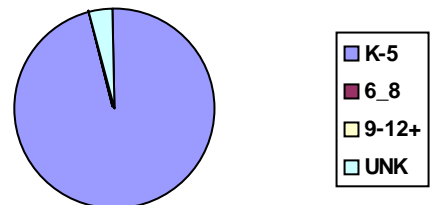


Child Demographics

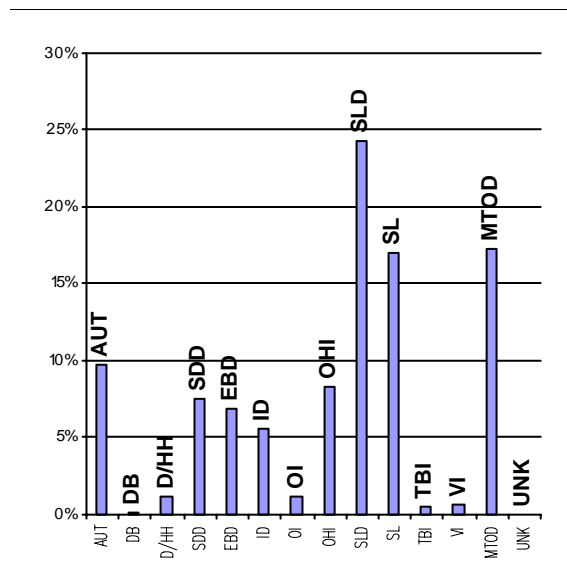
Race/Ethnicity	Count	Percent
White	1	4.0%
Black or African American (B/AA)	23	92.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	4.0%



Grade	Count	Percent
K-5	24	96.0%
6-8	0	0.0%
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)	3	12.0%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	1	4.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	4.0%
Specific Learning Disability (SLD)	2	8.0%
Speech/Language Impairment (SL)	8	32.0%
Traumatic Brain injury (TBI)	2	8.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	4.0%
Unknown (UNK)	5	20.0%



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

2012 Special Education Parent Survey Report

Dublin City

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
9	My child's evaluation report is written in terms I understand.	64
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
12	Teachers treat me as a team member.	60
16	Teachers respect my cultural heritage.	60
15	Teachers encourage me to participate in the decision-making process.	56
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
5	All of my concerns and recommendations were documented on the IEP.	50
10	Written information I receive is written in an understandable way.	50

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.	42
23	The school gives parents the help they may need to play an active role in their child's education.	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
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	35
19	The school communicates regularly with me regarding my child's progress on IEP goals.	35
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	33
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.	29
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	24

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.

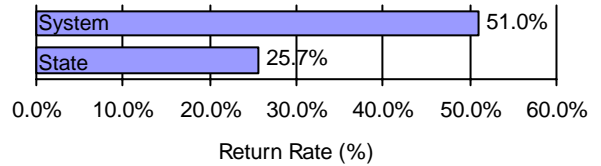
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Gainesville City

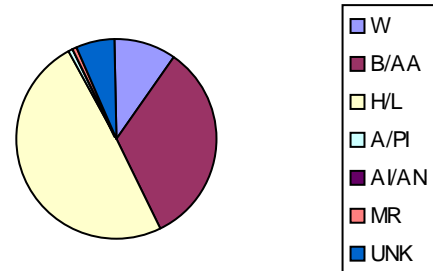
Overview

	System	State
Number of Surveys Distributed	249	41,065
Number of Valid Responses	127	10,543
Percentage Return Rate	51.0%	25.7%

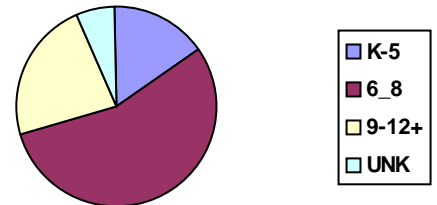


Child Demographics

Race/Ethnicity	Count	Percent
White	13	10.2%
Black or African American (B/AA)	41	32.3%
Hispanic or Latino (H/L)	63	49.6%
Asian or Pacific Islander (A/PI)	1	0.8%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	0.8%
Unknown (UNK)	8	6.3%



Grade	Count	Percent
K-5	20	15.7%
6-8	69	54.3%
9-12+	30	23.6%
Unknown (UNK)	8	6.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	14	11.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	7	5.5%
Emotional Behavioral Disorder (EBD)	13	10.2%
Intellectual Disability (ID)	3	2.4%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	4	3.1%
Specific Learning Disability (SLD)	33	26.0%
Speech/Language Impairment (SL)	8	6.3%
Traumatic Brain injury (TBI)	1	0.8%
Visual Impairment including Blindness (VI)	1	0.8%
More Than One Disability (MTOD)	8	6.3%
Unknown (UNK)	35	27.6%



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

2012 Special Education Parent Survey Report

Gainesville City

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.	54
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	52
14	Teachers show sensitivity to the needs of students with disabilities and their families.	50
12	Teachers treat me as a team member.	49
5	All of my concerns and recommendations were documented on the IEP.	48
18	The school has a person on staff who is available to answer parents' questions.	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).	46
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
13	Teachers seek out parent input.	46

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
10	Written information I receive is written in an understandable way.	41
23	The school gives parents the help they may need to play an active role in their child's education.	41
19	The school communicates regularly with me regarding my child's progress on IEP goals.	40
7	I was given information about organizations that offer support for parents of students with disabilities.	38
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	36
25	The school explains what options parents have if they disagree with a decision of the school.	35
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	35
21	The school offers parents training about special education issues.	34
24	The school provides information on agencies that can assist my child in the transition from school.	34
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.

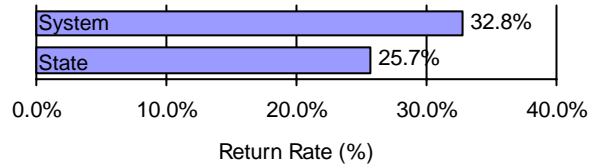
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Jefferson City

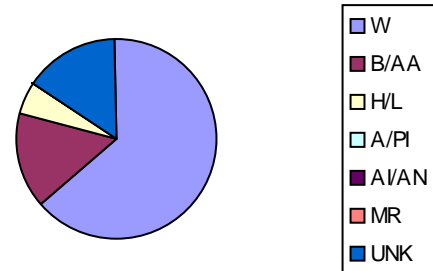
Overview

	System	State
Number of Surveys Distributed	58	41,065
Number of Valid Responses	19	10,543
Percentage Return Rate	32.8%	25.7%

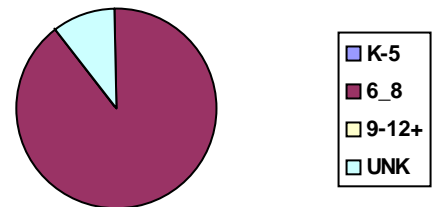


Child Demographics

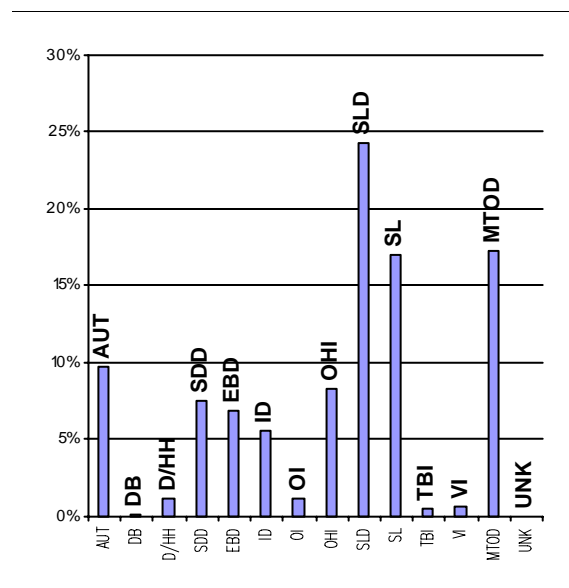
Race/Ethnicity	Count	Percent
White	12	63.2%
Black or African American (B/AA)	3	15.8%
Hispanic or Latino (H/L)	1	5.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	3	15.8%



Grade	Count	Percent
K-5	0	0.0%
6-8	17	89.5%
9-12+	0	0.0%
Unknown (UNK)	2	10.5%



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	5.3%
Intellectual Disability (ID)	2	10.5%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	6	31.6%
Specific Learning Disability (SLD)	6	31.6%
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)	4	21.1%



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

2012 Special Education Parent Survey Report

Jefferson City

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
5	All of my concerns and recommendations were documented on the IEP.	68
13	Teachers seek out parent input.	67
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	63
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	63
12	Teachers treat me as a team member.	63
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
18	The school has a person on staff who is available to answer parents' questions.	61
16	Teachers respect my cultural heritage.	59
1	I am considered an equal partner with teachers and other professionals in planning my child's program	58
9	My child's evaluation report is written in terms I understand.	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.	50
20	The school gives me choices with regard to services that address my child's needs.	50
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.	42
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
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.	27
7	I was given information about organizations that offer support for parents of students with disabilities.	18
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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 (404) 657 – 9959
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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.

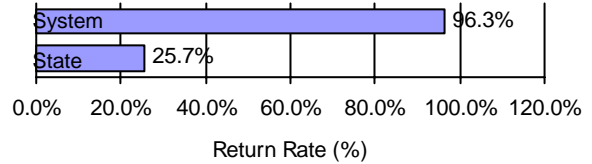
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Pelham City

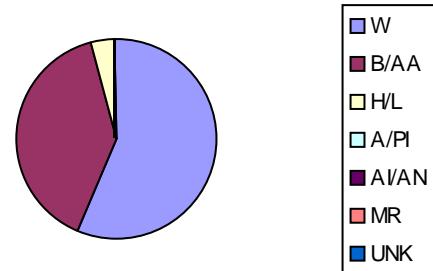
Overview

	System	State
Number of Surveys Distributed	54	41,065
Number of Valid Responses	52	10,543
Percentage Return Rate	96.3%	25.7%

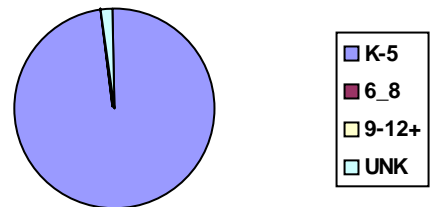


Child Demographics

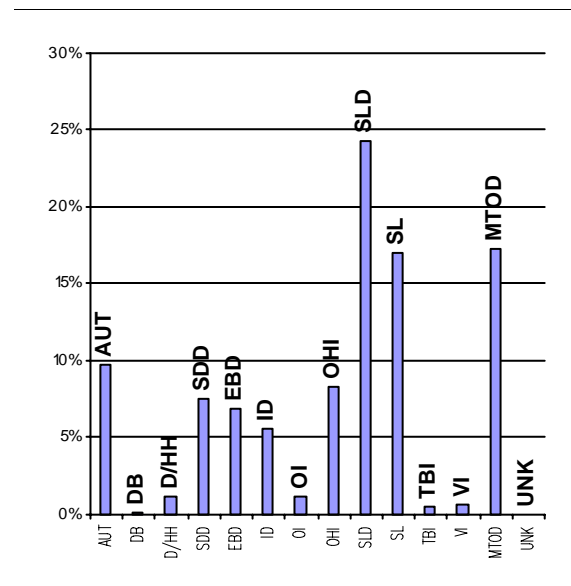
Race/Ethnicity	Count	Percent
White	29	55.8%
Black or African American (B/AA)	21	40.4%
Hispanic or Latino (H/L)	2	3.8%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	51	98.1%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	1.9%



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)	6	11.5%
Emotional Behavioral Disorder (EBD)	4	7.7%
Intellectual Disability (ID)	2	3.8%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	1.9%
Specific Learning Disability (SLD)	14	26.9%
Speech/Language Impairment (SL)	20	38.5%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	1.9%
Unknown (UNK)	4	7.7%



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

2012 Special Education Parent Survey Report

Pelham City

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
11	Teachers are available to speak with me.	73
9	My child's evaluation report is written in terms I understand.	69
10	Written information I receive is written in an understandable way.	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.	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.	65
12	Teachers treat me as a team member.	65
16	Teachers respect my cultural heritage.	65
19	The school communicates regularly with me regarding my child's progress on IEP goals.	65
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

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.	61
22	The school offers parents a variety of ways to communicate with teachers.	58
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.	54
25	The school explains what options parents have if they disagree with a decision of the school.	54
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.	52
21	The school offers parents training about special education issues.	46
7	I was given information about organizations that offer support for parents of students with disabilities.	45
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.

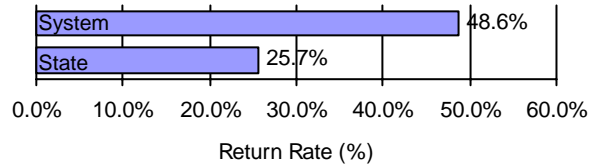
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Social Circle City

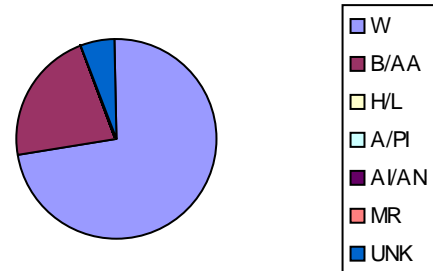
Overview

	System	State
Number of Surveys Distributed	37	41,065
Number of Valid Responses	18	10,543
Percentage Return Rate	48.6%	25.7%

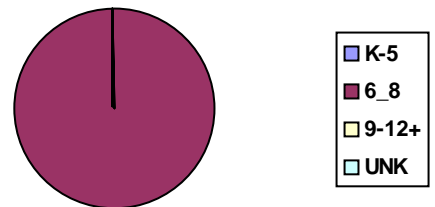


Child Demographics

Race/Ethnicity	Count	Percent
White	13	72.2%
Black or African American (B/AA)	4	22.2%
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)	1	5.6%



Grade	Count	Percent
K-5	0	0.0%
6-8	18	100.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	16.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	11.1%
Emotional Behavioral Disorder (EBD)	3	16.7%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	11.1%
Specific Learning Disability (SLD)	3	16.7%
Speech/Language Impairment (SL)	1	5.6%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	5.6%
Unknown (UNK)	3	16.7%



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

2012 Special Education Parent Survey Report

Social Circle City

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
5	All of my concerns and recommendations were documented on the IEP.	61
1	I am considered an equal partner with teachers and other professionals in planning my child's program	56
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	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
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	44
12	Teachers treat me as a team member.	44
9	My child's evaluation report is written in terms I understand.	39
10	Written information I receive is written in an understandable way.	39
11	Teachers are available to speak with me.	39
13	Teachers seek out parent input.	39

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
16	Teachers respect my cultural heritage.	28
18	The school has a person on staff who is available to answer parents' questions.	28
20	The school gives me choices with regard to services that address my child's needs.	28
23	The school gives parents the help they may need to play an active role in their child's education.	28
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	25
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	24
7	I was given information about organizations that offer support for parents of students with disabilities.	17
21	The school offers parents training about special education issues.	6
24	The school provides information on agencies that can assist my child in the transition from school.	6
25	The school explains what options parents have if they disagree with a decision of the school.	6

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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.

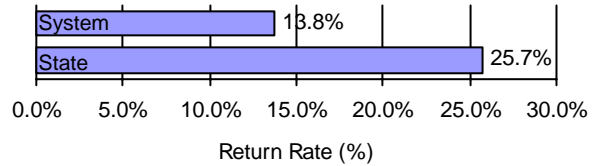
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Thomasville City

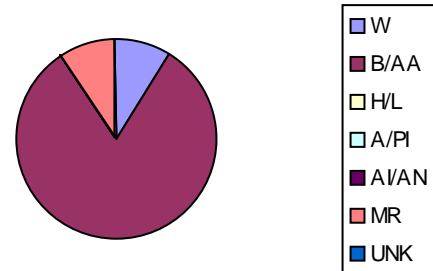
Overview

	System	State
Number of Surveys Distributed	80	41,065
Number of Valid Responses	11	10,543
Percentage Return Rate	13.8%	25.7%

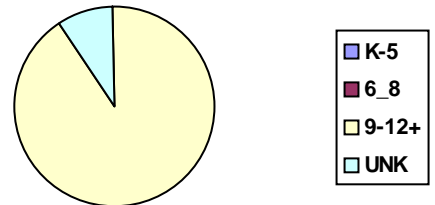


Child Demographics

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	0	0.0%
6-8	0	0.0%
9-12+	10	90.9%
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)	0	0.0%
Emotional Behavioral Disorder (EBD)	5	45.5%
Intellectual Disability (ID)	2	18.2%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	9.1%
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)	2	18.2%
Unknown (UNK)	0	0.0%



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

2012 Special Education Parent Survey Report

Thomasville City

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	9 %	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.	45
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
5	All of my concerns and recommendations were documented on the IEP.	36
19	The school communicates regularly with me regarding my child's progress on IEP goals.	36
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	30
22	The school offers parents a variety of ways to communicate with teachers.	30
1	I am considered an equal partner with teachers and other professionals in planning my child's program	27
11	Teachers are available to speak with me.	27
14	Teachers show sensitivity to the needs of students with disabilities and their families.	27

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
12	Teachers treat me as a team member.	18
13	Teachers seek out parent input.	18
15	Teachers encourage me to participate in the decision-making process.	18
18	The school has a person on staff who is available to answer parents' questions.	18
21	The school offers parents training about special education issues.	10
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	9
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	9
20	The school gives me choices with regard to services that address my child's needs.	9
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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 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.

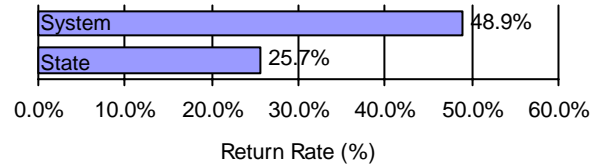
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Trion City

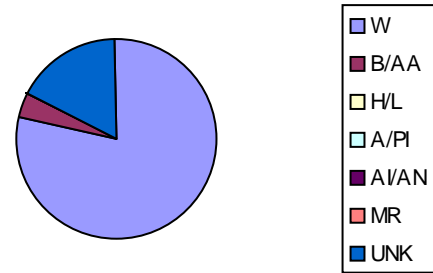
Overview

	System	State
Number of Surveys Distributed	47	41,065
Number of Valid Responses	23	10,543
Percentage Return Rate	48.9%	25.7%

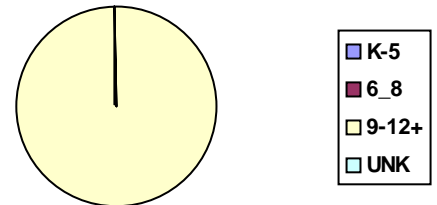


Child Demographics

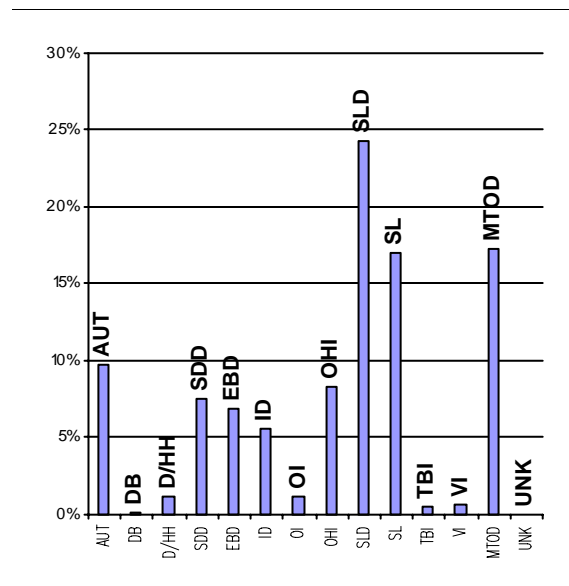
Race/Ethnicity	Count	Percent
White	18	78.3%
Black or African American (B/AA)	1	4.3%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	4	17.4%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	23	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)	0	0.0%
Emotional Behavioral Disorder (EBD)	1	4.3%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	4	17.4%
Other Health Impairment (OHI)	2	8.7%
Specific Learning Disability (SLD)	12	52.2%
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	4.3%
Unknown (UNK)	3	13.0%



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

2012 Special Education Parent Survey Report

Trion City

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.	61
13	Teachers seek out parent input.	61
11	Teachers are available to speak with me.	59
18	The school has a person on staff who is available to answer parents' questions.	59
15	Teachers encourage me to participate in the decision-making process.	57
16	Teachers respect my cultural heritage.	55
12	Teachers treat me as a team member.	55
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	53
25	The school explains what options parents have if they disagree with a decision of the school.	52
5	All of my concerns and recommendations were documented on the IEP.	52

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
21	The school offers parents training about special education issues.	50
23	The school gives parents the help they may need to play an active role in their child's education.	50
1	I am considered an equal partner with teachers and other professionals in planning my child's program	48
9	My child's evaluation report is written in terms I understand.	48
19	The school communicates regularly with me regarding my child's progress on IEP goals.	48
22	The school offers parents a variety of ways to communicate with teachers.	48
7	I was given information about organizations that offer support for parents of students with disabilities.	47
20	The school gives me choices with regard to services that address my child's needs.	45
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

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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.

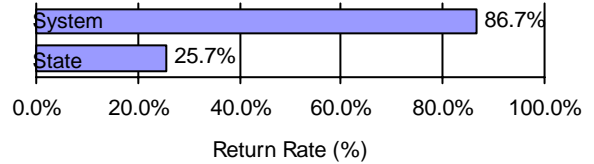
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2012 Special Education Parent Survey Report Valdosta City

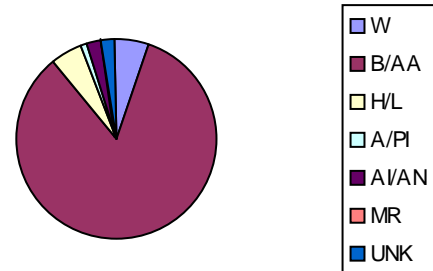
Overview

	System	State
Number of Surveys Distributed	105	41,065
Number of Valid Responses	91	10,543
Percentage Return Rate	86.7%	25.7%

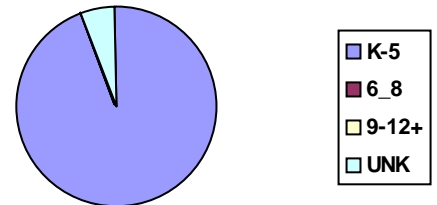


Child Demographics

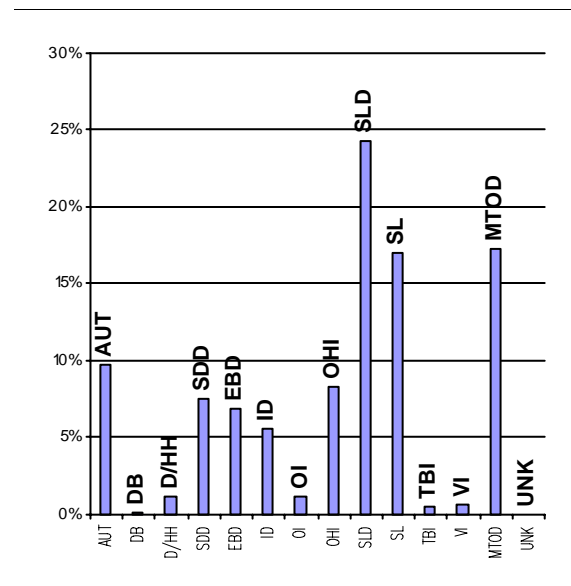
Race/Ethnicity	Count	Percent
White	5	5.5%
Black or African American (B/AA)	76	83.5%
Hispanic or Latino (H/L)	5	5.5%
Asian or Pacific Islander (A/PI)	1	1.1%
American Indian or Alaska Native (AI/AN)	2	2.2%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	2	2.2%



Grade	Count	Percent
K-5	86	94.5%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	5	5.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	5	5.5%
Deaf-Blind (DB)	1	1.1%
Deaf-Hard of Hearing (D/HH)	1	1.1%
Significant Developmental Delay (SDD)	7	7.7%
Emotional Behavioral Disorder (EBD)	7	7.7%
Intellectual Disability (ID)	1	1.1%
Orthopedic Impairment (OI)	1	1.1%
Other Health Impairment (OHI)	5	5.5%
Specific Learning Disability (SLD)	19	20.9%
Speech/Language Impairment (SL)	21	23.1%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	1.1%
More Than One Disability (MTOD)	9	9.9%
Unknown (UNK)	13	14.3%



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

2012 Special Education Parent Survey Report

Valdosta City

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.	70
14	Teachers show sensitivity to the needs of students with disabilities and their families.	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
19	The school communicates regularly with me regarding my child's progress on IEP goals.	59
12	Teachers treat me as a team member.	58
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	58
16	Teachers respect my cultural heritage.	58
5	All of my concerns and recommendations were documented on the IEP.	58
13	Teachers seek out parent input.	57

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.	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
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	51
22	The school offers parents a variety of ways to communicate with teachers.	50
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.	35
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.	34
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

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

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2012 Special Education Parent Survey Report Vidalia City

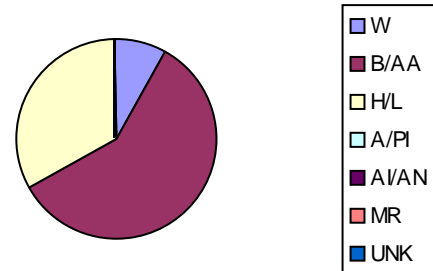
Overview

	System	State
Number of Surveys Distributed	65	41,065
Number of Valid Responses	12	10,543
Percentage Return Rate	18.5%	25.7%

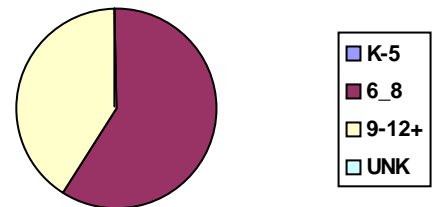


Child Demographics

Race/Ethnicity	Count	Percent
White	1	8.3%
Black or African American (B/AA)	7	58.3%
Hispanic or Latino (H/L)	4	33.3%
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	7	58.3%
9-12+	5	41.7%
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)	2	16.7%
Intellectual Disability (ID)	2	16.7%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	4	33.3%
Speech/Language Impairment (SL)	3	25.0%
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)	1	8.3%



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2012 Special Education Parent Survey Report

Vidalia City

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
12	Teachers treat me as a team member.	82
11	Teachers are available to speak with me.	75
15	Teachers encourage me to participate in the decision-making process.	73
1	I am considered an equal partner with teachers and other professionals in planning my child's program	67
14	Teachers show sensitivity to the needs of students with disabilities and their families.	64
25	The school explains what options parents have if they disagree with a decision of the school.	64
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
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	58
9	My child's evaluation report is written in terms I understand.	58

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).	55
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	50
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
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
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	45
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.	42
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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